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Community College Leaders' Strategies to Recruit Quality Faculty

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This is to certify that the doctoral study by

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Abstract

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by

Charmelia Butler

MBA, Webster University, 2003

BBA, University of Memphis, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2019

Abstract

Human resource (HR) directors at academic institutions work to fill vacant teaching

positions with skilled educators in colleges and universities. Unemployment in the United

States declined to 5% in December 2015, creating placement issues for HR directors. The

purpose of this multiple case study was to explore strategies that community college HR

directors used to recruit qualified faculty for teaching positions to increase institutional

performance. The targeted population for the study included 5 HR directors from

community colleges in northern Texas. To meet the criteria for inclusion in the study,

candidates had to be employed as an HR director at a community college in Northern

Texas, be knowledgeable about hiring high performing faculty, and have at least 3 years

of experience in this role. Data were collected from interviews with HR directors and

from institution websites and social media pages regarding hiring and recruitment. Data

analysis was guided by Yin's 5 steps of data analysis, which included data collection,

dissembling, reassembling, interpreting, and reporting. The 5 themes that emerged from

data analysis include: apply an action-oriented approach, recognizing the skill gap

variance, using active recruitment strategies, identifying required competencies, and

competing for subject matter experts with other industries. The application of the findings

from this study might contribute to positive social change by creating equity in hiring

qualified candidates to fulfill institutional needs, benefitting skilled applicants who were

previously overlooked, and supporting institutions' long-term strategic plans. The benefit

to student education quality and improved skill offerings may lead to skill development

of workers entering the workforce, thus improving both quality of service and the

strength and stability of the workforce.

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Dedication

I dedicate this doctoral study to my children Brianna and Madison for their prayers, love, and support during this doctoral journey.

Acknowledgments

I thank Dr. Carol-Anne Faint, Dr. Erica Gamble, Dr. Judith Blando, Dr. Al

Endres, and my other instructors and classmates at Walden University for your

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success.

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Section 1: Foundation of the Study

Employers sometimes experience a decline in their workforce talent pool. For example, academic institutions with available faculty positions work to recruit highly qualified candidates and struggle to fill these positions (Rouleau, de Rond, & Musca, 2014). A lack of strategies for attracting and retaining faculty can negatively impact the institution (Kutsmode, 2015). The absence of effective recruitment strategies to attract superior scholars can result in the enlistment of a less qualified workforce and poor institutional performance (Mosier, Heidorn, & Johnson, 2015). Thus, my objective in this study was to research the strategies that human resource (HR) directors apply to recruit and hire faculty to increase institutional performance.

Background of the Problem

Leaders face the challenge of meeting institutional performance measures related to educational partnerships and institutional assessment evaluations (Rouleau et al., 2014). Both performance measures are driven by an availability of subject matter experts for their respective areas of instruction. Although methods to meet these measures may be effective for current staff, there are inadequate strategies for filling skill gaps when evaluating faculty for developing an institutional action plan. The HR directors in academic institutions who do not to implement adequate recruitment strategies may recruit less qualified faculty. Subsequent hiring leads to a decrease in institutional performance (Jonson, Thompson, Guetterman, & Mitchell, 2016).

Problem Statement

HR directors at academic institutions face the burden of filling vacant teaching positions in colleges and universities (Vandyk, Chartrand, Beké, Burlock, & Baker, 2017). Additionally, unemployment in the United States declined from 9.9% following the 2007-2009 recession to 5% in December 2015 (Kang & Williamson, 2016), creating placement issues for HR directors. The general business problem is that HR directors in academic institutions who do not apply adequate recruitment strategies could recruit less qualified faculty. The specific business problem is that some community college's HR directors lack recruitment strategies to recruit and hire talented faculty to increase institutional performance.

Purpose Statement

The purpose of this multiple case study was to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. The targeted population is HR directors from five community colleges in Northern Texas. The implications for social change include improved instruction, which may lead to greater skill development of skilled workers entering the workforce, thus improving both quality of service and a stronger and stable workforce. An additional implication is that filling faculty positions with qualified faculty could increase the quality of graduates for improving communities' economic conditions.

Nature of the Study

Researchers select from three research methods: qualitative, quantitative, or mixed (McCusker & Gunaydin, 2015). Using the qualitative method enables researchers

to explore phenomena with open-ended questions to discover what is occurring or has occurred (Locatelli, Turcios, & LaVela, 2015). In contrast, quantitative researchers use closed-ended questions and rely on statistical analysis to test hypotheses for variables' relationships or differences (Ragas & Laskin, 2014). However, I did not test a hypothesis to examine variables' significance, and the quantitative method is not a relevant approach for exploring strategies that improve faculty recruitment. Further, a mixed methods researcher analyzes data using both qualitative and quantitative methodologies (Zhang & Watanabe-Galloway, 2014), which I did not select because of the inclusion of the quantitative method.

I also considered three qualitative research designs for exploring strategies to improve faculty recruitment and hiring: phenomenology, ethnography, and case study. Researchers use the phenomenology design to explore and describe the communal experiences of individuals who have experienced a phenomenon (Matua, 2015). But understanding communal experiences in this study would not have benefitted the research process and was not the objective of the study. Ethnography is utilized by researchers to explore common patterns of groups' cultural experiences (Rouleau et al., 2014), but this was also not the objective of the study. Finally, using a case study enables researchers to explore multiple perspectives from multiple perspectives within a bounded context (Taylor & Thomas-Gregory, 2015), which was a suitable design for addressing my study's objective.

Research Question

The central research question was "What recruitment strategies do HR directors lack to recruit talented faculty to increase institutional performance?"

Interview Questions

1. What are the current methods used by HR directors to recruit highly skilled faculty for a job vacancy?

2. What is the process that you use to screen applicants to ensure they meet the faculty position requirements?

3. How, if at all, do the existing recruitment strategies align with institutional objectives for sustainability?

4. What information can you provide to help me understand the successful faculty recruitment practices your institution has used to ensure an equitable onboarding experience for all candidates?

5. What were the key barriers that existed prior to implementing strategies for supporting institutional objectives?

6. How did your organization address the key barriers to implementing your strategies for support institutional objectives?

7. What else can you share with me about your institution's successful recruiting and hiring strategies for filling faculty positions?

Conceptual Framework

The conceptual framework for the study was Weiner's attribution theory. The attribution theory was developed by Fritz Heider in 1958 and provided an example of

attribution theory based on the attributions made by recruiters during the hiring selection process (Carless & Waterworth, 2012). According to Weiner's theory, individuals seek to find the cause of an individual's success or failure at a task, which can be attributable to factors like an individual's ability or effort, locus of causality, controllability, and stability (Carless & Waterworth, 2012). The locus of causality refers to whether the cause was because of the person or the situation (Hewett, Shantz, Mundy & Alfes, 2018). A cause because an individual is an internal factor and causes because of a situation are external factors (Hewett, et al., 2018). The causes contribute significantly to the reactions of individuals and their ability to adapt in variable environments. For example, internal factors affect ability and decision making, and external factors are uncontrollable but still affect individuals' responses (Carless & Waterworth, 2012).

Controllability measures the influence level of the cause, and its significance relates to the outcome of the event. A cause whose impact can determine the outcome of an event is controllable. A lack of effort is also identified as controllable and perceived as negative. Applicants who are perceived to assert a lack of effort are likely to score low during the screening process and are identified as unfavorable candidates for hire. Subsequently, causes that are beyond the control of influence are identified as uncontrollable (Carless & Waterworth, 2012). A lack of ability to handle an uncontrollable influence attributed to external influences is not perceived as negative and will generally garner higher favorability. Further, the level of stability is determined by measuring the cause of the event. A stable cause of an event is identified as permanent

and a cause that fluctuates over a duration is identified as unstable (Carless & Waterworth, 2012).

Weiner's attribution theory was appropriate for this study because HR recruiters associate the achievements of applicants based on their responses to interview questions (Carless & Waterworth, 2012). Additionally, the theory helped understand the selection process that hiring directors utilize in making perceived suitability decisions about future work performance. The success of a faculty within the institution can be attributable to a cultural environment that provides support for their faculty in achieving institutional objectives. The faculty who interview favorably but produce subpar work is attributed to an HR recruiter who is unequipped to screen applicants to perform the tasks they were hired for.

Operational Definitions

The following operational definitions support an understanding of the concepts for specific terms used throughout the study.

Educational partnerships: Educational partnerships are comprised of various organizations that align themselves to meet common goals and can expand their geographical reach in serving communities (Lemke, 2018).

Institutional action plan: An institutional action plan is a document that is comprised of an action plan for created by faculty that details specific actions required that align with institutional objectives (Gorman, 2016).

Institutional assessment: Institutional assessment is instrumental in the planning the effectiveness of outcomes, institutional research, and ultimately accreditation (Jonson et al., 2017).

Institutional strategies: Institutional strategies are a plan of action developed and implemented as a guideline for insuring institutional goals and objectives are met (Jacobs, 2016).

Passive job seekers: Passive job seekers are applicants who are not actively seeking employment but are open to considering alternative employment opportunities. (Brandão, Silva, & dos Santos, 2019).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions in research are presumed a fact without verification (Armstrong & Kepler, 2018). First, I assumed that the participants had knowledge of their institution's recruitment and retention practices. There was also an assumption that participants possess the mental capacity needed to participate in the study and this is based on their acceptance of participation after reviewing the study expectations and requirements. Another assumption was that HR directors in academic institutions who lack adequate recruitment strategies may recruit less qualified faculty. Finally, I assumed that the interview questions (see Appendix A) were appropriate to gain the desired information from participants and the assumption was that all participants answered honestly.

Limitations

Limitations are weaknesses or deficiencies found in the research study (Almeida, Faria & Queirós, 2017). A limitation to this study was that the sample size is small, meaning the findings may not be generalizable to all settings in all locations. Another limitation to the study was the population of the sample size that is limited to five community colleges. Another limitation is the geographic region, which may not accurately represent the typical 2-year institution and the short time limit if the study. Finally, the limited number of interview questions cannot be used to generalize the general strategies for all 2-year institution that recruit faculty.

Delimitations

Delimitations are limitations the researcher impose deliberately on the research study (Dean, 2014). Delimitations for this study included the number of organizations, which was five. Another delimitation was that the study was limited to Texas. A final delimitation was that the study was limited to community colleges.

Significance of the Study

One of the objectives for my study was to provide a strategy for academic institutions to strengthen human capital to satisfy long-term institutional goals. Another potential benefit of the study is to enable training to improve recruitment hiring practices. My findings may strengthen the quality of recruitment and hiring practices for faculty, driving improved college performance and enhancing the reputation of the institution for recruiting additional students.

Contribution to Business Practice

Employers who work with limitations in attracting top talent faculty must reevaluate their recruitment and hiring strategies (Kutsmode, 2015). The contributions from this study could help develop and implement model that institutions can use to evaluate the effectiveness of their faculty hiring strategies to reduce faculty replacement costs and increase student satisfaction, retention, and increase revenues.

Implications for Social Change

Improving faculty recruitment and hiring strategies from the study's findings could create fairness in the advancement of hiring qualified candidates to fulfill institutional needs. The equitable process may advance academic HR directors' roles and contributions to institutional advancement in supporting long-term strategic plans. This equitable hiring process can also benefit minority applicants who were previously overlooked in the screening portion of the applicant review process.

A Review of the Professional and Academic Literature

The objective of this multiple case study was to explore strategies that community colleges use to recruit and hire qualified faculty for teaching positions to increase institutional performance. The HR directors at academic institutions fill vacant teaching positions in colleges and universities (Vandyk et al., 2017). But the lack of innovative recruitment strategies can result in an inferior pool of applicants, which can impact institutional performance (Mosier et al., 2015).

The primary search terms I used to gather this information were *faculty, talent management, retention, institutional hiring, recruitment strategies, institutional*

objectives, sustainability, and *community colleges.* These terms were searched using the following databases: ABI/INFORM, ProQuest, Google Scholar, and Thoreau Multi-Database Search. All the information in the literature review is from academic peer-reviewed journals. The other materials include dissertations and government publications. Of the 105 sources, 97% (102) are peer reviewed and 96% have been published between 2015 to 2019, meeting DBA doctoral study rubric requirements.

In this literature review section, I offer a detailed background on the impact of hiring a less than highly qualified faculty and the impact on the institution. The objective of the literature review is to provide information regarding the topic of faculty recruitment and retention. The literature review contains the following sections (a) the relevant theories, (b) recruitment and retention strategies, (c) faculty retention and recruitment, and (d) impact of recruitment on institutional performance.

Weiner's Attribution Theory

Weiner's attribution theory is based on the attributions made by recruiters during the hiring selection process (Carless & Waterworth, 2012). According to Weiner's theory, individuals seek to find the cause of an individual's success or failure, which can be attributable to an individual's ability or effort, locus of causality, controllability, and stability (Carless & Waterworth, 2012). The locus of causality refers to whether the cause was because the person or the situation, with an individual being an internal cause and a situation being external causes (Hewett et al., 2018). Internal factors impact ability and decision making, whereas external factors are uncontrollable that influence individual responses (Carless & Waterworth, 2012).

Controllability measures the influence of the cause and its outcomes (Carless & Waterworth, 2012). For example, a lack of effort is controllable, so applicants who are perceived to assert a lack of effort are likely to score low during the screening process and are identified as unfavorable candidates for hire. In contrast, causes that are beyond the control of influence are uncontrollable. A lack of ability to handle an uncontrollable influence is not perceived as negative and may lead to higher favorability (Carless & Waterworth, 2012). Further, the level of stability is determined by measuring the cause of the event, with a stable cause being permanent and an unstable cause fluctuating over time.

Weiner's attribution theory was appropriate for this study because HR recruiters associate the achievements of applicants based on their responses to interview questions (Carless & Waterworth, 2012). Additionally, I used the theory to understand the selection process that hiring directors utilize in evaluating candidates regarding future work performance. The faculty who produce subpar work are attributed to an HR recruiter who did not properly screen applicants.

Alternative theories. The organization theory was another theory that I considered in my research. The organizational theory was developed by Frederick Taylor in 1917 (Conen, Henkens, & Schippers, 2011). The theory suggests that organizations are profit driven and strive to meet goals that maximize profit potential (Conen et al., 2011). Employers continue to equate experience with productivity, which maximizes profitability, making experience an influence on hiring directors' decisions (Conen et al.,

2011). The assumption is that seasoned and skilled applicants are better equipped to acquire new skills when required (Conen et al., 2011).

The cognitive load theory was also a theory that I considered for my research. The theory was developed by John Sweller in 1988 (Frieder, Iddekinge, & Raymark, 2016). The theory expands on the relationship between interview decision time and applicant order (Frieder et al., 2016). Applications evaluated in the first few interview slots received more consideration as opposed to applicants scheduled later were the result of hurried decisions (Frieder et al., 2016). The theorists identified workplace behaviors that are relevant to my research, it fails to address the research question which, is the foundation of my study.

Recruitment and Retention Strategies

Recruiting is a necessary task for organizations and is costly (Visa, Einolander, & Vanharanta, 2015). The costs associated with recruitment, onboarding, and training are expenses that a company can incur if the process is not conducted property resulting in a bad hiring decision (Visa et al., 2015). The recruitment process is conducted utilizing various techniques to include but not limited to the advertisements of positions, interviews, and selections (Visa et al., 2015).

Developing a plan to attract quality talent can meet an immediate need, but long-term planning ensures that a plan is continually supported. A human capital management strategy ensures that organizations remain competitive in attracting top quality candidates (Tucker, 2018). The strategy should align with the organization's core business practices and set a benchmark for the best approach to recruitment and retention. Therefore, it is

important for HR directors to understand the organizational strategy by being involved in business strategy development. A deeper understanding of current and forecasted needs allows HR to make informed decisions based on workforce needs. A workforce need may involve drafting a plan to develop workforce capabilities within the organization rather than active recruitment externally (Tucker, 2018). An established workforce development plan is a continuous investment that builds workforce capital and internal value.

Posting a position starts with three factors: the personal attributes that applicants should possess, actions that applicants must be willing to perform, and the actions they should have previously performed in other positions. Personal attributes are the foundation of a model employee and are typically not learned on the job; they are qualities or characteristics of an individual that are demonstrated by answering situational-based questions during the interview process. Actions that applicants are willing to perform are based on the desire to grow and gain the specific skills required to be successful in the positions. The actions that an applicant should have previously performed are measurable and can be verified. Job descriptions that are vague attract many applicants who believe they are entitled to the role at a competitive salary based on their previous work experience (Kappes, Balcetis, & De Cremer, 2018). Applicants who display overconfidence in their ability to perform the job duties can be attributed to vague qualifications listed on job descriptions (Kappes et al., 2018).

Recruiting methods for attracting qualified candidates can vary based on the classification of the targeted job seeker, which refers to either active and passive job seekers (Acikgoz, 2019). A passive recruiting method often attracts active job seekers

who are looking for employment through online job boards and company websites. Passive recruiting methods tend to yield a higher quantity of applicants who have qualified themselves based on the minimum posted job requirements. However, the quality of applications are likely to diminish based on the state of unattended posted positions. Conversely, active recruiting methods are designed to target passive job seekers who are not currently pursuing employment opportunities but could be open to leaving their current organization. The passive job seeker approach targets skilled applicants who can be an asset to the organization based on the skills they have acquired from previous work experience, as passive job seekers are likely employed and subject matter experts within their respective fields. Social networking sites are an example of targeted approaches to identifying passive job seekers (Acikgoz, 2019).

Social media was initially designed to connect with social circles and has evolved into a networking opportunity for professionals (Henderson, 2018). Developing professional contacts and sharing information to the masses has increased the popularity of social media since its inception in the early 2000s (Henderson, 2018). Social media presents an opportunity for recruiters to perform a suitability assessment and determine whether an applicant may or may not be a cultural fit for the organization based upon their social media activity (Henderson, 2018). Although this practice is often viewed as an invasion of privacy, it is an opportunity to monitor an applicant's actions, reactions, and digital footprints (Henderson, 2018). The strengths and talents of employees serve as the foundation of a highly competitive organization (Shantz, 2017).

Online recruitment is a passive method for organizations to collect applications for posted positions and retain for future needs (Brandão, Silva, & dos Santos, 2019). The goal for this recruitment method is to capture skilled workers while eliminating unqualified applicants based on a predetermined criterion (Brandão et al., 2019). For example, sophisticated online recruitment packages can administer personality tests and identify candidates who produce favorable results (Brandão et al., 2019). These systems are efficient and can handle a considerable number of applications, though this may lead to overlooking applicants who may be a suitable fit for an organization (Brandão et al., 2019). Thus, human judgement is needed in the hiring process to ensure a suitable fit is selected (Visa et al., 2015).

In addition to online recruitment, an applicant screening strategy that incorporates working interviews is beneficial to bother the employer and the applicant (Lee et al., 2018). Working interviews provide a realistic outlook on the probability of a cultural fit and turnover. The employer can determine whether applicants have the required skills listed in the job description and can make adjustments necessary for skill gaps, and the applicants can decide about moving forward in the hiring process based on their ability to perform the required tasks per the job description (Lee et al., 2018). An organization's ability to predict and prepare for turnover based on forecasted trends and internal operations can overcome the losses associated with voluntary turnover.

The reputation of an organization is also important in the recruitment process. Positive perceptions of organizations are likely to produce an influx of applicants and a negative perception decreases the likelihood of a sizeable applicant pool (Landay &

DeArmond, 2018). The level of competence in hiring recruiters chosen to represent the

organization can also play a significant role and impact the overall competence of the

firm (Landay & DeArmond, 2018). Selection interviews are an opportunity for applicants

to present their positive and marketable attributes and leave a favorable impression that

resonates with committee members (Born, Hiemstra, & Oostrom, 2018). Applicants may

be subject to assessments and work samples to gauge their behavior in actual settings as

opposed to sharing past experiences based on isolated incidents (Born et al., 2018).

After recruitment, strong network ties and open networks can produce favorable

outcomes by promoting growth and retention. Multiple factors can influence

organizational affiliation and dynamics (Yongren et al., 2017). For example, social

encapsulation is a factor that can influence membership dynamics within an organization

and involves organizations emphasizing the importance of social interaction among its

members. Extensive organizational networks can influence membership growth and

stability. Finding a favorable balance of social and network interaction is necessary for

sustained growth (Yongren et al., 2017). Another factor that can influence membership

dynamics is time and energy, which can impact a closed network status and lead to long-

term loyalty (Yongren et al., 2017).

Retaining employees can also depend on what they value most. The most

common individual wants and attributes are compensation, enjoyment, career

opportunities, and recognition. Compensation includes benefits, paid vacation, and

overtime opportunities (Reynolds, 2019). Workplace culture and fruitful working

relationships are also important factors in determining continued future employment.

These relationships with colleagues can provide enjoyment and is an influential tool in retention when employees seek purposeful work, meaningful relationships, and a work–life balance (Reynolds, 2019). Additionally, career development provides purpose, though this and can lead to higher turnover rates within organizations. Recognition provides an opportunity to show appreciation of the hard work and efforts, which may come in the form of a financial compensation or a formal recognition with colleagues and leadership. Finally, feedback is important, as individuals need support as they change their priorities (Reynolds, 2019). The success of these strategies is measured by the retained staff or faculty's sense of responsibility to aid the organization's or institution's goals.

Further, fun in the workplace is a work environment that promotes positive emotional reactions to amuse and engage employees while working. Fun in the workplace can range from manufactured fun to a general integration into the corporate culture of an environment (Michel, Tews, & Allen, 2019). These experiences create an outlet for creativeness, problem solving, and higher levels of engagement that can promote the well-being of the employee. Creating an environment that encourages social interaction can improve employee relations. A mindset of social collectiveness within the workplace can reduce turnover intentions (Michel et al., 2019). Additionally, engagement builds teamwork and benefits the entire organizational culture. Engaged employees exhibit higher levels of job satisfaction, which results in higher productivity (Shantz, 2017). A top-down approach to employee engagement increases growth within an organization that promotes an environment that aligns role expectations with sufficient

resources. The top-down approach seeks to empower leadership by inspiring greatness and quality performance from their employees that allow their character strengths to flourish. Gathering data from subject matter experts within the organization allows employees to provide input based on their daily interactions and the belief that their opinion is valued, which can be used to improve work conditions and productivity (Shantz, 2017).

For retention in the academic setting, an institution's commitment to providing a positive workplace culture supports the retention efforts and stabilizes the establishment. Institutions that create communal environments where leaders can provide the support to empower their faculty to share techniques, innovative curriculum ideas, and enthusiasm among colleagues (Sobel, 2018). Further, providing support for newly hired faculty can ease the transition of balancing a full faculty teaching load in addition to institutional commitments. For example, mentoring programs can improve retention (Vandyk et al., 2017). In a university environment this approach includes allowing current faculty who are pursuing a terminal degree to continue teaching their contractual load while completing their degree requirements. In a community college environment, this may involve recruiting students who have successfully completed programs within the institution to work as faculty in the areas they specialized. Stipends can also be used to recruit faculty with specialized skill sets for students in highly sought-after careers (Vandyk et al., 2017), though appealing to intrinsic motivations is also a tool to retain quality instructors rather than financial rewards (Sobel, 2018). Faculty can also be

retained by reducing workloads caused by the shortage in specialized areas (Bittner & Bechtel, 2017).

In the changing academic environment, institutions are also required to adapt and meet the needs of their students as well as their workforce (Reynolds, 2019). Providing a flexible work schedule and telecommuting options has become increasingly popular and with a shortage of qualified applicants the willingness to explore other employment options exists when expectations are not being met. Working remotely is an option that organizations are allowing, which reduce workplace space requirements and utilizes remote login, teleconference, and videoconference technology (Coenen & Kok, 2014). The option to work remotely enables the flexibility for employees to work at times that are convenient based on their lifestyle.

The Impact of Recruitment on Institutional Performance

Institutional performance is a direct indicator of the work product of its members and can be measured by its ability to attract and retain a quality workforce. The most significant impact to an institution relates to the ability to deliver curriculum that aligns with learning objectives and the ability to assess outcomes (Jonson et al., 2016). Academic freedom ensures that faculty incorporate special topics and more autonomy with teaching and scholarship while ensuring course outcomes are met (Sobel, 2018). Outcome assessments help determine whether student learning is achievable and areas that need improvement (Jonson et al., 2016). Institutions that are committed to meeting benchmark standards at a minimum should reassess outcomes to ensure they are in alignment with institutional targets.

Institutional needs are also identified by developing institutional goals, which serve as a roadmap for department direction and planning (Mosier et al., 2015). These goals are guided by the institution's accountability for improving student learning by making assessment a fundamental foundation model (Jonson et al., 2016). Institutions that recruit a higher ratio of part-time faculty should examine how this decision can impact overall institutional performance (Pons et al., 2017). Workload and institutional obligations vary based on faculty status; in most cases the commitment required to ensure outcomes are achieved requires additional commitments outside of classroom obligations (Pons et al., 2017). Further, recruiting faculty who are qualified and a representativeness of the student body will present a willingness to put forth the time and energy needed in meeting institutional goals (Holmes & Menachemi, 2017).

An institution's ability to attract and retain human capital is essential to ensure student's needs are met in all capacities. In academic environments, the competency of faculty on the performance level is a direct indicator of the success of institutional programs in meeting department objectives (Ahmad, 2015). Most part-time faculty are industry professionals with full-time employment elsewhere (Pons et al., 2017). Their level of commitment and vested interests are minimal in comparison to full-time faculty who are the recipients of benefits and a significance pay increase (Pons et al., 2017). Full-time faculty are often selected for interviews based on their ability to fulfill a short term need of the institution (Wright & Vanderford, 2017). Although their credentials may meet minimal standards the hiring committee's ability to identify the demonstrated long-term investment benefit may be lacking because of the lack of knowledge and needs

assessment training. The pool of applicants that apply are rated based on a grid scale often created by the hiring committee (Wright & Vanderford, 2017). Gridding criteria determined by the hiring committee fails to capture the requirements needed to meet specific department objectives because the fact that committee members are a varied pool throughout the college.

Failure to properly document the functional needs of a vacant position and the direct impact of that role in achieving institutional objectives can impact hiring selection. The grid criteria is based on the superficial needs of the department and fails to focus on the mentorship that is required to maintain student success at the community college level (Wright & Vanderford, 2017). Hiring committees will benefit from the opportunity to make hiring decisions blindly without any personal information and allowing each applicant to be assigned a unique identifier eliminating any unknown bias in the selection process (Wright & Vanderford, 2017). Job security plays an important role in determining the retention factors that can exist with unstable employment opportunities (Faremi, 2017).

Faculty that traditionally fill roles identified as non-tenure status positions face a lack of promotional opportunities and the threat of employment loss. The uncertainty of continued employment results in less commitment to the institution and low achievement of institutional goals (Faremi, 2017). Providing an institutional agenda that aligns with its programs, procedures, and culture while satisfying employees while staying competitive is a challenge (Reynolds, 2019). A directive to hire personnel often comes from a higher-level immediate supervisor are responsible in ensuring that productivity goals are met

with limited resources and retention is maintained at an optimal level (Reynolds, 2019). Providing a standard hiring process across the board will ensure that applicants are reviewed and selected based on merits of the application rather than preference or bias.

Faculty roles within the institution are vital to student success, but the support personnel serve as the foundation for the institution and are held accountable to ensure department level requests are executed. Employees recruited to serve in non-critical support roles competency is equally important and is measure by their ability to support faculty and administrators in meeting department and institution objectives (Ahmad, 2015). Employees leave organizations for various reasons and the absence of a superannuation scheme certainly would not be the sole reason for a change in employment but it could potentially be the reason that an employee may elect to remain employed.

Organizational Change and Turnover

Organizational change is inevitable and often classified and the catalyst for various human capital challenges within the workplace. Organizational change should be handled delicately as the attitudes are formed during the presentation of newly proposed ideas (Thakur & Srivastava, 2018). The attitudes encompass the range of organization support that they expect to receive during the time of transition. Thoughtful leaders should present ideas while understanding the concerns and resistance to changes in an effort to overcome resistance to barriers and turnover (Thakur & Srivastava, 2018). Personnel turnover is an unavoidable nuisance and can have a significant impact on an organization's bottom line if the reasons for turnover are related to workplace challenges

(Girod et al., 2017). In academic environments, the cost of a momentous turnover starts with the expenses associated with recruitment and onboarding (Girod et al., 2017). In summary, costs associated with training after the hiring process impacts the institution as time and resources are redirected to ensure staff are up to speed and prepared to continue working to meet institutional objectives.

The result of the loss of human capital can impact the institutional in various ways. Faculty turnover can also impact workplace culture as workloads are shifted to faculty that requires a significant amount of more support to grasp foundation course material because of the lack of expertise and experience in subject matters. Lack of institutional support can play a significant role in the perception of institutional core values (Girod et al., 2017). Programs leaders that desire growth without the financial resources resort to hiring part-time faculty to keep costs at a minimum (McPherson, 2019). Most part-time faculty are industry professionals that are subject matter experts in their field but lack the formal knowledge that is required in academic settings. The lack of experience and preparation in educational settings often limits part-time faculty to teach how they were taught. Subsequently, the outcome of these experiences is realized at the highest institutional levels where program level assessment outcomes are reported as substandard (McPherson, 2019). A substandard outcome can jeopardize an institutions ability to continue operating in efficiency in meeting core objectives.

A positive impact on students and their community is the passion that allows faculty to continue serving. Faculty that can identify with their students can provide the greatest impact in a mentoring capacity (Blake, 2018). As a result, the sense of

community and belonging in these roles can significantly impact the longevity and has proven pivotal in the influence that impact continued employment within the institution (Blake, 2018). There is a benefit in students targeting academic programs where they are exposed to faculty that represent the diversity they will encounter as they enter the professional world (Mowatt et al., 2016). The increasing demand on well-regarded faculty includes teaching, numerous projects, and institutional initiatives (Sobel, 2018). Institutions that advocate for cultural equality are likely to promote diversity amongst faculty thus providing a rich experience and representation for all minority groups (Abdul-Raheem, 2016). Diverse faculty ensures a culturally diverse educational experience in addition to advocates for ethnic groups within the institution. Limited recruitment of minorities based on potential biases of hiring committee members may explain the lack of minority faculty within institutions (Abdul-Raheem, 2016). Providing equitable hiring practices benefits all institutional areas that serve students in preparing them for life after graduation.

In an ever-changing world driven by technology and innovation an organizations ability to adapt is instrumental in the continued success and gaining a competitive advantage. More importantly, the commitment to change in a competitive environment starts with the employees and their susceptibility to change readiness (Seggewiss, Straatmann, Hattrup, & Mueller, 2019). There is value in leaders evaluating current business practices to determine the appropriateness that polity change processes may have on the current imprint of the culture is of high practical interest. Evaluating specific social targets within the organization to examine how the change readiness proposal may

impact critical job functions will aid in the development of meaningful strategies for preparing employees for successful organizational changes. Identifying and garnering support from highly committed employees requires transformative change from within the organization to include creating opportunities to acquire additional skills that support the proposed changes. Commitment to leadership is equally as important during times of transition as the directive for change implementation will likely be communicated from the respective areas (Seggewiss et al., 2019).

A change to leadership styles can prove beneficial to the institution and impact longevity. The servant leadership approach may promote positive organization behavior in the workplace thus reducing turnover intentions (Dutta & Khatri, 2017). This leadership approach has been around the approach and application may vary depending on the environment. Servant leaders flourish in academic environments where academic freedom is encouraged where ideas and outcomes rarely mesh. Relationship building amongst scholars lays a foundation to garner support from faculty when institution initiatives require collaboration from various academic areas (Dutta & Khatri, 2017). Cultivating relationships is a continual process is considered fruitful when institutional leaders and faculty seek solutions than can benefit students despite the bureaucratic issues that exist. An organizational change may involve the reassignment of tasks to various groups but can also extend to a change in a process, software upgrade, restructure, downsizing, and layoffs (Akhtar, Bal, & Long, 2016).

Employees that are highly embedded within their organization are unlikely to consider job opportunities presented that may not be deemed a good cultural fit or could

potentially result in the loss of psychological sacrifices associated with the transition

(Porter, Posthuma, Maertz, Joplin, Rigby, Gordon, & Graves, 2019). Employees that

experience off-the- job embeddedness invest in relationships on a personal level and job

search and turnover decisions are made based on job recommendations within their

community (Porter et al., 2019). The contacts may not necessarily result in a high yield of

employment offers the referrals are more likely based on likely fit experiences and

recommendations based on formal interactions.

Regardless of the type of change, the impact of the change can lead to anxiety,

uncertainty, and discord amongst employees. Leaders who spend significant time with

their employees and embed themselves into the daily operations can benefit from

observation (Lee et al., 2018). Open door policies provide employees with an outlet to

present concerns and the opportunity for leadership to explain how decisions are made by

communicating limitations and establishing trust (Lee et al., 2018). The job demands

resources model has been identified as a benchmark for examining working environments

in an effort to improve employee commitment and reduce mental fatigue in the

workplace (Schaufeli, 2017). Psychosocial factors in the workplace are impacted by the

working conditions and resources available to perform compulsory tasks. An abundance

in resources and favorable working conditions can produce higher productivity that

translates into financial rewards for the organization. Subsequently, unfavorable working

conditions can result in decreased employee morale, reduced productivity, and higher

turnover (Schaufeli, 2017). An organization can monitor the psychosocial factors that

exist in the workplace in an effort to prevent unfavorable working conditions, thus reducing workplace burnout.

The job demands resources model amalgamates two psychosocial processes identified as the stress process and a motivational process (Schaufeli, 2017). The stress process is ignited by limited resources and increased demand of productivity in the workplace. As a result, employees are likely to experience burnout and poor health. The motivational process is triggered by an abundance of resources and high employee engagement in the workplace. High employee engagement attributes to job embeddedness and improves reduces employee turnover overall for the organization. The balance required to maintain overall workplace satisfaction requires vigilant manipulation by leadership. A significant reduction in workload can result in eliminating the challenge associated with performing the job and presenting a loss of fulfillment or job insecurity, both can result in increased turnover (Schaufeli, 2017).

The three components of job embeddedness are: fit, links, and sacrifice (Lee et al., 2018). Fit is identified as the employee perception of how they identify their current role with daily tasks (Lee et al., 2018). Employees that feel challenged and have a sense of purpose for their contribution have embedded themselves within the organization and are more likely to stay. Links are identified as the affiliation with one or more individuals, groups or organizations within their current capacity (Lee et al., 2018). The higher the links, the more likely the obligation to continue the affiliations remains. Employees that lack the comradery are closeness to the surrounding community are likely to seek outside affiliations resulting in increased voluntary turnover. Sacrifice is

identified as the losses associated with leaving the organization. Organizations that offer excellent health and retirement benefit packages are least likely to experience higher turnover incidents but are not exempt (Lee et al., 2018).

Social interactions among members can be beneficial and further extend the organizational network. The inevitability of change is regarded as unwelcomed its necessary implementation offers opportunities for those greatly affected. Often changes implemented are designed to allow for greater efficiencies but they can still have a great impact on the employees are at the effect of those changes (Akhtar et al., 2016). A positive impact may provide additional revenue streams, jobs, and employment opportunities for existing workforce. A negative impact on corporate culture can shift the expectation of the psychological contract for employees within the organization. If an organization frequently experiences a shift in their processes that event may have little to no impact on daily operations and the perceived strength of the organization (Akhtar et al., 2016). The change management process enables modifications to an organizational structure to encourage support and acceptance of changes during the transition to an improved process (Besliu, 2018). Consequently, changes are often met with the unwelcomed disruption of current processes and resistance to change (Biggane, Allen, Amis, Fugate, & Steinbauer, 2017).

Change that results in improved processes requires support to overcome any barriers to acceptance that may exist (Besliu, 2018). The primary reasons for departure from an employer are dissatisfaction or a lack of commitment to the organization (Trusty, Allen & Fabian, 2019). The uncertainty within the job market may be the result of

external economic conditions that drive organizations to hire temporary and while this decision is a short term fix it can create uncertainty and angst among the current workforce (Trusty et al., 2019). Job separation can also be the result of the desire for higher wages, increased responsibility, and improved working conditions (Trusty et al., 2019). The context in which the change is framed and strong leadership support will ease the transition and reduce the loss of key employees (Biggane et al., 2017). Internal environmental changes require a great deal of restructure that aligns with the revised policies to ensure they meet the organizational mission (Besliu, 2018). A significant turnover can put an organization at risk for a loss of profitability because of insufficient relationship management (Li, Yu, Huang, & Jin, 2019). Organizations can suffer financial losses as a result of employee turnover the inability to provide formal relationship management can be far more damaging long term (Li et al., 2019). An examination of the cause of turnover intention may result in further exploration by leadership in areas not limited to organizational commitment, performance, confidence, and relationship dynamics (Li et al., 2019). Turnover intentions are unpredictable organizational commitment to performance and employees often reaffirms the relationship dynamic within the workplace (Li, Zhu, & Park, 2018). An employee's commitment to the organization is measured by their performance and is an indicator of the employee's intention to continue employment (Li et al., 2019). Subsequently, leaders that make a concerted effort to understand the operation procedures of their subordinates gain valuable insight and can provide solutions that are relevant to daily processes (Li et

al., 2019). Turnover based on the reason for the departure can be categorized into organizational and occupational (Li, Yu, Huang, & Jin, 2019).

Organizational turnover is classified as employees departing the organization for employment opportunities within similar fields at competing organizations (Li et al., 2019). Occupational turnover is classified as employees that depart from the occupation as a whole shifting to another career field (Li et al., 2019). Organizational turnover is largely related to employee dissatisfaction and should be examined closely to determine if any efforts made by the organization could potentially reduce the loss (Li et al., 2019). A talent management taskforce can research the primary reasons that departures occur within organizations.

A single turnover may appear to be an insignificant loss, the event has the potential to disrupt business and impact moral (Lee, Hom, Eberly, & Li, 2018). The loss of a key employee identified as dysfunctional turnover results in additional workload for remaining employees and lost relationships with customers. These losses can be potentially mitigated by identifying the behavioral indicators of voluntary turnover. Behavioral indicators are activities engaged in by employees that not in accordance with the organization mission to include extended breaks and numerous absences. These acts are committed by employees who either lack skill and motivation to the organization or over achievers that suffer from professional burnout. Employees that desire a work life balance may opt to leave an organization that requires excessive commitments and limits the flexibility to engage in activities outside of the workplace (Lee et al., 2018).

Occupational turnover is also related to dissatisfaction but may be largely influenced by external factors unrelated to the organization such as a desire to improve personally or career ambitions. Regardless of the turnover reason both are viewed negatively and have the same impact on the organization's human capital loss (Li et al., 2019). Organizational turnover is an issue with most organizations and the approach to dealing with the various issues surrounding turnover varies based on their perceived perspective of the underlying issue (Wang & Zatzick, 2019). Hiring to balance the loss of human capital is a business model that is utilized to mitigate the negative impacts of employee turnover. Newly hired staff represent an influx of novel knowledge and a varying perspective that serves as a benefit during collaboration amongst existing employees (Wang & Zatzick, 2019). Although a fresh perspective is welcomed it is also costly to organizations.

Costs associated with onboarding include training and the initial orientation into the new role and respective responsibilities. The cost associated with onboarding a new hire may not be indemnified until several years into their new role (Wang & Zatzick, 2019). A new perspective is needed to impact true changes within an organization but may be met with resistance from existing employees who are reluctant to embrace change at the request of a newcomer (Wang & Zatzick, 2019). Changes that are a result of external environments are often reactionary in nature and require a restructure that enables the organization to continue current business practices while meeting the external changing environmental needs (Besliu, 2018). Major organizational changes that are presented to employees without proper framing have the potential risk of losing a

significant amount of staff at the risk of perceived threats (Biggane et al., 2017). The perceived threats can present themselves in various forms to include an influx of requests for vacation time and reduced production volume (Biggane et al., 2017). These threats appear to be minimal the decrease in production will result in financial losses.

A total loss of employment, promotion opportunity, or the uncertainty of taking on additional tasks can cause extreme reactions and uncertainty amongst staff who elect to stay within the organization (Biggane et al., 2017). Reactions to changes may vary based on the employees' financial resource base and their capacity to handle the uncertainty of future provisions. The mitigation of perceived threats can be reduced by fostering a trusting environment and promoting procedural fairness within the organization. The concept of job embeddedness allows organizations to engulf key employees into numerous organization and community ties thus making it difficult to relinquish roles and responsibility. The full emersion of the roles and responsibilities associated with the position shifts the focus to day to day job specific tasks rather than organizational change and this approach allows employees to acquire a personal investment in their work product. Key employees that are embedded are highly valued and are more likely to receive more frequent communication in an effort to ease the uncertainty through organizational transitions (Biggane et al., 2017). Additional employment opportunities for employees can work to strengthen the employee's commitment and produce higher job satisfaction. Turnover behaviors ultimately leads to a decline in the organizational workforce in addition to significant declines in human resource quality (Zhang, Meng, Yang, & Liu, 2018).

Voluntary employment separation is measured by intentions and their subsequent causes. A shock is classified as an event that triggers an employment separation (Holtom, Goldberg, Allen, & Clark, 2017)). The event that ultimately generates the shock is interpreted and evaluated based on the beliefs regarding their current standing with the employer. A shock can be appropriately identified as an event that can go unacknowledged and greatly influences the interpretation of the events surrounding the shock (Holtom et al., 2017). Shocks are not limited to the workplace, a personal event or experience that occurs externally can have a profound impact in the workplace. Employees that are early in their tenure within an organization are likely to experience greater shocks because of their unfamiliarity with organizational norms. The limited knowledge and background surrounding the well-established bureaucratic procedures are likely to cause the uninformed shock and a reassessment of their employment status (Holtom et al., 2017). The reassessment of shocks are followed by departure or a renewed commitment to fulfil designed roles.

Retention requires a multi-faceted approach retaining and sustaining optimal human capital. The human capital approach to retaining employees involves selecting highly skilled individuals who bring value into the organization and leverage their talents with generous compensation, opportunities for growth and development (Cross, Opie, Pryor, & Rollag, 2018). Pairing new employees with seasoned professionals within the organization aids in building a valued network of resources for collaboration in developing cross-functional relationships. This approach to strengthening the organizational network is an investment by the employer to yield enhanced engagement

and produce committed long-term employees. Higher productivity and a firm reputation are the main components of the preliminary agenda for new employees involves establishing a well-founded reputation and delivering high productivity. Productivity is valued and will always be a priority for committed employees, the shift from individual efforts into collaborative network will transform employee contributions to purposeful and high impact value to the organization. Allowing valued employees to set reasonable boundaries to prevent overload and unnecessary commitments, empowers them to prioritize tasks that have low organizational value. Encouraging employees to develop a healthy work life balance and promoting opportunities that allow disengagement allow employees to recharge and reduce workplace burnout (Cross et al., 2018). Organizations that opt to place an emphasis on productivity and less on long term commitments are more likely to see high turnover rates but can benefit from a highly engaged workforce and short-term financial rewards (Meyer, 2017). Organizations that promote a culture of high productivity are likely to experience long term operational inefficiencies.

Training for new employees is paramount in ensuring success in the organization and can improve retention efforts. The level of training required may vary based on the position assumed by the employee (Ranganathan, 2018). Shifting the focus from job specific training to soft skills training can provide a significant impact on the employee's ability to communicate effectively and function within a group. In addition to soft skills, work balance and self-presentation are supplementary attributes that new employees can benefit from. Fundamental time management techniques allow employees to create a balance between personal and workplace responsibility. Recognizing that employees

have obligations outside of the workplace and encouraging them to assume those responsibilities, while disengaging from work can prevent an influx of turnover during the period of transition for new employees. Self- presentation discourse often sheds light on cultural norms of communication and attire within the organization and the nuances associated with daily operations within the organization (Ranganathan, 2018). Job specific tasks are redundant in nature and are grasped effortlessly by highly-skilled personnel but the soft skills training is invaluable and equips the employee with necessary tools that will last for the duration of their residency and beyond.

Recruitment methods may vary based on the organization, but the reassurance of a quality referral eliminates the scrutiny of screening (Schlachter & Pieper, 2019). Employees referrals have becoming increasingly popular and are traditionally made through their social networks. The quality of the referral is generally determined by the quality of the referrers. Recruiters operate from a significant pool of applicants the quality and personal relationship that stems from a direct referral is absent. The recruiter's obligation to the organization limits their ability to share the specifics regarding the full requirements of the position, in addition to any unpleasant aspects that may accompany daily tasks. Employees will scrutinize their referrals in an effort to maintain their professional reputation within the company and employers should be mindful that an individual's social network is generally a similar representation of the referrer. If a diverse demographic culture is a goal of the organization then limiting direct referrals from similar groups will lessen the chance of an influx of certain demographic

groups (Schlachter & Pieper, 2019). The quality of a referral is categorized by the motivation to relay the job description information to potential applicants.

Referrals from employees are classified as internal or external (Schlachter & Pieper, 2019). An internal referral is identified as an applicant that has a personal connection with the referrer. A personal connection is identified as a close friend or family member. The relationship that exists has afforded the referrer the opportunity to prescreen based on characteristics and predisposition to determine appropriate suitability. Referrals based on external relationships are often unscreened and are incentive based. Employers that offer referral fees based on an applicant committing to the employer for a specific time period are likely to experience a surge of referrals without regard for long-term suitability (Schlachter & Pieper, 2019).

Organization transformations packaged accurately can be a positive catalyst for change. Understanding the various reactions to change and connecting hardships associated with daily activities as a result of the change is a valuable resource that leadership can utilize to evaluate and adjust workplace benchmarks (Cullen-Lester, Webster, Edwards, & Braddy, 2018). The perception of change can fluctuate based on the degree to which the changes alter the degree of difficulty experienced while executing their primary roles. Changes within an organization should also accompany collaboration with parties involved to determine an implementation proposal. Creating an opportunity to share long-term goals of the organization and clarifying how the proposed changes and the employee contribution aligns with the organizations guided pathway creates a sense of purpose to their contributions (Cullen-Lester et al., 2018). Providing adequate

resources to facilitate the transition can create opportunities for employees to retool and satisfy skills gaps.

Positive working relationships are essential to building a robust business model and maintaining financial stability. The employment relationship is strengthened by positive perceptions and employees are more apt to believe that financial solvency embodies economic growth and fiscal strength (Biggane, Allen, & Albert, 2016). Positive illusions seek to foster the belief that a favorable outcome exists in the employment relationship. Individuals who seek to assume a positive illusion make a conscious effort at the inauguration of the working relationship to accept the benefits associated with the affiliation and arrangement. As a result, the dysfunctional occurrences are met with a shift in focus to the positive aspects as opposed to braising in the negative shock associated with the event. The ability of the illusionist to adopt coping mechanisms that work to deescalate negative situations, and reposition themselves to continue operating in their current capacity, without interruption strengthens the employment relationship during times of uncertainty (Biggane et al., 2016). As the employment relationship continues the established foundation of trust and commitment while the positive illusion acts as an unwavering barrier.

Transition

Section 1 is an overview on recruitment and retention, particularly the issues and problems organizations encounter while working to stabilize turnover. Organizations, such as higher education entities experience a significant amount of turnover and as a result various efforts have identified the best approach to recruit and retain highly skilled

employees, specifically faculty. In academic areas the loss of intellectual capital can impact instructional areas, which can limit the availability of subject matter experts and threaten the integrity of programs and mastery of content (Girod et al., 2017). I conducted a multiple case study to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. A case study was the most appropriate method for answering the research questions of what recruitment strategies do HR directors lack to recruit talented faculty to increase institutional performance? HR directors can shed light on the potential adverse outcomes related to significant reductions in human capital and can develop winning strategies for recruitment and retaining faculty to increase institutional performance.

Section 2: The Project

Section 2 includes the research procedure, the role of the researcher, the participants, the research method and design, data collection instruments. I also discuss techniques and how to assure reliability and validity. Additionally, in this section, I described the approach I took to exploring the strategies that HR directors use implement to recruit and hire faculty while meeting institutional objectives

Purpose Statement

The purpose of this multiple case study was to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. The targeted population is HR directors from five community colleges in Northern Texas. The implications for social change include improved instruction, which may lead to greater skill development of skilled workers entering the workforce, thus improving both quality of service and a stronger and stable workforce. An additional implication is that filling faculty positions with qualified faculty could increase the quality of graduates for improving communities' economic conditions.

Role of the Researcher

My role as a researcher included collecting and analyzing data from the research participants. The role of the researcher is to interpret the analysis of data gathered and present the interpretation of participant responses with research findings (Karagiozis, 2018). Researchers can avoid personal biases by sustaining an understanding of their own values, beliefs, and personal perspectives (Karagiozis, 2018). For this qualitative multiple

case study, I collected data from HR directors at community colleges in Northern Texas using interviews. Although I currently work in education, I do not have a business relationship with the research participants. An interview protocol provides researchers with a structured data collection procedure that can be adopted for future use (Castillo-Montoya, 2016). The protocol includes documenting interview questions (see Appendix A) and a repetitive script to ensure the researcher remains on task. By using an interview protocol (see Appendix B), I ensured that my previous experiences did not impact my ability to interpret data. The interview protocol also safeguarded against subjective beliefs while integrating member checking to ensure data accuracy.

Data collection began after I received approval from Walden University's Institutional Review Board (IRB). The IRB stipulates guidelines that ensures research complies with ethical standards and ethical doctrines outlined in the Belmont Report (Brothers et al., 2019). The Belmont Report provides guiding principles of conduct regarding ethical research that involve human participants (Adashi, Walters, & Menikoff, 2018). The Belmont Report protects persons with the limited or diminished capacity for decision making or vulnerable (Adashi et al., 2018). The Belmont Report foundational principles are respect for persons, which involves protective rights for participants, especially those with diminished autonomy; beneficence and nonmaleficence, which involve avoiding risk of harm while maximizing all possible benefits to reach optimal outcomes; and justice, which ensures the moral requirements of fairness in outcomes of ethical research (Adashi et al., 2018; Brothers et al., 2019). Further, the human subject should be of sound mind and body when agreeing to participate in the study and the

research should issue the informed consent to ensure participants are aware of the purpose of the study.

Participants

I initiated the data collection procedure after I received approval from Walden University's IRB and used appropriate sampling to identify HR directors from at least five community colleges in Northern Texas. To meet the criteria for inclusion in the study, candidates had to be employed as an HR director at a community college in Northern Texas, be knowledgeable about hiring high performing faculty, and have at least 3 years of experience in this role. To gain access to the participants I searched LinkedIn and introduced myself using an e-mail script and asked if they were interested in sharing their e-mail address to receive additional information about the study. The e-mail script was used to establish a rapport followed by e-mailing the informed consent form to participants who were interested in receiving more information about the study. The consent form served as the invitation letter, and a reply with an "I Consent" indicated an agreement to participate in the study.

Research Method and Design

Research Method

Research methods allow the researcher to collect knowledge obtained about their examined interests. Qualitative methods enable researchers to explore phenomena with open-ended questions to discover what is occurring or has occurred (Locatelli, Turcios, & LaVela, 2015). The quantitative researcher uses statistical data and processing to examine relationships (Tominc, Krajnc, Vivod, Lynn, & Frešer, 2018). The use of statistical data

was not appropriate for the nature of this research. A mixed methods researcher analyzes data using both qualitative and quantitative methodologies (Zhang & Watanabe-Galloway, 2014). I did not select the mixed method because of the inclusion of the quantitative method. Instead, I adopted the qualitative research method, which aligned with the objective to identify and examine the lack of strategies that HR directors are equipped with to recruit talented faculty.

Research Design

The most common qualitative research designs are ethnography, phenomenology, grounded theory, and case study (Colorafi & Evans, 2016). Researchers use the phenomenological design to explore and describe the communal experiences of individuals who have experienced the same phenomenon (Matua, 2015), which did not fit with my intention to examine the lack of strategies that HR directors are equipped with to recruit talented faculty. Additionally, an ethnographic research design is used by researchers to explore common patterns of groups' cultural experiences (Rouleau et al., 2014). However, exploring common patterns and cultural experiences was unsuitable for this study because the participants in the doctoral study are not uniquely identified by a singular group's culture (Rouleau et al., 2014).

I selected a qualitative multiple case study for the research data. A case study is a research method that involves gathering various streams of data to explore a specific phenomenon (Alpi & Evans, 2019). Using a case study enables researchers to explore multiple perspectives within a bounded context (Taylor & Thomas-Gregroy, 2015). A single case study is designed to focus on a sole case research and its singular focal

performance (Pustejovsky, 2019). Multiple case studies capture data across various entities while providing the appropriate context (Alpi & Evans, 2019). Adopting a multiple case study approach provides a higher degree of certainty in the findings (Dinour, Kwan, & Freudenberg, 2017). The findings were supported by data acquired from numerous sources while providing relevant framework (Alpi & Evans, 2019). Collecting data from numerous sources also ensures a succinct research assessment (Alpi & Evans, 2019; Dinour et al., 2017). A case study design addressed my study's purpose. The data collection continued until data saturation is reached during the structure interviews of HR directors from academic institutions.

Population and Sampling

The key points on sampling and data collection include (a) a defined and open data collection proposal during data collection; (b) sampling strategies selected to yield rich data in alignment with the methodological approach, (c) data saturation that defines sample size and is different for each study, and (d) data collection methods such as participant observation, face-to-face interviews, and focus group discussions (Moser & Korstjen, 2018). The population for this qualitative multiple case study included HR directors from five community colleges in Northern Texas who were selected with purposeful sampling. Purposeful sampling is a conventional sampling method used to identify adequate information and increase transferability to the subject phenomenon (Nicholson & Valentine, 2019). Additionally, the suitability of the sample range impacts the outcome in qualitative research design (Rosenthal & Wilson, 2016).

The research participants were HR directors and were qualified and capable of providing answers to the interview questions (see Appendix A) based on their previous experiences with the phenomenon. The interviews took place at a private location near the participants' place of business in Northern Texas identified with peerspace.com that followed the parameters set forth within IRB guidelines. The interview protocol (see Appendix B) that was developed ensured consistency during the interview process. After receiving IRB approval but prior to the interviews, I identified participants while ensuring the qualifying criteria had been met.

Ethical Research

Protecting sensitive information of study participants is a critical component of preserving the integrity of the research (Gelinas et al., 2017). I completed the training for Human Subjects Protection by CITI by the Collaborative Institutional Training Initiative to ensure minimal risk to participants. I also explained to the participants that participation in the project is voluntary and they were under no obligation to continue in the process if they had reservations. This information was also available in the informed consent form that I provided. The informed consent also detailed my contact information and the Walden University IRB contact e-mail and phone number. The Walden University's IRB approves and oversees research involving human participants in accordance with the guidelines set forth for ethical research. The participants received no remuneration for their involvement in the study. Each subject will receive a final approved copy of the study.

The researcher has an ethical obligation to participants in the research to ensure minimal harm while maximizing possible benefits (Adashi, Walters, & Menikoff, 2018). To maintain the privacy of their identities, acronyms were created that represented each subject. I numbered the participants as follows: first participant CC1, second participant CC2, third participant CC3, fourth participant CC4, and fifth participant CC5. In accordance with the Walden University policy, I will maintain the data collection in a safe location for 5 years to protect the rights of the participants information.

Data Collection Instruments

In this multiple case study, I collected data and performed semistructured interviews following an interview protocol (see Appendix B) with five HR directors employed with community colleges in Northern Texas. The researcher serves as the sole instrument of the study and primary data collector (Clark & Veale, 2018). An interview protocol provides researchers with a structured data collection procedure and general rules that serve to guide the research (Castillo-Montoya, 2016). During the interview, interview question responses were recorded with a digital recorder, and I noted my thoughts on a note pad for later interpretation. The digital recorder ensured the accuracy of responses. Additionally, member checking is a process that enables the participants to review the interview findings and check for inaccuracies (Marshall & Rossman, 2016), which ensures data accuracy (Birt, Scott, Cavers, Campbell, & Walter, 2016). Member checking allows the researcher to compare and contrast the interpretations with the data analysis for improved accuracy and reliability of the results (Santos, Silva, Vanut, & Magalhaes, 2017).

Data Collection Technique

Interviews are the practice of collecting rich data during face-to-face interviews and have become common in rigorous qualitative research (Miller, 2017). The interview format varies from highly structured to unstructured and aides in the development of a rapport while collecting data for the purposes of research and analysis (Miller, 2017). A researcher can select an interview format that is consistent with capturing the highest amount of evidence to reach data saturation. Face-to-face interviews provide the researcher an opportunity to experience and observe the participant responses (Marshall & Rossman, 2016). Observation in research is primarily used to collect data to substantiate research findings (Berthelsen, Lindhardt, & Frederiksen, 2017). Further, an interview protocol is a data collection procedure for structuring interviews (Castillo-Montoya, 2016), which I used in this study (see Appendix B).

I started the data collection process by identifying community colleges HR leaders in Northern Texas with a basic search in LinkedIn. To gain access to the participants I searched LinkedIn and e-mailed 12 potential participants introducing myself using an e-mail script and asked if they were interested in sharing their e-mail address to receive additional information about the study. The e-mail script was used to establish a rapport. In the event they were interested in participating, I requested an e-mail address and sent the informed consent form to potential participants to review and respond with the words "I Consent" if they were interested in participating. Six agreed to participate initially, though one other participant also declined to participate at the

interview. The setting for the interviews were three conference rooms in separate locations that were near the participants' place of business in Northern Texas.

All participants in the study were HR directors within their departments and did not require permission for their participation in the study. Reliability in research weighs heavily on the degree of confidence in the research findings (Cypress, 2017). As a result, incentives were not offered to research participants to ensure validity of the findings. Since the initial screening procedure prior to the start of the phone script identified the HR manager I did not request official transcripts as part of the verification process. Triangulation is a method of collecting various data types in research to increases the validity of a researcher's study by drawing on multiple sources to strengthen trustworthiness (Renz, Carrington, & Badger, 2018).

The data gathering technique was comprised of semistructured interviews, reviewing institution websites used for recruitment, and social media outlets for vacant position announcements utilized in the recruitment of employees. I interviewed participants, reviewed institution websites used for recruitment, and social media outlets for vacant position announcements to gain a greater understanding of the strategies that HR directors lack to recruit talented faculty to increase institutional performance. I used member checking to ensure the study's reliability and authenticity by allowing the participants an opportunity to review the interview findings and provide further insight. I allotted participants 3 days to review the findings and respond. I used an Android smartphone to record the interviews and transcribe the interviews into text followed by backing up the data to Google cloud drive. Cloud storage allows affords the ability for the

researcher to store massive amounts of data without maintaining local copies (He, Zhang, Li, Zhu, & Hu, 2019).

A personal bias can affect the data analysis and the researcher should take precautions to safeguard the integrity of the data. The exclusion of personal biases originates with an understanding of values, beliefs, and individual perspective (Karagiozis, 2018). Researchers are often equipped with their own set of biases based on personal beliefs and past experiences. Reflexivity allows researchers to actively engage in self-reflection as it relates to their biases and susceptibilities that they carry into the qualitative study (Cypress, 2017). This approach seeks to validate the creditability by addressing relevant susceptibilities. This practice allows researchers to actively engage in self-awareness to control their predispositions (Cypress, 2017). Member checking is a process to review the interview findings for interview misinterpretation (Marshall & Rossman, 2016). I used member checking to compare data interpretations with interview question responses to diminish a potential bias. The objective of this study is to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance, the semistructured interview was appropriate for the study. Kallio, Pietilä, Johnson, and Kangasniemi (2016) noted that semistructured interview techniques are both versatile and flexible. I used a semistructured interview protocol.

Data Organization Technique

A researcher has an ethical obligation to participants in the research to ensure minimal harm, while maximizing possible benefits (Adashi, Walters, & Menikoff, 2018).

Research participants were assigned a code that represents an acronym for each location in addition to a log to document research efforts. To maintain the privacy of their identities I numbered the participants as follows: first participant CC1, second participant CC2, third participant CC3, fourth participant CC4, fifth participant CC5. The informed consent form instructed participants just write "I consent" and the participants was stored under a pseudonym to prevent having their name on the form. The research data, such as journal entries and recorded interviews were collected and kept for safe keeping. Journaling aides the researcher with the organization handwritten notes from the interview for reflective thinking and the tracking of case identification (Akinleye & Payne, 2016). I used an Android smartphone to record the interviews and transcribe the interviews into text followed by backing up the electronic data to Google cloud drive. Cloud storage allows affords the ability for the researcher to store massive amounts of data without maintaining local copies (He, Zhang, Li, Zhu, & Hu, 2019). According to Turcotte-Tremblay and Mc Sween-Cadieux (2019) researchers have an obligation to preserve the confidentiality of participants and a breach of trust has the potential to hinder the trust relationship between the participants and researcher. The physical data was collected and is stored in a fire protected home safe at the researcher's home for five years. The electronic research data was password protected to ensure privacy and is held in cloud storage for five years in accordance with the Walden University policy regarding the retention of research data. After five years the electronic data will be deleted and the paper documents will be destroyed with a shredder.

Data Analysis

Triangulation is used to mitigate bias and adding depth by comparing multiple data types (Fusch, & Ness, 2018). The triangulation methodology validates through cross verification to eliminate the influence in research results (Fusch, & Ness, 2018). Marshall and Rossman (2016) emphasized that researchers use research questions and connected literature as a benchmark for data examination. The use of participant responses from the interview questions (see Appendix A), reviewing of institution websites used for recruitment, and social media outlets for vacant position announcements utilized in the recruitment of employees aided in answering the research question: What recruitment strategies do HR directors lack to recruit talented faculty to increase institutional performance? Collective analysis of data encompassed the organization, review of external outlets, and data interpretation.

Analyzing research data gathering, data organization, evaluating data, data coding, and identifying relevant themes. Data Interpretation is the practice of formulating outcomes from of a collection of data that is relevant for research studies (Marshall & Rossman, 2016). I transcribed the audio recordings from interviews during the data analysis period, using computer NVivo 12 software. When comparing with the Atlas.ti software I decided that NVivo 12 is more appropriate for case studies and providing visual outcome for reporting. NVivo 12 is a workstation program for systematizing and simplifying the analysis of qualitative data to enhance transparency (Houghton et al., 2016). Computer software development, models are used to represent various views of the same model (Ul Muram, Tran, & Zdun, 2017). Theme analysis can serve as a vital

indicator of software evaluation for data (Shi & Ke, 2018). NVivo 12 computer software aided me as the researcher to detect patterns of fundamental themes that may be present in the transcribed data and journal noted that can be further interpreted in the reporting phase. The final stage is the development of a strong summary of findings for the study. Kegler and Allegrante (2016) noted that the reporting of results requires uniform consistency and detailed documentation. I explored the transcribed data to seek to identify emerging themes using the triangulation by documenting supporting data that aligned with the participants interpretations and remarks. The conceptual framework supports that informed decision making authorizes equitable reflection of all aspects involved in the proposed outcome. The framework identified that internal factors weigh heavily on ability and decision making, in comparison to external factors that are uncontrollable but are measured by responses of the individual based on those external factors (Carless & Waterworth, 2012). When evaluating the data and identifying relevant themes it was imperative to apply the framework principles of the attribution theory for interpretation.

Marshall and Rossman (2016) asserted that researchers use associated literature and research questions as measure for data examination. The use of the participant responses from the interview questions and examination of the company relics aided in answering the research question: What recruitment strategies do HR directors lack to recruit talented faculty to increase institutional performance? Data interpretation is the manner in which the constructing values from data that must be interpreted for significance to the study. NVivo 12 is computer software that is used to systematize and

enabling the analysis of qualitative data (Lensges, Hollensbe, & Masterson, 2016). I

inputted and examined the data with the computer software and sort the coded words into

classifications suitable for theme identification. Theme analysis identifies emerging

patterns through the analysis of data (Riaz & Mushtaq, 2016). In particular, word

replication and original keywords are the essential practices for theme identification. The

use of NVivo 12 software helps identify significant themes from the transcribed data. The

final reporting stage is the formation of the summary of findings of the study.

Reliability and Validity

Reliability

Reliability in qualitative research is embedded in data adequacy, which in turn

produces consistency (Spiers et al., 2018). Reliability in qualitative research is embedded

in data adequacy, which in turn produces consistency (Spiers et al., 2018). Reliability is

based on the rigor and consistency in research practice (Cypress, 2017). The researcher

can enrich the reliability of the study by asking meaningful questions that are designed to

guide the interview process while allowing the participants to control the narrative of

their account (Cypress, 2017). Also, the adoption of an interview protocol (see Appendix

B) ensures the data is accurately interpreted during the interview. Consequently, I used

the interview protocol and questioned responses for further clarification. Cypress (2017)

emphasized that rigor in qualitative research is a discovery used to document precise

attributes related to the qualitative research process. Fusch and Ness (2018) noted that

triangulation allows the researcher to ensure authenticity and during the research process.

Triangulation is a method of assembling various data types in research to mitigate bias

(Fusch et al., 2018). The data assemblage technique was comprised of semistructured interviews and the inspection of organization websites and all outlets utilized in the recruitment of employees. I interviewed participants and inspected relevant company relics to gain a greater understanding of the strategies that HR directors lack to recruit talented faculty to increase institutional performance. Renz, Carrington and Badger (2018) indicated that triangulation increases the validity of a researcher's study by drawing on multiple sources to strengthen trustworthiness. I used member checking to ensure the study's reliability, authenticity, and accuracy by allowing the participants an opportunity to review the interview findings and provide further insight.

Validity

The validity in qualitative research refers to data appropriateness and the account of participant experiences within and beyond the immediate context (Spiers et al., 2018). Marshall and Rossman (2016) indicated that a researcher heightens the validity of the study through triangulation of data from numerous sources and member checking. Fusch and Ness (2018) added that triangulation ensures the trustworthiness of the research findings. Member checking is a process that allows the researcher to review the research findings to improve the accuracy and reliability of the results (Santos et al., 2017). I used both member checking and triangulation ensure the validity of my study.

Trustworthiness in research refers to the quality, authenticity, and the degree of confidence in the findings of the research (Cypress, 2017). Trustworthiness is a model that encompasses transferability, dependability, credibility, and confirmability of the research findings (Cypress, 2017). Transferability enables the identification of findings

being relatable to increase transferability to additional phenomenon (Nicholson & Valentine, 2019). The reliability of the research is determined by the rigor and consistency in research practice, and the ability and effort of the researcher (Cypress, 2017). NVivo 12 is a practical management instrument for providing a comprehensive appraisal of all assessments made during the research process (Houghton et al., 2016). Identifying the progressions during research enhances transparency and improves the credibility of a study (Morgan, 2016).

Santos (2017) asserted that a researcher can use member checking to improve the accuracy and reliability of the reported data. I adopted an interview protocol to ensure the guidelines are followed during the collection and documentation of the participant responses during interviews. Moser and Korstjen (2018) explained that data saturation can be obtained by a broadly defined data sampling that yields rich data consistent with the methodological approach used. I interviewed five participants until the data captured was in accordance with the interview guideline and data saturation was achieved. The data collection continued until data saturation is reached during the semistructured interviews of HR directors from academic institutions. To obtain data saturation I asserted and validated the transferability, dependability, credibility, and confirmability of the research findings.

Transition and Summary

Section 2 includes details for the activities that occurred during the various stages of the research project. The stages include the purpose of the study, the role of the researcher, participants and population, the research design, and methods. I also detailed

the data collection instruments, techniques, and data analysis. The most appropriate

research method and design are the qualitative multiple case study to explore community

college strategies that HR directors apply to recruit qualified faculty for teaching

positions to increase institutional performance. The data collection technique was

semistructured interviews and an extensive review of the organizations website and all

outlets utilized in the recruitment of employees. Section 3 includes the introduction,

presentation of the study's findings, discussion of the application to business practice, the

implication for social change, recommendations for future research, and my cumulative

conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. In this section, I present my findings and discuss the identified themes. I also discuss applications to professional practice, implications to social change, provide recommendations for further action, research, share my personal reflections, and my conclusion.

My findings included five themes: apply an action-oriented approach, recognizing the skill gap variance, active recruitment strategies, identifying required competencies, and competing for subject matter experts with other industries. The participants exhibited action-oriented characteristics in their ability to bring diversity to the applicant pool based on institutional objectives. Though all participants mentioned screening protocols, they did not mention technical related skillsets to address the skill gap variance among faculty within the institutions. Participants also reported passive methods of recruitment, which included institutional websites and online job boards as a primary method of recruitment. Participants acknowledged that the required skillsets had not been specifically detailed on postings and the focus was tailored to academic credentials to meet the demand of vacant positions. A review of the institution websites and social media postings used for recruitment confirmed that participants presented vague vacancy announcements for faculty recruitment and did not include specific skillsets required to

fulfill position requirements. Participants also acknowledged the lack of strategies to actively recruit subject matter experts within their respective fields.

Presentation of the Findings

The central research question was "What recruitment strategies do HR directors lack to recruit talented faculty to increase institutional performance?" Through interviews with five HR directors at community colleges I identified five themes, which I present in this section: apply an action-oriented approach, recognizing the skill gap variance, active recruitment strategies, identifying required competencies, and competing for subject matter experts with other industries. I also describe how the findings confirm or disconfirm findings related to the conceptual framework used for this study, which was the attribution theory (Carless & Waterworth, 2012). I also provide participants views and comments supporting the emerged themes. The participants provided consistency in responses to the research questions in conjunction with the conceptual framework and literature review findings. I also reviewed available information from the institution websites and social media sites. Triangulation helped me identify themes during data analysis from the transcribed data and the examination of information from the company artifacts.

Theme 1: Apply an Action-Oriented Approach

The characteristics of the participants' leadership styles as it relates to solving following directives and accomplishing tasks was identified as the action-oriented approach. The action-oriented approach involved using a standard, equitable protocol to identifying applicants who met the minimum academic requirements and had probability

of future success. The participants felt that posting positions and charging the hiring committee with developing a gridding criterion to rate all candidates equally was attributable to fairness in the hiring process, but they lacked strategies for providing the appropriate skill specific criteria for the gridding categories. For example, CC1 stated,

One of the challenges with that is we probably should be a little bit more specific. There are opportunities for us to be more specific in what we're looking for and really tutor the faculty bill and the minimum requirements to the types of positions we are filling as opposed to being as general as we are.

All participants shared the programs that were instituted to align with the institutional objectives as it related to filling vacant positions and ensuring faculty were acclimated once onboarded within the institution. CC4 stated

The new faculty attend an institution and they're paired with a mentor and they spend the first year of their time faculty being mentored and trained. We don't have tenured faculty but more of our old timer blue collar faculty. They're also getting release time of 20 percent so they have time to focus on development and really becoming comfortable with being faculty on our campus. Some other feel good things we do. We send a welcome e-mail campus wide that yields information about the new hire.

There was no mention of training or skills assessment evaluations during the hiring and screening process.

Theme 1 aligns with Weiner's theory related the selection process that hiring directors utilize in making perceived suitability decisions about future work performance.

The theory suggests that informed decision-making involves equitable reflection of aspects involved in the proposed outcome (Carless & Waterworth, 2012). Further, there are controllable (internal) and uncontrollable (external) factors that influence decision-making and individuals' responses (Carless & Waterworth, 2012). In this case, identifying applicants and filling vacant positions while following equitable guidelines was the proposed outcome and was an internal controllable factor for the participants. The uncontrollable factors included the feedback from departments based on the performance results of the applicants after hire and measured by the formal evaluation and assessment of their ability to perform the duties that they were hired for.

Business leaders who exhibit characteristics of an apply action-oriented approach identify a need or problem and charge a team with working toward a goal to create and implement a viable resolution (Maynard, Resick, Cunningham, & Direnzo, 2017). Business leaders using the apply action-oriented approach focus on developing solutions to specific problems that hinder a goal rather than a broad longstanding programs that focus on eliminating the origins that manifest themselves into the problem that is being presented (Maynard et al, 2017). The participants were focused on providing an equitable experience for candidates during the screening and hiring process while ensuring that they met the minimum academic requirements; however, they lacked the strategies to actively recruit faculty based on the overarching goal of academic excellence and quality education.

An institution's ability to attract and retain human capital is essential to ensure student's needs are met (Ahmad, 2015). In academic environments, the competency of

faculty on the performance level is a direct indicator of the success of institutional

programs in meeting department objectives. However, though the short-term needs of

filling a position was being met, the hiring committee's ability to identify the

demonstrated long-term investment benefit was lacking because of the lack of knowledge

and needs assessment training (see Wright & Vanderford, 2017). Table 1 contains the

participant statements regarding their problem-based solution method that aligns with

Theme 1.

Table 1

Theme 1: Apply an Action-Oriented Approach

Participant	Participant comments
CC1	We actually do typically have a list of minimum requirements in order to fill any position and the first part of the screening once we get an application submitted the H.R. team does go through to just ensure that the candidates meet the minimum requirements typically that a master's degree and that's really how they get through that initial screening process. But we do have a pre-screening that looks at the minimum requirements again which is typically just a master's degree.
CC2	First thing we look at is their applications to make sure that they have a degree that we're looking for in the current class instructor that we're looking for. For instance, if we're looking for something for I.T. We look for their basic masters in I.T. Usually we turn up quite a bit of people but we have to make sure that their masters is indeed with their curriculum.
CC3	First of all we have to be sure they made the requirements for the position which those are established by sacs file within the faculty that is from teaching courses that would be transferred or keep the recipe. Then the requirements are master's degree with these 18 hours on the subject. What do we we qualify . If he was poor would transfer those qualified candidates to the search committee and they will apply. The goal is that they will apply consistent growth creating the candidates and then utilizing this part in their views to get those deported. Finally traced the phrase in their view .
CC4	That person will go through and just you go and basically to make sure that the minimum requirements are met and get them through the pipeline when we get to someone who goes more like sacs accrediting accreditation screening. So, they're looking to make sure that we are meeting those requirements by fax and that the potential candidate has the required number of hours that they've completed in that specific field.
CC5	Well we would use the SACs accreditation method model that is provided to each school who is accredited within our state. We go through the advertised requirements of any faculty applying and then we have a team of staff. Who look through to make sure prior to it going to the campus to make sure that they meet minimum qualification and if they do. Then we will send them to the hiring committees.

Theme 2: Recognizing the Skill Gap Variance

Based on the participant responses, recognizing the skill gap variance was apparent in their focus on academic credentials and less on specific skill sets required to teach the subject matter. CC1 noted,

I think we are doing ourselves a disservice by not going that extra mile to ensure that we're getting the right quality of candidates to teach the courses that we have available. Therefore, I think we are ultimately undermining our goal of having the quality of education. So again, there's an area of opportunity for the institution.

CC2 added,

So therefore, we need more of the people on the committees to be able to have a skill set to find those people that they're looking for. You just can't hire anybody if they don't have a skill set. So, it is available at the Masters and 18 is not enough to do. Fulfill the requirements for the position by looking at maybe changing the way you select committees looking at the way we change the committees that do the interviewing make sure that their skill sets focusing on the right skill set that we're looking for.

CC4 offers hiring search committee training for participants to equip them with the tools to avoid bias, but there was no mention of ensuring the committees are staffed with subject matter experts to assess the competency of the applicant. In reviewing the institution websites, it was determined that each job posting was accompanied by a standard verbiage that detailed the basic expectations of the position. There was an area to add additional required skills, but most of the positions were generic and were

designed to draw all applicants who met the minimum academic requirements, so the specific skillset was not detailed.

Theme 2 regarding the skills gap variance also relates to Weiner's theory, which describes how individuals seek to find the cause of an individual's success or failure (Carless & Waterworth, 2012). For instance, the participants identified a candidate meeting the minimum academic requirements as suitable based on their ability to earn a degree. Theme 2 also confirms the findings by Acikgoz (2019) that passive recruiting methods often attract active job seekers who are actively seeking employment, which results in many applicants who have qualified themselves based on the minimum posted job requirements but may lack skills. The participants agreed that the primary focus for assessing a candidate's readiness and ability for hire relied on academic credentials.

The departments reported that a skill gap variance was present among the faculty who were hired to work within their respective department. A skills gap is the variance between the skills that employers want or need and the actual skills their employees have to offer. Some of the greatest skills gaps can be found in areas of basic skills, leadership, technical and professional skills, and communication. Skill gap assessments aid in revealing the differences between the existing and the required skill levels. Additionally, training to fill the skill gaps is beneficial in the development of talent pools for long-term stability (Malik & Venkatraman, 2017). Table 2 includes several statements from participants related to challenges associated with recognizing skill gaps and training that is offered for search committee members in preparation for selection interviews.

Table 2

Theme 2: Recognizing the Skill Gap Variance

Participant	Participant comments
CC1	One of our sustainability goals is around quality education and I think we are quite aligning our strategy with recruitment to getting quality educators in our institution. As an example of that one of the challenges that we've had is that if we have a specific role that we're trying to fill for example in I.T. you know our typical method of having a candidate just meet the minimum requirements of a master's degree without having a subject matter expert. Also doing an assessment on the background of that candidate in terms of whether or not they have the requisite knowledge base or knowledge to teach a chip course for example in technology.
CC2	Well the first barrier that we found out was that the quality of the skill sets were not being met. Some of the faculty had degrees but their technology expertise were not qualified for the curriculum that we needed for them to teach it. So therefore, the skill sets were not being met and we were getting people who were interviewing them that the skill set to interview that particular job requirement
CC3	Based on my experience we receive a huge pool of applicants, usually I have seen hundreds of applicants in common positions like biology English business. I mean it may sound amazing or qualified candidates but we need to do better on critical areas like IT for example and not aware and this passion for the culinary program. We need to do something different to reach out for because we are now getting enough applicants in those in those areas. We need to improve those practices to attract more qualified applicants.
CC4	We offer a search committee training so anyone who participates on a search committee if they have been longer than a year that they're required to do the training again if they're participating. Maybe twice a year and they only do it one time. In the training they focus on things like behavioral interviewing and how to avoid discrimination, unconscious bias, things like that.
CC5	We implemented equity training so that you know any equity representative that we have on committee's that they're aware of their obligation as the equity representative. We also stated our equity statement and the philosophy is that you know what we want to have an equitable process but also a diverse pool.

Theme 3: Active Recruitment Strategies

The consensus among the participants was that they adopted a passive approach to recruiting faculty. A passive recruiting method often attracts active job seekers who are actively looking for employment through online job boards and company websites. Each participant utilized online job board for recruitment. CC4 and CC5 targeted career specific job boards to yield a higher concentration of likely candidates for a position in addition to gender-specific job boards to ensure a diverse candidate pool. CC5 stated

If it's an external position we use our current Web site and also other advertising firm funds into which are online. We also look at associations if it's like a career education or a specific study specific study area such as nursing or allied health.

CC1 also explained that LinkedIn was often utilized to recruit applicants and stated that

We do post on local job boards like indeed or monster dot com and sometimes on LinkedIn but for the most part it's really on our own site where we post our open positions and I think as a result we aren't necessarily recruiting the faculty actively recruiting the faculty that we need to fill those positions and we could definitely be doing a better job at that.

Upon review of the institution websites, I confirmed that positions are posted and options to search by employment status and location preference were available to applicants. The participants acknowledged their lack of effort as it related to active recruitment strategies and identified it as a challenge. Thus, this theme directly aligns with the conceptual framework, which indicates that a lack of effort is controllable and negative (Carless & Waterworth, 2012). The theme also confirms the findings of Acikgoz

(2019), who noted that passive recruiting methods in conjunction with active job seekers will yield a significantly higher quantity of applicants and lower quality of subject matter experts. LinkedIn can be a dynamic tool for targeted approaches to identifying passive job seekers, who are likely employed subject matter experts (Acikgoz, 2019). The passive job seeker approach targets skilled applicants not currently pursuing employment but could leave their current organization and become a new asset based on their previous work experience. Table 3 contains several statements about passive recruitment approaches adopted by the participants.

Table 3

Theme 3: Active Recruitment Strategies

Participant	Participant comments
CC1	Well I think this is an area that continues to be a challenge for our institution and we really don't do any active recruiting. We do post on local job boards like indeed or monster dot com and sometimes on LinkedIn but for the most part it's really on our own site where we post our open positions and I think as a result we aren't necessarily recruiting the faculty actively recruiting the faculty that we need to fill those positions and we could definitely be doing a better job at that.
CC2	Well currently right now the process is to place the job descriptions online. Most of our recruiters go online to look at the job postings on our sites. Once they are listed on the website what the process is to make sure that they are well qualified.
CC3	We basically post those vacancies. They website that's indeed website. Multiple jobs link goes to every other Woolworths high school faculty and some higher education. The wielding counter postings so we will be to more of our positions.
CC4	I would say it's been more of a passive approach. We don't do aggressive recruiting but we have someone who goes out or actively looking for candidates are by word of mouth. We also do an internal transfer in our district. So, anyone at the district is made aware of that particular thing and then we rely heavily on various job sites like their hire women dot com.
CC5	If it's an internal position we will advertise within our district first. If it's an external position we use our current web site and also other advertising firm funds into which are online. We also look at associations if it's like a career education or a specific study specific study area such as nursing or allied health.

Theme 4: Identifying Required Competencies

Participants felt that they were aware that the faculty recruited were provided an equitable experience but many have lacked the technical expertise required for specific faculty positions. CC1 acknowledged that "The quality of education and as a result would suffer unnecessarily. So certainly, that is a barrier. I think the lack of really active recruitment is feeding into that as well." Failure to identify the required competencies initially and properly document the functional needs of a vacant position and the direct impact of that role in achieving institutional objectives can impact hiring selection. The grid criteria is based on the superficial needs of the department and fails to focus on the mentorship that is required to maintain student success at the community college level (Wright & Vanderford, 2017). According to Jonson et al (2016) institutional performance is a direct indicator of the work product of its members and can be measured by its ability to attract and retain a quality workforce. The most significant impact to an institution relates directly to the ability to deliver curriculum that aligns with learning objectives and the ability to assess outcomes. Faculty selected that meet minimum academic requirements but lack the technical expertise to perform the duties will be identified in assessment reviews. These assessments are the key component of evidence required to determine if student learning is achievable, and identify areas of improvement (Jonson et al., 2016). Committee members should possess the skills required and knowledgeable of the technical content for the positions they are recruiting for.

Institutional needs are identified by developing institutional goals which serve as a roadmap for department direction and planning (Mosier et al., 2015). These goals are

guided by external pressures, the institution is ultimately accountable for improving

student learning by making assessment a fundamental foundation model (Jonson et al.,

2016). Most part-time faculty are industry professionals that are subject matter experts in

their field but lack the formal knowledge that is required in academic settings. The lack

of experience and preparation in educational settings often limits part-time faculty to

teach how they were taught. Subsequently, the outcome of these experiences is realized at

the highest institutional levels where program level assessment outcomes are reported as

substandard (McPherson, 2019). A substandard outcome can jeopardize an institutions

ability to continue operating in efficiency in meeting core objectives. CC2 understood

that inviting the highly skilled to recruit the highly skilled when it was stated that, "So

therefore we need more of the people on the committees to be able to have a skill set to

find those people that they're looking for." This theme aligns with Jonson (2016) who

noted that areas of improvement must be identified in an effort to enable achievable

learning. The areas of improvement in this theme initiate with HR professionals making

strategic decisions that impact job vacancy criteria and purposeful selection committees.

Table 4 contains several statements from participants noting that a purposeful approach to

readiness training and skills relevant committee would yield a viable applicant pool.

Table 4

Theme 4: Identifying Required Competencies

Participant	Participant comments
CC1	The barriers that are seen are not getting faculty that are not aligning up with skill sets that line up with the courses that we have available. So, we might have someone who certainly has a master's degree but they don't have the

	requisite background to be teaching a technical skill type of course. So, there's more that we should be doing in that area around really looking if we need a technical candidate going through more of a technical recruiting background headhunter and really actively recruiting those types of skills sets that would benefit us long term to be able to at least get a list or series of candidates that we could evaluate from a technical skills perspective and really focus on having subject matter experts teach as opposed to a generalist.
CC2	So therefore, we need more of the people on the committees to be able to have a skill set to find those people that they're looking for to fill the requirement. You just can't hire anybody if they don't have a skill set. So, it is available at the Masters and 18 is not enough to fulfill the requirements for the position.
CC3	We need to improve those practices to attract more qualified applicants.
CC4	faculty maybe the admins or maybe the staff were not trained properly maybe even put a plan together to treat the staff so they know there I think I think that when an area is being notified each are being notified at the last minute of numerous vacancies and then there's been a time crunch in training the search committee properly and also ensuring that there was supposed to be represented on the search committee.
CC5	I think groups especially in certain areas of math and science Hill and you know professions and so forth. We where we are still looking at our processes and trying to make them better.

Theme 5: Competing for Subject Matter Experts with Other Industries

The participants were all in agreement that acquiring subject matter experts is essential to maintain the rigor required for academic programs that are current with technology and relevant with what industry requires. Although, they were in agreement there was no process in place to actively recruit highly skilled subject matter experts that met specific skill sets required other than the minimum academic requirement. An institution's ability to attract and retain human capital is essential to ensure student's needs are met in all capacities. Ahmad (2015) noted that in academic environments, the competency of faculty on the performance level is a direct indicator of the success of institutional programs in meeting department objectives. CC2 stated that "Changing the way you select committees looking and the way in which we change the committees that

do the interviewing to make sure that their skill sets focusing on the right skill set that we're looking for." CC1 added that "Looking for that subject matter expertise is ensuring that we have early objective criteria going in so that we're actually getting the types of candidates that we're looking for at the outset."

Full-time faculty are often selected for interviews based on their ability to fulfill a short term need of the institution (Wright & Vanderford, 2017). Although their credentials may meet minimal standards the hiring committee's ability to identify the demonstrated long-term investment benefit may be lacking because of the lack of knowledge in the desired area of expertise and needs assessment training. Most part-time faculty are subject matter experts in their field and employed full-time within their respective fields. Identifying the high skilled often passive job seekers that are highly embedded within their organization could potentially present an opportunity for the institution on a part-time basis. According to Porter (2019) employees that experience off-the- job embeddedness invest in relationships on a personal level and job search and turnover decisions are made based on job recommendations within their community. Recruiting subject matter experts as industry contacts may not necessarily result in a high yield of employment offers the referrals are more likely based on likely fit experiences and recommendations based on formal interactions. Maintaining employment after the successful recruitment of a subject matter expert will require a job embeddedness evaluation. Lee (2018) stated that the three components of job embeddedness are: fit, links, and sacrifice. Fit is identified as the employee perception of how they identify their current role with daily tasks. Employees that feel challenged and have a sense of purpose

for their contribution have embedded themselves within the organization and are more

likely to stay. This theme reinforces Lee's (2018) beliefs that links are identified as the

affiliation with one or more individuals, groups or organizations within their current

capacity. The higher the links, the more likely the obligation to continue the affiliations

remains. Table 5 details the feedback received about the participants ability to compete

for subject matter experts within other industries.

Table 5

Theme 5: Competing for Subject Matter Experts with Other Industries

Participant	Participant comments
CC1	It's really hard to be much broader than a minimum requirement needs to have some additional skills that we're looking for. Also, just making sure that we're having subject matter experts do similar interviewing and that we're using a set of criteria that we've all agreed on at the outset giving some rank scoring and making sure that we're kind of taking the subjectivity out of the candidate scoring as well. I think that's another area that we should do better at. So, we're not really catering to the certain one particular faculty you're looking for something in particular. So, they may be weighting a little bit different scale than others so we really need to firm up the way that we are assessing the candidates and how kind of a weighted ranking approach to that. So that it can really be very objective and what you're looking for.
CC2	We were looking at the technical background getting more focused on their technical background to make sure that they did meet those qualifications and their skillset that we needed them to meet.
CC3	So, we're currently in a process to reevaluate that piece of our recruitment process. We need to improve those practices to attract more qualified applicants.
CC4	It is really important to us that our faculty and our employee population closely align to the demographics of our students. So, we've got some work to do in that area.
CC5	Well basically we try to make sure that we are hiring top notch faculty and that we do the equity method model.

Applications to Professional Practice

The results of the study can provide a valuable resource to HR directors in the

recruitment of talented faculty to increase institutional performance. HR directors can

enhance institutional performance by applying the findings from this study. The study findings include five underlying themes: (a) apply an action-oriented approach, (b) recognizing the skill gap variance, (c) active recruitment strategies, (d) identifying required competencies, and (e) competing for subject matter experts with other industries.

The findings and conclusions can aid in the development of strategies for HR directors in the recruitment of talented faculty to increase institutional performance. In the attribution theory individuals seek to find the cause of an individual's success or failure at an achievement task, can be attributable to causal factors identified as an individual's ability or effort; locus of causality, controllability, and stability (Carless & Waterworth, 2012). A viable human capital management strategy to ensure their goal to remain competitive in attracting top quality candidates is continually being met (Tucker, 2018). The human capital management strategy will need to align with the organizations core business practices and set a benchmark for the best practices approach to recruitment and retention. Human resource directors must first understand the organizational strategy. Being involved in business strategy development enables human resources to support and align business needs with human capital availability. Current and future institutions could adopt and implement strategies to recruit qualified faculty with specialized skill sets that are relevant and marketable.

Implications for Social Change

Using the result of this study could help to improve talent retention and performance of the community college. The two-year institution is the nucleus of foundational learning for students and the communities in which they serve. The lack of

experience in the development of strategies to retain talented faculty can result in turnover, loss of morale, and ultimately a decrease in enrollment which can impact profitability. The result of the study can provide insight which may lead to greater skill development of skilled workers entering the workforce, thus improving both quality of service and a stronger and stable workforce. Filling faculty positions with highly qualified faculty could increase the quality of graduates for improving communities' economic conditions. Improving faculty recruitment and hiring strategies evolving from the study's findings could create fairness in the advancement of hiring qualified candidates to fulfill institutional needs. The equitable process should advance academic human resource directors' roles and contributions to institutional advancement in supporting long-term strategic plans. An effective and equitable hiring process can benefit minority applicants who were previously overlooked in the screening portion of the applicant review process.

Recommendations for Action

The purpose of this qualitative multiple case study is to explore community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. Based on the findings of this study, I propose several actions that the current and future HR directors can adopt to improve strategies that apply to recruit qualified faculty for teaching positions to increase institutional performance. The HR directors need to understand five key factors that are highly influential in their future success (a) apply an action-oriented approach, (b) recognizing the skill gap variance, (c) active recruitment strategies, (d) identifying

required competencies, and (e) competing for subject matter experts with other industries. The HR directors should continue to incorporate an action-oriented approach to solving problems but a recommendation to broaden the scope will aid them in understanding how the hiring decision can negatively impact the academic divisions that are serving. The lack of involvement from subject matter experts within the respective departments has resulted in new hires that are not technically equipped to perform their duties as assigned. Inviting individuals that possess the required skill sets that are relevant to the position on the hiring committee will ensure that the candidate's technical area of expertise is evaluated and accounted for in the gridding process.

The HR directors, ability to embody an action-oriented approach that aligns with the area in which they serve is essential to implementing a strategy that identifies required skills beyond the minimum academic requirements and having candid conversations with department leaders about recognizing the skill gap variances that exist amongst staff while developing a plan to address those deficiencies. Requiring active involvement in the recruitment of their faculty will produce a substantially higher quality of candidate pools. An institutions commitment to positive working relationships are essential to building a robust business model and maintaining financial stability. Instituting active and aggressive recruitment that is purposeful and specific will allow human resources to provide the support required and align business needs with human capital availability. A deeper understanding of current and forecasted needs will allow human resources to make informed decisions based on workforce needs and required competencies. A workforce need may involve drafting a plan to develop workforce

capabilities within the organization rather than active recruitment externally (Tucker, 2018). An established workforce development plan is a continuous investment that builds workforce capital, internal value, and will aid in identifying required competencies.

The strengths and talents of employees serve as the foundation of a highly competitive organization (Shantz, 2017). In an effort to compete for subject matter experts with other industries the institution will need to continue influencing public perception. The reputation of an organization is influenced by the way in which perception is shaped within the community (Landay & DeArmond, 2018). Positive perceptions are likely to produce an influx of applicants and a negative perception decreases the likelihood of a sizeable applicant pool. The level of competence in hiring recruiters chosen to represent the organization can also play a significant role and impact the overall competence of the firm (Landay & DeArmond, 2018). A plan to revamp the training component for human resource employees that aligns with institutional and departmental objective will be beneficial during all phases of the recruitment life cycle. I intend to publish the study and take advantage of opportunities to share findings with the Texas community college consortium, leaders in the community college institutions, and everywhere that organizations seek to improve faculty recruitment strategies to meet institutional objectives.

Recommendations for Further Research

I conducted a qualitative multiple case study on the community college strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. The targeted population is HR directors from five community

colleges in the North Texas region and the small size of the study was one of the imitations of the study. The study is also limited to the north Texas region. Thus, to generalize the findings of future studies, researchers may elect to select an alternate region or concentrated city. NVivo 12 software is a recommended adoption to aid future researchers in the identification of significant themes from the transcribed data. Researchers may want to consider selecting a study on the university or trade school industry. Future researchers can adopt a mixed research method and perform qualitative interviews on larger populations and adopt the quantitative research method to create hypotheses to examine the correlation between the institution retention rates and the skill set of the full-time faculty identified in this study.

Reflections

In this study, I examined the strategies that HR directors apply to recruit qualified faculty for teaching positions to increase institutional performance. The research study presented an opportunity to discover behaviors that had been assumed by research participants that provided a new perspective into the business problem that had not previously been considered. I had the opportunity to benefit from skills acquired during the experience from interacting with the HR directors in a role that sought a varied perspective. 58 percent of HR directors that were contacted elected not to participate based on various outside commitments and schedule conflicts. The participants that consented and devoted their time provided critical insight to unanswered questions and the rapport developed during the interview process enabled a smooth member checking process during the reconfirmation of various points made by participants during the

interview. The interview protocol was necessary and ensured that each participant received the same instruction with an opportunity for follow up questions based on the individual responses. The process of transcribing the audio into text was a cumbersome but necessary task that allowed me to reflect on various answers provided by participants during the interview process. The entire research process was stirring as my previous experiences with HR directors have been primarily transactional during the hiring process with an employer.

Conclusion

Employers experience a decline in their workforce talent pool. More specifically, academic institutions with available faculty positions are charged with the task of recruiting highly qualified and struggle to appropriately fill these positions (Rouleau, de Rond, & Musca, 2014). HR directors in academic institutions who do not apply adequate recruitment strategies could recruit less qualified faculty. HR directors must actively implement improved instruction, which may lead to greater skill development of skilled workers entering the workforce, thus improving both quality of service and a stronger and stable workforce. In particular, HR directors should adopt attribution attributes of that seek to find the cause of an individual's success or failure at an achievement task, can be attributable to causal factors identified as an individual's ability or effort; locus of causality, controllability, and stability. The attribution causes identified contribute significantly to the visceral reactions of the individual and their ability to adapt in variable environments. Investments in strategies to recruit qualified faculty can create

employee expertise enabling institutions to attract and retain talented employees with the

right skills for attaining institutional performance objectives.

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Appendix A: Interview Questions

The questions for the interview are as follows:

1. What are the current methods used by HR directors to recruit highly skilled faculty for a job vacancy?

2. What is the process that you use to screen applicants to ensure they meet the faculty position requirements?

3. How, if at all, do the existing recruitment strategies align with institutional objectives for sustainability?

4. What information can you provide to help me understand the successful faculty recruitment practices your institution has used to ensure an equitable onboarding experience for all candidates?

5. What were the key barriers that existed prior to implementing strategies for supporting institutional objectives?

6. How did your organization address the key barriers to implementing your strategies for support institutional objectives?

7. What else can you share with me about your institution's successful recruiting and hiring strategies for filling faculty positions?

Appendix B: Interview Protocol

Introduce the research topic in a scheduled meeting and explain the purpose and scope of the study. Notify the participants that I will keep all the collected data confidential, ask for permission to record the interview, and inform the participant of the right to stop the interview at any time.

The questions for the interview are as follows:

1. What are the current methods used by HR directors to recruit highly skilled faculty for a job vacancy?
2. What is the process that you use to screen applicants to ensure they meet the faculty position requirements?
3. How, if at all, do the existing recruitment strategies align with institutional objectives for sustainability?
4. What information can you provide to help me understand the successful faculty recruitment practices your institution has used to ensure an equitable onboarding experience for all candidates?
5. What were the key barriers that existed prior to implementing strategies for supporting institutional objectives?
6. How did your organization address the key barriers to implementing your strategies for support institutional objectives?
7. What else can you share with me about your institution's successful recruiting and hiring strategies for filling faculty positions?
8. Wrap up the interview by thanking the participant and schedule follow-up for member checking interview.