The Impact of degree-granting requirements on
Faculty Hiring Policies and Practices:
A case study of Ontario’s Institutes of Technology and Applied Learning (ITALs)

by

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Department of Leadership, Higher Education and
Adult Education
Ontario Institute for Studies in Education
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THE IMPACT OF DEGREE-GRANTING REQUIREMENTS ON FACULTY HIRING POLICIES AND PRACTICES: A CASE STUDY OF ONTARIO’S INSTITUTES OF TECHNOLOGY AND APPLIED LEARNING (ITALS)

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ABSTRACT

The purpose of this study was to explore the influence of the requirements of the Postsecondary Education Assessment Board (PEQAB) for graduate credentials for faculty teaching in college degree programs and the impact on hiring policies and practices at Ontario’s five Institutes of Technology and Advanced Learning (ITALs) which are part of the 24 Ontario Colleges and Applied Arts and Technology (CAAT). The Innovative Hiring Practices model developed by Jones-Kavalier and Flannigan (2008) served as a framework for identifying relevant concepts, questions, and data collection strategies that were used in this study.

This study used the exploratory descriptive case study method to analyze data collected from ITAL websites and from interviews with 16 key informants who are most directly involved in the recruitment and hiring process at the five ITALs. Interviews were conducted with five Human Resource Managers (one from each ITAL) and eleven Deans responsible for programming in business, media studies, applied technology and liberal arts across the five ITALs.
The conclusions drawn from this study suggest that there a number of policies and practices that enhance or deter from hiring the most appropriate faculty across all credentials - degrees, diplomas, and certificates - at the participating ITALs. The review of the relevant documents posted on the ITAL websites revealed a lack of clarity for potential applicants around the definition of the institutions referred to variously as ITALs, polytechnics, or colleges. Job descriptions that describe faculty roles did not capture the full essence of the position, the importance of teaching or the role of research. Attracting sufficient numbers of appropriate candidates to meet the Postsecondary Quality Assessment Board (PEQAB) requirements was identified by study participants as a serious concern. The constraints of the Academic Employees Collective Agreement on faculty utilization was perceived by participants as a substantive challenge for recruiting faculty with the appropriate expectations and expertise to facilitate student learning in the unique context of Ontario colleges.

The study findings may inform policy and practice that would enhance the quality of work-life for faculty teaching in the degree programs in the five ITALs, for the ultimate benefit of student learning.
ACKNOWLEDGEMENTS

This work could not have been completed without the support of many people. I want to dedicate this research to my late parents Mario and Assunta Tesa and my sister Angela who were my inspiration throughout my journey.

I want to thank my husband Alfred Cassiani for his practical and emotional support during the more difficult times of meeting the demands of work and personal life. To my loving children Melissa, Freddie and Celia, who kept me focused on completing my paper.

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To my colleagues in the Business School, the faculty and support staff, I thank you for sharing with me the ups and downs of countless hours of researching, editing and writing this work.
# Table of Contents

## Chapter 1 – Introduction

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem Situation</td>
<td>12</td>
</tr>
<tr>
<td>Research Questions</td>
<td>18</td>
</tr>
<tr>
<td>Significance of the Research</td>
<td>19</td>
</tr>
<tr>
<td>Researcher’s Background</td>
<td>22</td>
</tr>
<tr>
<td>Conceptual Framework- Innovative Hiring Practices</td>
<td>22</td>
</tr>
<tr>
<td>Human Capital Theory</td>
<td>25</td>
</tr>
<tr>
<td>Scope and Limitations of the Research</td>
<td>25</td>
</tr>
<tr>
<td>Summary of Chapter One</td>
<td>26</td>
</tr>
<tr>
<td>Terms and Definitions</td>
<td>27</td>
</tr>
</tbody>
</table>

## Chapter 2 – Literature Review

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones-Kavalier and Flannigan Model: “Innovative Hiring Practices”</td>
<td>31</td>
</tr>
<tr>
<td>Determination of Culture and Fit</td>
<td>32</td>
</tr>
<tr>
<td>Transformative Leadership</td>
<td>35</td>
</tr>
<tr>
<td>Establishing Faculty Credentials</td>
<td>36</td>
</tr>
<tr>
<td>Recruitment and Selection of Candidates</td>
<td>37</td>
</tr>
<tr>
<td>Development and Retention of Faculty</td>
<td>39</td>
</tr>
<tr>
<td>Environmental Factors</td>
<td>39</td>
</tr>
<tr>
<td>Summary of Recommendations of Model</td>
<td>40</td>
</tr>
<tr>
<td>Human Capital Theory</td>
<td>42</td>
</tr>
<tr>
<td>Environmental Factors Impacting the Hiring Process at Ontario Colleges</td>
<td>45</td>
</tr>
<tr>
<td>The Impact of PEQAB on Faculty Hiring Practices</td>
<td>52</td>
</tr>
<tr>
<td>Impact of the Academic Employees Collective Agreement on Hiring</td>
<td>54</td>
</tr>
<tr>
<td>Changing Role of Faculty in the CAATS</td>
<td>55</td>
</tr>
<tr>
<td>Summary of Chapter Two</td>
<td>59</td>
</tr>
</tbody>
</table>

## Chapter 3 – Methodology and Procedures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Questions</td>
<td>61</td>
</tr>
<tr>
<td>Research Design</td>
<td>61</td>
</tr>
<tr>
<td>Site Selection</td>
<td>63</td>
</tr>
<tr>
<td>Participant Selection and Recruitment</td>
<td>64</td>
</tr>
<tr>
<td>Data Collection</td>
<td>65</td>
</tr>
</tbody>
</table>
Chapter 4 – Findings

Descriptions of the Five ITALs that were the focus of this Study.............................................................................................................. 79
Participants Profile.................................................................................................................................................................................. 80
Findings.............................................................................................................................................................................................................. 81
Research Question #1.............................................................................................................................................................................. 81

Theme #1: HR Managers provided leadership in ensuring that recruitment, hiring policies and practices at each ITAL were consistent with the requirements of the Collective Agreement and relevant legislation........................................................................................................................................... 88

Theme #2: At all five ITALs the HR Managers and Deans follow a similar approach to interviewing that includes short-listing, use of selection committees and structured interviewing........................................................................................................................................... 92

Theme #3: The values articulated in the institution’s mandate were not deliberate or formal component of the interview questions, but rather they were sought for in the teaching philosophy statement presented by potential candidates during their interview ........................................................................................................................................... 103

Theme #4: Hiring practices identified as “best practices” varied among participants and ITALs........................................................................................................................................................................... 104

Theme #5: HR Managers and Deans did not engage directly in succession planning of the institution, rather this was the responsibility of the Senior Executives of the ITAL ........................................................................................................................................... 105

Theme #6: Selection of candidates who represent the diversity of the student body................................................................. 107

Research Question #2........................................................................................................................................................................... 107

Theme #1: Recruiting challenges to college degree programs ........................................................................................................... 108
Theme #2: Interview Conflicts ......................................................................................................................................................... 115

Research Question #3........................................................................................................................................................................... 116

Theme #1: The adoption of the master's degree as a minimum required Credential for teaching at the five ITALs......................................................................................................................................................... 118
Theme #2: Avoid a two-tier faculty teaching environment ............................................................................................................. 119

Research Question #4........................................................................................................................................................................... 121

Theme #1: HR Managers and Deans agree that the recruitment process is a shared partnership that enhances the hiring of the most Effective faculty........................................................................................................... 122
Theme #2: Marketing of faculty positions does not attract a sufficient pool of qualified applicants ........................................................................................................... 123

Theme #3: The ratio of highly qualified to total applicants who have the requisite credential must be improved by hiring from within ................................................................. 123

Theme #4: Strategies to enhance the partial-load faculty pool are recommended .......... 125

Theme #5: Reducing the length of time it takes to complete the selection process is recommended .......................................................................................................................... 126

Theme #6: Participants recommended strategies to improve the unclear approach to succession planning as a means of identifying employee replacement gaps and the opportunity to develop partial-load/external faculty to fill these gaps .............. 127

Chapter 4 – Summary of the findings .................................................................................. 127

Conclusions ........................................................................................................................ 128

Chapter 5 – Conclusions and Recommendations

Conclusions ........................................................................................................................ 130

Recommendations for the Recruitment and Hiring Practices of Faculty .......... 134

Recommendations for Further Research .............................................................................. 138

Dissemination of the Findings............................................................................................... 144

Summary ..................................................................................................................................... 145

References .................................................................................................................................. 147

Tables

Table 1: Comparison of the Traditional and Changes Roles of Ontario College Faculty ........ 8

Table 2: Data Sources to Answer the Research Questions.................................................. 69

Figures

Figure 1: Trends Shaping Faculty Hiring Practice at Ontario Colleges ......................... 10

Figure 2: International student enrolment in Ontario colleges 2000-2011 ..................... 48

Figure 3: Projected Faculty and Staff Retirements in Ontario CAATs 2013-2016 .......... 49

Figure 4: Percent by role of Participants Interviewed ......................................................... 81

Appendices

Appendix A – Invitation to Participate and Consent ......................................................... 155

Appendix B – Invitation to Key Informants to be Interviewed ........................................ 156

Appendix C – Interview Guide for HR Managers ............................................................... 159

Appendix D – Interview Guide for Deans ........................................................................ 162

Appendix E – OPSEU Job Classification ............................................................................ 165
Chapter One: Introduction

This study sought to explore and describe current hiring policies and practices within the changing context of Ontario’s five Institutes of Technology and Advanced Learning (ITALs). The study findings lead to a greater understanding of the challenges encountered as the ITALs seek to hire the most appropriate faculty for their current and future faculty utilization needs, while meeting the credential requirements for faculty teaching in the baccalaureate degree programs, as prescribed by the Postsecondary Education Quality Assessment Board (PEQAB).

In 2000, the Postsecondary Education Choice and Excellence Act, (www.e-laws.gov.on.ca) empowered (for the first time) the Ontario colleges to offer undergraduate degree level programs. This created an environment in which hiring practices had to change, at the very least for faculty teaching in the degree programs, but in some cases it has influenced hiring practices for non-degree programs as well, since faculty are often required to teach across several programs. It was the goal of this study to identify the nature of the degree granting requirements and how they have impacted faculty recruitment and hiring practices, particularly in light of current trends and existing constraints such as the Ontario colleges’ Academic Employees Collective Agreement. The study is grounded in the Jones-Kavalier and Flannigan model of Innovative Hiring Practices (2008).

Background of the Problem

Three major trends over the past decade have impacted faculty hiring practices in the Ontario colleges in general and particularly in the ITALs: enrolment growth, the requirement for graduate degree credentials of all faculty who teach in degree programs, and hiring shifts -particularly those related to the changing role of faculty and increased faculty retirements.
The **first trend** is increased postsecondary participation rates. Growing enrolments at colleges and universities are being fuelled by the increased demand of postsecondary education. According to Miner (2010), at least 75% of the workers in Ontario will need postsecondary education and/or training by 2021 if they are to be employable with the appropriate skills and education (Colleges Ontario, 2010). It is generally believed that a postsecondary credential is the minimum entry requirement for jobs that will lead to a good career. According to the Ministry of Training, Colleges and Universities, an estimated 53,000 to 86,000 more degree spaces will be needed to meet the 2021 student demand for postsecondary education (Colleges Ontario, 2010). Furthermore, the Greater Toronto Area (GTA) will experience much of this pressure, and the universities will not have sufficient spaces to meet this demand. The Ontario Colleges of Applied Arts and Technology (CAAT) are responding to this demand by expanding their enrolments, by offering not only the traditional certificate, two and three year diploma programs, but also baccalaureate degree and post-graduate certificate programs.

Fuelling increased enrolments in postsecondary education is the recent growth in international (VISA) student enrolment and the growth in immigration to the GTA. Specifically, international student enrolment in Ontario colleges has increased from a modest 2,777 in 2000 to 14,576 by the fall of 2010 (Colleges Ontario, 2010), and 17,889 by 2011 (Higher Education Quality Council of Ontario [HEQCO], 2013). This movement is changing the profile of students within Ontario colleges, particularly in the GTA colleges. In order to address this increase in enrolment, including the international enrolment, it becomes more challenging to ensure faculty hiring is representative across all under-represented groups. The driver for diversifying the faculty has been the growing diversity of the student body at Ontario colleges, particularly at institutions in the GTA where four of the five ITALs are
located. Turner (2002) argues that faculty diversification has the potential to contribute to the quality of educational programming, course delivery and to the student experience. She states,

A diverse faculty will mean better educational outcomes for all students. To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. The more diverse college and university faculty are, the more likely all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. It is also important that colleges and universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world. (p.8)

As globalization increases the number of international students at Ontario colleges, it becomes more important for a diverse faculty to support the needs of these increasingly diverse student populations.

This challenge is aggravated by the large number of faculty retirements anticipated in the next decade. The largest number of employees in the CAATs is currently of the Baby Boomer generation born between 1946 and 1965, which, as of 2011, are becoming eligible to retire.

The second trend impacting the Ontario colleges is a growing demand for faculty teaching in CAAT programs to have masters and doctoral degrees. Not until the Ontario legislature passed the Postsecondary Education Choice and Excellence Act in 2000 were colleges granted the authority to offer baccalaureate degree programs in applied studies. By 2003, the Minister had authorized 18 colleges to offer 39 such programs (Floyd, Skolnik, & Walker, 2005, p.58). In 2001 the Ontario Ministry of Training, Colleges and Universities established the Postsecondary Education Quality Assessment Board (PEQAB) to set the
standards for degree granting and oversee the assessment of the capacity of colleges (and other institutions other than Ontario universities) to offer baccalaureate degrees and then make recommendations for Ministry approval, or not. Between 2001 and March 31st, 2011 the Board received 387 applications to offer degree programs - 216 of these were applications from 21 CAATs (www.peqab.edu.on.ca). As CAATs moved into offering baccalaureate degree programs, the Ontario government introduced “deliberate differentiation” by designating five of the colleges as Institutes of Technology and Advanced Learning (Colleges Ontario, 2010). Of the five differentiated Ontario colleges, three identify themselves as Institutes of Technology and Advanced Learning (ITALs): Humber, Sheridan and Conestoga. The other two differentiated colleges, George Brown and Seneca, chose not to use the ITAL name. These institutes were authorized to offer up to 15% of their programming at the baccalaureate degree level. Other Ontario colleges are limited to applying for authority to offer up to 5% of their programming at the baccalaureate level. However, what constitutes “programming” (e.g., number of programs offered or number of hours of instruction, etc.) is not specified.

An important issue for this study related to the degree granting status of the ITALs was the required qualifications of faculty who teach in the degree programs. Faculty credentials are crucial to colleges offering degree programs, as they must meet the required level and quality of academic preparation prescribed by PEQAB. Based on my experience with numerous college degree program applications, PEQAB scrutinizes faculty qualifications and faculty development (research activities) to ensure currency in their field. In some instances, PEQAB suggested that the college make a deliberate effort to build a cohort of faculty whose teaching assignment is dedicated to degree programs, with the goal of building a community of scholars within the ITAL. This is frequently difficult for the colleges for several reasons. Because of broader faculty utilization needs and fiscal
constraints, faculty are frequently cross-appointed to teach not only in the degree programs, but also in traditional certificate or diploma level programs. And the colleges generally do not favour creating a two-tiered faculty pool as it is important for the organization that faculty feel that no one cohort is perceived as having special status.

Because of the Colleges’ mandate for vocational relevance of programs, a strong emphasis in faculty hiring until 2000 was the currency of vocational experience and expertise of faculty in the field, not only their academic preparation. The reality of the new requirement for graduate credentials for all faculty who teach in the degree programs has significant implications for hiring policies, practices and succession planning in these colleges (Floyd, Skolnik & Walker, 2005, p. 165-166). The degree-level standard requirement for graduate level preparation in the relevant field for degree programs (with no requirement for faculty expertise in pedagogy) offered by the Ontario colleges only aggravates an important issue about the appropriateness of this singular priority for discipline specialists to teach in these programs. A graduate degree in the required discipline does not necessarily mean that these faculty have the knowledge and skills to facilitate learning success of the college student population. While this may be true of all college faculty, not just graduate-prepared faculty, PEQABs strong focus on discipline expertise at the masters and doctoral level, along with an absence of a requirement for demonstrated expertise in facilitating learning is a matter of concern for the colleges, given that the college student population is known to be different from that of the university student population.

Although Ontario colleges are developing new degree programs and partnerships with universities (e.g., the Guelph-Humber partnership), the Academic Employees Collective Agreement between the colleges and faculty continues to focus on the traditional definition of college professor. While not all college faculty teach in degree programs, many do teach across different programs and credentials, namely certificate, diploma and post-graduate
programs. Teaching is the faculty’s primary role, and according to the Academic Employees Collective Agreement, “a professor is responsible for providing academic leadership and for developing an effective learning environment for students” (Ontario Public Service Employees Union [OPSEU], Article 11 pp.127-128). But outside of their teaching duties, faculty (particularly those teaching in the degree level programs) also engage in other forms of scholarship that include proposal writing, funded research projects (outside of the classroom) and writing related to textbooks. These forms of scholarship are not recognized within the context of the current Academic Employees Collective Agreement (OPSEU, 2012-2014) other than faculty volunteering their time for self-interest projects. According to the Academic Employees Collective Agreement (pp.127-128) the classification definition for a professor includes

a) the design/revision/updating of courses, that includes learning approaches, instructional design, and approving of textbooks and learning materials,
b) the teaching of assigned courses including evaluation and overall assessment of student work,
c) the provision of academic leadership that includes providing guidance to instruction relative to the Instructors’ teaching assignments, and participating in the work of curriculum and other consultative committees as requested.

A professor may be asked to contribute to other areas of the college (ancillary to the role of professor) such as student recruitment and selection, time-tabling, facility design, professional development, student employment, and control of supplies and equipment (OPSEU, Article 11 p.127-128).
As colleges add degree programs to their program offering, the PEQAB expectation is that faculty engage in applied research (as opposed to basic or interest driven research characteristic of research conducted in the universities) in the classroom where research is an element of student learning as well as outside the classroom (e.g., funded research). As stated by Laden (2005), the challenges associated with Applied Bachelor Degrees (ABDs) are recognizing these expectations in faculty workloads and rewarding individuals who do engage in research. The current Academic Employees Collective Agreement that was ratified in the summer of 2012 has not addressed how applied research or any other type of scholarly activity will be recognized within the standard workload form. Table 1 compares the expectations of the traditional role of college faculty, as enshrined in the Academic Employees Collective Agreement (Appendix E), with the expanded expectations for some faculty across college programs and specifically for faculty who teach in degree level programs.

The colleges face fiscal challenges which influence their capacity to hire appropriate faculty. The government operating grant for a degree student at a college is approximately $5,000 per full-time equivalent (FTE) student, which is $800 less than the median for university undergraduate programs (Colleges Ontario, 2010). Tuition fees for students in college degree programs are competitive with regulated university tuition fees. This fiscal reality, coupled with the restrictions inherent in the Academic Collective Agreement creates considerable constraint on the ITALs’ ability to attract sufficient numbers of PhD applicants who have a clear understanding of the expectations of professors in the college context.
<table>
<thead>
<tr>
<th>Traditional Role Expectations of College Faculty</th>
<th>Changing Role Expectations (especially for faculty teaching in degree programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are hired for their industry experience and expertise and required professional/vocational credentials; generally there are no specific educational credentials mandated for most programs; a baccalaureate degree in a related field is preferred. The Salary Grid in the Collective Agreement awards points for relevant experience and education up to the PhD. degree, however, the maximum attainable salary step (21) is the same for faculty who hold a 4-year baccalaureate, masters or PhD. Degree</td>
<td>PEAQB standards require all faculty teaching in degree programs to have masters preparation and at least 50% must hold the terminal degree for the discipline- generally a PhD.</td>
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<tr>
<td>Professors are responsible for providing academic leadership and developing an effective learning environment</td>
<td>Faculty are expected to engage in scholarly activity and research to ensure currency in their field.</td>
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<tr>
<td>Duties include responsibilities such as the design, revision and updating of courses and teaching of assigned courses (usually between 14-16 hours per week).</td>
<td>Faculty are expected to ensure that course expectations (Learning Outcomes) for student learning are at the level of university undergraduate courses. They are expected to supervise students in the conduct of applied research in the appropriate discipline.</td>
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<tr>
<td>Professors may contribute to student recruitment and selection, timetabling, facility design, professional development, student employment and control of supplies and equipment.</td>
<td>Faculty Development-Expectation for faculty to attend conferences, present papers, participate in applied research (within the curriculum) and produce scholarly work.</td>
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</tbody>
</table>

Sources: (OPSEU2012, p.127) and (PEQAB 2012, p.23, 5.2) ([www.peqab.edu.on.ca](http://www.peqab.edu.on.ca)).

The third trend is the changing faculty demographic across colleges and universities in Ontario. Faculty hired during the late sixties and seventies are reaching retirement age, with retirements potentially creating new vacancies that need to be filled. Studies conducted in the college sector on the topic (e.g., Jones-Kavalier & Flannigan, 2008) found that at least 50 percent of full-time faculty members will be eligible to retire within the next seven years. While it is true that mandatory retirement at age sixty-five in Ontario is no longer required, these data suggest the potential of a large pool of faculty retiring within a span of a few years, which has major implications for hiring and succession planning for college administrators. One of the challenges is that succession planning is now more difficult because actual retirements are more difficult to predict since the abolition of mandatory retirement, which
has implications for faculty hiring planning. Figure 1 depicts some of the three main trends that are shaping hiring practices at Ontario Colleges. As Figure 1 illustrates, these trends are cumulative in nature, each compounding the need for hiring new faculty. For example, an increase in student enrolment is occurring at the same time that faculty are retiring and more college degree programs are introduced, increasing the need for terminal degree credentials of new hires.

**Figure 1: Trends Shaping Hiring Practices at Ontario Colleges**

<table>
<thead>
<tr>
<th>Changing Needs in Faculty Recruitment and Hiring Policies and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased demand and diversity in Student Enrolment</td>
</tr>
<tr>
<td>PEQAB Demand for Graduate Credentials for Faculty</td>
</tr>
<tr>
<td>Faculty Retirements and increased competition for qualified faculty</td>
</tr>
</tbody>
</table>

It is reasonable to assume that all colleges will be faced with the need to hire a large number of full-time and part-time professors during the next decade. As reported in his 2005 report, “Ontario – A Leader in Learning”, the Honourable Bob Rae stated that action is needed to “direct investments towards teaching and excellence and educational innovation” (p.26). Postsecondary institutions, specifically Ontario colleges, will have to develop successful strategies related to recruiting practices and/or develop their own faculty capacity (by assisting faculty to obtain the appropriate credentials) to ensure that the vision and mission of the colleges continue to meet the human capital/manpower needs of the economy. There will be greater pressure for GTA colleges and universities to meet the estimated student demand for 53,000 to 86,000 seats in baccalaureate programs in Ontario (Colleges Ontario, 2010). The capacity to deliver college degree programs will depend to a great extent on the
quality (specifically credentials) of faculty hired for these programs. Student success will depend on the ability of the faculty to demonstrate not only expertise in a specific discipline or field, but also their ability to facilitate effective learning in a unique student population.

In conclusion, the three trends discussed above, that is, increased postsecondary enrolments, changing requirements for faculty credentials and role expectations as well as the pending large number of faculty retirements at Ontario colleges have significant implications for faculty recruitment and hiring policies and practices. I found a paucity of scholarly writing or research that addressed these issues and how they impact Ontario’s five ITALs, which supports the need for this study to address that gap in the literature.

Identifying meaningful data across institutions to make recommendations around faculty retirement, recruitment and retention is a significant challenge. One suggestion made by Clark and Ma (2005) who refer to the book, “Recruitment, Retention and Retirement in Higher Education, TIAA-CREF,” is that shared institutional research be used as a framework to managing faculty recruitment, retention and retirement in the future (p.9). Accurately tracking faculty demographics at all Ontario colleges (which is currently not done) might assist in succession planning by identifying hiring gaps across the province, particularly in degree level programs. Tracking basic data such as the current age distribution of faculty, how the distribution has changed over the past decade, and how it is likely to change in the future might help identify implications for practices that will influence future recruiting and hiring of college faculty. Also, these data may help to alert colleges that experience high retirement rates to the need for effective retention and replacement strategies. The ability to replace faculty in an efficient, cost effective and timely manner is a serious consideration for colleges.

While all of Ontario’s CAATs are impacted by the challenges discussed, the challenges for effective faculty recruitment, hiring and utilization are more acute for the five
ITALs that are the focus of this study, since they offer many more degree programs than do
the rest of the colleges.

Statement of the Problem Situation

Colleges that offer baccalaureate degree programs in applied studies are having
difficulty attracting sufficient numbers of appropriate candidates who hold the required PhD
degrees and have the skills needed to facilitate learning of college students (Floyd, et al,
2005). Traditionally colleges have attracted individuals who are interested in teaching and
learning rather than research. They attract a different kind of faculty than do the universities.
For this reason, college faculty who teach in non-degree programs generally have an industry
background (originally there was a stronger focus on current industry experience than
graduate preparation) and/or they are more interested in teaching than engaging in research.
Degree granting approval requires the college faculty to engage in applied research.
Universities argue that research complements and informs teaching and adds considerable
value to undergraduate education. For this reason, the university model of undergraduate
education is that students are taught by faculty members who are actively engaged in original
research.

University faculty are generally expected to spend about 40 percent of their time and
effort on research, 40 percent on teaching, and 20 percent on service to the university and
community (HEQCO, 2013). Therefore, one of the primary responsibilities of university
professors is the pursuit and publishing of research. This differs significantly from the
traditional role of the college professor. Unlike college faculty, university professors benefit
from the university structure and faculty utilization model that includes a balance of teaching
and research. According to Skolnik, (cited in Floyd, Skolnik & Walker, 2005) the
requirements of faculty members in degree granting colleges may influence hiring, tenure
and promotion, work profiles and workload, academic freedom, and the instructors’ role in governance. This wide spectrum of implications is a concern for degree granting colleges and their capacity to attract the appropriate PhD prepared faculty into their institutions. This study focused only on the challenges for the recruitment and hiring of appropriate faculty to ensure quality of the learning experience for students in college level undergraduate degree programs.

The Challenge of PEQAB Graduate Degree Requirements of Faculty.

PEQAB requires that all faculty teaching in college baccalaureate programs be discipline experts who hold graduate degrees, in addition to any required professional/vocational designations (as in Nursing, Accounting, Childhood Education, or specific technology certifications, for instance) as appropriate to the program of study. All faculty teaching in these programs must have earned the discipline specific masters degree and at least 50% of them must hold a terminal (usually PhD) degree in that discipline. However, since the enrolment in the college degree programs is generally low, for fiscal reasons, faculty who are hired to teach in these programs are often required to teach in diploma and certificate programs as well.

This study explored what the impact of this PEQAB requirement has been on the reality of the employment situation at the ITALs and how this has impacted the utilization of all employees, not just those assigned to teach in the degree programs. Furthermore, this study explored how effective the PEQAB requirements are for faculty selection, given that the student population, even in the degree programs, is very different from the students in university undergraduate programs. Most, if not all, of the members of PEQAB board and program proposal assessment panels are senior university professors who may have limited understanding of the college system, particularly of the characteristics of these learners who
are academically at much higher risk than the traditional university student (Colleges Ontario, 2009). It is therefore understandable that they would be concerned mainly with the similarity of faculty qualifications to those of faculty teaching in university undergraduate programs, that is, that the faculty be content/discipline specialists rather than have experience in the relevant vocational field or preparation in pedagogy. Not only are college student admission standards for all programs (including baccalaureate programs) different from university admission standards, but in addition, college students have more diverse and often challenged backgrounds in terms of academic preparedness, socio-economic status, and entry points, that is, direct-entry from high school as well as indirect entry as mature adults, second-career re-training and industry up-grading. Colleges Ontario reported in “Expanding Degree Opportunities to Meet the Needs of the New Economy” that Ontario colleges were more likely than universities to serve low and middle income students, aboriginals and students with disabilities (Colleges Ontario, 2009). The report stated that student success was attributed to the long history of college faculty (in Canada and the United States) reaching out to students who were reluctant or unable to attend a traditional university (Colleges Ontario, 2009). Therefore, college learners, including those in baccalaureate programs in the ITALs, may be more at risk of failure than university students. For this reason, it is essential that faculty have a good understanding of curriculum, pedagogy and effective course delivery methods to facilitate student learning and academic success. PhD credentials are generally discipline specific and do not necessarily provide faculty with these college-relevant skills. It is hoped that degree granting ITALs would improve student success by educating students in a teaching-focused environment (Colleges Ontario, 2009).

This study explored the perceptions of ITAL personnel (who are directly responsible for hiring faculty) regarding the appropriateness of PEQAB required credentials for faculty teaching in the college degree programs, and the challenges encountered in that process.
Should the focus be more on real-world experience and understanding of teaching/learning strategies for assisting academically less-prepared students to excel, rather than, or in addition to, expertise in their discipline based on their graduate degree? The college mandate for applied research and challenges inherent in the Academic Employees Collective Agreement are discussed below as factors that contribute to the problem. Potential sources for PhD prepared faculty are also suggested.

**The College Mandate for Applied Research.**

Colleges that offer degree programs, especially those that are members of Polytechnics Canada, are expecting professors to engage in research to establish credibility with industry as well as academia. Because of the college mandate for applied studies, colleges that offer degree programs need to focus on “solution based” (applied) research rather than “discovery” (basic) research to attract potential faculty with the required PhD credential. According to Laden (2005), there are at least three issues related to college faculty engaging in research. Departments must look for external funding for applied research - since the current funding mechanism does not include funding for research conducted by college faculty, not even those faculty teaching in degree programs. Faculty must find time to do the research, despite a heavy teaching workload. And colleges that engage faculty in research must decide how to reward this component of the workload since there is currently no formal mechanism to do so (p.166). For instance, how will research be reflected within the “Standard Workload Formula” (SWF), the mechanism codified in the Academic Employees Collective Agreement (Article 11) used to assign workload for teaching and other duties to all full-time faculty? This is a critical problem for the degree granting colleges that hope to attract Ph.D. faculty to their institutions when there is no allowance in the Academic Employees Collective Agreement for recognizing these scholarly activities in assigned workloads. Specifically, it remains to be resolved in union-management
negotiations how collective bargaining will influence faculty work conditions and the emergence of more university-like work profiles at degree granting colleges.

The current workload formula does not accommodate the need for faculty to engage in research and other scholarly work to the extent that applicants with PhD qualifications are likely to expect. Article 11 of the Academic Employees Collective Agreement clearly divides a faculty member’s workload into three main components: preparation time, contact hours and evaluation time (OPSEU, Fall 2012). In addition to these hours, faculty members also have complementary hours for duties that fall outside of the classroom such as meeting with students, attending meetings and special projects as assigned by the Dean or Associate Dean of the department (OPSEU, Fall 2012). While many college faculty engage in scholarly activities such as proposal writing and textbook editing, much of this is done on a voluntary or self-interest basis and is not recognized (or “weighted”) in assigned workloads. While some of these activities may be recognized as “complementary work” on the back of the SWF, the amount of time recognized does not often reflect sufficiently the actual amount of time and energy these activities entail.

Salary Challenges created by the Academic Employees Collective Agreement.

The current Academic Employees Collective Agreement also creates other barriers that impact the colleges’ ability to attract the desired faculty to teach in the degree programs. For instance, the salary grid set in the Academic Employees Collective Agreement and the Standard Workload Formula does not reflect salary considerations that would likely be in place for faculty teaching in degree level programs in universities. The salary grid in the Academic Employees Collective Agreement awards points for relevant work experience and education up to the PhD level. However, the maximum attainable salary step (21) is the same for faculty who hold a 4-year baccalaureate, masters or a PhD degree. Appendix E
presents the Collective Agreement salary calculation framework that applies to all college faculty.

The challenge is and will continue to be how the ITALs can attract qualified applicants (specifically PhD degree holders) to colleges that offer degree programs given these codified salary constraints.

**Potential source of PhD prepared faculty**

One source of PhD prepared faculty may come from the possible oversupply of PhD graduates who seem to have difficulty obtaining full time jobs in the university sector. In an article on the efficacy of doctoral degrees published in *The Economist*, the authors state,

> The production of PhDs has far outstripped demand for university lecturers. In a recent book, Andrew Hacker and Claudia Dreifus, an academic and a journalist, report that America produced more than 100,000 doctoral degrees between 2005 and 2009. In the same period there were just 16,000 new professorships…. Even in Canada, where the output of PhD graduates has grown relatively modestly, universities conferred 4,800 doctorate degrees in 2007 but hired just 2,616 new full-time professors. (Economist, 2010, para.4)

However, this may still contribute to the challenge of attracting sufficient PhD prepared faculty appropriate to the demands of teaching in the college sector. The college context for the role of faculty is much different from that of the universities in terms of research opportunities, teaching students who are less academically prepared than university students generally are, and no opportunity to earn tenure. These factors may well diminish the willingness of PhD prepared faculty to consider working in the college sector, even as their second choice or only alternative. And it may also influence their potential success if they are selected.
Research Questions

The overarching research question of this study was: What “practices” support the faculty hiring process at Ontario ITALs to ensure that the most qualified and appropriate candidates are appointed? In order to answer this question, an exploratory descriptive study was conducted to address the following research questions:

Research Question #1: What institutional policies and practices currently direct the recruitment and hiring of faculty at the participating Ontario ITALs?

Research Question #2: What are the perceptions of study participants regarding challenges in the recruitment and hiring of faculty for current and anticipated future needs of the ITALs?

Interviews with senior Human Resources Managers and hiring managers (i.e., Deans) in the five case study ITALs explored the hiring process at various levels and across a variety of programs in these colleges. What are the key criteria for hiring, such as education, content expertise, teaching excellence, industry experience or programming needs, and how are they weighted in the final decision making? According to Twombly (2005), agreeing on core values (principles defining quality faculty), reviewing policies (written guidelines such as the required credentials to teach in degree programs), and implementing standardized practices (for example, requiring a teaching demonstration as a component of the interview) are at the centre of effective hiring practices.

Research Question #3: How have the requirements for faculty teaching in baccalaureate degree programs as stated in the PEQAB Capacity to Deliver Standard influenced hiring practices in general in the ITALs, as perceived by study participants?
This research explored how the five Institutes of Technology and Advanced Learning (ITALs) who are currently authorized to offer up to 15% of their programming at the baccalaureate level are dealing with the recruiting, hiring and utilization of faculty in their institutions. What are the challenges for faculty utilization? Are the PEQAB prescribed faculty requirements appropriate for the colleges’ student population and faculty utilization needs? What is the availability of qualified applicants who apply to college job postings?

**Research Question #4:** What are the study participants’ perceptions about hiring policies and practices that enhance or deter from hiring the most appropriate faculty for teaching, not only in the degree programs but also for the needs of other college programs?

Exploring the effectiveness of the institutions’ hiring policies and practices included an analysis of the following elements: job postings (website), faculty job descriptions, the role and composition of selection committees, training of selection committee members (including the questions asked during faculty interviews) and background checks of candidates.

**Significance of the Research**

The findings of this study have implications for “theory and policy” in addressing human resource challenges for the Ontario colleges in the next decade, particularly for the ITALs because of their unique faculty needs. The effectiveness of recruitment and selection of the most appropriate faculty is central to student success; it influences the quality of the educational experience and the ability to adapt innovative learning approaches to workplace changes (Grandzol, 2005). As Grandzol points out, the success of any higher education institution relies on faculty expertise that will contribute to the quality, effectiveness, and
efficiency of teaching and learning. Faculty expertise in these areas is critical to this mandate.

Ontario colleges are experiencing a time of transition. William Davis, the then Minister of Education, was instrumental in creating the Ontario college system to accommodate the population growth of the ’60s, the technical revolution and the emerging knowledge explosion taking place at that time. Ontario colleges were created for students who were not university bound but seeking “job-ready” skills. The Ontario Colleges of Applied Arts and Technology (CAAT) were designed to perform an economic role in preparing a skilled workforce for the provincial economy (Floyd, Skolnik, & Walker, 2005). Vocational relevance of their programming was a major mandate and mission of the CAATs when they were created in 1965, and this continues to be an important mandate for the CAATs. During the next decade, all the colleges in Ontario and the ITALs in particular will be faced with a series of challenges and opportunities related to faculty recruitment that will shape the educational landscape.

These trends lend themselves to opportunities for shaping the profile of future faculty who will not only teach but also engage in applied research at the college level, as well as inviting a new pool of faculty talent into these institutions. The significance of this study is that the findings describe current institutional practices that are central to the recruitment process. For example, a number of questions were addressed. What is the cost and length of time committed to the hiring process? Is this a concern at the present or may it be so for the future? Are adjunct faculty a component of the candidate pool for teaching in the degree programs? To what extent do credential requirements drive the important hiring decisions and what is the institutional impact? What are best practices in the hiring processes? What are the challenges that may be inherent in the OPSEU Collective Agreement? The findings that answer these questions identify critical challenges that need to be resolved to enable the
colleges to continue to meet their mandate and mission.

Undoubtedly, faculty recruitment is an issue of vital concern to administrative leaders in the college sector because recruitment performs the function of creating an essential resource in education - that is, human capital – the knowledge, skills and expertise of the institution (Barber, 1998). The ability to deliver high-quality educational programs hinges directly on its human capital and an institution’s capacity to attract, recruit and retain the best candidates to fill vacancies: “Matching the best person with each open position should be a high priority” says Janzen (1994, p.208). Effective recruiting is a pressing issue for institutions seeking to maintain high quality teaching environments.

At least one of the ITALs recognizes that the emergence of college degrees, the requirement for graduate faculty credentials, and increased student enrolment will challenge college administrators to keep up with changes in the academic hiring environment (Humber ITAL, 2005-2007). The recruiting, hiring and retention of faculty are leadership responsibilities that will be at the forefront of many colleges as these institutions face increased retirements, evolving missions, diverse student populations and diversification of faculty. Colleges Ontario warns “Greater numbers of students in Ontario are seeking to pursue baccalaureate degrees and their demand will continue to grow over the next decade” (2009, p.4). The impact of the “double cohort” (the result of the abolition of grade 13), which increased student enrolments in 2003, has come and gone in Ontario. Both educational sectors experienced increases in faculty and staff hiring during that time to accommodate the enrolment bulge, and underlying this hiring boom are pending potentially large scale faculty retirements. Most university and college faculty were hired during the late sixties and seventies. According to Foot (2006), one-third of full-time faculty at Canadian universities are 55 years or older and can contemplate retirement over the next decade (2006-15), and 15% are over the age of sixty (Dietz, 2007). These challenges will help “cultivate a vision
of what hiring practices in the 21st century can be” (Jones-Kavalier & Flannigan, 2008, p.66). The findings of this study provide insights to guide effective succession planning in addition to effective faculty recruitment, hiring and utilization in the ITALs which were the focus of this study and will be of interest to other colleges as well.

**Researcher’s Background**

This study is relevant to me because I worked as a human resource professional in the retailing industry for 10 years, and I have been a college administrator responsible for the recruitment, selection and hiring of contract and full-time college faculty for more than a decade. As a professional in human resources, I believe that sound hiring practices lead to organizational success. Recognizing that my past experience might colour the lens through which I would explore and interpret the findings, I was particularly vigilant to ensure that I was as objective as possible in the collection and analysis of the data, by constantly reminding myself of this need and conducting comparative cross-checking of the input from the three data sources that informed this study: the participating HR Directors, the Deans and the relevant documents that I analyzed.

In addition to my own experience and perspectives, this study was grounded in the Jones-Kavalier and Flannigan Innovative Hiring Practices Model and Human Capital theory – both of which are very relevant to the focus of this study and are discussed briefly here and in more detail in the literature review in Chapter Two.

**Conceptual Framework - Innovative Hiring Practices**

This research was informed by a number of theoretical models, concepts and terms that addressed the overarching question of this study. In particular, the Innovative Hiring Practices model developed by Jones-Kavalier and Flannigan (2008), served as a framework
The key elements of the research study conducted by Jones-Kavalier and Flannigan (2008) focused on a model for improving the hiring process by exploring current and past hiring practices associated with college faculty, staff and administrators. The result of their research was the development of a new model in hiring practices based on their findings from surveying a group of community colleges (across the United States and Canada) to determine common practices associated with the recruitment, screening, and selection of faculty candidates.

If higher education institutions expect to succeed in a competitive academic labour market, high performance Human Resources (HR) practices that involve comprehensive employee recruitment, selection and training processes may result in fewer turnovers, greater productivity and a positive impact on the teaching and learning environment in those institutions. There is growing evidence that the use of effective human resource management practices related specifically to extensive recruitment, selection and training procedures have been linked with valued organization-level outcomes (Huselid, 1995). In other words, making the right hiring decisions is relevant to the success of both faculty and students. This study did not address empirical evidence related to post-hiring of faculty, but rather it focused on suggestions to ensure that the candidates that are selected have the preparation and abilities to succeed as faculty teaching in ITAL programs.

The relatively new practice of hiring graduate prepared faculty to teach in college degree programs also suggests the need to address potential “cultural fit” challenges. Gorman and Hoopes (1999, p.10) state “Fit with the culture… (involves) organizational culture, values, and interpersonal characteristics and style”. Traditionally, graduate degree prepared
faculty have been incorporated into the academic/research focused university culture, which is very different from the vocationally mandated culture and open access mission of the Ontario colleges. This is particularly relevant if the ITALs are the second choice of PhD prepared faculty whose goal is to teach and engage in research in universities but who are unable to find full-time jobs there. These differences in cultural background may lead to conflicting goals and behaviours as more graduate prepared faculty (with their stronger focus on research, for instance) are now incorporated into college faculty teams.

Research conducted on the “interview process” as a tool to validate hiring practices was used to ground recommendations based on current practices as found in this study. For example, research suggests that “behaviour-based” interviews are a reliable selection tool. The basic assumption is that the best predictor of future behaviour is based on past behaviour (Murray, 1999). But, according to Murray (1999), researchers have been unable to validate the interview as a selection tool, because of the lack of training among selection committee members. Van Clieaf (1991) suggests that organizations outside of academia use more effective methods of evaluating prospective employees than do academic institutions traditionally.

Similar to the research conducted by Jones-Kavalier and Flannigan (2008), my goal was to explore and describe how colleges can innovate faculty hiring practices to ensure that adaptable, quality instructors are selected, placed in and “fit” into the mandate and mission of the institution in which they teach. This has important implications for the entire institution as suggested by Dessler and Cole (2011, p.2) who state, “research studies have confirmed that effective HR practices are related to better organizational performance”.
Human Capital Theory

In addition to the Jones-Kavalier and Flannigan framework for this study on recruitment and hiring policies and practices, an essential theoretical element grounding this research is “human capital” theory which suggests that institutional investment in the professional development of its workforce is critical to the institution’s success. According to Dessler and Cole “human capital” is defined as the knowledge, skills, and expertise of an organization’s workforce (2011). This implies that the most appropriate faculty who demonstrate they have the human capital relevant for teaching in the colleges need to be selected and hired. One of the options the ITALs have in addressing the problem of an insufficient supply of appropriate faculty with the graduate degrees required by PEQAB to teach in their degree programs is to invest in the development of their human capital – both current and newly hired faculty. They can do this by supporting the continuing education of their current faculty who desire to earn masters or doctoral degrees. Human capital theory also suggests that the colleges need to provide professional development for all faculty, including graduate prepared faculty for whom teaching in the college context may not be their first choice. This development would focus on enhancing the teaching skills of all faculty to facilitate the successful achievement of intended learning outcomes by the college student population.

Scope and Limitations of the Research

This study focused on the entire population of Ontario ITALs, of which there are currently five. Although the findings cannot be generalized to all the Ontario colleges because of the purposive selection of the ITALs, which are very different from the rest of the Ontario colleges (even those who are authorized to offer one or two baccalaureate programs), an increased understanding of the phenomena explored and described will be of interest to other Ontario colleges who are facing many of the same HR challenges in the face of the
three trends identified earlier.

Because of my role as a college administrator at one of the participating ITALs for more than 12 years and my extensive experience with faculty hiring, I may have viewed the data through that experiential lens, but I have made every effort to be as objective as possible.

Summary of Chapter One and Outline of the Remainder of the Document

In Chapter One introduced the rationale, background of the topic of interest, and specific research questions that drove this study. I described the theoretical and conceptual frameworks that ground this study.

Chapter Two presents the review of the literature relevant to the topic of interest of this study. Chapter Three describes the research design, methodology, data collection instruments and procedures, approach to the analysis of the findings and ethical issues addressed. Chapter Four presents and interprets the study findings, and Chapter Five identifies the conclusions and offers recommendations for practice and further research.
Terms and Definitions

For the purpose of this study, the following definitions are offered:

Collective Agreement: as used in this study refers to the Academic Employees Collective Agreement 2012 – 2014 between the College Employer Council for all 24 Ontario Colleges and the Ontario Public Service Employees Union (OPSEU).

Cultural Fit: Gorman and Hoopes (1999) write

Fit with the culture is more than a candidate’s prerequisite experience, skills, and expertise to do the job. What differentiated (the) select(ion of) successful executives from unsuccessful executives was not track record or technical expertise but “fit” issues, including fit to the boss, fit to the organizational culture, values, and interpersonal characteristics and style. (cited in Murray, 2010, p.10)

As used in this study, the concept of “fit” is focused on the appropriateness of the expertise of the faculty in relation to the mission/mandate and articulated values of the institution and the programs in which they teach.

Diversity: Diversity refers to recognizing and appreciating the variety of characteristics that make individuals unique. Examples of these characteristics are age; culture; disability (mental, learning, physical); economic background; education; ethnicity; race; religious beliefs; sexual orientation and more. (The University of Tennessee Libraries Diversity Committee, Spring 2001).
Employee/Employer Relations Committee (EERC): is a committee of OPSEU that is responsible for “all matters arising out of the collective agreement during its term, and other matters affecting the bargaining interests of the members”. This includes

- making recommendations to the bargaining team concerning subjects of system wide importance
- facilitating communication with management at the provincial level
- precluding and resolving common problems during the life of the Collective Agreement
- preparing the Bargaining Team to enter negotiation through information gathering [http://www.opseu.org/caat/caat_sup/eerc.htm](http://www.opseu.org/caat/caat_sup/eerc.htm)

Institutes of Technology and Advanced Learning (ITALs): Nomenclature designated by the Ministry of Training, Colleges and Universities to differentiate Ontario colleges who have been given authority to grant up to 15% of their programming at the degree level. Conestoga, Humber and Sheridan use this designation in their title; George Brown and Seneca College have chosen not to use this designation and remain known as colleges.

Ontario Colleges: the 24 Ontario Colleges of Applied Arts and Technology (CAAT).

Polytechnics Canada (PC): Is a national alliance of the leading research-intensive, publicly funded colleges and institutes of technology across Canada, dedicated to helping colleges and industry create high-quality jobs for the future. Current members include Algonquin, Conestoga, George Brown, Humber, Seneca and Sheridan ITALs/colleges in Ontario, and the British Columbia Institute of Technology (BCIT), Northern Alberta Institute of Technology
Ontario Public Service Employees Union (OPSEU): The Academic Division of the Ontario Public Service Employees Union (OPSEU) is recognized as the exclusive bargaining agent for the province’s full-time and partial load College academic employees engaged as teachers, counsellors and librarians. Excluded from bargaining are teachers who teach six hours per week or less, counsellors and librarians employed on a part-time basis. All academic employees in the 24 CAATs (including the ITALs) work within the framework of the Academic Employees Collective Agreement (www.opseu.org).

Postsecondary Education Quality Assessment Board (PEQAB): was created by the Postsecondary Education Choice and Excellence Act, 2000. It is an arm’s-length agency of the Ministry of Training, Colleges and Universities, Government of Ontario. The Board’s mandate is to review all applications for ministerial consent under the Act and to determine the criteria and procedures for program quality assessments and reviews. www.peqab.edu.gov.on.ca. They make recommendations to the Minister of MTCU regarding approval of all college degree programs.

Recruitment: is the process of searching out and attracting qualified applicants, beginning with identifying the position, and is completed when resumes are received from an adequate number of applicants (Dessler & Cole, 2011).
Chapter Two: Literature Review

This literature review examined the following overall theme relevant to the overarching research question: What factors impact the faculty hiring process at Ontario ITALs to ensure that the most qualified candidates get the job?

The literature I reviewed was found primarily within the American community college context. Much of the American literature that I found concentrated on community college faculty recruitment specific to policies and practices that influence how faculty hiring decisions are made in that context. Unfortunately, I found limited Canadian literature on faculty hiring practices, particularly within the Ontario college sector. Some studies and discussion have taken place since colleges have had the authority to deliver degree programs; however, these findings were dedicated to the impact of college degree programs on the post secondary sector in general. The Community College Baccalaureate (Floyd, Skolnik & Walker, 2005), a collection of scholarly papers, focuses on emerging trends of community college degree programs in both the United States and Canada. In Chapter 10 of the book, Berta Virgil Laden examines the perceptions of administrators and faculty with regards to the impact of college degree programs on faculty roles, credentials and workload. Her findings suggest that what she calls the new Applied Baccalaureate Degrees (ABDs) in Ontario have created unresolved issues related to previously identified issues. For example, Laden asserts that the workload issues have not been resolved by changes in the Collective Agreement, specific to more preparation time and reducing teaching hours, to allow faculty to engage in researches well and the faculty student ratio in degree programs has not been addressed. Furthermore, the required faculty credentials (masters and doctoral degrees) for instructing in college degree programs that are niche programs make it difficult to find interested candidates and engage them at college salaries. Further to these findings, Laden commented that in the
U.S the masters degree is the typical terminal credential, but this is not the case in Ontario colleges (p.167).

Also, I found that Canadian literature on faculty hiring practices is limited to a great extent to the university context and not focused on the colleges, particularly in Ontario and least of all the most recent ITALs. In addition, American literature on community college’s hiring practices is segmented by level of institution- two-year and four-year – colleges as well as by the university sector (teaching vs. research universities), which is a different organizational structure from that of the Ontario colleges.

The Educational Resources Information Centre (ERIC) and Canadian Business and Current Affairs (CBCA) educational databases were critical to my extensive literature research. Within these databases, numerous journals, articles and scholarly papers that related to faculty recruitment, interviewing and selection were relevant to my literature review. I identified the following themes in the literature as relevant to the focus of this study: (1) The Jones-Kavalier Flanagan model of Innovative Hiring Practices; (2) Human Capital theory; (3) Environmental factors impacting the Ontario ITALs; (4) Postsecondary Education Quality Assessment Board (PEQAB) faculty credential requirements for college baccalaureate degree programs; (5) the impact of the OPSEU Academic Employees Collective Agreement on faculty utilization; and (6) the changing role of ITAL faculty. Each of these is described below in relation to its applicability to the focus of this study.


Jones-Kavalier and Flannigan (2008) called the model they developed based on their research findings “Innovative Hiring Practices”. These authors separate faculty hiring into a series of strategic activities that may result in more successful faculty hires. The model was built on the organizational structures and theories of other models: the Burke-Litwin Model of Organizational Performance and Change, the McKinsey 7S Model and the Weisbord
Model that identified six key areas within an organization (purposes, structures, relationships, helpful mechanisms, rewards, and leadership) (cited in Jones-Kavalier and Flannigan, 2008). Each model focused on the external environment as the driver of change specifically to an organization’s mission and strategy, culture and leadership. These models served as a framework for building a new hiring system as the core function in the organization that aligns selection processes with the culture of the institution (Jones-Kavalier and Flannigan, 2008).

Based on these models and their own research, Jones-Kavalier and Flannigan (2008) present a hiring model that is more entrepreneurial, innovative and strategic. In the model, the following were noted as key concepts of innovative hiring practices: environmental factors, culture and fit, leadership and vision, recruitment, screening and interviewing, selection and faculty development and retention.

The following is an analysis of the concepts presented in the Jones-Kavalier and Flannigan model they presented as the “Innovative Hiring Practices”: (a) determination of culture and fit; (b) transformative leadership; (c) establishing faculty credentials required; (d) recruitment and selection of candidates; (e) development and retention of faculty; and (f) environmental factors.

(a) Determination of Culture and Fit

“Culture and fit” is described by Jones-Kavalier and Flannigan as the overarching culture of an organization that defines actions and attitudes and shapes employees’ attitudes about themselves, the organization and their roles (Jones-Kavalier and Flannigan, 2008). The authors suggest that we need to move away from standard job expectations (credentials and experience during the hiring process) to a more holistic and flexible process. Those colleges with leaders who embrace change (transformational leaders) will hire new faculty who will shape and define a new culture. The research conducted by Jones-Kavalier and Flannigan
supported the use of behaviour-based interviewing as a technique that can demonstrate the abilities of candidates and facilitate the assessment of the notion of “fit” within the institution.

The challenge will be to attract qualified new faculty who will understand the evolving mission of the colleges and bring new ideas and greater diversity into these institutions. College leaders will have to consider their future missions (offering degree programs, or alternate programming) and the influence of new faculty on shaping this changing future.

Will this new cohort of faculty be able to teach a diverse group of students, as well as teach in degree and diploma programs?

According to Murray (1999), it is difficult to define “fit”. Unlike credentials and years of experience, “fit” is not quantifiable and therefore can become a term for unscrupulous judgments. Furthermore, making “fit” a priority in the selection process may inevitably rule out candidates who are different from the norm because of race, ethnicity, social class or some other issue and they may not receive fair consideration. This issue points to the need for training of selection committee members to understand that “person-environment fit” is related to identifying candidates who will succeed within an organizational culture that is shaped by the institutional mission statement. This may be relevant to the potential dichotomy in selection committee members’ greater interest in teaching rather than research, when the role of faculty teaching in degree programs requires them to engage in both teaching and research. In higher education, specifically in Ontario ITALs, candidate fit is assessed by whether a candidate’s values seem consistent with those of the institution, and therefore Van der Vorm (2001) suggests that selection committees revisit the mission statement throughout the search process.

The primary function of the selection process is to identify and hire faculty who have the knowledge (content expert), skills (teaching acumen) and abilities (contribute to overall college mission) to perform the requirements of a professor. Selection is a two-way street;
both the applicant and the organization (selection committee members) determine whether or not there is a match between the college and potential candidate. In other words, selection committees hire potential candidates whose values are deemed to be consistent with those of the organization (college). Hiring for cultural “fit” is neither good nor bad; however, there is strong evidence to suggest that consideration of organizational culture is valuable in hiring because it reduces ambiguity; it tells employees how things are done and what is important (Langton, Robbins, & Judge, 2011). More importantly, hiring for cultural “fit” or environmental “fit” enhances organizational commitment (matching candidates with the goals of the organization) and increases the effectiveness of employee behaviour (through the process of socialization, better known as training and development programs for new employees).

Conversely, there are liabilities associated with hiring for cultural “fit” or environment “fit”. Hiring for “fit” within the old culture may not be effective when the organization is undergoing significant cultural change. This may be an important consideration for faculty hiring processes at Ontario colleges with evolving missions, the granting of degrees. Hiring practices that led to previous successes (when the colleges were first established) can lead to failure when those practices no longer match environmental needs (Langton, Robbins & Judge, 2011). In other words, you want candidates who will embrace the values of the organization but also respond to changes in the environment (for example, technology in the classroom, teaching diverse student groups, delivering degree curriculum). As stated, the colleges have evolving missions; they continue to be perceived as “open” access but some also have degree granting authority. Hiring managers are looking for diverse faculty who can address the many needs of our students while maintaining a need to “fit” within the culture of the institution. This may create a two-tiered faculty pool within the institution (faculty who
teach in degree programs and faculty who teach in diploma programs) if greater status and resources are accorded to the former.

According to the Jones-Kavalier and Flannigan model, senior leaders of the institution play a critical role in the final hiring decision (selection) to ensure that faculty “fit” within the culture of the institution. The notion of “fit” relates to the successful candidate’s ability to work within the organization’s values and vision. The leadership of the institution must provide direction as to what the values and vision are throughout the hiring process to ensure that decisions are aligned with institutional values rather than personal preferences of selection committee members.

(b) Transformative Leadership

Throughout their research, Jones-Kavalier and Flannigan, found a link between leadership styles and innovative hiring practices. They concluded that a transformative leadership style was most effective for the hiring practice. According to Roueche, Baker, and Rose (1989), transformational leaders “possess imagination and creativity that, when combined with their ability to interrelate with the organizations or institutions, provide a climate conducive to new beginnings (p.289)”. Hiring practices should not conform to traditional “ways of doing business” but rather as opportunities for individuals to embrace the future by scanning the external environment and its impact on the institution. A critical component of leadership is providing “innovative strategies” that drive all aspects of the hiring process by ensuring that new hires have a sense of the vision and values of the organization. College leaders have the capacity to create cultures that embrace change by critically assessing and selectively incorporating new ideas and practices inside and outside the organization.
(c) Establishing Faculty Credentials

According to Jones-Kavalier and Flannigan, recruiting practices at community colleges (in the United States and reasonably applicable to Canada) are not viewed as a competitive process as in other industries because the process of bringing new faculty into the academic institutions has not altered much in the last 30 to 40 years. But I would argue that in Ontario there is growing competition for credentialed faculty at those colleges that offer degree programs. The Jones-Kavalier and Flannigan model proposes successful strategies that include delineation of the position with the purpose and fit to the values and culture of the organization, job descriptions ensuring flexibility in qualifications (a requirement that is not applicable for degree programs in Ontario) and highlighting benefits associated with employment at the college and the use of networks, conferences, consultants, and other innovative strategies to recruit top performers beyond placing an advertisement in a journal or national newspaper. I would add to this list the importance of “how” and “where” the marketing of faculty positions are placed externally to attract a qualified applicant pool. As stated, often teaching and work experience are judged in terms of the years of experience and ads do not ask for proof of good teaching or teaching ability (Grubb, 1999; Twombly and Townsend, 2008).

Another consideration is whether faculty positions are posted internally to attract potential contract (part-time) applicants as well. Perhaps a more efficient method of recruitment would be to ensure that part-time hires have similar hiring requirements to that of full-time faculty, keeping in mind that there are many different definitions of full time versus part time employment depending on the context, making that distinction difficult at times. For instance, in the CAATs’ Collective Agreement, these categories are defined as part-time (includes persons who teach six hours per week or less and paid in accordance to the continuing education rate), partial load (employees who teach more than six and up to and
including 12 hours per week on a regular basis and paid hourly in accordance to the Job Classification scale), sessional (a full-time employee on a sessional contract basis for up to 12 full months of continuous or non-continuous accumulated employment in a 24 month calendar month period). These non full-time employees are excluded from the bargaining unit. All full-time faculty are classified by the definition of professor as stipulated in the Academic Bargaining Unit. The assignment of their teaching workload is contained within the Standard Workload Formula (SWF) which determines maximum teaching contact hours, preparation time and type of evaluation/feedback for students and may not exceed 44 hours per week (OPSEU, 2012). There are advantages to hiring from within the institution; individuals know the institution and are known to students, faculty and administrators. Finally, job ads or postings act as initial screens and influence who applies and the quality of the applicant pool, particularly by stipulating the non-negotiable requirements such as faculty credentials (Grubb, 1999; Twombly and Townsend, 2011).

(d) Recruitment and Selection of Candidates

Recruitment drives the screening and hiring process. Successful recruitment practices will attract qualified and talented applicants to the college. According to Winter and Kjorlien (2000), there has been limited empirical research on faculty recruitment within the college sector compared to that of the private sector. This study intended to look at the recruitment process of searching out and attracting qualified applicants critical to influencing the number and/or the types of applicants who apply to faculty positions consistent with the views of Breaugh (1992). The goal of any recruitment effort is to attract a diverse pool of qualified candidates for the position from which to select the most appropriate ones (Murray, 1999).

Once an adequate pool of applicants is established, the Jones- Kavalier and Flannigan model produced a list of screening strategies that were employed by colleges surveyed by
them in their study. This list included the following: personality tests, telephone interviews
during the initial screening stage, behaviour-based interview questions related to certain
competencies, and the engagement of different people, locations, and strategies throughout
the interview process. Murray (2010) notes that most often an applicant’s teaching ability is
based on a fifteen to twenty minute teaching demonstration given to faculty, not students. If
teaching is one of the critical hiring factors, perhaps dedicating more time to this part of the
interview process should be explored.

In addition to the screening strategies recommended by Jones-Kavalier and Flannigan,
there is research evidence that behaviour based interviews add quality to the hiring decision.
According to Hammons and Gansz (2005), behaviour-based interviewing is an interview tool
that examines how applicants have handled situations in their past that would be similar to
those they would face in the job. Their rationale for using behaviour-based interviewing,
particularly for supporting new faculty hires, is based on Pacarella's finding (1999) that
traditional interview methods result in the selection of the right persons 14 percent of the time
whereas behaviour interviews result in the selection of the right employee 55 percent of the
time.

It is well recognized that faculty hiring is a time consuming and costly process. Using
a more accurate assessment tool such as behaviour-based interviewing to evaluate candidates
may prove to be more successful. Behaviour-based interviewing assesses performance skills
(such as relating to others, enthusiasm, empathy, and adherence to standards) which are often
more difficult to assess than technical expertise (such as computer skills, content
expertise)(Hammons & Gansz, 2005). Behaviour-based interview questions are specific to
job-related experiences that the candidate actually performed in real-life situations. To
facilitate assessment, all candidates are given the same set of questions. As stated, the basic
premise is that past performance is the best predictor of future performance; behaviour-based
interviews avoid hypothetical questions and ask only questions based on fact (Stimac, 1995). The difficulty is, of course, that it is not possible to assess the accuracy of what the candidates claim they did in the situations described against what they actually did.

(e) Development and Retention of Faculty

The final stage of the Jones-Kavalier and Flannigan model is the development and retention of faculty (employees), with a focus on the values of the institution and the reasons why the candidate was hired into the college. As the college movement evolves in Ontario, those hired into these institutions will be required to move the college agenda forward. Colleges should provide training and development opportunities that will inspire new faculty (and seasoned faculty) to support the college vision. Colleges, specifically Institutes of Technology and Advanced Learning (ITALs) that offer degree programs, will be pressured to align faculty with higher-level programming that will ignite changes in hiring practices as well as expand professional development opportunities for faculty to upgrade their academic credentials. Professional development would include assisting (financially and with scheduling) those faculty (both full and part time) who wish to upgrade their teaching effectiveness, research skills or formal credentials. Professional development for graduate-prepared faculty hired to teach in the college degree programs might focus on enhancing their effectiveness in facilitating the learning of college students. I found very little Canadian research that addressed the professional and/or career stage development of faculty in the ITALs or in the Ontario colleges for that matter.

(f) Environmental Factors

According to Jones-Kavalier and Flannigan (2008), environmental challenges such as demographic shifts, increasing enrolments and the addition of diverse student populations are
forces that college leaders have to understand and respond to in hiring practices in order to meet the changing needs of the institution (currently and for the future as in succession planning). Jones-Kavalier and Flannigan (2008) state that we have relied on hiring practices from the nineties that became more formalized to include the following: “formal announcements of the position, initial screening of applicants, formalized interview process, and selection formats based on predefined criteria” (p.22). According to these authors, these traditional processes did not consider the driving forces that face organizations today. They suggest that institutional leaders need to respond to these forces through effective strategic planning and transformative leadership.

The Jones-Kavalier and Flannigan (2008) model and its six elements (as discussed above) formed the conceptual framework for this study. The study findings are analyzed in relation to these elements.

**Summary of the recommendations of Jones-Kavalier and Flannigan model**

Jones-Kavalier and Flannigan described their research as a shift in hiring practices from a more linear process to a more behaviour value-based holistic approach (p.23). Their in-depth analysis of college hiring practices resulted in their articulation of thirty winning strategies for hiring. Of the thirty winning strategies that Jones-Kavalier and Flannigan identified, the following 15 practices are relevant to the focus of this research study. The strategies are quoted here directly as stated by Jones-Kavalier and Flannigan (2008, p.159), and where appropriate I have included in parentheses my interpretations of what the authors meant by the strategy or how it applies to the Ontario ITALs. The authors’ recommendations that are relevant to the Ontario ITALs are

1. Lead the college by envisioning and transforming the culture.
(Institutional leaders must clearly articulate the organization’s vision; they must manage change and realize the importance of their roles in shaping the culture of the organization).

2. Strive for meaningful transformation of the HR office.

   (It is important to evaluate and transform the HR function in an institution as necessary, to ensure flexibility, diversity, and creativity in the hiring process, not only to be efficient, but also to add value to the organization).

3. Create advertisements that appeal to lifestyle choices.

   (Advertisements should appeal to the aspirations and lifestyles of potential candidates as part of the total package sought in the applicant).

4. Recruit people who represent the organization’s best qualities.

   (Recruitment practices should consciously and clearly appeal to individuals who reflect the goals and values of the institution).

5. Develop a program for visiting scholars and administrators.

   (In the case of Ontario ITALs, this would suggest that the colleges should build relationships with universities such as collaborative projects, guest lectures by faculty and administrators in each other’s programs, and reciprocal visiting scholar programs).


7. Create job descriptions that reflect the unique nature of each job.

8. Provide specialized training for screening committee members.

9. Use behaviour-based and situation-based interviewing methods.

10. Interview and converse with short-listed candidates multiple times.
11. Recognize the potential for bias for and against internal candidates.

12. Look for demonstrations of the specific skills required.

13. Identify multiple means of assessing general skills, abilities, and aptitudes.

14. Get to know the most promising candidates before making the final selection. (By this, the authors meant that it was useful to provide opportunities to meet with potential candidates outside of the interview. One suggestion was to invite short-listed candidates to informal college gatherings or a class visit.).

15. Acknowledge that subjectivity is an inevitable part of the process.

2. Human Capital Theory

Human Capital Theory is relevant to this study in that it is an important aspect of any college strategy aimed at developing the expertise of faculty to meet PEQAB requirements and the mandate of the ITALs. According to Lepak and Snell (1999), relevant to this notion of organizational performance is the development of an HR architecture that manages an organization’s workers through employment practices related to the internalization and externalization of its human capital. Essentially Lepak and Snell suggest that a firm’s human capital is based on two dimensions: value and uniqueness (p.35). Internally developing human capital helps the organization realize the benefits of those employees in terms of their value-creating potential (Lepak and Snell, 1999). Human capital theorists suggest that organizations seek to protect themselves from the transfer of human capital investments to other organizations, specifically, employee investments in education and training (Lepak and Snell, 1999). Therefore investing in human capital (e.g., costs related to educating faculty to earn graduate degrees) may prove to be an important element of building future capacity (i.e., competitive advantage among ITALs) to deliver degree programs at Ontario ITALs.
Faculty career paths are critical components of developing the potential faculty pool to meet the needs of the ITALs. Newly hired faculty, “human capital” for the institution, should be worthy of significant investments. A critical component of faculty hiring decisions is investing in faculty development in support of student success through effective orientation, education and training programs. A recent paper published by The Higher Education Quality Council of Ontario (2013), The Role of New Faculty Orientations in Improving the Effectiveness of Postsecondary Teaching Part 2: College Sector, describes the importance that colleges across Canada place on teaching and learning. Specific to Ontario degree granting colleges, the issue of faculty development has become an increasingly significant component of the success of these colleges (Gregory & Cusson, 2013). Colleges across Canada continue to place substantial emphasis on teaching and learning; however, degree granting colleges (Ontario ITALs) require a new skill level in research and research-related activities. As the possession of a PhD degree gains traction for faculty (at ITALs) so does the need for clarity around faculty development opportunities in teaching and learning and research. As new faculty are hired into Ontario ITALs, where teaching continues to be a priority, institutional resources will have to be directed toward developing effective teaching skills appropriate to college students, building faculty capacity to conduct applied research as well as support (financial and other) for faculty seeking to earn PhD credentials in a specific area of study. As the university and college missions continue to evolve, Canadian universities are being compelled to place more emphasis on teaching and student learning outcomes, while colleges are being required to place more emphasis on research (Colleges Ontario, 2010). For ITALs, this means building future human capacity through strategic hiring and professional development practices that incorporate well-defined career plans for faculty with diverse learning needs.

Current human resource practices have focused on ensuring that the organization is
staffed with the most effective human capital to achieve its strategic goals (Dessler & Cole, 2011). Many Ontario colleges utilize large numbers of part-time or adjunct faculty who have significant industry experience but who may not have the credentials required for full-time employment. At community colleges in the United States, the masters degree has typically been the terminal degree required of faculty, but this is not the case in Ontario colleges (Twombly and Townsend, 2008). The literature suggests that higher education practices within the United States, and globally, assume that faculty hired with a graduate degree from an accredited university are qualified to teach (Minter, 2009). Eagan (2007) used data from the 1988, 1993, 1999 and 2004 National Study of Postsecondary Faculty (NSOPF) in the United States to identify trends in the composition of part-time community college faculty. A number of trends drawn from the four NSOPF surveys suggest that part-time community college faculty may be potential candidates for full-time positions but do not hold the requisite credentials or hiring criteria desired by the institution. For example, the proportion of full-time faculty who held a doctorate degree was more than twice that of part-time faculty, and that part-time faculty were pursuing graduate education simultaneously or were working in other professional fields where the doctorate was not required. Although Eagan’s study involved community colleges in the United States, based on my many years of experience as a Dean responsible for hiring part-time and full-time faculty in an Ontario college, it is reasonable to assume that a similar pattern exists in Ontario. The part-time faculty cohort at colleges may be a potential group of future full-time hires if administrators support (with funding and scheduling assistance) their efforts to earn the requisite academic credentials or professional experience. Lepak and Snell (1999) assert that developing human capital internally helps the organization realize the benefits of those employees in terms of their value-creating potential. In other words, investing in human capital (e.g., costs related to educating faculty to earn graduate degrees) may prove to be an important element of
building future capacity (i.e., competitive advantage among ITALs) to deliver degree programs at Ontario ITALs. Faculty career paths are critical components of developing the potential faculty pool to meet the needs of the ITALs.

According to Gregory and Cusson (2013), there is a clear need for research into the development of new faculty orientation programs and services designed to meet the needs of part-time faculty at Ontario Colleges. As suggested in the literature, part-time faculty are not provided the same institutional resources and support as their full-time counterparts (e.g., Christensen, 2008; Landrum, 2009; Leslie & Gappa, 2002; Meixner, Kruck & Madden, 2010). These faculty may be an important applicant pool for future consideration in degree granting ITALs that are looking for the right mix of industry experience, effective teaching experience, and appropriate academic credentials for their programming needs.

3. Environmental Factors Impacting the Hiring Process at Ontario Colleges and ITALs.

All postsecondary institutions operate in a global economy that is interdependent, and they need to be responsive to environmental factors. There are a number of external forces affecting Ontario colleges. According to the Miner Report (2010), some of the trends influencing postsecondary education in Ontario include a shrinking population of working citizens, increasing demand for labour, and the need to grow our Canadian workforce appropriate to labour market needs. It is the mandate of the Ontario colleges to respond appropriately to external forces to enable them to serve all their students.

External/environmental forces have provided both opportunities and challenges for Ontario colleges. Relevant to this study are a) the mandated profile of college students, b) the dramatic increase in international student enrolments, c) the pending significant faculty retirements, and d) the authority to offer degree level programs. All of these have impacted considerably the hiring needs of Ontario’s ITALs.
a) The mandated profile of college students.

The demographic of college students in Ontario has always been very different from that of university students by virtue of the original and continuing open access mandate of the Ontario Colleges. In their brief on Expanding Degree Opportunities to meet the needs of the new economy, published in August 2009, Colleges Ontario states

…colleges have a strong record in serving students who are not well served by other institutions- studies in the United States and Canada have consistently shown that colleges succeed in reaching out to students who are reluctant or unable to attend traditional university….colleges are more likely than universities to serve low - and middle income students, aboriginal students (23%) and students with disabilities.

Statistics Canada has found that university attendance is heavily skewed to the upper half of the family income scale. (p.10)

Skolnik (2012) agrees that colleges have traditionally served a somewhat different population than the universities; colleges have a higher proportion of older, lower income, minority and recent immigrant students, and students who have not performed up to their potential in previous studies. Colleges are also more likely to service students with disabilities.

McClenney found nine percent of first year students in Canadian colleges self-identified as coping with disabilities compared with almost half that (five percent) in universities (cited in Colleges Ontario, 2009)

Furthermore, Clark et al (2009) and Jones & Skolnik, (2009), argue baccalaureate degree programs offered by the colleges are more employment focused, employ more applied learning methods, and are largely in fields that are not offered in universities. To a large extent, baccalaureate degree programs have been developed by the colleges in fields where they have been successful at the diploma level. Baccalaureate degree programs should
logically be extensions of the colleges’ mission to help the unique college student population develop the knowledge, skills and traits they need to be successful in careers and enable them to contribute to society.

Because of the initial mandate of the CAATs to support open access, entry requirements for the bachelor degree programs remain much lower (generally 65% GPA for admission) than those imposed by most Ontario universities. This means that faculty expertise in teaching and learning is critical for the success of these academically weaker students who are admitted into the college degree programs. Colleges have traditionally focused on the need for learner support and scaffolding by faculty to facilitate the success of these learners. According to Marshall (2008), in the past college faculty generally came from industry with a limited focus on graduate preparation, and they were more interested in teaching than doing research. Traditionally colleges have focused on teaching and learning which attracted a different kind of teaching faculty than that of the universities (Marshall, 2008). While this does not mean that faculty teaching in the colleges have a stronger preparation in pedagogy than PhD-prepared faculty might have, it does mean their expectations of students and their responsibilities within the college context may be different from those that PhD-prepared faculty are likely to have.

b) The dramatic increase in enrolment of international students.

Between 2000 and 2011, the increase in the number of international students enrolled in Ontario colleges has been an astounding 544%! HECQO data (Figure 2) reflect this dramatic increase from 2,777 students in 2000 to 17,889 in 2011! This means that there is very likely a considerable increase in the diversity of students with respect to variables such as past academic experience, race/ethnicity, language skills and age. Consequently, the
increased enrolment of international students has prompted not only the need for increased faculty hiring, but also the need to diversify the faculty profile to reflect the changing demographics of the student body.

However, the increased student enrolment in general is not unique to the colleges. But in the universities it has created other challenges. Weinrib et al (2013) found in their survey of university academics across Canada that “increases in student enrolment (in that sector) have far outpaced the growth in full-time academic appointments” (p.97).

This means that PhD graduates may have to look for employment in the college sector as an alternative, even if their priority goal was to become tenure-track professors in the university sector. The expectations of these potential college employees may be very different from the
realities of the role of college educators. Graduate-prepared faculty, most of whom will likely never have experienced college-level education themselves, may not fully understand the challenges of facilitating learning in this unique and academically very different student population.

c) Pending large numbers of faculty retirements.

Compounding the need for hiring more and more diverse faculty because of the increased student enrolments is the unprecedented number of pending faculty retirements. The faculty retention rates for the Ontario colleges have been consistently high over the years. This means that faculty who were hired when the colleges were created in the late 1960s are now reaching retirement age. Flannigan & Jones (2008) found in their study that at least 50 percent of full-time college faculty in the United States and Canada will be eligible to retire over the next few years. The fact that mandatory retirement at age sixty-five was rescinded in Ontario in 2006 only increases the challenge of effective succession planning because it is more difficult to predict hiring needs. Figure 3 depicts the projected rates of faculty and staff retirements in the Ontario CAATs over the next 5 years based on December 31, 2011 data.

Figure 3: Projected Faculty and Staff Retirements in Ontario CAATs (2013 to 2016)

<table>
<thead>
<tr>
<th>Projected Retirements per year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>87</td>
<td>101</td>
<td>105</td>
<td>99</td>
</tr>
<tr>
<td>Faculty</td>
<td>448</td>
<td>450</td>
<td>453</td>
<td>464</td>
</tr>
<tr>
<td>Support</td>
<td>240</td>
<td>456</td>
<td>267</td>
<td>277</td>
</tr>
<tr>
<td>Total</td>
<td>775</td>
<td>807</td>
<td>825</td>
<td>840</td>
</tr>
</tbody>
</table>

Source: http://www.caatpension.on.ca/en/members/retirement

Notes on Figure 3:
Retirements have been projected using data collected December 31, 2011.
Projected retirement rates are based on the overall plan retirement experience over the past 5 years. Please note year by year experience may differ from the projected retirements of each
year, especially if retirement programs are offered.

**d) Authority to offer Baccalaureate Degrees.**

In 2000, the Postsecondary Education Choice and Excellence Act (www.e-laws.gov.on.ca) empowered (for the first time) the Ontario colleges to offer undergraduate degree programs in applied studies. Ontario Colleges that wish to offer degree programs are required to comply with the Degree Level Standards (http://www.peqab.ca/standards.html) set by PEQAB with respect to program content and delivery. Colleges must submit a detailed program proposal to the Minister of Training, Colleges and Universities, who then refers the proposal to PEQAB for review and recommendation. The Quality Assessment Panels of PEQAB, (usually three senior university professors – one member may be an industry expert) review the very detailed college program applications to ensure that all degree level standards are met (PEQAB Handbook) and make a site visit to the applying college to determine their capacity to deliver degree level programming.

Most relevant to this study is the Capacity to Deliver Standard (Standard 5) which requires that faculty assigned to teach in these programs have relevant professional experience, work related experience, and a masters degree in the field that is the focus of the academic program or a closely related field. Furthermore, “no fewer than 50%” (Standard 5.8, p.25) must hold the “terminal academic credential” in the field or discipline. This usually means a doctoral degree relevant to the program focus. This is a considerable change from the past practice of hiring instructors primarily for their relevant industry experience, required professional/vocational credentials (e.g., in Nursing, Accounting, HR designations) and some further postsecondary education such as a diploma or a baccalaureate degree. All college degree proposals to PEQAB must include hiring plans for faculty with the requisite
qualifications indicating courses to be taught by each professor in each year, over a four year period. In addition to recruiting faculty who meet the academic credentials standard, the college also commits to professional development opportunities for faculty interested in pursuing doctoral degrees in the appropriate areas of study. The Quality Assessment Panel (which makes a site visit in addition to reviewing the extensive curriculum documents) evaluates the capacity to deliver a degree program based on a number of other factors that include facilities (e.g., library resources and lab facilities) and in addition to faculty credentials, the opportunities for faculty to engage in research. As noted by Marshall in his keynote address to Ontario College Degree Planners (June 5, 2007), a major component of faculty work-life in a degree granting institution is the balance between teaching and research. He stated that the relationship between instructional quality and research at colleges that offer degree programs brings value to the degree and to the scope of scholarship conducted at these institutions outside of the traditional university. Based on the report of the Quality Assessment Panel, PEQAB makes its recommendations to the Minister of Training, Colleges and Universities. Colleges granted the authority to offer degree programs must re-apply every five years for eligibility to continue to offer each program based on an extensive program review, and PEQAB re-assessment to ensure that the colleges continue to meet all Degree Level Standards.

Skolnik (1995) pointed out that in Ontario, the two sectors, colleges and universities, operate as two solitudes. The expansion of undergraduate education at Canadian colleges, specifically in Ontario, has created a number of options outside of universities for students pursuing undergraduate studies. Furthermore, in 2003, the Polytechnics Canada (PC) consortium was formed to serve those colleges that offer bachelor’s degrees in applied studies and conduct applied research (www.polytechnicscanada.ca). The current members of PC are Conestoga, George Brown, Humber, Seneca, Sheridan, British Columbia Institute
of Technology (BCIT), the Southern Alberta Institute of Technology (SAIT) and Algonquin
College (http://www.polytechnicscanada.ca/membership). The members of PC are all degree
granting postsecondary institutions committed to education, training, and applied research.
This means that in these institutions there is a particularly strong focus on hiring graduate-
prepared faculty (with both masters and doctoral degrees) in order to enable them to deliver
degree programs.

In general, it has been difficult to define what is meant by “polytechnic education”
and “polytechnic institutions”. The term polytechnic education has been characterized as
employment or career-focused education, involving a blend of theoretical and applied
learning that is delivered at a high level of study (i.e., similar to the traditional baccalaureate
level). Polytechnics Canada (2008) identifies four characteristics of polytechnic institutions:

- providing career-focused education that is developed in partnerships with employers,
- committing to a wide range of credentials including bachelor degrees, diplomas,
  apprenticeships, certificates, post-graduate offerings, and continuing education,
- combining theoretical and applied learning, relevant work experience, and the
  opportunity to participate in applied research and commercialization projects, offering
  pathways that allow students to ladder their credentials (Jones & Skolnik, 2009, p.16).

The opportunity to offer baccalaureate degrees in approved ITALs has brought with it
the challenge to ensure that faculty recruitment and hiring meets the stringent requirements
set out in Standard 5.8.

4. The impact of the Postsecondary Education Quality Assessment Board (PEQAB)
Standard 5.8 on Faculty Hiring in the ITALs

The Capacity to Deliver Standard (PEQAB handbook for Ontario Colleges, 2012,
5.8) set by PEQAB significantly impacts faculty hiring practices, particularly with respect to faculty credentials required for teaching in college degree programs. This requirement has implications not only for faculty utilization in college degree programs, but also, because of fiscal and other constraints, for faculty utilization across programs.

As stated, the estimated student demand for university spaces will increase between 53,000 to 86,000 by 2021, allowing Ontario colleges to provide space for students seeking high-quality baccalaureate programs (Colleges Ontario, 2009). To this end, Ontario colleges have been expanding the range of degree programs to meet student and employer demand now and in the future. Yet, Ontario colleges continue to support their original mission of vocational learning from basic skills to offering degree opportunities to their college students. This is important, as degree proposals are rigorously reviewed by PEQAB using detailed degree standards that are similar to those of baccalaureates offered by universities. PEQAB mandates faculty credentials required for teaching in baccalaureate programs. More specifically, college faculty teaching in degree programs must hold either a masters or PhD degree in the discipline (for example, law, accounting, international business, human resources etc.). This new requirement has created a number of hiring challenges related to faculty credentials, workload and research. According to the Rae Report, new investments for teaching excellence are a priority for the colleges (2005). While PEQAB is basing its faculty requirements on the university model of discipline (content) expertise, there is still a need for college faculty to be experts in the education process as well. As Ontario colleges pursue “institutional differentiation,” by specializing in a range of program areas, there is still the mandate for colleges to support open access for students within their community as well as learning that is relevant to their interests and aptitudes (Colleges Ontario, 2010).

The college mission has not changed but it has evolved to provide more access to a
range of programs at the undergraduate degree level. Students seek more than certificate and diploma programs at the colleges; they want degree level programs in their own communities and are already studying in advanced (i.e., post-diploma and post-degree) vocationally relevant certificate programs. It is reasonable to assume that students would be best served by college faculty who are experts in teaching and learning not only in their field or discipline content. However, and regrettably, to date there is no indication that PEQAB would consider balancing the required faculty credentials between content specialists and education experts teaching in degree programs. Having faculty with appropriate credentials is integral to those colleges that grant degree programs, but it is also critical that these faculty are prepared to teach students with varying learning aptitudes (in non-degree and degree-level programs).

The reality for faculty who hold PhD degrees and teach at degree-granting colleges is that they are faced with teaching loads that are a combination of degree and non-degree courses. It is difficult to attract qualified faculty (with PhD degrees) who are prepared to teach in degree and diploma programs and who understand that the college student profile is very different from that of university students. Furthermore, there is much less (if any) opportunity to engage in faculty-driven basic research.

5. Impact of the Academic Employees Collective Agreement on Hiring Requirements

The challenge of attracting graduate prepared faculty to teach in college degree programs presented by the salary constraints is significant. As discussed earlier, the Academic Employees Collective Agreement sets the maximum salary step (21) at the same level for all faculty regardless of earned academic credentials beyond a four year undergraduate degree. This may act as a deterrent for attracting qualified faculty, particularly PhD-prepared faculty, since that salary level is not competitive with what the
universities can offer and there is no opportunity to pursue tenure. However, once the faculty have passed a two year probationary period, full-time status provides employment security equal to and more easily attained than tenure.

However, the Ontario Colleges of Applied Technology Collective Agreement (OPSEU, 2012-2014) for academic employees requires that consideration be given to partial-load employees when full-time faculty positions are posted (Article 27.11B). “Consideration” includes a review of the competence, skill and experience of the applicants in relation to the requirements of the vacant position. The Collective Agreement prescribes the order in which applications are reviewed; preference is given to partial-load faculty who have worked one month prior to the full-time posting. For the purpose of this research, part-time and/or partial-load faculty who teach in the colleges are considered a pool of potential candidates for full-time faculty positions. Consideration of part-time and partial-load faculty is an important element when advertising faculty positions within the Ontario college system.

6. The Changing Role of Faculty in the Colleges of Applies Arts and Technology (CAAT)

Evolving faculty roles at Ontario universities and colleges have been influenced by changes in the postsecondary landscape, such as increased and increasingly diverse student populations, increased transfer pathways for students between colleges and universities, and the addition of degree programs at colleges. Increasing student enrolments and diversity of student demographics and workloads at colleges (largely because of the resulting increased faculty: student ratios) and the growing need to expand and support applied research are changing the role expectations of faculty teaching in the ITALs. This trend, and the additional reality of Collective Agreement prescribed salary structures, impact the
competitive hiring processes.

Interestingly, Ontario universities are introducing teaching-stream faculty who focus on teaching and teaching-related activities (HECQO, 2011) while degree-granting colleges are pressured to add research to faculty roles. The implication of the creation of teaching-stream faculty at universities and research faculty at colleges is that there is the potential that this will create a second-tier, or two-tiered, faculty at these institutions based on the resources and status accorded to one group but not the other. Blurring the roles of faculty at these institutions appears to have had a greater impact at degree-granting colleges where the requirement to conduct research is unclear within current teaching loads. In a research-dominant environment like the university, teaching-stream faculty may be seen as less worthy and less valuable to the institution (HECQO, 2011). University faculty workloads are generally 40 per cent teaching, 40 per cent research and 20 per cent service, contrasted by the college faculty workload that is essentially 100 per cent teaching. The challenge for the hiring process at the Ontario ITALs is to establish clear faculty job descriptions that define expectations and are aligned with the colleges’ mandates.

College faculty roles and responsibilities have changed since the introduction of the Education Choice and Excellence Act, 2000 and the New Charter of 2002. Table 1 (pages 8 and 9 above) depicts a comparison of the traditional and changing roles for Ontario college faculty. As noted, the Education Choice and Excellence Act opened the possibility of offering degree-level programs in the CAATS, altering faculty roles (PEQAB requirements) including teaching at the undergraduate level and participation in research. The New Charter allowed colleges to conduct “applied research,” which again impacted the role of faculty in the colleges and in the ITALs in particular. Currently many colleges in Ontario offer post-graduate programs and nursing degree programs. Some are partnered
with universities (e.g., the University of Guelph-Humber partnership) that require faculty who teach in these programs to have graduate degree credentials. Qualifications to teach in the college post-graduate programs as well as other degree programs also require related business and industry experience, demonstrated teaching and facilitation skills, and at least one graduate degree in the appropriate discipline.

Even though engagement in applied research is an expectation of faculty as stated in the PEQAB Standards, the current Collective Agreement does not include research as an expectation of faculty nor is it a component of the Standard Workload Formula (SWF). According to Skolnik (2005), the PEQAB academic standards, will affect faculty members at the colleges with regard to hiring, tenure, work profiles, and workload, specifically applied research. As stated by Laden (2005), the three challenges related to college faculty engaging in research are insufficient external funding to conduct applied research, limited faculty time to do research because of heavy teaching workloads, and no obvious way to reward this component of their workload within the standard workload formula. The challenge in recruiting PhD candidates to ITALs is further complicated by the lack of clarity within the professor’s job description as set out in the Collective Agreement. How applied research will be conducted within this context was not addressed in this study. However, one Dean at ITAL A suggested assigning faculty to partner with industry on solving curriculum-related problems. Moving forward, faculty job expectations around research and how it is evolving within the context of the ITALs have to be incorporated in the interviewing process. Perhaps Deans will have to look at research as a component of professional development opportunities that will satisfy PhD candidates as well as the polytechnic vision to conduct applied research.

Other challenges in recent years that have changed the expectations of college faculty include increased enrolments and therefore larger class sizes at times; increased student
diversity in areas with a greater number of students for whom English is their second language (ESL); academic under preparedness; younger direct entry students (with the removal of Grade 13), and increased integration of emerging technologies as tools in the teaching/learning process. Many colleges utilize full-time faculty to orient students to postsecondary education, while adjunct faculty are often poised to prepare students for the world of work. The challenge for ITALs is to attract the appropriate mix of faculty (graduate credentials, teaching expertise, etc.) and keep them engaged at the college.

I found limited scholarly literature that discussed changing faculty roles at Ontario colleges, particularly in relation to degree granting ITALs. Marshall (2008) stated that traditionally colleges have focused on teaching and learning which attracted a different kind of teaching faculty than those of the universities. For the most part, Ontario colleges with degree granting status are still viewed as teaching institutions. According to Twombly and Townsend (2008), emerging curricular trends, such as the development of baccalaureate degree programs at colleges, will likely raise entry credentials for faculty members and may increase the number of college faculty with doctoral degrees. If this is the case, it may influence the quality, academic credentials, and pedagogical skills of faculty roles required to meet the mission of Ontario colleges.

The changing faculty roles will have to be addressed in the future in the Academic Employees Collective Agreement, job descriptions and job postings if recruitment activities are to be successful. The current Academic Employees Collective Agreement does not recognize the changing role of faculty who teach in degree level programs, given PEQAB expectations that these faculty engage in research, supervise students engaged in research and other forms of scholarly activity (www.opseu.org). These requirements are supported by Colleges Ontario to ensure that the quality of college degrees is also supported by
government so that students in degree programs gain research experience in their area of study, that at least half the faculty hold content specific PhDs and that learning resources (such as libraries and facilities) are upgraded to meet the needs of degree programs and their students (Colleges Ontario, 2009).

Summary of Chapter Two and outline of the remainder of the document

In Chapter Two I presented my analysis of the sparse relevant literature that I found that was pertinent to my topic of interest. Most notably these were the characteristics of the Jones-Kavalier and Flannigan model of “Innovative Hiring Practices” (2008) and a discussion of Human Capital Theory (Lepak & Snell, 1999) as it is related to faculty development and hiring implications. I explored the impact of the PEQAB Capacity to Deliver Standards, the impact of the OPSEU Collective Agreement and the changing roles of faculty in the Ontario colleges.

Chapter Three describes the research design and methodology; Chapter Four presents the findings and analysis of these findings, and Chapter Five presents the conclusions, implications and recommendations.
Chapter Three: Methodology and Procedures

This was an exploratory descriptive case study focused on the participating ITALs’ current recruitment and hiring policies and practices and anticipated needs for the future, in order to gain a deeper understanding of the impact and challenges faced since the introduction of degree programs in these institutes. Specifically, I was interested to know how the Postsecondary Education Quality Assessment Board (PEQAB) requirements for higher academic qualifications for faculty teaching in the degree programs have impacted hiring policies and practices, not only for these programs, but also for faculty in other college programs. For this reason, this study explored the perceptions of Human Resources Managers and selected Deans in the five Ontario ITALs through personal interviews as they are at the front line of the process that is the focus of this study. In addition, relevant documents were reviewed and analyzed.

The complexity of this topic of interest is recognized as recruitment and selection processes vary from institution to institution and considerable diversity exists among the 24 Ontario colleges in terms of (a) size (number of students and faculty), (b) location (rural/small or urban/large), (c) nature of the programs (certificate, diploma and degree), (d) characteristics of the student population (age, gender, ethnicity, academic preparedness), and (e) the type and amount of research (i.e., applied research) that predominates at the institution and the extent to which research is included in the institution’s mandate (Colleges Ontario, 2010). While the ITALs have much in common, they are also diverse in program compliment and student profile. Since the introduction of degree granting authority for some colleges has had a major impact on the Ontario colleges, this study explored more deeply the recruitment and hiring context of the five differentiated colleges, the ITALs that are authorized to offer up to 15% of their programming at the baccalaureate degree level.
Research Questions

The overarching research question of this study was: “How have the PEQAB requirements for graduate credentials for all faculty teaching in degree programs impacted hiring policies and practices at Ontario ITALs, to ensure that the most appropriate candidates are appointed?” In order to answer this question, the following specific research questions were addressed:

Research Question #1: What institutional policies and practices currently direct the recruitment and hiring of faculty at the participating Ontario ITALs?

Research Question #2: What are the perceptions of study participants regarding challenges in the recruitment and hiring of faculty for current and anticipated future needs of the ITALs?

Research Question #3: How have the requirements for faculty teaching in baccalaureate degree programs as stated in the PEQAB Capacity to Deliver Standard influenced hiring practices in degree programs in general in the ITALs, as perceived by study participants?

Research Question #4: What are the study participants’ perceptions about hiring policies and practices that enhance or deter from hiring the most appropriate faculty for teaching not only in the degree programs but also for the needs of other college programs?

Research Design

This study utilized an exploratory and descriptive case study research design to increase understanding of the faculty hiring practices and unique challenges experienced by Ontario’s five ITALs. The case study provided an in-depth description of the phenomenon
studied as perceived by the study participants who were key informants in these ITALs.

Merriam (1998) contends that descriptive case studies present rich, “think”, detailed accounts of the phenomena under study and are useful in presenting information about areas of education where little research has been conducted (p. 38). She also states that descriptive case studies are useful in that they often form the basis for future comparison and theory building. I chose the exploratory-descriptive case study research design for this study because, in my literature review, I found limited research on the topic of faculty hiring practices in Ontario colleges in general, and no research on this topic with respect to the ITALs. This suggests there is a need to explore the current context to inform policy and planning decisions for the future, particularly for the degree granting ITALs. Because the ITALs were created fairly recently, there is relatively little known about the unique impact and challenges in faculty recruitment, and because there are currently only five ITALs in Ontario, the case study method is particularly appropriate.

The case study design is also an appropriate method for this study because it is anchored in a real-life situation that will provide, in what Merriam (1998, p.27) calls, a “holistic account of the phenomenon” with regard to actual faculty hiring practices at Ontario colleges, specifically those offering degree programs. Sanders (1981) writes, “case studies help us to understand processes of events, projects, and programs, and to discover context characteristics that will shed light on an issue or object” (p.44).

Furthermore, the case study design was appropriate in that, according to Merriam (1998) and Stake (1981), knowledge generated by case study is more concrete (it resonates with our own experience), more contextual (it is rooted in our own context), and more developed by reader interpretation (readers bring to a case study their own experience and knowledge). For this study, the case study was a suitable design in describing the context of current hiring practices at the five ITALs and discovering the extent to which degree granting
has influenced these practices at each institution perceived by key informants in this process at each of the five ITALs.

Although the findings of this case study are not generalizable, they will be of interest not only to the ITALs, but also to other colleges who offer a few baccalaureate programs and may help them to better understand current and future challenges of hiring for the changing role of the faculty in Ontario colleges. The findings may also provide helpful examples of best practices for faculty recruitment and hiring in that context.

**Site Selection**

The five Ontario colleges that are designated as ITALs are the context of this case study. All are readily identified on their own websites and that of Colleges Ontario (www.collegesontario.org). They were selected because they are differentiated colleges who have the authority to grant up to 15% of their programming at the baccalaureate level. All but one (Conestoga with a full-time student enrolment at 9,300) have enrolments in excess of 10,000 full-time students. In addition, all four of the ITALs located in the Greater Toronto Area (GTA) have very diverse student populations.

Twombly (2005) contends that “Faculty recruiting, hiring, and departure occur in the context of a labour market that shapes and even defines how and where positions are advertised and filled, with what kinds of people and at what price” (p. 424). This suggests that academic institutions are subject to the labour market context as well. This includes the advertising methods used to reach the desired potential applicants. Given that PEQAB standards require that all faculty teaching in degree programs in the colleges have a masters degree and at least 50% of the faculty must have earned the terminal degree in the discipline,
the availability of sufficient numbers of qualified faculty in the labour market who are interested in teaching in the college context is a serious consideration. Furthermore, the limited number of degree programs in a specific discipline at any of the ITALs means that faculty can often not be fully utilized if their teaching is limited to these programs. These factors present unique challenges for all ITALs and make the selection of these five ITALs as the case study sites appropriate.

**Participant Selection and Recruitment**

Key informants in the five Ontario ITALs, that is, those who are involved most directly in the recruitment and hiring of faculty, were invited to participate in an in-depth guided interview regarding their recruitment and hiring policies and practices, as well as their perceptions of the issues and challenges faced by the study colleges now and anticipated for the future. The names and contact information of these key informants were readily available on each ITAL’s web site. I sent invitations to participate (i.e., email in Appendix A with Appendix B attached) directly to each senior Human Resources Manager and to each Dean of Business, each Dean of Technology/Media and each Dean of Liberal Studies in the ITALs. I hoped that including Deans from a stratified sample of popular but different degree programs in the ITALs would enable important comparisons among the case study institutions and programs.

All five of the HR Managers invited to participate in the study agreed to do so. Of the 15 Deans invited, 11 agreed to participate and all 11 were actually interviewed. In addition, I maintained a reflective narrative in response to the deans’ interview guide before I conducted any interviews. In total, then, five HR Managers and 11 Deans constituted the pool of participants whose insights contributed to the findings of this study.
Data Collection

Consistent with the work of Jones-Kavalier and Flannigan (2008), several means of assessment, including document analysis and interviews, were utilized to gain multiple perspectives on hiring processes and trends. The data collection techniques used for this study, that is, conducting interviews and analyzing documents, are interactive processes in which engaging in one strategy (interviewing) has led to incorporating document analysis as a means of understanding the complexity of the case (influence of degree granting on faculty hiring practices) (Merriam, 1998).

The hiring policies and practices at the participating ITALs were explored by analyzing relevant documents and by soliciting the perspectives of two levels of staff who are at the front line of the hiring process, that is, the Human Resource Managers (who have a major institutional role) and the Deans of three different types of programs/schools in the case study colleges, since they are the ones who make important hiring decisions at the program level. The three types of program areas that were included were business, technology/media, and liberal studies. These programs/schools were selected because they are generally the largest departments in the colleges, they are present in all five ITALs, and each ITAL offers at least one baccalaureate degree program in each of these three program areas.

This study utilized a common Interview Guide (Appendices C and D) to facilitate interview-based data collection. Of the three common types of interviews (highly structured, semi-structured, and unstructured), I utilized a combination of structured and semi-structured methods to gather some standard information (current faculty hiring practices) and to further explore answers given to specified questions asked, as proposed by Merriam (1998). In
particular, I explored the participants’ perceptions of the impact on hiring practices since the
These acts enabled the differentiation of colleges and required specific graduate credentials
for faculty teaching in college bachelor’s degree programs and required faculty and students
to engage in applied research for the first time in the history of the Ontario colleges. As cited
in Merriam (1998), Patton explains that the main purpose of an interview is to find out what
is

in and on someone else’s mind. We interview people to find out from them those
things we cannot directly observe …. We cannot observe how people have organized
the world and the meanings they attach to what goes on in the world. We have to ask
people questions about those things. The purpose of interviewing, then, is to allow us
to enter into the other person’s perspective. (p.196)

Interviewing was meaningful to uncover the participants’ perceptions about if and how
degree granting status has impacted faculty hiring practices.

Creswell (2003) states that triangulation of data collection in research increases the
comprehensiveness and credibility of the research by drawing on multiple viewpoints.
Creswell defines triangulation as the process of corroborating evidence from different types
of data sources. The data collected to answer the research questions for this study involved
triangulation in that it included analyzing documents (review of published documents on the
website and additional documents obtained from HR services), and interviews with Human
Resources Managers and Deans (of Business, Liberal Arts and Technology
programs/schools) at all five ITALs to provide a comprehensive picture of what was
happening.

In Phase one of the study I conducted an in-depth review and qualitative analysis of
relevant documents of each ITAL to identify themes that emerged. In Phase two of the study,
I interviewed one senior Human Resource Manager (at each institution) using a qualitative interview guide (Appendix C) to gain insights into current hiring practices at each Ontario ITAL and these participants’ perceptions of the challenges and issues related to the PEQAB faculty qualification requirements for degree programs. Using an adaptation of the managers’ interview guide (Appendix D), in Phase three I interviewed eleven Deans to elicit their perceptions of issues around hiring challenges and trends and to explore more fully the challenges identified previously by the Human Resources Managers as needed. The similarity of the questions I asked allowed constant cross-checking and comparisons to validate common and diverse themes of responses of these two groups of key informants.

Data Collection Tools

Phase 1 - Document Analysis

In Phase one I reviewed and analyzed all relevant documents related to faculty recruitment and hiring policies and practices (e.g., HR documents on practices in recruitment and selection, institutional policies, mission statements) that were posted on the publicly accessible web sites of the five ITALs to identify relevant concepts. I also asked the consenting participants of these five colleges for copies of any other relevant documents they were able to share with me to enable a deep constant comparison between the content the themes identified in these documents and those in the participants’ responses. A copy of Selection Committee Guidelines for first round and second round faculty interviews were provided by Human Resources at ITAL A; a copy of the candidate interview summary score sheet from ITAL C and a copy of the Interview Preparatory Sheet for potential candidates was provided by ITAL D. These documents were helpful in assessing the different stages of the recruitment process used by each ITAL. I received no documents from ITALs B and E other than those publicly accessible on their websites.
The interview guides for **Phases two and three** of the study (Appendices C and D) were developed by me in collaboration with two professionals with expertise in this area but who were not participants in this study. The interview questions were generated from several sources: one was the content analysis of relevant published policies and materials; another was the themes that I identified in my review of the literature. In particular, some interview questions were adapted from the study conducted by Jones-Kavalier and Flannigan (2008) and some questions were based on Twombly’s (2005) findings. The questions were also influenced by my personal knowledge and experience as a human resources manager in the private sector for 10 years and as an academic administrator in an Ontario college for the past 12 years. Table 2 depicts the specific data sources for answering the research questions.

To identify the questions that I needed to address to answer the research questions, I conducted an extensive literature review on my topic of interest and identified themes that emerged. Also, I engaged in a discussion with Dr. Susan Twombly, Professor and Chair, at the University of Kansas, about her study described in a paper that she authored entitled “Values, Policies, and Practices for Full-time Arts and Sciences Faculty in Community Colleges” (2005). In this paper, Twombly’s case study analysis offered guidelines on questions that would provide data on what I needed to explore about faculty hiring practices. For example, Twombly found that the quality of teaching was the primary espoused value that drove the hiring process for full-time college faculty regardless of institutional size or location. According to Twombly (2005), almost everyone interviewed in her study emphasized the importance of hiring faculty who understood the community college
### Table 2: Data Sources to Answer the Research Questions

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<th>RESEARCH QUESTION</th>
<th>DATA SOURCES</th>
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<tr>
<td>#1: What institutional policies and practices currently direct the recruitment and hiring of faculty at the participating Ontario ITALs?</td>
<td><strong>Document analysis</strong> – participating ITALs” public websites and any other relevant documents provided by the HR Managers and/or Deans  &lt;br&gt; <strong>Appendix C</strong> #1-5;8-10;14-16;19,20  &lt;br&gt; <strong>Appendix D</strong> #1-4;6-8;13-15,22,23</td>
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<tr>
<td>#2: What are the perceptions of study participants regarding challenges in the recruitment and hiring of faculty for current and anticipated future needs of the ITALs?</td>
<td><strong>Interview Guide Questions:</strong>  &lt;br&gt; <strong>Appendix C</strong> #11,12,18  &lt;br&gt; <strong>Appendix D</strong> #10,11,19,24</td>
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<td>3: How have the requirements for faculty teaching in baccalaureate degree programs as stated in the PEQAB Capacity to Deliver Standard influenced hiring practices in general in the ITALs, as perceived by study participants?</td>
<td><strong>Interview Guide Questions:</strong>  &lt;br&gt; <strong>Appendix C</strong> #7,17,6  &lt;br&gt; <strong>Appendix D</strong> #5,9,16,17</td>
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students, who are very different from university students. The results of Twombly’s study identified (for me) the need to focus on values (such as knowledge and skills for teaching relevant to college students) in the faculty search process, as well as credentials required by degree granting institutions (e.g., the ITALs). Her study also referenced other factors, such as prior teaching experience, “fit” with the college and community, and status of the degree-granting institution as criteria influencing the outcome of faculty searches (Twombly, 2005). Twombly’s study identified themes about faculty hiring practices that could be useful in building a faculty hiring toolkit for the Ontario ITALs.

In Phases two and three, the interview times and locations were mutually agreed upon with consenting participants, and I sent each a copy of the appropriate interview questions (i.e., Appendix C to HR Managers, and Appendix D to the Deans) for their review at least one week prior to our scheduled meeting. Before beginning the interview, I reviewed the Invitation and Consent form, clarified any questions they had, and asked the interviewees to sign the consent form and keep a copy for their own records. None of the participants asked any questions about the consent or interview process, and most of them had prepared responses to the interview questions prior to our interview meeting.

At the beginning of the interview I again asked (although that was part of the Consent form) if the interviews could be audio-recorded to ensure accuracy of the information. All

<table>
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<th>#4: What are the study participants” perceptions about hiring policies and practices that enhance or deter hiring the most appropriate faculty for teaching not only in the degree programs but also for the needs of other college programs?</th>
<th>Interview Guide Questions:</th>
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<tr>
<td>Appendix C #3,7,11,16</td>
<td>Appendix D #3,5,9,10,15,18,22,24</td>
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participants agreed to the audio recording, I also took field notes during some of the interviews. All recorded interviews and my field notes were transcribed by me and sent to the participants for their review and validation. Almost half \((n=6; 43\%)\) of the participants acknowledged receiving my transcribed notes, but none of the participants requested any revisions to the transcribed notes.

The length of time for each interview varied depending on the interviewees and their time constraints. Most of the interviews were about one hour in length. In general, I spent more time interviewing the HR Managers in comparison to the time spent with the Deans. In one instance, my discussion with one HR Manager lasted for over an hour. The HR Manager interviews were longer because they generally had an in-depth understanding of the hiring process for the entire institution. The hiring policies and practices of the institution are grounded within the function of HR. Two of the participants at ITAL E were interviewed over the telephone as a result of late approval from that institution’s Research Ethics Board, and one Dean at ITAL A responded to the interview questions by email, and I followed up with a telephone discussion to clarify some of the responses to Interview Guide (Appendix D) in her/his email. Again, a copy of the transcript of my notes of the telephone interview, as well as the email interview, was sent to each participant inviting each to review the transcript and make any changes they wished before I analyzed the content. Neither of these two participants revised the transcribed interviews that I sent them for their review.

Interviews with senior Human Resources Managers and hiring managers at the program level (i.e., Deans) in the five case study ITALs explored the hiring process at these two institutional levels and across a selected group of programs in these colleges. What were the key criteria for hiring, such as academic qualifications, content expertise, teaching excellence, industry experience or programming needs, and how were they weighted in the final decision making? According to Twombly (2005), agreeing on core values (principles
defining the desired faculty qualities), hiring policies (written guidelines such as the required credentials to teach in degree programs), and implementing standardized practices (for example, a teaching requirement as a component of the interview) are at the centre of effective hiring practices. The Human Resources Managers and Deans are major participants in the hiring process across the institution and programs and were selected as key informants for this study for that reason.

**Phase 2 - Interviews of Human Resources Managers (n=5)**

I interviewed one Human Resources Manager at each of the five case study colleges using the Interview Guide (Appendix C). All interviews were audio-recorded with the participants’ consents and transcribed and validated as described above.

**Phase 3 – Interviews of Deans (n=11)**

Finally, I interviewed Deans from the following schools/programs at each ITAL: the Business School (n=5), Liberal Arts programs (n=2) and Technology/Media related programs (n=4). I used the same interview questions as with the HR Managers, modified as appropriate for the Deans, with additional questions regarding the appropriateness of the PEQAB requirements for faculty teaching in the degree programs with respect to the nature of faculty utilization needs and the nature of the student population in the ITALs (Appendix D). Where needed, I used non-directive probes to gain a deeper understanding of the responses. As I am a Dean of Business at one of the five ITALs that were the focus of this study, I maintained a reflective narrative of my own perceptions with respect to the questions addressed in Appendix D before I interviewed any of the participants. My perceptions are included in the findings. This means that the findings incorporate the perceptions of a total of 11 Deans.

The interviews with the Deans were used to explore further issues that arose from the aggregate responses (not specific to their own ITAL) of the HR Managers. And, as with the
HR Managers, the interviews were audio-recorded with their consent, transcribed by me and sent out to be reviewed by each Dean to validate the information for analysis. Of the 11 Deans interviewed, all were satisfied with the transcribed version of their interviews.

**Establishing Credibility**

Content validity of the Interview Guides (Appendices C & D) was assessed through the analysis of the interview questions by a human resources expert and in consultation with another professional with considerable experience in hiring of faculty for college programs. These two content experts were asked to examine the relevance of the questions asked and whether any other information should be sought. A number of questions were modified based on their input. Neither of these two individuals was a participant in this study.

To establish face validity of the Interview Guides (Appendices C and D), I pilot tested these data collection tools with several other individuals with human resources experience who were also not participants in the study. These pilot testing participants provided valuable insights on questions relating to criteria for hiring as well as adding clarity to questions related to interviewing practices. Each of the Interview Guides was revised as appropriate based on the input received in the pilot testing.

Furthermore, triangulation provided multiple perspectives on the topic of interest that is the focus of this study: the review and analysis of relevant documents and the perceptions of two groups of key informants the Human Resources Managers and Deans at the five case-study ITALs. Creswell (2003) and Merriam (1998) both state that triangulation in research strengthens the value of the findings, as it increases the comprehensiveness and credibility of the research by drawing on multiple viewpoints and may include data that are inconsistent or contradictory, according to Merriam. This study used multiple sources of data to provide a “holistic understanding” of the situation and to construct “plausible explanations about the phenomena” studied (Merriam, 1998, p.27).
Data Analysis

The content of published HR policies and practices of the participating ITALs and the interviews with key informants were subjected to deep and constant comparison content analysis. The constant comparison approach means that, in addition to the content analysis for themes that emerge from each source, I conducted a comparison of the themes from the three data sources to identify where these themes are aligned or where discrepancies emerged (Merriam, 1993). I compared the data collected from each ITAL (websites, materials and interviews) to determine similarities and differences in faculty hiring practices among the participating ITALs and different programs. The findings were interpreted in light of the literature reviewed and the theoretical framework used to ground this research. As recommended by Merriam (1998), data analysis was conducted simultaneously when data were collected. For example, after completing each interview I transcribed the data collected for each interview question and then sent an email copy of the transcribed interview to each participant for final approval. As I collected data, I was able to group responses by HR Managers and Deans as well as map similar findings and differences among both groups. Merriam (1998) describes data that are analyzed while being collected as both “parsimonious and illuminating” (p. 162).

Jones-Kavalier and Flannigan (2008) completed an extensive study of hiring practices in a sample of American and Canadian colleges by using multiple means of formal assessment that included observations, interviews, focus groups, surveys, and literature reviews. In the “Hiring Game, Reshaping Community College Practices”, Jones-Kavalier and Flannigan reported their interviews with ten college leaders, one of whom was Dr. Robert A. Gordon, President Emeritus, Humber College (one of the ITALs in this study). Based on their
findings, the authors present a model that emphasizes an entrepreneurial, innovative, and strategic approach to hiring. The model identified in their research, “Innovative Hiring Practices,” served as a framework for analyzing each stage of the hiring process and the symbiotic relationships that existed within and throughout the process (Jones-Kavalier and Flannigan, 2008).

My intent was also to identify the perceptions of participants and analyze each stage of the hiring process to determine if there are common practices among the ITALs that could be categorized as “best” practices for attracting qualified faculty to the college system and for addressing the influence of required degree credentials on hiring practices.

Methodological Assumptions and Limitations

There are potential limitations to the case study as a research methodology. According to Guba and Lincoln (1981), case studies can oversimplify or exaggerate a situation and are limited by the integrity of the researcher and the interpretation of the available data (cited in Merriam, 1998). In this study it was important to have a clear understanding of faculty hiring practices at all levels of each institution. The data had to reflect what is actually being practiced in the case study institutions. Given that the participants had considerable first-hand experience with hiring faculty for the degree and other college programs, and they had nothing to gain or lose from sharing their perceptions and insights, it is reasonable to assume that their responses reflected actual practice.

While the findings of this study will be valuable to all the Ontario colleges as they face similar challenges, the findings cannot be generalized beyond the participating study ITALs because of their uniqueness among Ontario colleges and the use of the case study method, which is a common concern of qualitative research, according to Merriam (1998). However, generalizability is not the goal of case study research. The purpose of this study
was to gain a deeper understanding of the issues and challenges involved in the topic of interest and to identify best practices and not the generalizability of the findings to other colleges or jurisdictions. While the Ontario ITALs are unique and findings cannot be generalized, lessons learned from their experience will be valuable and informative for other postsecondary institutions that face similar challenges.

A key goal of exploratory-descriptive case study methods is to present a detailed account of the phenomena under study. The findings of hiring practices at Ontario ITALs may form a database for future practice. It is this overriding objective of finding “best faculty hiring practices’ that interested me in this approach to research. More importantly, the findings of this study will provide information on faculty hiring practices where little research has been conducted (Merriam, 1993). Utilizing qualitative open-ended questions (Appendices C & D) in the interviews to collect detailed views from participants allowed me to probe further as necessary to gain a sound understanding of current practices at Ontario ITALs.

Merriam (1993) warns that while the case study is anchored in real-life situations, the researcher is limited in terms of the amount of description and analysis, as well as biases that may affect the final product. Through constant reminders and conscious effort, I made every effort to be as objective as possible in this case study process.

As Twombly (2005) points out, another limitation in researching faculty recruitment practices is the difficulties in measuring their effectiveness. One method may be to interview successful hires once they have completed the prescribed probationary period to determine job satisfaction and to interview their immediate supervisors to determine the faculty’s effectiveness in their role. This research did not directly address post-hiring satisfaction neither of the faculty nor of administrators, but rather the elements of current hiring processes.
Ethical Considerations

No contact or data collection was begun in any of the ITALs until I had received the written approval of the Research Ethics Boards at the University of Toronto and each of the five ITALs. Participation in this study was completely voluntary. The names and contact information of key informants interviewed from the case study ITALs were identified by me from the colleges’ public websites. I was not in any line relationship with any of the key informants interviewed, including those in my own institution, and neither the interviewees nor their colleges are identifiable in any reporting of the findings.

The invitation to participate and informed consent form (Appendices A and B) were emailed by me to each potential participant for each response. About two weeks after I sent out the initial invitation to participate, I sent a second email to potential participants from whom I had not yet heard, to remind them of my request. This garnered a few more responses.

The consent (included in Appendix B) clearly stated the purpose of the study, assurance that participation was voluntary, that all data would be kept confidential and secure and that no individual participant or college would be identified in any reporting of the findings. The ITALS are identified in this report only as A, B, C, D or E. HR Managers are not identified by ITAL since they were the only ones from each institution. Deans are identified by their role and their employing ITAL. At no time were the participants evaluated or their responses judged. Participants were free to decline to answer any questions without explanation, which some participants did. Participants were informed they were free to withdraw from the study at any time without explanation or penalty of any kind, and any information they had provided before that would be deleted. None of the participants withdrew from this study. Participants were not offered any compensation for their participation since the topic explored is a critical part of their normal role expectation.
All participants agreed to allow me to audio-record their interview, but I also took field notes as back-up for every interview. The recorded interviews as well as the field notes were transcribed by me. The participants received a copy of the transcript for their review and were invited to make revisions before my analysis of the data. Of the 16 participants, eight responded that they had no revisions, and the remaining participants did not comment.

All data collected continue to be kept confidential and secure, accessible only to my thesis supervisor and me. All identifiable digital data (e.g., audio-recorded interviews) were encrypted consistent with University of Toronto data security and encryption standards as stated on http://www.research.utoronto.ca/ethics/pdf/human/nonspecific/datasecurity.pdf and http://www.utoronto.ca/security/UTORprotect/encryption_guidelines.htm.

The research activities for four of the ITALs began in late September of 2012 after I received approval from the Research Ethics Boards of the University of Toronto and the respective ITALs. I did not receive ethics approval from one ITAL until late December 2012, which meant that the interviews in that ITAL occurred in early January 2013.

Summary of Chapter 3 and outline of the remaining chapters

In Chapter Three, I described the research design and procedural methods used in this study. I detailed why these five educational institutions were selected, how the participants were selected, and how the research instruments were designed using principles and previous research as guidelines. Data collection and analysis were described; methodological assumptions and limitations declared, and ethical issues were reviewed.

Chapter Four presents the data collected and the research findings and analysis. Chapter Five focuses on conclusions, implications, recommendations for practice, and for further research on this important topic.
Chapter Four: Findings

This chapter presents the findings of this exploratory-description case study of the five ITALs in Ontario. It describes the recruitment and hiring practices and the perceptions of HR Managers and Deans in these ITALs regarding the impact that the Postsecondary Education Quality Assessment Board (PEQAB) requirement for graduate credentials for all faculty teaching in degree programs has had on hiring policies and practices at Ontario ITALs.

Descriptions of the Five ITALs that were the focus of this Study

The five Ontario colleges that are designated as ITALs are the basis of this case study. All are readily identified on their own websites and that of Colleges Ontario. They were selected because they are differentiated colleges that have been granted the authority by the Ontario Minister Training, Colleges and Universities to grant up to 15% of their programming at the baccalaureate level. All but one have enrolments in excess of 10,000 full-time students, and one has a full-time student enrolment just under that. The ITALs located in the Greater Toronto Area (GTA) all have very diverse student populations. All five ITALs are members of Polytechnics Canada, “a national alliance of Canada's leading research-intensive, publicly-funded colleges and institutes of technology” (http://www.polytechnicscanada.ca/).

Four of these institutes/colleges (George Brown, Humber, Seneca and Sheridan) are located in the GTA; the remaining ITAL (Conestoga) is located in Kitchener, Ontario. The ITAL nomenclature was designated by the Ministry of Training Colleges and Universities (MTCU) to differentiate Ontario degree granting colleges, but only three of the colleges (Conestoga, Humber, and Sheridan) have adopted the name of ITAL while two (George Brown and Seneca) have chosen to remain known only as colleges. For the purpose of providing as much anonymity as is possible in the presentation of the findings, the participating ITALs are
referred to by A, B, C, D and E in this report.

All offer a comprehensive range of academic programs and credentials including Certificates, Ontario College Diplomas, Ontario College Advanced Diplomas, Ontario College Graduate Certificates and Baccalaureate Degrees in Applied Studies (MTCU Minister’s Binding Policy Directive/credentials Framework). The four-year bachelor’s degree programs offered by all five of the ITALs include a nursing degree program in collaboration with a university. Several of the ITALs also offer apprenticeship training. Currently, one ITAL offers 11 bachelor’s degree programs (4 years) and 4 degree programs in collaboration with universities. One ITAL offers seven, one offers twelve, and the other two ITALs offer twenty-two and ten bachelor’s degree programs respectively.

**Participants’ Profile**

The participants in this study were HR Managers and Deans responsible for recruiting and hiring faculty and staff at the five ITALs. Participants included five Human Resources Managers (one from each of the five ITALs), two of whom were directly responsible for recruitment practices. Eleven Deans from the following schools participated: business, liberal arts and sciences, applied technology, construction and engineering, hospitality and media studies. Five of the Deans interviewed held a PhD degree, one was in the process of completing a doctorate and the others all held Masters Degrees (mainly in a related field of study and some in education). I interviewed five Deans from business – one from each of the five ITALs, two Deans from applied technology, two Deans from liberal arts and sciences, one Dean from construction and engineering and one Dean from the school of media studies. The interviews took place over a four month period, from September to late December, 2012.

All 16 participants provided informed, written consent to participate in the study and all agreed to allow me to audio-record the interview. As I am a Dean in one of the ITALs, before
beginning any interviews I completed a personal narrative response to the Deans’ Interview Guide (Appendix D) from my perspective and experience in human resources and as a Dean who has participated in the hiring of many faculty at my home institution. My data is included in that of the Deans’ responses.

Figure 4: Percent by role of Participants Interviewed (n=16)

Findings

The findings are presented in relation to the following specific research questions which collectively addressed this study’s overall question: What “practices” support the faculty hiring process at Ontario ITALs to ensure that the most qualified and appropriate candidates are appointed?

Research Question # 1: What institutional policies and practices currently direct the recruitment and hiring of faculty at the participating Ontario ITALs?

For the purposes of this study, “policies” reviewed included any written, public guidelines that influence the search process, and a “practice” was “any regularized activity such as a teaching demonstration, use of an interview panel or standardized job posting” (Twombly,
Together, “policies” and “practices” form the rules, both formal and informal, that guide the recruitment (search and selection) of faculty. Relevant documents posted on the websites of the five participating ITALs served as a base to frame the data collected. In order to appreciate the implications of the addition of college degree programs on faculty hiring practices, it is important that we understand current institutional policies and practices influencing this process.

The data to answer Research Question #1 were derived from the analysis of publicly available and relevant documents posted on the ITAL websites or provided by participants, as well as the responses of HR Managers and Deans interviewed, and an analysis of my own reflections, where these data addressed current institutional policies and practices that direct recruitment and hiring of faculty at the ITALs. As stated by Winter & Kjorlien, (2000), the objective of employee recruitment revolves around those activities that influence the number of applicants and/or the type of applicants who apply for a position.

All five ITALs provided potential candidates with information on current employment opportunities, access to the Academic Employees Collective Agreement (Ontario Public Services Employee Union (OPSEU), Academic Employees Collective Agreement, Sept. 2012-Aug. 2014) and access to policies related to Human Rights, Health and Safety and Employment Equity. This appears to be standard information that all ITALs provide to applicants seeking employment opportunities. It was not possible to identify the number or the type of applicants who apply to faculty positions from any of the ITAL websites.

My analysis of the data found on the websites of the five ITALs suggests that some of the institutions did a better job than others of providing potential candidates with the relevant information on credentials, description of good teaching and industry experience sought. For example, all ITALs provided information for faculty once a hiring decision has been made (i.e.,
policies and practices related to Health and Safety, the Collective Agreement, Employment Equity and Accessibility for persons with disabilities), but only two of the five ITALs published a policy statement related to the faculty hiring process, including how to access job postings and how to respond to job advertisements. Four of the ITALs included in the advertised job postings the requirement of a masters credential (in a specific field of study) as the minimum credential for all programs, including degree programs (with the exception of apprenticeship program offerings). Only one ITAL (E) stated that the B.A. degree was the minimum requirement and the Masters the preferred credential for some job postings. This posting was written as follows: “Candidates must possess a minimum of a BA, a Masters degree or the intent to pursue a Masters degree and/or Doctorate in …. (ITAL E)”.

ITAL A did a thorough job of defining the recruitment process for potential candidates by providing the following information on its website: career opportunities section (i.e., faculty job postings), how to apply for positions, and expectations around the recruitment process. For example, potential candidates were informed they could expect to meet a selection committee that consisted of three to 10 representatives from the institution, what they could expect in the first round of interviews, and the required documentation validating academic credentials that had to be made available to Human Resources at the first round of interviews. Candidates with credentials obtained outside of Canada were required to present an external evaluation to determine the Canadian educational equivalence.

Human Resources services at ITAL A advertised on the website their own vision statement on customer service, which stated HR at ITAL A is “committed to deliver professional and exceptional service to the community”. ITALs B, C, D and E provided similar information but not in as much detail as did ITAL A. Because of the additional detail, potential candidates may have a better understanding of the recruitment process when seeking opportunities at ITAL A. However, the website of ITAL A did not recruit specifically for
teaching in degree programs, but rather across all programming and for all departments/schools. It was the actual job posting and/or job announcement that stated the program area of teaching (diploma or degree). This is relevant for those applicants seeking to teach specifically in degree level programs.

Similarly, all ITALs promoted faculty jobs in the same way across all college programs (with the exception of apprenticeship programs). The Academic Employees Collective Agreement (OPSEU, 2012-2014), which applies to all 24 of Ontario’s colleges including the five ITALs, dictates faculty salaries based on the highest academic credential and years of industry experience of individual candidates. As it is a public document, the Collective Agreement plays a role in attracting (or not) potential candidates for college faculty positions because it articulates the role expectations, faculty responsibilities, management responsibilities, employee benefits and salary criteria. Because it clearly stipulates the salary grid, it may act as a screening tool to screen out applicants who may be more motivated by extrinsic values (e.g., salary) than intrinsic values (e.g., passion for teaching). ITAL A also stated a salary range on specific job postings, which is a good way for the preliminary screening of applicants for potential teaching positions.

The ITALs have been impacted most strongly by the externally imposed changes (by PEQAB) in hiring practices and expectations of faculty teaching in degree programs. The Capacity to Deliver Standard requires that the college/ITAL that offers degree level programs meet the following Benchmarks:

**Benchmark #8** requires that all faculty who teach in the professional or main field of study and, where appropriate, acting as thesis supervisors and/or members of examining committees:

a) have, where relevant, professional credentials and related work experience;

b) hold an academic credential at least one degree higher than that offered by the
program in the field or in a closely related field/discipline; and
c) engage in a level of scholarship, research or creative activity sufficient to
ensure their currency in the field.

**Benchmark #9** requires that no fewer than 50% of all faculty teaching in the
professional or main field of study and, where appropriate, acting as thesis supervisors
and/or members of examining committees, hold the terminal academic credential in the
field or in a closely related field/discipline.

**Benchmark #10** requires that all faculty teaching non-core courses

a) have, where relevant, professional credentials and related work experience;
b) hold an academic credential at least one degree higher than that offered by the
program in the field or in a closely related field/discipline; and

c) engage in a level of scholarship, research or creative activity sufficient to
ensure their currency in the field.

**Benchmark #11** requires that no fewer than 50% of all faculty teaching non-core
courses hold the terminal academic credential in the field or in a closely related

Of the five ITALs, only one institution actually used the acronym in its name on its web
site. Two of the institutions described themselves as “founding members of Polytechnics
Canada” and one institution’s vision was declared “to become a university in undergraduate
professional education”. Two of the ITALs have chosen to remain known as colleges and did
not refer to their ITAL status at all in their documents or on their websites.

This inconsistent naming of the ITALs may be confusing to potential applicants.
Candidates with the requisite credentials (i.e., terminal degree in the discipline) may be unclear
about what type of institution they are applying to. For example, they may ask: Is it an ITAL, a
Polytechnic or a college? And, what are the differences in the role expectations of faculty in
each of these three types of institutions? Additionally, the vision and value statements of the five ITALs clearly focus on teaching as the primary role of the ITALs (rather than research as some doctoral applicants may prefer), with student success at the centre of the college mission. These value statements included the following: commitment to teaching excellence, excellence in polytechnic education, applied learning and innovation, leaders in student success, and leaders in polytechnic education. As stated previously, even the literature indicates there is no common understanding of what is meant by “polytechnic education” or “polytechnic institutions,” which may create confusion for potential candidates. It is not clear from any of the ITAL websites what these terms actually mean to them; however, what is clear is that all five ITALs are committed to teaching career-focused programs from apprenticeship to degree programs through applied learning strategies.

This raises another important concern. The Ontario colleges are mandated to provide open access to mature students. Even in the degree programs, the admission requirement is much lower than that of undergraduate admission to most universities (e.g., 65% average for college degree programs compared with more than 80% in many universities). The PEQAB Standards (2010) state that

Admission to a bachelor program normally requires at a minimum an Ontario Secondary School Diploma (OSSD) or equivalent, six university or university/college courses at the Grade 12 level, a minimum average of 65% and any additional requirements. (p.17).

Students may also be admitted as “mature” students who do not have the minimum OSSD. This means that many students in the colleges are academically weak. Consistent with the requirements of the PEQAB Standards, ITAL job postings generally call for applicants who meet graduate level credential requirements, with no apparent concern for faculty expertise in pedagogy other than a track record of “good” teaching. This raises the question of the adequacy of the PEQAB faculty credential requirements which focus primarily on the level of the degree
and the discipline and do not address or even recognize expertise in education (e.g., M.Ed. or Ed.D. degrees) or demonstrated effectiveness in teaching, which are critical in helping the many underprepared learners in the colleges to achieve academic success.

In addition to the analysis of documents posted on the five ITAL websites, data to answer Research Question #1 came from participant responses to questions #1-5; 8-10; 14-16; 19, 20 (Section C) on the Interview Guide for Senior HR Managers (Appendix C), from questions #1-4; 6-8; 13-15, 22, 23 (Section D) on the Interview Guide for Deans (Appendix D), and from the analysis of my personal reflections.

The responses presented here are referenced back to the respondent and his or her role in the ITAL. For instance, a response referenced as “HR” designates the response of a Human Resources Manager. Because only one HR Manager was interviewed in each ITAL, responses of these participants are not identified by their ITAL in order to provide as much anonymity as is possible. The Deans are identified by their ITAL since several Deans were interviewed in each ITAL and identifiability is not as much of a concern.

The themes that I identified from the responses of the five HR Managers and 11 Deans who participated in this study about their role in the recruitment and hiring practices were as follows: (1) the HR Directors provided leadership in establishing recruitment, hiring policies and practices for each ITAL; (2) at all five ITALS the HR Managers and Deans followed a typical approach to interviewing, which included short-listing and interviewing; (3) the values articulated in the institution’s mission/mandate were not a deliberate or formal component of the interview questions, but rather they were looked for in the teaching philosophy statement presented by potential candidates during their interviews; (4) what was identified as the most effective hiring practice varied among respondents and at each institution, and (5) HR services did not engage directly in succession planning of the institution, rather this was the responsibility of the individual schools and/or the Senior Executives of the institution. Each of
these themes is discussed below.

**Theme 1: Human Resource Managers provided leadership in ensuring that recruitment, hiring policies and practices at each ITAL were consistent with the requirements of the Academic Employees Collective Agreement and relevant legislation.**

Of the five HR Managers that I interviewed, the two most frequent responses stressed the role of HR services in establishing appropriate hiring policies (e.g., ensuring that the terms of Employment Equity and the Academic Employees Collective Agreement were upheld) and practices (different for each institution). HR services were responsible for posting positions; screening applicants based on the required credentials; working with the hiring managers to establish faculty qualifications for each position; and using various recruitment strategies. This included advertising on individual websites such as Workopolis, Charity Village, Weedles, Linkedin, University Affairs, Monster.com, Globe and Mail and other diversity newspapers, professional associations, in diversity magazines and marketing the institute as a Top Employer in the GTA to attract a pool of qualified candidates. All respondents made reference to the Academic Employees Collective Agreement (Ontario Public Service Employees Union, Sept 2012- Aug 2104) specifically, and the Employee/Employer Relations Committee (EERC). Article 27.11 A of the Collective Agreement requires that a “Postings-Notice” be posted in the College for all vacancies for full-time positions in the bargaining unit, including faculty positions, and giving consideration to all partial load (contract/adjunct) faculty is a requirement of the short-listing process.

All respondents reported compliance with the Collective Agreement requirements. In addition, the ITALs had agreed to develop a province-wide faculty job board. All of the HR Managers and most of the Deans (n= 9 of 11) reported that approximately 40% to 60% of full-time hires came from partial-load/contract/adjunct faculty pools within the individual
institutions. The goal of recruitment was to attract a diverse and rich candidate pool beyond just placing advertisements in journals or newspapers. Furthermore, all HR Managers and Deans confirmed that contract faculty were given consideration for full-time positions as mandated by the Collective Agreement. That is, they required the interview of “partial load” faculty who met the minimum posted requirements. Partial load faculty are defined in the Ontario Public Service Employees Union (OPSEU) Academic Employees Collective Agreement, 2012, as teachers who teach more than six and up to and including 12 hours per week, on a regular basis. All participants (both the HR Managers and Deans) commented that it was important that internal candidates (i.e., partial load faculty) have reasonable expectations of their different role if they moved to fulltime faculty status, and that it was important that there was a “fit” between the institution’s goals and values and that of all candidates, including those who had been teaching on a partial load basis. One HR respondent said he/she “explained to partial load candidates that postings ”[were] always a competitive process involving a pool of qualified candidates with comparable credentials, industry and good teaching experience”. The implication was that the initial hiring of part time/partial load faculty may not always be governed by the same requirements as for hiring of full-time faculty. As stated by one HR Manager, “interview questions should be modeled around the values of the institution to ensure that internals have prepared for the process”. This was affirmed by one of the Deans at ITAL A who said, “Interview questions are designed to focus on the commitment of internal candidates”.

Two of the Deans reported that they had exhausted their internal pool of candidates, particularly for positions that require the PhD degree as the terminal credential. And, two Deans from ITAL C explained that “our last hiring process resulted in a “no hire,” due to lack of qualified internal and external candidates specific to business and nursing programs. According to one Dean at ITAL C, “candidates may have the requisite PhD [degree] but may not hold the Canadian professional designation to teach accounting or finance,” for instance.
Canadian experience was seen as particularly important in some areas where a thorough understanding of practices and legislation in the Canadian context was essential. One of the Deans at ITAL E identified the need for collaboration between colleges where the ITALs have difficulty attracting PhD-prepared candidates to their institution. He/she commented “I was able to hire a contract faculty currently working at another institution by working with the school to accommodate teaching schedules”. That contract professor was subsequently hired as full-time faculty at ITAL E.

In all five ITALs, the HR Managers played an essential role in administering the related paperwork, ensuring the hiring process was transparent and fair (i.e., ensuring that Human Rights and Employment Equity standards are maintained throughout the recruitment and hiring process). HR Managers were reported to act as advisors to the interview committee. HR services worked with the hiring manager (usually the Deans) to determine the required faculty credential in relation to specific program needs (e.g., business programs compared with liberal studies programs), PEQAB requirements and the required professional designation for teaching in specific vocational programs. An HR participant commented that he/she dealt with issues related to applicant complaints that may lead to equity and human rights complaints. He/she explained “My role is to mitigate any human rights issues that may arise from applicants, that is, not being invited to an interview”. It is the responsibility of HR in all five ITALs to ensure that the recruitment and hiring process is seen as fair and equitable to all potential candidates. To this end, all of the HR respondents agreed that they play a key role in the recruitment process that includes reaching out to all potential candidates by networking with minority communities at job fairs, verifying foreign credentials (prior to interviewing) and using multiple job search strategies as discussed above.
All five HR respondents agreed, as did the 11 Deans, that the HR Directors saw themselves as partners with the schools (and/or departments) in faculty recruitment by providing quality improvements in the process to ensure that the best candidates were considered for teaching positions within the established institutional policies and Human Rights legislation. For example, one HR Manager said “that HR sits on all hiring committees in an advisory role to the hiring manager and selection committee”. This was supported by a Dean at ITAL D, who said “HR is the voice of wisdom at all stages of the hiring process”.

These findings are consistent with components of the Jones-Kavalier and Flannigan Model “Innovative Hiring Practices,” specifically as it relates to job postings and as it identifies the essential elements of job descriptions to be ensuring flexibility in qualifications and highlighting the benefits associated with employment at the College.

In summary, the role of HR in the hiring process is to attract a diverse candidate pool through various marketing strategies: to ensure the process is equitable and that all college participants in the recruitment and selection process adhere to the Academic Employees Collective Agreement; that job postings are clearly written and include job descriptions that speak to minimum academic credentials (masters or PhD degrees), and that required relevant industry and good teaching experience are clearly identified. However, surprisingly none of the HR participants commented on the need for a more diverse faculty pool to reflect the demographic profile of the student body. But awareness of this need was implied by some of the HR participants who stated they purposefully placed job ads in a variety of ethnic venues.
Theme 2: At all five ITALs the HR Managers and Deans follow a similar approach to interviewing that includes short-listing, use of selection committees and structured interviews.

All five HR Managers and all 11 Deans agreed that they followed a typical approach to interviewing which includes first round interviews with Human Resources (HR) personnel, the hiring manager (usually an Associate Dean, Dean or Chair), program coordinator, faculty within the department, and faculty outside of the school. HR Managers are not usually consulted on the membership of selection committees, and the training of committee members is not a formal practice in any of the ITALs. However, HR Managers have a vote in the hiring decision. The process was reported to be pretty standard for all programs; none of the participants identified any different process based on the nature of the program at the diploma or degree level, or by discipline (e.g., business or liberal arts). However, I did not ask about apprenticeship programs as they don’t follow the same patterns of enrolment specific to student intake. Two of the Deans (at ITAL A and ITAL D) responsible for apprenticeship programs suggested that faculty interviewing for these programs were the same as diploma and degree but that the criteria for hiring differed in terms of credentials and work experience.

Four of the five HR respondents (ITALs B, C, D and E) agreed that short-listing of candidates was the responsibility of the hiring manager in the school. In one ITAL, HR services short-listed potential candidates based on the minimum requirements of the posting. All five HR Managers stated that a list of potential candidates, including, partial-load applicants was sent to the Associate Dean or Chair who determined whom to interview. One ITAL (D) uses Hire-Desk, an online applicant tracking system. This online application system receives the personal information from candidates who must submit their applications on-line, which in turn creates
the Colleges’ applicant database. Applicants answer specific questions in a prescribed format allowing hiring managers to do an initial screening of candidates using this process. Hire-Desk as a short-listing tool is perceived by the HR Manager as an effective tool as it cross-references the posted qualifications with each application. However, the Hire-Desk tool is used by the hiring managers (who did not comment on its efficacy) not the HR managers. The Hire-Desk tool collects the information for HR services and the hiring manager short-lists candidates from this database. HR services are still required to provide hiring managers with lists of internal candidates for consideration as they are not included in the Hire-Desk data.

Selection committees are responsible for selecting candidates for interviewing and recommending candidates for hire (Gnage & Drumm, 2010). The data collected in this study suggest that the selection of committee members and committee protocols have not been clearly established within the five ITALs. Some ensure that a diverse faculty sit on selection committees while others choose volunteers (e.g., Dean at ITAL A). Gnage & Drumm (2010, p. 77) warn that populating selection committees with volunteers may result in committees made up of a group that is not diverse or of members who may have their own agenda.

The practice at most ITALs was to have faculty with prior interview experience sit on selection committees. However, four of the 11 Dean respondents said they actively sought diverse faculty to sit on interview committees; specifically, they sought members who represented a balance within the committee based on gender, ethnicity, and knowledge of the program area (content expertise). It was implied that selection committee members represented the values sought in new faculty, that is, good teaching to a diverse group of students at the ITAL. But this assumption was not clearly expressed by either the HR Managers or the Deans as a consideration for selecting committee members.
In all of the ITALs, HR is not always consulted on the make-up of selection committee members. This is usually the decision of the hiring manager in each school and/or department. At all ITALs, the interview panel excludes student representation, but at ITAL A an industry advisor (content expert) is invited to sit in on interviews. The Dean explained that this member of the selection committee is given a vote because “an industry expert is sometimes (involved) in the delivery of new degree programs”. One HR Manager reported that the institution had a printed procedural document developed in the mid 1990s that specified the make-up of selection committee members for various staff, faculty and administrative positions.

All five HR respondents agreed that the training of selection committee members is not a formal practice. Usually, on the day of the interviews, committee members are provided a 10-15 minute review of the process conducted by the HR Manager or the hiring manager. At one ITAL (A), the HR Manager provides each selection committee member with a copy of the institution’s printed “Selection Committee Guidelines”. This document outlines the formal responsibility of each member, which includes: confidentiality, declaration of conflict of interest, preparation for the interview, evaluation of candidates and an understanding that the process is competitive. ITAL A also provides Guidelines for Second Round Interviews and the expectations of each member. But there is no training process in place for these requirements.

One HR respondent commented on the loss of formality in hiring committee meetings and the difficulty in training faculty as they may engage in this process only once or twice every few years. In the late 1990s, that college had a manual that prescribed a formal process for interviewing candidates; interviewing is now sometimes viewed as onerous and too much work for some faculty, since it is not a requirement of their role as articulated in the Collective Agreement. This HR Manager said that “hiring managers usually go back to faculty (who) have
served on previous selection committees to simplify the process”. This suggests the possibility that the committee might look for familiar characteristics in candidates and may not be open to different or innovative characteristics. This, and the limited training provided to selection committee members, questions the efficacy of the interview as an effective screening tool. Murray (1999) warned that researchers have been unable to validate the interview as a selection tool because of the lack of training among selection committee members. His observation is supported by responses made by the Deans: all eleven Deans agreed that most committee members are selected as “content” experts rather than experts in the interview process. One Dean at ITAL A explained that “selection committee members are “prepared” not “trained” to sit on selection committees”. This suggests that selection committee members receive little or no teaching on the process of effective interviewing and assessment of candidates’ skills. But Kaplowitz (1986) states that “good interviewing (skills) can and should be taught” (p.74).

Given the tremendous increase in diversity of college students over the past decade, especially in the number of International Students registered in college programs, it was surprising to me that none of the participants reported that they specifically seek representation on the selection committee from visible minorities or under-represented groups who may reflect the diversity of the student body in any given program (e.g., faculty of Asian background in accounting programs since Asian students are often very well represented in these programs). Although none of the participants explicitly stressed the importance of inclusion of faculty from diverse ethnic/cultural backgrounds, there was an implied awareness of this in some of their responses and in the fact that recruitment notices specifically targeted venues that under-represented groups would be likely to access. It was assumed that selection committee members represent what is ultimately most important, that is the values sought in new faculty, such as
effective teaching skills to facilitate the learning of a diverse group of students at the ITAL.

Another attempt to provide a broad perspective in the selection process was evident in that second round interviews are conducted with faculty who are different from those who participated in the initial round of interviews. And one Dean at ITAL A invites all faculty to participate as selection committee members to ensure that the process is transparent and that all faculty who wish may have a voice in the selection process. For this Dean, “the ultimate goal of hiring was consensus amongst the faculty and selection committee members”.

The Jones-Kavalier and Flannigan model includes a list of screening and interview strategies that included the use of different people and locations as a strategy to more fully explore a candidate’s qualification and fit (2008, p.144). However, the literature reviewed implied that just having more selection committee participants would not necessarily result in successful outcomes, but rather what is required is a deliberate strategy to ensure inclusiveness.

As a Dean at one of the ITALs, I have found a good tool for screening candidates is the preparation for the interview required of all applicants. For example, potential candidates are required to bring to the interview the following documentation:

one page description of their personal philosophy/approach to teaching,

one page description of their approach to student counseling, coaching and resolving conflict,

one page description of what their professional development plan is for the next 5 years,

a chronological listing of the Educational/Training courses studied at the graduate level,

a lesson plan that relates to the required teaching demonstration.

This information is reviewed as an assessment of the candidate’s ability to follow procedures and their willingness to invest time in the interview. It is a test of how motivated,
prepared and conscientious potential candidates are about teaching at our institution. In the model, “Innovative Hiring Practices, “Jones-Kavalier and Flannigan encourage the use of multiple strategies that focus on finding and documenting evidence related to candidates’

abilities.

All HR and Dean participants agreed on the value/importance of the following interview practices: provision of a bank of questions (generated by HR services from previous similar interviews) to the hiring manager and selection committee members and structured interviews (according to the literature, structured interviews are more highly predictive). Behaviour-based interviewing involves the presentation of a real life (“problem”) situation, and the interviewee is asked to explain how he/she has dealt with similar situations or “solved” the problem. Behaviour-based interviewing is supported in the literature. The basic assumption underlying behaviour-based interviews is that the best predictor of future behaviour is past behaviour (Murray, 1999). A Dean at ITAL A said that “behavioural questioning does a good job of uncovering a candidate’s understanding of our student body (and) how to handle the under prepared student”.

Behaviour-based interviewing was applicable and used across all programs because behavioural questions do not query about hypothetical situations; they ask what did you do (not what would you do) in a specific situation (Janz, Hellervick, & Gilmore, 1986). Although scenarios/situations may be program specific, for example to engineering or music, behaviour-based questions are not content specific but tailored to reveal a candidate’s ability to work with a diverse student body. As suggested by a Dean at ITAL D, “faculty deal with students” cheating, plagiarism and inappropriate behaviour; responses to these issues may reflect a candidate’s coping skills, patience and empathy toward our students”. It is impossible to predict all aspects of a candidate’s potential on the job from interviewing; however, interview responses are
extremely revealing when dealing with student specific scenarios.

All HR and Deans said they required candidates to present a teaching demonstration and to submit a written document describing their personal teaching philosophy. Most of the participants (n=15) agreed that two rounds of interviewing was the usual practice. Six of the 11 Deans stated that their second round of interviews was less formal, and the purpose was to assess how the candidates responded to feedback, if they were flexible and if they were a good “fit” with the school. For instance, they tried to assess whether the graduate-prepared candidate understood the limited opportunity to conduct research at the college and the applied nature of college research, rather than basic/curiosity driven research typical of university based research; whether the candidate understood the implication of the diverse student body; and the value the candidate placed on teaching. Regarding program/college “fit,” one HR Manager suggested that “looking for candidates [who] are similar to us can be stifling; we should be looking for different [candidates]”. As stated in the literature (e.g., Langton, Robbins, & Judge, 2011), the best strategy is to seek candidates who will embrace the values of the organization and who also respond to changes in the expectations, such as the appropriate use of technology in the classroom, teaching diverse groups of learners and delivering curriculum across all credentials offered at the ITALs. For instance, new faculty, similar to the students they teach and similar to the evolving ITALs as they add degree-level programs, must continuously adapt to and influence change (Ciez-Volz, 2009). However, different perspectives are also needed. One HR Manager described interviewing as “an opportunity to hear new ideas, fresh approaches to teaching and learning”.

One Dean at ITAL D asked candidates the following question: “Do you see the school as your career partner?” This is relevant to the school because the Dean hopes to develop and foster a collaborative relationship with all hires. He/she claims “that interviewing is a two-way street;
potential candidates have to be as committed to our college as we are to their career success”.

Most of the HR Managers (i.e., 4 of the 5) and all of the Deans reported that for the purpose of evaluating the teaching demonstration, candidates were assessed by the interview panel based on competencies that are weighted based on a rubric and their individual teaching philosophy. In some cases (ITALs B and E), the philosophy is presented to the selection committee panel, and in the other ITALs the candidates are asked to provide written statements.

During the interview process at one ITAL, candidates are required to conduct a 10-15 minute teaching demonstration on a topic of their choice. The panel assesses the teaching demonstration using a feedback sheet in accordance with the institution’s Teaching Excellence Program. However, it is difficult to judge an applicant’s actual teaching ability given the limited timeframe (10-15 minutes) for the demonstration within the interview and because the lesson is delivered to faculty not students. Teaching responsiveness to the diversity of the student needs is not captured during the demonstration in this context. If teaching is the priority of the institution, then the focus of the interview process should include more effort, time and evidence of good teaching skills. In that ITAL, the remainder of the interview is dedicated to a set number of questions related to industry experience, subject matter knowledge, and handling of behavioural/situational scenarios. Behaviour-based questions are focused on describing various situations and asking candidates how they behaved in similar situations in the past. For example, they may be asked to describe how they previously handled a student conflict involving an assigned grade. The underlying assumption of this behavior-based questioning is that the best predictor of future performance is past performance (Dessler & Cole, 2010).

In the model, “Innovative Hiring Practices”, Jones-Kavalier and Flannigan (2008) encourage the use of multiple strategies that focus on finding and documenting evidence related to candidates’ abilities that include teaching demonstrations, behaviour-based questioning, use of different people to serve on hiring committees, and access to reference checking for potential
candidates.

Of the 11 Deans, five probed candidates with PhD degrees for answers related to why they would wanted to teach at an ITAL instead of a university, and asked them to describe innovative teaching approaches they would bring to the classroom to enhance learning in college students.

The responses of the Deans, with respect to what they considered to be the top three characteristics that are considered in the decision-making process, were different from the responses of HR Managers. Four of the five HR Managers agreed that the applicant’s level of education was the most important criterion in the decision-making process; the second most important in their view was industry experience; and the third most important criterion was the content expertise of the candidate. Although the characteristics were similar, the order of priority was slightly different than that of the Deans.

For most 10 of the 11 Deans the level of education was also the most important criterion in the decision-making process, but the second most important was the teaching experience/excellence of the applicant, and the third was the applicant’s content expertise. “PEQAB hiring standards are driving the demand for graduate prepared faculty (and) this underscores and sometimes overrides good teaching because the credential in Media (programs) is difficult to source,” explained a Dean at ITAL D.

With respect to content expertise, 10 of the 11 Deans also considered industry expertise valuable as it provided a broader view of the nature of the work in any given business or industry as it related to the program of instruction. For example, experience working in automotive parts manufacturing, or in financial services, or in retailing gave the candidates a broad understanding of the reality of the functions and activities conducted within those industries. Content expertise, on the other hand, was cognitive knowledge about the essence of the products or services that are the focus of program context and may or not reflect what exists
or occurs in the real world. For example, content expertise in the above examples would involve
book knowledge of automotive parts and how they are manufactured, or the knowledge of the
regulations and types of financial services available to clients in that industry, or knowledge of
the products sold in retailing, comprehending how that knowledge and regulations are applied in
the complexity of the real world or how those businesses function on a daily basis. Interestingly,
institutional values and a diverse faculty reflective of the student profile were not mentioned.
These findings are consistent with a number of criteria cited in the literature, (e.g., Jones-
Kavalier and Flannigan, 2008; Murray, 2010) around the importance of faculty credentials
(PEQAB Academic Standards), the values that drive the hiring process at the colleges, teaching
experience/excellence, as well as content expertise of the candidate (Twombly, 2005).

Because of the large number of internationally prepared applicants for some programs
(e.g., business and technology degree programs) two of the Deans asked potential candidates
questions specifically related to their Canadian business experience. One Dean explained that
in business degree programs,

most applicants for PhD (degree) postings are candidates with international credentials
and no Canadian business experience. We want our faculty to provide Canadian content
to the curriculum, as our student body is ethnically diverse. Our international students
want faculty that have a North American perspective. (Dean, ITAL B)

Another Dean at ITAL C agreed,” I want it all, credentials, industry connections,
and of course a good teaching record - not possible!”

One HR Manager felt that the “length of time” it took for the recruitment and hiring
process created problems for the institution. From the time that a faculty position is advertised to
the actual hiring decision is sometimes lengthy. This HR Manager stated that “taking over 3
months to make hiring decisions [is] not efficient”. It also meant that the position they were
trying to fill might not be adequately served during that lengthy time period. A considerable amount of time, energy and money is spent on attracting appropriate candidates to the College. Perhaps specifying hiring timelines would benefit the process. This Manager did not volunteer any suggestions on how that goal might be accomplished.

One HR manager required the candidates to provide proof of their academic credentials because candidates in the past have been dishonest or lied about their qualifications. Because of the scarcity of appropriate candidates, in some instances candidates may be considered if they are still pursuing or have not quite completed their graduate studies.

Finally, the hiring process is complete once a hiring decision is made, that is, the decision is made to offer the position to the selected candidate. To this end, it was noted by all HR participants that the interview committees make recommendations to the hiring manager (Associate Dean or Chair), the Dean, and/or the VPA, and/or the President of the ITAL. This is generally followed by a second level interview by the final decision makers. Six of the 11 Deans stated that following second-level interviews, the final decision is made by the VPA of the institution. Three Deans reported that in their institutions, it was the selection committee and the Dean who make the final decision, and in one ITAL, (B), it was the decision of HR services and the Dean (based on the committee recommendation). At ITAL E, the President of the institution makes the final decision based on the committee’s recommendation. The decision-making process followed an institutional process independent of the type of program the hiring was for, with the exception of apprenticeship programs. As stated, hiring for apprenticeship programs was not addressed by the two Deans responsible for those programs as the apprenticeship programs were not the focus of this study.

In one ITAL, the hiring decision is based on the candidate’s materials presented at the interview, a teaching demonstration, the teaching philosophy and the demonstrated understanding of the diverse college student body. The selection committee makes one or two
recommendations to the Dean for presentation to the Vice President Academic, who makes the final decision. Furthermore, in that ITAL the Vice President Academic (VPA) plays a critical role in establishing hiring practices and approves all full-time decisions based on hiring practices that include interviewing faculty with the appropriate credentials, evidence of a proven track record of good teaching at the postsecondary level, and the relevant industry experience to enable the candidate to deliver “applied” knowledge in the classroom. In this institution, the VPA also requests a written document from the Dean detailing the number of applicants that competed in the posting, their credentials, and evidence of good teaching provided (e.g., student feedback). According to Jones-Kavalier and Flannigan (2008), senior leaders who play a critical role in the final hiring decision may be in a position to better align the hiring process and decisions with the institution’s values and vision.

**Theme 3: The values articulated in the institution’s mandate were not a deliberate or formal component of the interview questions, but rather they were sought for in the teaching philosophy statement presented by potential candidates during their interview.**

Six of the 11 Deans felt that the values articulated in the institution’s mandate/mission played a vital role in the hiring decision. One HR manager commented that values were not addressed explicitly in the interview process but rather the selection committee members looked for evidence of these in the person-environment fit (as perceived by panel members) through questioning the candidates on their team approach, their attitudes towards students, and their teaching demonstration. A Dean at ITAL D confessed “many times selecting faculty is a ‘gut’ feeling, knowing that the potential candidate will fit into the culture of institution, [but] convincing others is sometimes impossible”.

As stated in the literature (e.g., Van der Vorm, 2001), the goodness of “fit” of candidates with those of the institution, is assessed on the basis of whether or not an individual’s values are
aligned with that of the academic institution. Four of the Deans felt that questions around candidate “fit” with the institution’s teaching philosophy and values and their potential contribution to the school were important to ask during the interview, particularly of those candidates interested in moving from part-time/partial load to fulltime status at their ITAL. Only one HR manager commented on the importance of candidate “fit” implying that candidates should have an understanding of the organization’s culture and values, that the socialization of the candidate is a consideration for committee members, and that reference checks are an essential component and HR responsibility of the decision process. None of the respondents identified how they or the other selection committee members specifically sought to assess goodness of “fit” of candidates interviewed.

Three of the five HR respondents agreed that the teaching philosophy statement or presentation by candidates should focus on student success as reflected in the values of their respective institutions. And one Dean (ITAL D) felt that the values of the institution were not directly discussed, but the candidates’ responses to interview questions that probed candidates’ honesty, integrity and respect for students, were considered as aligning (or not) with the institution’s values. For example, behaviour-based questioning played a strong role in determining faculty candidates’ commitment to facilitating learning for all students in a diverse classroom setting. It was implied that the selection committees would look for these values in how the candidates responded to scenarios presented, but the respondents were vague in explaining how they would assess values such as honesty, integrity and respect.

**Theme 4: Hiring practices identified as “best practices” varied among participants and ITALs.**

The responses to the question of what the participant considered to be “best practices” varied among HR Managers and Deans and between ITALs. HR Managers’ responses
identified the following as best practices (not ranked in any way but reflective of the HR Managers perspectives of their individual best practices): (1) the comprehensive offer package that is sent to potential candidates once a hiring decision is made (specifically, the offer letter that clearly states benefits that set the stage for the new hire); (2) the internal applicant pool (partial-load), and the potential to develop your own staff; (3) HR as the consistent variable (and advisor) throughout the screening, interviewing, and decision making process; and (4) the candidate evaluation template that allows for “objective” assessment for each candidate.

From the Deans’ perspective, four of the 11 of them agreed on the transparent team/panel approach in selecting successful candidates as a best practice. Three Deans felt that their institution should focus on developing partial load employees as a source of potential candidates (i.e., provide financial support to help them upgrade academic credentials). One Dean felt that the teaching demonstration revealed the energy and excitement of the candidate, and, finally, one Dean stated it was important that the meeting with the President was supportive of the selection committee’s recommendations. One Dean at ITAL B explained that “the role of HR was the voice of the college ensuring that the institutional policies were upheld throughout the process”.

**Theme 5: HR Managers and Deans did not engage directly in succession planning of the institution, rather this was the responsibility of the Senior Executives of the ITAL.**

As discussed in the background for this study (Chapter 1), one of the trends that Ontario colleges are facing is changing faculty demographics and the need for succession planning because of potential retirements. One of the challenges is that, since December, 2006 (effective date of removal of mandatory retirement), succession planning is now more difficult because actual retirements are much more difficult to predict. However, succession planning is a way to deal with uncertainty caused by the loss of valuable faculty and the historical memory they
possess about the institution (Flannigan & Jones, 2008). Three of the HR respondents reported that HR Managers did not engage in succession planning in their ITALs but that it was the responsibility of the individual schools. One HR participant explained that “with the removal of mandatory retirement and the new language around partial load workers [in the latest collective bargaining rounds], we need to review our succession plans for future hiring”. Another HR Manager supported succession planning indirectly by “helping with the recruitment of non-full-time positions which in turn identifies future faculty potential in schools through the development of a rich and deep applicant pool for the 20% of hiring decisions that are difficult”.

Comments on this topic by the Deans (all 11) were consistent with those of the HR Managers. Five of the Deans commented that their institutions’ succession plans for future hiring were not clear. A Dean at ITAL C explained that “at this institution there is no transparent succession plan for hiring in the future”. Three of the Deans agreed that with the elimination of mandatory retirement, future hiring needs were difficult to predict. However, a Dean at ITAL A felt it was important that current partial load/contract faculty were encouraged to pursue higher credentials, specifically a PhD degree, in order to build a pool of potential candidates, especially for degree level programs. Three of the Deans explained that, with the addition of new degree programs in the last two years, faculty hiring at their institutions has been ongoing. A Dean at ITAL A commented, “I have hired over 30 new faculty over the last three years to accommodate new degree offerings and retirements in my school”.

It was surprising to discover that succession planning was not considered a priority or at least a component of future hiring plans for the ITALs. The impact of the removal of mandatory retirement and the trend of changing faculty demographics (based on credential requirements and a large number of potential retirements) are important factors to consider in how institutions will be able to meet their educational goals. As a starting point, accurately tracking faculty demographics (particularly of the part-time and partial-load faculty pool, since this is a major
hiring resource for the institutions) at the ITALs would assist in succession planning.

**Theme 6: Selection of candidates who represent the diversity of the student body**

Perhaps the most surprising finding in this study was this theme in that it was in fact NOT addressed explicitly by any of the participants. Given the diversity of the college student population and the astounding increase in international (VISA) students in the colleges in the past 10 years, I expected that the Deans in particular would identify as a critical criterion the need to hire faculty with not only the required credentials, but who were also representative of the diversity within the students in a given program or the ITAL. While HR managers were charged with the responsibility for ensuring compliance with Human Rights requirements throughout the selection process, there was no indication that selection committees sought candidates who would reflect the student diversity in their programs. Instead, their comments focused on their concerns over the lack of Canadian industry experience of the many candidates who had foreign PhD credentials.

**Research Question #2: What are the perceptions of study participants regarding challenges in the recruitment and hiring of faculty for current and anticipated future needs of the ITALs?**

The data to answer research question #2 came from the responses of participating HR Managers to questions #11, 12, and 18 of Interview Guide C (Appendix C), and the responses of participating Deans to questions #10, 11, 19, and 24 of Interview Guide D (Appendix D) and my personal reflections on perceptions regarding challenges in the recruitment and hiring of faculty for current and anticipated future needs of ITALs.

A noticeably dominant theme that I identified from these data was the lack of qualified PhD-prepared applicants to interview and the lack of understanding of the applicants of the
college students and college environment. I have framed discussion of these themes under two headings: (1) recruiting challenges specific to college degree programs, and (2) interview conflicts.

**Theme 1: Recruiting challenges specific to college degree programs**

All five HR Managers expressed great concern with the weak applicant pool for postings that require the PhD degree in the program discipline as the preferred/required credential. At one ITAL the HR Manager commented, “PhDs (who) teach in the university environment are not conducive to teaching in the college environment”. This was also articulated by three Deans who claimed that during interviews of PhD-prepared candidates, there was a perception of academic “snobbery” that was associated with the candidates presenting their “long list of published papers” (comment made by one Dean at ITAL A). Furthermore, one Dean added that “faculty [who] hold PhD [degrees] require professional development to understand our diverse student body. [That is] not to suggest that faculty that hold PhDs and teach at the university level are not good teachers, but rather they are not as prepared to support the college student” (as mandated in the college mission - open access). All five HR Managers agreed that it was difficult to assess a candidate’s aptitude and attitude towards teaching at a college based solely on their resume.

An interesting observation on the challenges encountered in the recruitment of faculty for college degree programs was made by a Dean at ITAL B who commented that “the transition that Ryerson faced when the institution moved from a polytechnic to a university appears to be similar to the challenges ITALs are facing with delivering degree [programs]”. He/she commented that the challenge is not specific to hiring for degree programs; although the PhD degree is the PEQAB required credential, it is the gap (evidenced in the teaching demonstration part of the interview) in the PhD candidates’ understanding of how to facilitate the learning of
college students that is the problem. The focus of the colleges is facilitating “applied” learning, not just teaching/lecturing on theory as is a more prevalent tendency in the university context. Another Dean at ITAL B felt that “developing degrees in niche areas such as construction engineering requires the support of industry partners and experts; we don’t want to lose credibility with industry that hires our students, if we can’t attract PhDs to the institution”.

One Dean commented on the ease of attracting PhD-prepared faculty into the Liberal Arts and Sciences programs because

PhDs see colleges as part-time teaching opportunities in their discipline, or they decide that they prefer to do research rather than teach. In my opinion we (Liberal Arts and Sciences programs) operate as a training ground for PhDs. The real challenge is to keep fulltime PhDs engaged in college activities in addition to research (which is limited) as prescribed by the Collective Agreement.

On the other hand, another Dean at ITAL B commented that “it is difficult to attract a qualified pool of PhD (candidates) to interview in business and construction management”. A Dean at ITAL D stated that the difficulty in attracting PhD-prepared faculty to niche areas such as media, theatre or business was

the lack of understanding of the role of college faculty. Some PhD candidates don’t understand that faculty associate with a program not necessarily with their discipline as in the university. PhDs at the university have more autonomy or “academic freedom” whereas college faculty have prescribed learning outcomes and must adhere to the learning outcomes as developed within each program.

Several respondents explained that college Deans are looking for PhD candidates who have the ability to teach to a diverse student body. Brew and Boud (1995) comment that many studies have explored the correlation between teaching, research, and student learning, but the
findings are not conclusive. Teaching and research impacts on student learning are difficult to measure. According to Feldman (1987), regardless of how research is measured (for example, by publication counts, peer ratings, or by the number of citation counts), research effectiveness appears to be unrelated to teaching effectiveness. Scott and Scott (2011) observed that scholars are more prepared to conduct research than perform their teaching role. This has significant implications for ITALs in recruiting PhD prepared faculty who may have a stronger research agenda than teaching motivation.

There is also the discrepancy between basic/curiosity driven research expected of professors in the universities and the focus on applied research in the colleges that PhD candidates may not understand fully. Furthermore, a Dean at ITAL D stressed that “teaching is still the priority within the college environment” rather than any research. Attracting candidates that had the “full package” (the required credentials, industry experience and good teaching record) was difficult.

Three of the five HR Managers and seven of the 11 Deans commented that, in addition to challenges of attracting well-informed and suitable PhD candidates to the ITALs, requirements imposed by the Collective Agreement created additional challenges. For instance, the following are comments made by HR participants: “the restrictions imposed by the Collective Agreement in terms of the salary grid make it difficult to attract a diverse pool of candidates, particularly PhDs”, and “college salaries cannot compete with university and industry (salaries) particularly in niche program areas such as animation”. Another HR Manager put it this way, “The Collective Agreement does not allow us to be competitive in terms of salaries”. And “the limitations of the Collective Agreement [in terms of salary scale, make it difficult] to make competitive job offers to match industry offers,” said one HR Manager. Another HR Manager admonished,

we need to do a better job of marketing faculty positions in the same way as the private
sector; external candidates have varying perceptions of what it is like to teach at a college institution. Branding of positions to attract a broader base of candidates [is essential].

And a Dean in ITAL E commented,

attracting and engaging new faculty in the direction of the institution, educational requirements, program needs, “fit” of the person with the team and interest in research [is difficult]. Which of these elements is the college willing to remediate or support if [any of these are] missing in a candidate?

One of the Deans (ITAL B) expressed another concern stating, “the Collective Agreement does not embrace the full definition of Professor [i.e., the full scope of the position], and it excludes research and the evolving role of the college professor”. Furthermore, “the two-year probationary period, as prescribed by the Collective Agreement, for new hires should mirror “corporate” world standards,” said a Dean at ITAL D.

Additionally, it was noted by six of the 11 Deans that in the last few years and at least at four of the ITALs there has been an increase in the number of faculty applicants who are new Canadians. Two of the Deans commented on the influx of candidates with international credentials, specifically the PhD degree, but who have limited Canadian business and teaching experience. A Dean at ITAL C clarified, some “candidates are too recent to Canada, have limited teaching experience, particularly at the college level and have no business experience”. Most candidates have spent their time in academia completing their PhD degree programs in a foreign country. One Dean at ITAL C remarked that “the hiring conundrum is having an international candidate that holds a PhD [degree] but [who] has next to no experience in teaching at the college and [us] having to meet the 50% PEQAB hiring requirement. However, this was more of a concern for Deans seeking candidates in business and technology, and on the other hand, one Dean responsible for liberal studies commented that “sourcing PhD’s
is not a problem - our school is well known to the university world; our challenge is matching credentials with good teaching”. Also, Canadian work or industry experience is not as important in the teaching of Liberal Arts as it is in the regulated vocations. Given that college programs are focused almost exclusively on applied studies and vocational/technical skills of the workforce in the Canadian context (subject to Canadian legislation and credentialing), industry experience in the Canadian context is essential in most programs.

This raises an ethical dilemma given that Canada’s immigration policy favours internationally prepared professionals while credentialing associations (e.g., the gatekeepers for accounting, human resources and engineering professions) often do not recognize foreign professional credentials (Mather, 2012). This means that the expectations of foreign-trained professionals and their fit for teaching effectively to meet college program needs (especially with respect to Canadian experience) are often not well aligned.

I want to highlight the challenges facing Deans as the primary individuals who are held accountable to ensure that PEQAB hiring standards are upheld as well as aligning new faculty with the values of the institution. Seven Deans made explicit comments about faculty recruitment and hiring challenges. These comments have significant implications for current and future needs of the ITALs as well as for other colleges that offer even a few degree programs. These comments reflect challenges that I did not see clearly identified in the literature. For example, one Dean at ITAL A felt that it was a challenge to integrate young and enthusiastic faculty into the college system. It is sometimes difficult to engage new faculty with different strengths and match these with professional development needs. Juggling faculty professional development needs while keeping the school engaged is a challenge. This perception was echoed by another Dean at ITAL C who suggested “that sourcing potential candidates who have the appropriate combination of credentials and work experience is the real
challenge”. The institution is focused on “applied education”, and relevant work experience is essential to teaching. We can’t remediate faculty who can’t teach but have the appropriate credentials to teach. The academic credential is essential to meet PEQAB standards. However, as stated by a Dean at ITAL C,

we need the ideal mix of graduate credentials, relevant work experience, and professional designation -such as accounting- as the ideal candidate. How can we attract the ideal candidate to the educational world that does not compensate (salary wise) as well as the corporate world?

Further supporting this view was a Dean at ITAL A who spoke to “the challenge of attracting faculty with current knowledge (in the midst of a technology revolution) and the reliance of industry to remain current in the classroom”. A Dean at ITAL D summarized the views of the other participants by concluding

that sourcing potential faculty who have the entire package is the challenge: experience in the field, discipline specific Masters/PhD (degrees) and a practitioner in the area.

Adding to this challenge is the post-hiring of new faculty, keeping them motivated to teach within our college context.

The reality of recruiting and hiring at the ITALs is consistent with the literature that suggests there is a gap in the research on how and where community colleges search for and select faculty (Twombly, 2005). But I found there is an even larger gap in the research related to Ontario ITALs (actually I did not find any research specific to the ITALs) that have to recruit and select faculty for niche programs that are exclusive, in some instances, to the college sector. For example, sourcing faculty who hold the requisite credentials, relevant work experience, content expertise and good teaching is challenging for degree programs in construction engineering, interior design, journalism, photography, and international development (just to
name a few of the degree programs that were mentioned by participating Deans). PEQAB standards, the capacity to deliver degree programs, as well as the college mission to serve all students are challenging Deans in the recruitment of an adequate pool of candidates, making hiring decisions (making selection decisions that satisfy a menu of criteria), and retaining new faculty at the ITALs. Professional development within the ITALs will have to align with and satisfy the needs of new faculty who are hired at the ITALs.

From my personal experience, “person-environment fit” (i.e., academic and teaching experience appropriate to the college and program context) has played a major role in our recruitment processes since the introduction of degree programs and PEQAB’s emphasis on credentials. This does not imply that “excellent teaching” is not at the heart of our pursuit in selecting good faculty, but that the required credential (PhD degree) is the priority criterion (in terms of attracting candidates, short-listing and interviewing). Generally (and from my experience), PhD candidates often have different expectations of the college faculty role compared to that of the university context. And their concept of good teaching may be that of lecturing rather than facilitating student learning, which is the practice at the college level. Generally speaking, teaching is central to the colleges, and teaching involves facilitating the learning of a diverse student body (of whom many are academically under prepared), which also includes high school graduates, international students, adults seeking new skills and others for whom English is a second language. Prospective faculty who hold PhD degrees may want to engage in scholarship activities that have not been clearly established within the ITALs, or they may wish to teach in universities instead of in the colleges but cannot find a job in the university sector.

These recruitment challenges for degree programs in the ITALs are not surprising, given that the student population in degree programs at ITALs is very different from students in university undergraduate programs and that PEQAB requirements for faculty credentials have
had a tremendous impact on the ITALs, especially since it continues to be the mission of the colleges to support a diverse and often academically weak student population.

**Theme 2: Interview Conflicts**

As discussed in the literature (Murray, 1998), new faculty selection is a two-way street; both the applicant and the organization (selection committee members) determine whether or not there is a match between the needs of the college and the goals and qualities of the potential candidate. As described by study participants, a typical approach to interviewing is used in the ITALs, which includes the use of structured interview (predetermined set of questions for all candidates) and behaviour-based questions in an effort to improve the reliability of the process. However, the participants in this study reported that they have encountered challenges, not only in the recruitment process, but also in the interview process. For example, four Deans reported that they have experienced conflict between their choice of a candidate and that of interview committee members. Some of the conflicts were described as follows. “Interview committee members have biases for or against internal candidates”, said a Dean at ITAL B; “interview members want to hire candidates with similar traits/values but the candidate lacks appropriate credentials,” said a Dean at ITAL C; and “the problem with internal candidates is they perceive themselves as ideal candidates for the position regardless of the posted criteria,” reported a Dean at ITAL D. Internal candidates have to be mindful that the process is competitive and that they are competing with all other prospective candidates. While the Collective Agreement requires that internal candidates who have the required characteristics be interviewed, they are still in competition with all other applicants.

Similarly, my experience is that interview committee conflicts in selecting the most suitable candidates have arisen from interviewer biases, snap judgments (pressure to fill positions based on credentials, such as when a PhD is required) or the candidate is deemed not a
good “fit” with the organizational culture. For example, candidates who hold PhD degrees may expect (or want) to conduct research but are surprised at the heavy teaching loads required of faculty. In one case, a faculty hiring decision was made to fill a position based on the need to satisfy PEQAB’s PhD requirements, but resulted in the candidate declining the offer as salary expectations were not aligned with the candidate’s expectations.

All of the HR Managers and nine of the 11 Deans agreed that it was important to have the consensus of the selection committee to successfully fill positions. Four Deans reported that if committee consensus is not achieved after two rounds of interviews, the Dean and/or Associate Dean usually go back to the market in search of a new pool of candidates. This is a costly process for the institution. For example, internal candidate costs per hire are approximately $15,000, and for external faculty they are $20,000 to $25,000, which includes advertising costs, screening and summarizing resumes, developing interview questions, contacting applicants and scheduling interviews, interview panel time, reference checking and offer package preparation (Humber, 2005-2007). According to Jones-Kavalier and Flannigan, a search is rarely repeated because the committee most often settles for the second choice candidate rather than incur the cost and time of another recruitment round. As an example, a Dean at ITAL D reported “settling on the runner-up candidate resulted in a successful firing”.

Research Question #3: How have the requirements for faculty teaching in baccalaureate degree programs, as stated in the PEQAB Capacity to Deliver Standard (5.8), influenced hiring practices in general in the ITALs, as perceived by study participants?

The data to answer research question #3 came from interview guide questions #6, 7, 17, (Appendix C), and questions #5, 9, 16, and 17 (Appendix D), and my personal reflections on how PEQAB faculty requirements for baccalaureate degree programs have influenced hiring practices in general.
Analysis of the data identified that, at all five ITALs, the two most important themes were (1) the adoption of the masters degree as the minimum required credential for teaching in all programs (with the exception of apprenticeship programs), and (2) the requirement for faculty to teach across all credential levels (diploma, degree and postgraduate programs) in an attempt to avoid the creation of a two-tier teaching environment.

I have addressed previously the challenges ITALs are facing in recruiting applicants who have masters or doctorate degrees specific to the program discipline, and there is evidence that degree granting colleges (ITALs) are not attracting an adequate pool of PhD. candidates. HR participants stated that they utilize a number of recruitment strategies (websites, Workopolis, Linkedin, Charity Village etc.) to attract an applicant pool with the requisite credentials, relevant work experience and good teaching skills. Generally, the HR participants felt that their institutions were successful 80% of the time in attracting candidates with the appropriate credentials, but 20% of the time the institutions did only a fair to poor job of attracting strong candidates. HR participants felt that PEQAB requirements have influenced the ability to attract a sufficiently diverse pool of candidates in niche program areas such as social and community services, performing arts, media/animation and sometimes in technology/business programs. One HR Manager explained that “it has been difficult to attract an adequate pool of faculty to fill positions in design, journalism and the arts programming in general”. This challenge appears to be much less acute in the search for masters degree-prepared candidates as that was not specifically identified by the study participants as a critical problem. Four of the five of the HR participants stated their ITALs had greater success (at least 80% of the time) in attracting masters-prepared candidates as compared with only 20% success in attracting PhD-prepared candidates in a specific field of study. For instance, one HR Manager commented that “business school advertisements usually attract over fifty qualified applicants, all have MBAs or masters (degrees) in a related field of study (economics, human resources)”. But that was not true for
doctorate-prepared candidates in those fields. All HR respondents agreed that it made more sense to attract candidates who would be committed to completing further education, specifically, a PhD degree, for the purpose of satisfying PEQAB faculty credentials. PEQAB seems to accept this as a realistic plan for meeting the credential requirements for degree programs. I identified two main themes that emerged from the data that answered this research question: (1) the adoption of the masters degree as the minimum-required credential for teaching in all (except apprenticeship) programs, not just the degree programs, and (2) a strong desire to avoid a two-tiered faculty environment.

**Theme 1: The adoption of the masters degree as the minimum required credential for teaching in most programs (with the exception of apprenticeship programs) at all five ITALS.**

An interesting finding of this study was that both the HR Managers and the Deans agreed unanimously that the masters degree was now the minimum credential for faculty hiring at their institution across most programs (except for apprenticeship programs). More specifically, all participants commented that PEQAB requirements for degree-granting programs had also transformed the recruitment process for degree and diploma programs, in that increasingly all categories of faculty (full-time, partial-load and contract) were expected to hold a masters degree in a specific discipline. One HR Manager stated that “the masters credential for hiring is [now] an institutional policy”. Other comments that supported this theme were “the addition of college degree [programs] has increased faculty credentials in diplomas, advanced diplomas and post graduate certificates (Dean at ITAL B)”. A Dean at ITAL C commented “the PhD [degree] is the most sought-after credential difficult to source and balance this with industry experience”. A Dean at ITAL B explained that “a masters [degree] in Education did not meet PEQAB requirements for those teaching in nursing or construction management”. This is a reflection of
PEQAB’s lack of recognition of the value of graduate degrees in education for at least some of the faculty in all college programs, including the degree programs, even though expertise in education would ostensibly facilitate student learning given the nature of college students.

Related comments that were of significance to increased credentialing at ITALs were as follows: “The increased credentialing at the ITALs is aligned with the college demographics [aging faculty and looming retirements] and the economy [demand for a wide range of credentials to meet employer needs in Ontario],” said one HR Manager. One of the Deans at ITAL A agreed that “the changing college demographics [increased retirements] have influenced changes in hiring, [increasing the number of] younger faculty with current industry experience and [who are] willing to pursue higher credentials, specifically, a PhD [degree]”. One of the HR Managers clarified: “Our goal is to have a cross-section of masters and PhD [degree prepared faculty] to meet program needs and to meet turnover needs due to retirements [estimating 25% turnover due to retirements in the next five years]”. And a Dean at ITAL D proposed, “A career plan that included financial support for candidates willing to pursue a PhD [degree] would be a great marketing tool for attracting new hires”.

**Theme 2: A strong desire to avoid a two-tier faculty teaching environment**

One of the challenges in faculty utilization faced by the ITALs is that the number of non-degree programs and the number of students in these programs is far greater than the limited number of degree programs the colleges are authorized to offer, even in the ITALs. And unlike the expectations that university faculty workload is split evenly between teaching and research, faculty teaching in the ITALs are assigned almost exclusively to teaching responsibility rather than research. But because of the limited number of degree programs in any ITAL, this means that at times, there are insufficient teaching contact hours available to assign to faculty to teach exclusively in degree programs, especially since PEQAB requires their credentials to be
discipline specific. This then means that for fiscal reasons, faculty hired to teach primarily in the degree programs will be required to teach also in diploma or even certificate-level courses as part of their full workload.

All but one of the 11 Deans commented that in their ITALs, faculty are fully integrated to teach across all credentialed programs - from diploma to post graduate certificates - the educational pathways of teaching and learning at the ITALs. Motivating this practice was a deliberate intent not to create a two-tiered faculty within the ITALs. As explained by a Dean at ITAL A, “I want to create collaboration among faculty rather than create a two-tier faculty - one that separates diploma [program] faculty from degree [program] faculty”. Furthermore, another Dean [at ITAL D] commented that it “didn’t make pedagogical sense to have all degree-level faculty teaching exclusively in degree [programs]; students would see the same faculty more than once in a semester”. Also, at ITAL D, a Dean explained that “interview questions were focused on the candidates’ understanding of teaching to diploma and/or to degree level students”. At ITAL C, a Dean commented that “PEQAB members, at a recent consent renewal discussion, requested that degree faculty be kept together to build a scholarship of learners in support of the degree [program]”. Since the PEQAB panel members come only (at least mainly) from the university sector, this demonstrates a slight lack of their understanding of the realities of the college context. However, the ITALs might explore how to create a scholarship of learners that includes faculty teaching in all programs. Only in a few cases were faculty hired to teach exclusively in degree programs because of a shortage of credentialed faculty and the need to meet PEQAB requirements. Almost all the Deans (n=10) agreed that faculty who teach across all credentials demonstrate their flexibility to engage all students in the teaching and learning environment. As one Dean at ITAL B explained, “the focus of the college is teaching excellence for diploma, degree and postgraduate programming”. These responses support earlier input from the study participants that ITALs are challenged by PEQAB faculty teaching
standards, the ability to attract PhD prepared faculty to the institute, the reality of teaching to a diverse student body (diploma, degree and post grads), and faculty utilization needs that have fiscal implications.

Four of the Deans pointed out that, because of the strict PEQAB requirements, faculty who hold PhD degrees may at times have to teach exclusively in degree programs because of the shortage in credentialed faculty and the need to meet PEQAB needs. A Dean at ITAL C said “regrettably it has been difficult to meet the 50% PEQAB requirement, and we have had to have faculty teaching exclusively in degree programs, not an ideal teaching pedagogy”. The challenges for the Deans is to ensure that, if this is essential, it does not create a two-tiered faculty environment, based on the differences in status and resources according faculty who teach only in degree programs compared with those who teach in continuing education, certificate or diploma programs.

Research Question #4: What are the study participants’ perceptions about hiring policies and practices that enhance or deter hiring the most appropriate faculty for teaching not only in the degree programs but also for the needs of other college programs?

The data to answer research question #4 came from questions #3, 7, 11, 16 of the Interview Guide for HR Managers (Appendix C), and questions #3, 5, 9, 10, 15, 18, 22, and 24 from Interview Guide (Appendix D) for Deans. The responses to research question #4 affirm the themes that were identified in the data related to the recruitment process at the five degree granting ITALs.

These themes identified are summarized as follows: (1) HR Managers and Deans work as partners in the recruitment process, (2) the marketing of faculty positions does not attract a sufficient pool of qualified applicants (Masters and PhD prepared candidates in a related field of study), (3) the ratio of highly qualified to total applicants who have the requisite credentials
(including professional designations, relevant industry experience and good teaching skills) to total applicants must be improved, (4) strategies to enhance the partial-load faculty pool are recommended, (5) reducing the length of time it takes to complete the selection process (through training of selection committee members, improving the interview format, effective assessment of teaching demonstration, teaching philosophy, behavioural based questions, reference checks), and implementing at least two rounds of interviews to ensure person-job fit and person-organization fit that includes senior management of the college is recommended, and (6) strategies are proposed to improve the unclear approach to succession planning as a means of identifying employee replacement gaps and the opportunity to develop partial-load/external faculty to fill these gaps.

**Theme 1: HR Managers and Deans agree that the recruitment process is a shared partnership that enhances the hiring of the most effective faculty**

This process involves a series of steps that both HR Managers and Deans participate in, include posting of positions, adhering to established qualifications, short-listing, selection of committee members, interviewing and selection. HR Managers have primarily an advisory role and the major responsibility to ensure that the entire recruitment and selection process complies with relevant policies, practices and collective agreement and legislative requirements. The Deans on the other hand carry the major responsibility for identifying selection committee members, guiding the interview process and forwarding hiring recommendations. As five of the 11 Deans reported, the qualifications stated on job postings are influenced by PEQAB, professional associations (e.g., engineering, accounting and media) and industry requirements. A Dean at ITAL D commented, “I conduct a faculty-needs assessment based on potential retirements, strategic growth of the college, discipline specific needs in programs, and the required credentials to deliver degree [programs]”. One HR Manger at ITAL E described “the
Theme 2: Marketing of faculty positions does not attract a sufficient pool of qualified applicants.

Once the job requirements are established, the faculty position is posted on the institution’s website, national newspapers, on-line search engines, and sent to industry partners in niche areas, such as media. However, one Dean at ITAL A commented that this is not enough; there is a marketing element to faculty postings that the ITALs have not tapped into. We are not advocating the college system as a good environment for PhD candidates [who] want to teach and conduct “applied” research, solving industry problems rather than [the] “publish or perish” syndrome found at the university. Given that all of the ITALs reported having serious difficulty attracting sufficiently large pools of qualified applicants, current marketing strategies need to be re-considered.

The literature confirms that the applicant pool stage is critical to organizations because the hiring effort will fail if the individuals targeted for recruitment do not apply for the position (Rynes, 1991). At ITAL D, “faculty jobs are posted nationally but the reality is that we are not a university and travel expenses are costly. We usually hire from within or from another college in the GTA,” explained the Dean. Interestingly, according to Twombly (2005), advertising faculty positions nationally usually results in hiring locally. Perhaps this phenomenon is true of the ITALs as well - national postings that result in local hires.

Theme 3: The ratio of highly qualified to total applicants who have the requisite credential must be improved by hiring from within.

As found in responses to the previous research questions, it has been challenging for the ITALs to attract a sufficient number of qualified applicants to teach in degree level programs,
particularly those who hold a PhD degree in a specific field of study. Several participants commented on “the lack of qualified PhD candidates to make hiring decisions based on the applicant pool”. As stated previously by four of the five HR participants, at least 80% of the time they were successful in attracting masters-prepared candidates to job postings and only 20% successful in attracting PhD candidates to job postings. The low ratio in attracting PhD candidates may be a function of poor marketing and lack of a general understanding of college degree programs - how they compare to the university degree credential and how college degrees are perceived by potential PhD candidates.

There was considerable discussion about the need to provide financial and scheduling support to encourage both part-time/partial-load and full-time faculty who wish to pursue graduate education as a means of growing the human capital from within the institution. PEQAB already accepts faculty utilization plans that include the hiring of individuals who are about to complete the requisite credentials to teach in the college degree programs. One advantage of hiring from within the organization is that the applicants already know the students and the culture of the institution, and their values and behaviour are known by the institution.

The stated challenges articulated by the HR Managers and Deans were similar to those identified in the literature review. For example, the Collective Agreement prescribes the order in which applications are reviewed; preference is given to partial-load faculty who worked one month prior to the full-time posting. As the HR Managers and Deans suggested, more emphasis on qualifications, industry and teaching experience should be considered when hiring part-time or partial-load faculty so that they might compete more successfully when full-time positions open up. As one HR Manager at ITAL B explained:

we are in the process of formalizing part-time/contract faculty hiring practices to mirror the full-time process, specifically, the terms and conditions of their employment, such as
do candidates hold the requisite credentials, related work experience and good teaching (skills) necessary to be considered.

**Theme 4: Strategies to enhance the partial-load faculty pool are recommended**

According to the literature, hiring for cultural “fit” is neither good nor bad; however, there is strong evidence to suggest that familiarity with the organizational culture is valuable in hiring because it reduces ambiguity; it tells employees how things are done and what is important (Langton, Robbins & Judge, 2011). This was stated as a strong argument by most HR Managers (n=4) and most of the Deans as well (n=10) for hiring from within the internal pool of partial-load/non full-time applicants, provided they meet the requisite credentials. A Dean at ITAL E observed, “there is a strong preference to hire from within our school [including Continuing Education] because candidates know how things are done”. Another Dean at ITAL E said, “there is a preference to hire from within our partial-load pool of internal candidates as they have a better understanding of the college degree credential, our student body and applied research”. Because they have some work experience in the program and the college, these faculty have some understanding of the college culture and realities of the challenges of teaching in that environment. Most (n=4) HR Manager and Deans (n=9) support the development of internal partial-load faculty, by ensuring contract faculty are hired with the requisite credentials similar to those required of fulltime faculty from the start. The HR Manager at one ITAL explained, “some schools hire over 120 non fulltime faculty in one semester, a large potential pool for considering when hiring fulltime faculty”. Furthermore, one of the Deans at ITAL A explained that hiring the appropriate faculty is not enough, but that it is also “important that post-hiring practices keep successful candidates, particularly those [who] hold PhDs, engaged beyond classroom teaching”.

However, the opposite may be true; hiring practices that led to previous successes (when
the colleges were first established) may lead to failure when those practices no longer match the environmental needs, as may be the case for colleges with degree granting status (Langton, Robbins, & Judge, 2011). Essentially, it is desirable to select candidates who embrace the values of the organization but also embrace inevitable changes in the environment.

**Theme 5: Reducing the length of time it takes to complete the selection process is recommended.**

All the HR Managers and most of the Deans (n=9) agreed that the role of the selection committee is to establish a consensus on the most qualified applicant to fill faculty positions. The time and energy required for each faculty posting, recruitment and selection committee participation is considerable. Another problem identified by the study participants was the length of time it took between declaration of the position vacancy, recruitment and actual hiring, during which time the position might not be adequately serviced. One HR Manager at ITAL C suggested “implementing hiring timelines and formal training of interview committee members would be helpful in reducing recruitment costs and ensuring that the process is successful, (that is) a hire is made”.

Most of the HR Managers (n=4) and Deans (n=10) agreed that the panel approach to selecting faculty was a transparent process. A strong component of this process was that the “teaching demonstration revealed to all panel members the energy and excitement of the candidate” as commented by a Dean at ITAL A. Although the teaching demonstration lasted between 15-25 minutes on average, it was considered by the participants to be an important component of the selection process. It was agreed by all HR Managers and all but one of the Deans (n=10) that first round interviews usually took between an hour and an hour and a half, that it was usually a two- round process, and that in some cases a third interview was held with a senior representative of the college (Vice President Academic and the President).
Theme 6: Participants recommended strategies to improve the unclear approach to succession planning as a means of identifying employee replacement gaps and the opportunity to develop partial-load/external faculty to fill these gaps.

For instance, the continued enrolment growth at the colleges, coupled with potential faculty retirements, ought to be a significant consideration for future hiring and successions plans at the five ITALs. However, this has not been the case, as was identified in the findings of this study. The majority of the respondents indicated that there was no formal documented succession plan at their ITAL to identify future hiring needs. According to Jones-Kavalier and Flannigan (2008), the importance of succession planning in today’s environment is a way of dealing with uncertainty (loss of valuable faculty) and a means of preparing current faculty to fill future positions. This suggests that succession planning is linked to internal hiring strategies as well as the importance of developing talent within the institution.

Summary of the findings

It is reasonable to conclude that institutional policies and practices have been influenced by the addition of college degree programs, and the PEQAB requirements have placed greater emphasis on attracting candidates who are masters and PhD degree-prepared in specific disciplines. HR Managers and Deans are faced with the challenge of attracting faculty who hold PhD degrees and who have the industry experience and good teaching for current and future needs of the ITALs. Particularly challenging is the ITAL nomenclature that is not clearly understood by the education community (particularly potential applicants), imposing somewhat of an “identity” problem within the labour market pool of candidates. Clearly, as stated by PEQAB, in the Capacity to Deliver Standards and the findings in this chapter, the masters credential has become the minimum requirement to teach at the college level for diploma and
degree level programs. The masters level credential is new to the college sector, at least to the ITALs. The greatest challenge facing HR Managers and Deans is attracting masters and PhD-prepared faculty who are able to facilitate student learning and conduct applied research with a diverse student body.

**Conclusions**

Chapter Four has presented the research findings that answer the research questions that drove this case study. Although not generalizable to other colleges, the findings of this study are informative to the participating ITALs and specifically to HR Managers and Deans in these institutions, as some common challenges, barriers and opportunities that degree granting status has imposed on the recruitment and selection of faculty are identified. As ITALs pursue the polytechnic vision of education, faculty will be required to facilitate student learning and conduct applied research with a diverse student body. The addition of college degree programs and the PEQAB requirements has placed greater emphasis on attracting candidates who are masters and PhD degree prepared in specific disciplines. Attracting faculty who hold PhD degrees and who have the industry experience and world view of college education has been particularly challenging, given that the ITAL nomenclature is not clearly understood by potential candidates. Marketing of job postings needs greater clarity, and the terms of the Collective Agreement do not specifically address the unique context of faculty teaching in degree level programs. PEQAB has been the driving force to hire more content specialists who hold graduate degrees with little emphasis on faculty who have experience in the relevant vocational field or formal preparation in pedagogy. However, faculty who are scrutinized by selection committee panels are required to demonstrate good teaching practices through a teaching demonstration, teaching philosophy statement and behaviour-based questioning should
also be required to facilitate student learning and conduct applied research with a diverse student body.

The model proposed by Jones-Kavalier and Flannigan (2008) was helpful in analyzing current hiring practices that were considered innovative or at least strategic by some of the ITAL participants. For instance, most of the participants perceived the entire approach to hiring as fair, thorough (although lengthy) and competitive (with other colleges). However, their responses indicated a weakness in succession planning for anticipated retirements.

As noted in Chapter Three, the Jones-Kavalier and Flannigan Model: “Innovative Hiring Practices” was used as a framework in my study to align faculty hiring practices with the culture of the institution. In the model, environmental factors, culture and fit, leadership and vision, recruitment, screening and interviewing, selection and faculty development and retention were considered key to effective, innovative hiring practices. As noted, the environmental issues influencing college faculty hiring practices are enrolment growth, demand for terminal degree credentials of faculty who teach in degree programs, and hiring shifts - particularly those relating to increased faculty retirements. Each of these trends has in some way impacted hiring practices in the ITALs.

Chapter Five addresses the implications and recommendations for hiring and recruitment practice, further research and theory development based on the findings.
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions, implications and recommendations for relevant policies and practice, and further research based on the findings of this case study of Ontario’s five ITALs.

Conclusions

The following are the conclusions of the findings that answer the research questions that drove this study. The institutional policies and practices that currently direct the recruitment and hiring of faculty at Ontario ITALs are similar for all ITALs. They include consistent practices that involve HR Managers, Deans, Associate Deans (or hiring managers), selection committee members, and at some ITALs, the Vice President Academic or the President. Many of the policies that direct this process are mandated by the OPSEU Academic Employees Collective Agreement, Sept 2012- Aug 2014. It appears that current human resource practices and processes at the ITALs model traditional postsecondary hiring practices that have been adopted over the years since the creation of the college system. Nevertheless, recent changes in the profile of the Ontario colleges, and particularly the degree granting authority granted the five ITALs that are the focus of this case study, present new challenges that impact the hiring of the most appropriate faculty to teach in these degree-level programs and throughout these institutions.

According to Flannigan, Jones, and Moore (2004), there has been limited literature on the hiring of community college faculty over the past fifty years. This is consistent with my own review of the literature on the topic of interest in that I found very little research or scholarly literature about faculty hiring practices in the Ontario colleges and no literature at all addressing
this topic as it relates to the ITALs. The Jones-Kavalier and Flannigan model: “Innovative Hiring Practices” (2008), is one of the few studies I did find, and it presents a comprehensive, entrepreneurial, innovative and strategic approach to recruitment and hiring. The policies and practices described in the documents analyzed and by the participants in this study are generally consistent with that model. The PEQAB requirements of faculty who teach in college degree programs and the constraints inherent in the Academic Employees Collective Agreement significantly impact these processes and present unique challenges for the ITALs that have yet to be resolved.

Since the colleges were first permitted to offer bachelor’s programs as of 2000, the PEQAB requirements for master’s and doctoral degrees for faculty teaching in the baccalaureate programs offered by the ITALS have had a major impact on the qualifications sought in hiring for all college programs in the ITALs. There continue to be issues related to the ITAL’s ability to meet the PEQAB Capacity to Deliver Standards. These concerns are faculty credentials, faculty workload and the expectation of faculty to conduct applied research. Laden (2005), expressed these concerns as follows:

The collective bargaining agreement is not reflective of teaching loads associated with teaching in degree level programs, and faculty credentials are paramount in higher education and crucial in hiring to indicate the level and quality of academic preparation (this results in) difficulty in finding candidates with PhDs in niche programming and at college salaries. (p.165)

The findings of this study are consistent with the challenges identified by Laden (2005) around the PEQAB requirements for the delivery of college baccalaureate programs in applied studies.
Interviews with Human Resources Manager and Deans identified the following challenges in the recruitment and hiring of faculty for current and anticipated future needs of the ITALs. The ITALs do not currently attract sufficiently large pools of graduate-prepared applicants qualified to teach in the colleges’ degree level programs other than in liberal arts and sciences programs. One HR Manager admonished,

we need to do a better job of marketing faculty positions in the same way as the private sector; external candidates have varying perceptions of what it is like to teach at a college institution. Branding of positions to attract a broader base of candidates [is essential].

The recruitment and hiring process was seen to be too lengthy and is a burden on the time and scarce resources of the institutions. The participants recognized the importance of providing formal training of selection committee members who sit on interview panels on how to effectively assess candidate “fit” of applicants who hold graduate level credentials (PhD degrees) within the college mission and context. The participants were concerned about the absence of formal succession planning for the future faculty needs. The recruitment of new faculty and succession planning have received little attention at colleges. Based on the data presented in this study, a perfect storm is brewing as large numbers of senior faculty retire over the next five to 10 years, student enrolments (particularly international student enrolments) continue to grow and colleges seek to offer more baccalaureate degree programs (Eddy, 2010).

According to Twombly (2005), agreement among the decision-makers on core values (e.g., principles defining quality faculty), the review of policies (written guidelines such as the required credentials to teach in degree programs), and implementing standardized practices (for example, a teaching requirement as a component of the interview) are at the centre of effective hiring practices. These are also the challenges identified by the participants from all the ITALs.
Twombly’s principles may be used as a guiding framework for faculty hiring processes. As stated in the PEQAB Capacity to Deliver Standard (www.peqab.ca/standards.html), the education credentials for faculty who teach in baccalaureate degree programs in all colleges are required to be at least a master’s degree and half of the faculty must have a PhD degree. This new requirement has created a number of faculty hiring challenges, such as the potential to create a two-tier faculty environment. At the same time, under the terms of the Collective Agreement the teaching workloads are the same for all faculty (including those who teach in degree programs). However, PEQAB expects faculty teaching in degree programs to engage in scholarship and research. Furthermore, the PEQAB requirements appear to be based on the university model of discipline-content expertise while there is an urgent need for faculty expertise in the teaching/learning process to facilitate the learning success of the unique college student population.

The HR Managers and Deans discussed a number of policies that enhance and deter hiring the most appropriate faculty for teaching across all credentials-degree, diploma, and certificate programs. The relevant documents posted on the ITAL websites do not provide a clear definition of the institutions, whether they are ITALs, polytechnics, or colleges and what that means for faculty seeking employment in these institutions. Faculty job descriptions as articulated in the Academic Collective Agreement also do not capture the full essence of the faculty position, especially for teaching in degree programs given the PEQAB requirements. Furthermore, the salary grid and workload assignment formula do not recognize these discrepancies. All of these existing realities create significant constraints and challenges for the hiring of appropriate faculty to teach in the vocationally oriented degree programs of the ITALs.
Recommendations for the Recruitment and Hiring Practice of Faculty

A list of recommendations and best practices, based on the study findings, is provided below. My hope is that these recommendations will stimulate meaningful discussion that informs future policies and practices related to faculty recruitment and hiring for ITAL program needs and that this will facilitate concrete change to enhance the efficacy and effectiveness of faculty recruiting and hiring practices at the five ITALs. The recommendations may even be of interest to other postsecondary institutions that also grapple with these important challenges.

The following are recommendations to support faculty hiring practices now and in the future that were offered by HR Managers and Deans at the participating ITALs:

1. Generate creative marketing approaches for faculty job postings that emulate best practices of private sector advertisements. (Participant comments pp. 119, 132, 133).

2. Shorten the length of the recruiting and hiring process through prior training of selection committee members. Perhaps, have a pool of trained faculty and administrators available to conduct interviewing during the peak hiring season. (Participant comments, pp. 109, 129 and 136).

3. Ensure that the make-up of selection committee members is representative of the communities they serve and that they have a sound understanding of pedagogical methods across all credentials offered at ITALs. (Participant comments pages, pp. 100, 101 and 102).

4. Extend the teaching demonstration, as a component of the interview process, to a teaching session that includes students and that lasts at least 30 minutes and demonstrates their teaching philosophy. (Participants comments page 106).
5. Develop the institution’s “own” faculty, in light of the difficulty ITALs are having attracting a qualified pool of PhDs. Increase funding to support faculty pursuing higher education, specifically PhD graduate studies. (Participants comments pages 113, 114)

6. Work within the Collective Agreement to provide professional development opportunities to faculty that will foster a community of scholarship that includes faculty from all programs, not just degree programs. (Participants comments page 130).

7. Work within the Collective Agreement to include applied research as a component of faculty role recognized in the faculty workload. (Participants comments pages 118 and 119).

8. Develop hiring strategies for non-fulltime faculty that are consistent with practices of hiring fulltime faculty to build a pool of internal applicants. (Participants comments pages 134 and 135).

9. Implement effective succession planning that includes monitoring of faculty demographics, their career paths, and potential retirement dates (for full-time and non-fulltime faculty). (Participants comments pages 113, 114, and 128).

In addition to the above recommendations that made explicitly by the participating HR Managers and Deans at the five ITALs, the findings suggest a number of other recommendations that would enhance the quality of the hiring process and potentially increase the pool of qualified candidates, given that this was a major concern of the participants.

Clearly OPSEU is central to the barriers created by salary and workload. There is an urgent need for ITAL Presidents to work with OPSEU to remove the barriers inherent in the Collective Agreement. However, OPSEU has its own agenda related to the definition of professor. According to the union, a teacher is a teacher regardless of the academic credentials
earned and the impact of degree granting on faculty roles. The union position is that all faculty should be paid the same on the salary grid. Marshall (2008) suggests ITALs partner with other ITALs and universities to share faculty who meet PEQAB hiring standards as visiting scholars to help solve teaching gaps in degree level programs. This suggestion may help to address the faculty requirement to meet PEQAB’s hiring standard however PEQAB requires that each program have full-time faculty assigned with the appropriate credentials for consistency and to foster research activity within each program discipline.

It would also be useful for the ITALs to increase the detail and clarity of the information posted on their websites in providing potential applicants with a clear definition of an ITAL, a polytechnic institute, college baccalaureate degrees, and faculty roles (especially the difference in the expectations for facilitating learning and conducting applied research) within the college structure. Ontario ITALs continue to be teaching-focused institutions as well as degree granting, perhaps the ITALs need a different nomenclature to capture their mandate to deliver focused, applied degree programs. This information might help potential candidates to better understand the opportunities that the ITALs have to offer and increase the pool of qualified applicants. However, changing the nomenclature is only one piece of the solution, ITAL Presidents will need to lobby for university acceptance of the college degree credential for students seeking graduate credentials as well as promote the success of college degree graduates in the workforce.

While faculty orientation programs exist, PhD-prepared employees may not fully understand the college context. For this reason, ITALs should offer information on the nature of applied research, how it is done and what it looks like in the ITALs. Orientation sessions should also include guidance on how to balance effective teaching of college students with participation in applied research at the college level. This could include participation of college faculty who have successfully engaged in college-based research and scholarly publications on HR websites to demonstrate the potential of college faculty to prospective candidates who hold PhD degrees.
None of the participants mentioned marketing job postings in Ontario universities, which might be a way of reaching those many PhD graduates who may have difficulty finding jobs. Marketing could also be expanded by posting faculty positions with industry partners and advisory committee members.

Given that some participants found the interview process was too lengthy and too resource consuming, perhaps selection committees could ask candidates to prepare a teaching “portfolio” consisting of a syllabus, lessons, activities, assignments and assessments, as suggested by Twombly (2005), to enable the selection committees to better assess “fit”. And, to diminish any potential biases from hiring committee members, the interviews for internal candidates need to be formalized to ensure that internal candidates have a fair perception of the process and they understand it is a competitive process thus reducing the possibility of Human Rights complaints. As presented in the findings, participants commented that some internal candidates perceived themselves as preferred candidates in the hiring process, and at times they were surprised when they realized that they were not given preference in the process.

With respect to the participants’ concern about the need to develop non full-time faculty who are already familiar with the college context as one way to increase the pool of qualified faculty, it may be useful to arrange for class visits to non-full-time faculty by “exemplary” professors (consultants not tied to the institution) to assess teaching and to make recommendations for professional development in preparation for applying for a full-time position. Financial and scheduling support from the institution to enable part-time/partial-load faculty and full-time faculty to pursue graduate studies would assist in building human capital and a potential pool of applicants from within the institution.

Finally, diversity in the profile of teaching faculty must continue to be a consideration in the hiring process. In my findings, the respondents referred to student diversity primarily as varying levels of academic preparedness of students, rather than ethnic diversity of the students.
or faculty. Addressing issues related to equity or ethnic diversities was seen as the responsibility of the HR Managers and was focused primarily on the advertising and recruitment phase. For example, the two most frequent responses from the participants stressed the role of HR services as critical in adhering to hiring policies (e.g., ensuring that the terms of Employment Equity and the Faculty Collective Agreement were upheld). The goal of Employment Equity is to eliminate employment barriers for the four designated groups identified in the Employment Equity Act: women, persons with disabilities, Aboriginals, and member of visible minorities (http://www.hrsdc.gc.ca).

In general, academic job postings (that I found on the ITAL websites) tended to speak to the commitment of a workforce that reflects the diversity of the students and community (city) and qualified individuals with the skills and knowledge to work in this environment. But I saw no clear evidence of this commitment in the responses of participants with respect to hiring priorities. This would appear to be a relaxed approach to the diversity issue in light of the anticipated increases in international students and new immigrants engaged in postsecondary education.

In one ITAL, the problem that the Deans identified was the lack of potential candidates with “Canadian” work experience because a large number of international applicants had the requisite PhD credentials but not the Canadian work experience. Discrimination on the basis of lack of Canadian work experience is considered a violation of the Human Rights Code (hrs.humber.ca).

Implications for Further Research

As ITALs continue to expand their mission, vision and strategic priorities, an analysis of hiring practices should take place every three to five years ensuring that functions and activities related to faculty hiring and development are aligned with the institution. Will the colleges
continue to support their traditional mission of supporting an under prepared and diverse student body? Will ITALs focus on faculty hiring practices that seek graduate-prepared faculty with research experience in specific areas of study? These questions need to be researched. Or, as suggested by Skolnik (2010), research needs to be conducted on the potential of Ontario Colleges' having multiple missions thus complicating the faculty hiring process even further. To meet the changing needs of the college system, regardless of the change, “new perspectives on hiring practices” (Flannigan, Jones, and Moore, 2004, p.835) should be considered and their impacts researched.

Many of the college degree programs are currently undergoing PEQAB consent renewal as a means of validating the institute’s capacity to deliver the degree. A major component of this process is the institution’s challenge to meet the hiring standards for degree programs that is sufficient numbers of masters or PhD faculty to teach in the degree programs. The stated PEQAB benchmarks for faculty credentials must be met in order to meet the capacity to deliver standard. In addition to faculty credentials, PEQAB Standard 4.8 C requires “faculty members that teach in the core, engage in a level of scholarship, research, or creative activity sufficient to ensure currency in the field” (www.peqab.ca/standards.html). An interesting research project might review and analyze the faculty hiring tables and research activities at each ITAL to explore the success of each institution. This information is of particular interest to those institutions that are having difficulty in attracting qualified candidates and sharing of research activities. It will also uncover where the faculty credentials were earned (e.g., if in or outside of Canada) and in what discipline, as well as their alignment with the requirements of teaching in specific degree programs.

Given that the characteristics of the college student population are different from that of students in the university context, a further area of research recommended is into the efficacy of permitting at least some faculty who have earned education related degrees (e.g., M.Ed. or
Ed.D.) and with appropriate vocational experience, to teach in college degree level programs in order to address the teaching/learning needs of this unique student population, rather than requiring only discipline/field specific degree credentials, as is currently the case under PEQAB Standards.

As stated in Chapter Two, it was not the focus of this research to explore post-hiring assessment of the effectiveness of the hiring process however, the interview question “How do you know you have made the right hiring decision” is critical to the success of the recruiting process. This is an important question for further research. I don’t think it is wise to rely on the Academic Employees Collective Agreement, a two-year probationary period, to mask hiring mistakes. Rather as recommended by a Dean at ITAL A, faculty performance should be measured using corporate standards. According to Zwell (2000), there are six competencies that differentiate top performers in organizations: “initiative, influence, results, orientation, teamwork, service orientation, and concern for quality” (p.55). Perhaps adapting these performance measures within faculty evaluations would prove beneficial if tested on new hires. Lessons learned might then inform future research and hiring practice.

Further research is needed to investigate the success of PhD hires in the college environment. How satisfied are faculty who hold PhD degrees and who work within the college culture, within the constraints of the Collective Agreement and limited college resources for conducting research? Evaluating faculty satisfaction is critical to promoting the college as a potential employer for other PhD candidates, revisiting the recruiting process to ensure that all elements of the interview process are captured. Assessing professional development opportunities for future faculty is another area of potentially useful research.

Finally, there is the need for research related to the impact on student learning of faculty who do or do not reflect the ethnic/racial diversity of the student population. In the past, some ITALs have tracked the diversity of their faculty pool within the institution, but this has not been
an ongoing practice for that institution or other colleges. Research needs to be conducted on faculty diversification. Students benefit when faculty reflect their own ethnicity or culture. Turner (2002) states that faculty diversification has the potential to contribute to educational quality in programming, course delivery and to the student experience. The relevant question to investigate would be, does our faculty profile reflect that of the student body? And, more importantly, how does this impact student learning?

One of the issues identified by the study participants was the lack of understanding of what applied research in the Ontario colleges really meant or how it was different from basic, curiosity driven research that Ph.D. candidates are likely to be familiar with. It was apparent that, because the requirement for applied research is so new to the colleges, the ITAL Chairs, administrators and college faculty and staff generally did not understand the nature of applied research either, nor how this could best be integrated into the curriculum. Research into the most effective models for teaching faculty, students and staff how to conduct effective applied research within the curriculum and collaborative partnerships.

Implications for Theories

This study was grounded in the Jones-Kavalier and Flannigan model of Innovative Hiring Practices (2008) and human capital theory. As noted, in the Jones-Kavalier and Flannigan model, environmental factors, culture and fit, leadership and vision, recruitment, screening and interviewing, selection and faculty development and retention were considered key to effective, innovative hiring practices. Of the thirty winning hiring strategies identified by Jones-Kavalier and Flannigan (2008), only fifteen practices were relevant to the focus of this research. The fifteen practices that were not applicable to this study were not specific to the academic context of this study. More importantly, the model did not address the unique challenges of the ITALs with regards to the difference in philosophy between universities (teaching and research) and the
Ontario ITALs (facilitating learning of a generally lower academically prepared student body).

One of the Deans, commented “that the transition that Ryerson faced when the institution moved from a polytechnic to a university appears to be similar to the challenges ITALs are facing with delivering degree programs. It is the gap (evidenced in the teaching part of the interview) in PhD candidates’ understanding of how to facilitate the learning of college students.” This theme was evident in most of the responses that suggested college teaching is facilitating ‘applied learning’ not just teaching/lecturing on theory as is more prevalent in the university context. Having not only faculty but also students sit on selection committees, particularly during the teaching demonstration, may prove helpful in assessing faculty teaching “fit” within the Ontario ITALs.

While the Jones-Kavalier and Flannigan model of Innovative Hiring Practices presents an entrepreneurial and strategic approach to faculty recruitment it did not capture the challenges of Ontario ITALs as identified by the study participants. For example, the model did not address union implications with regards to barriers specifically related to, salary and faculty roles and the need to align these with PEQAB faculty credentials standards.

The study participants also pointed out their need to respond to both the PEQAB requirements, and labour market needs to ensure that faculty hiring is completed in a timely fashion. Unlike the universities, ITALs usually begin recruitment in the spring in preparation for new faculty to begin teaching in the fall. Program requirements in the universities do not change as rapidly as they do in the colleges generally since the mandate of the colleges is to be responsive to changing labour market needs, which is not the case in the universities. The time spent for hiring faculty in the university sector is much different from that of the colleges in that it is not unusual to expect a one-year time frame for this important task.

The Jones-Kavalier and Flannigan model did not provide for the unique challenges of the Ontario ITALs, specifically variables that included union barriers, students on selection committees and shortened hiring timelines as they related to innovative and strategic faculty
recruitment practices. Unlike universities, colleges are often required to make changes more quickly; they are expected to be nimble and reactive to changes imposed or caused by fluctuations in enrolments. Recognition of this within the model would be useful.

According to David Marshall (2008), the attempt to blend the university and college missions has been a challenge in the development of applied degrees in British Columbia, Alberta, and Ontario. I recognize there is a great diversity among colleges in Ontario, across Canada and indeed internationally, but many may face challenges that are similar to those identified by the participants in this study. Although not generalizable, the study findings, suggestions for improving hiring practices, and approaches for addressing barriers within a unionized environment, may well be informative for other similar institutions. In particular, they may find the findings useful as they strive for a new hiring model that embraces the “relationship between scholarship and instruction at the undergraduate level (Marshall, 2008)”. In my experience, recent consent renewal processes for degree programs in Ontario’s ITALs and colleges have required that faculty teaching in degree level programs produce the following documentation of their scholarly activities: annual updated Curriculum Vitae (demonstrating current scholarly activities such as participation in applied research, conferences participation and presentation of papers, and production of other scholarly work); reports of annual performance reviews for faculty that include past and future research activities, demonstrations of working in scholarly activities with students within the curriculum, and student feedback on faculty teaching in the classroom. The issue of faculty scholarly activity in the delivery of college degrees will not go away. The inclusion in the Jones-Kavalier and Flannigan model of specific criteria to assess these scholarly activities in faculty applicants would also be useful.

As noted by human capital theorists (e.g., Lepak and Snell, 1999), organizations seek to protect themselves from the transfer of human capital investments to other organizations, specifically, the employee investments in education and training. Therefore, it would appear that
investing in human capital, that is, the costs related to educating faculty to enable them to earn
graduate degrees, may not always prove to be an appropriate strategy for building future capacity
to deliver degree programs at Ontario ITALs. While it may be appropriate to invest in assisting
full-time faculty to earn graduate credentials in order to enlarge the faculty pool eligible to
Teaing in degree programs, it may not be as prudent in the case of part-time contract faculty.
There are a number of variables that may prevent Ontario ITALs from investing in part-time
faculty to earn higher credentials. For example, every full-time job opening is a competition; there
is no guarantee that any one individual will be the successful candidate, and that includes any part-
time faculty who has received institutional support for earning the required credential.
Furthermore, the Ontario ITALs and colleges are extremely competitive; some part-time faculty
Teach for more than one college, and part-time faculty are constantly recruited by other institutions.
Because the institutions are not in a position to guarantee a full time position upon the completion
of the required credentials, the recipients, that is, the part-time faculty, also do not have any
contractual obligation to stay with the supporting institution. ITALs may be reluctant to invest in
part-time faculty who may very likely go to competing institutions. In that case, their investment
in the development of part-time human capital may not be seen as prudent.

**Dissemination of the Findings**

I plan to present my findings to the Ontario College’s Heads of Business whose membership
includes Business Deans and Associate Deans of all the CAATS, as well as the Ontario Colleges’
Vice Presidents Academic, and at events within Humber College ITAL. I have also been invited to
contribute an article to The College Quarterly journal that will hopefully be distributed to other
provinces across Canada, particularly, Alberta and British Columbia who may be facing similar
challenges.
Summary

In this chapter I have presented the conclusions and recommendations for relevant policies and practices and for further research as they relate to the overarching research question, “What “practices” support the faculty hiring process at Ontario ITALs to ensure that the most qualified and appropriate candidates are appointed?”

According to Twombly and Townsend (2008), the process for recruiting and selecting appropriate faculty at community colleges has been a neglected area of scholarly inquiry. Factors such as increased participation rates and diversity of students attending postsecondary education, the addition of college degree programs, and the looming faculty retirements have given purpose to studying faculty recruitment practices at Ontario ITALs.

The institutional policies and practices that currently direct the recruitment and hiring of faculty at Ontario ITALs (Research Question #1) are similar for all ITALs. They include consistent practices that involve HR Managers, Deans, Associate Deans (or hiring managers), selection committee members, and at some ITALs, the Vice President Academic or the President. Many of the policies that direct this process are mandated by the OPSEU Academic Employees Collective Agreement, Sept 2012- Aug 2014.

There was also considerable agreement among participants with respect to their perceptions of the challenges faced in their efforts to hire the most appropriate faculty for the current and anticipated faculty utilization needs of the ITALs (Research Question #2). The current Collective Agreement does not address fully the changing roles of faculty (e.g., requirement to conduct research and other scholarly work) within the ITALs and creates barriers (such as Standard Workload Formula and salary restrictions) for recruiting appropriately credentialed faculty required by PEQAB for teaching in degree-level programs. It is reasonable to suggest that current human resource practices, as reported by the participants in this study,
model traditional postsecondary hiring practices that have been adopted over the years since the creation of the college system. But PEQAB requirements (Research Question #3) for faculty teaching in degree level programs have had a significant impact on the hiring practices for faculty utilization needs, not just in degree programs but also across other college programs. The PEQAB requirements were also identified as a major challenge to the hiring process (Research Question #4). Attracting a sufficiently large pool of qualified and appropriate candidates for program needs was a strong concern. There continue to be barriers that make it difficult for the ITALs to meet the PEQAB Capacity to Deliver Standards.

The Jones-Kavalier and Flannigan model: “Innovative Hiring Practices” (2008) presents an entrepreneurial, innovative and strategic approach to faculty recruitment. The recommendations reflect the study participants’ and my own insights for addressing current challenges and enhancing the effectiveness and efficiency of this process.

It is my hope that the findings of this study will inform policy and practice that will enhance the quality of work-life for faculty teaching in the degree programs in the ITALs for the ultimate benefit of student learning, not just in the ITALs that were the focus of this study, but also in other postsecondary education institutions who may encounter similar faculty recruitment and hiring challenges.
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Miner and Miner Consulting, Toronto, Ontario.


The Tax Advisor 27, 570-573.


Dear Colleague:

I am inviting you to participate in my PhD research study titled *The Impact of degree-granting status on Faculty Hiring Policies and Practices: A case study of Ontario’s Five Institutes of Technology and Applied Learning*. Professor Angela Hildyard of the Department of Leadership, Higher and Adult Education at OISE is my faculty supervisor for this thesis research.

The purpose of my study is to explore and describe the recruitment and hiring policies and practices currently used in Ontario’s ITALs in order to gain a deeper understanding of the impact and challenges faced with the introduction of degree programs in these institutes. I am interested in knowing how PEQAB requirements for faculty qualifications in the degree programs have impacted hiring policies and practices not only for these programs but for full time faculty in general. For this reason I want to explore the perceptions of Human Resources Managers and selected Deans at Ontario ITALs through personal interviews.

Please review the information in the attached Invitation and if you have any questions about the study please contact me at alvina.cassiani@utoronto.ca or my thesis supervisor Professor Angela Hildyard at angela.hildyard@utoronto.ca, and if are willing to participate in my study, let me know so we can arrange for a mutually agreed upon time and location for the interview. I will send you a copy of the interview questions at least a week before our meeting. At the beginning of the interview, I will review the pertinent information and ask you to sign the consent form at that time. Many thanks.
APPENDIX B

(On Official OISE Letterhead)

Invitation to Key Informants (HR Managers and Deans) to be Interviewed for the Case Study Including Consent Form

Date:

Title of Study: The Impact of degree-granting status on Faculty Hiring Policies and Practices: A case study of Ontario’s Institutes of Technology and Applied Learning (ITALs)

Researcher: Alvina Cassiani, Ph.D. candidate
Facult Supervisor: Professor Angela Hildyard

Dear Colleague:

I am inviting you to participate in the above research study which I am conducting as part of my Ph.D. studies at the Ontario Institute for Studies in Education (OSIE), University of Toronto. Professor Hildyard of the Department of Leadership, Higher and Adult Education at OISE is my faculty supervisor for this thesis research.

The purpose of my study is to explore and describe the recruitment and hiring policies and practices currently used in Ontario’s ITALs in order to gain a deeper understanding of the impact and challenges faced with the introduction of degree programs in these institutes. Also, I am interested in knowing how PEQAB requirements for faculty qualifications in the degree programs have impacted hiring policies and practices not only for these programs but for full time faculty in general. For this reason I want to explore the perceptions of Human Resources Managers and selected Deans through personal interviews. Your responses will not be evaluated or judged at any time.
Your participation is completely voluntary and you are free to decline to answer any question(s) you do not wish to answer, or withdraw from the study at any time, without explanation or penalty of any kind. If you do decide to withdraw, all data collected at that point will be destroyed and not included in the study findings.

The interview is expected to take about 1 to 1 ½ hours of your time and the time and location of the interview will be negotiated with you. With your agreement I will audio-tape the interviews and I will send you a copy of the transcript for your review and revision if you wish. No participant or their institution will be identifiable in any reporting of the findings in my thesis or in other relevant professional meetings, conferences or publications. Only pseudonyms will be used and all data will be kept confidential and secure, accessible only to my thesis supervisor and me. All data collected will be destroyed completely five years after completion of my study.

If you have any questions about the study itself, please contact me at:
alvina.cassiani@utoronto.ca or 416.675.6622 ext. 4644 or my faculty supervisor, Professor Angela Hildyard angela.hildyard@utoronto.ca or 416.978.4865.

The research will be carried out in accordance with the University of Toronto ethical standards for research. Should you have any questions regarding your rights as a participant please contact: The Office of Research Ethics, University of Toronto, McMurrich Building, 12 Queen’s Park Crescent West, 3rd Floor, Fax 416.946.5763, or your (name of College/ITAL) at email and phone contact information specific to each ITAL.

By signing below, I confirm that I have read the invitation and information above, that all my questions have been answered to my satisfaction, and that I am willing to participate in this study.

Name: _______________________________
Signed: __________________________________________

Date: ________________________________

Please initial if you agree to have your interview audio recorded: _____

Please initial if you would like to receive a summary of the findings of the study upon completion: ________ ____________________________

Please keep a copy of this form for your records.
APPENDIX C

Interview Guide for HR Managers

Note: Before beginning the interview I would review with the interviewees the Invitation and Consent form (Appendix B), clarify any questions they may have, and then ask them to sign 2 copies of the consent portion and ask them to keep one copy for their files.

I am interested in understanding your perceptions of current hiring policies and practices and how these may or may not be affected by the degree granting authority of your institution as an ITAL in the following areas: recruitment, screening, interviewing and hiring decisions.

A. Recruitment/Screening Activities

1. What is your role in the recruitment and hiring practices at your institution?

2. Who decides what the qualifications for each position are and how?

3. What processes are in place in your recruitment strategy to ensure that the best candidates for the job are attracted to apply?

4. What advertising mechanisms/venues are utilized to reach potential candidates?

5. To what extent are full-time faculty hired from within the pool of contract faculty at your institution? What are the main considerations when hiring from this potential pool of applicants?

6. To what extent are you attracting sufficient numbers of applicants who have masters or doctorate degrees, for full time faculty positions in your institute?

7. To what extent and how have the requirements for graduate prepared faculty for teaching in the degree programs impacted your college’s recruitment/screening activities, not just for the degree programs but for other programs as well?
Interviewing

8. Do you or representatives from the HR Department participate in the selection committee and interviews? If so, in what capacity?

9. Please describe the typical approach to interviewing including, how you decide whom to interview, how you decide who is on the selection committees, your short listing and decision processes.

10. How are selection committee members selected and prepared for participation in the interview and selection process?

11. What are some of the common problems that you have encountered during the interview process particularly when hiring for degree programs?

12. Have you ever had a conflict between your own choice and that of the selection committee’s recommendation of a candidate, and, if so, how did you resolve the conflict?

13. Please comment on anything that is important to the interview process that we have not touched on as yet.

Hiring Decision

14. How are the hiring decisions made? Who is involved in the hiring decision and who makes the final decision?

15. Please rank the following elements in terms of how much importance is generally placed on each in the decision making process (with #1 being the most heavily weighted).
   o level of education of the applicant
   o content expertise of the applicant
   o teaching experience/excellence of the applicant
   o research skills/interest of the applicant
   o evidence of understanding the diversity of your students” learning needs
   o industry experience of the applicant
   o programming and faculty utilization needs across the institution
   o other factors such as ……?

16. What role do the values articulated in the institution’s mandate etc. play in the hiring decision process and how are these considered?

17. To what extent are your hiring decisions affected by the PEQAB emphasis on discipline expertise/graduate preparation of faculty, not just for your degree program but also for other programs?
Closing Questions

18. What, in your view, are the most difficult challenges in the recruitment and hiring of faculty for current and anticipated future needs of your institution?

19. Describe the most effective hiring practice(s) at your institution?

20. To what extent and how do your institution’s hiring policies and practices include succession planning for anticipated faculty needs for the next five years?

21. Is there anything else you would like to add?

I printed these documents on your College’s policies and practices for hiring full-time faculty from your College’s web site (give a copy to the interviewee). Are there any other relevant documents that I should review and if so, are you able to provide me with a copy of these?

Thank-you for your insights.
APPENDIX D Interview

Guide for Deans

Note: Before beginning the interview I would review with the interviewees the Invitation and Consent form (Appendix B), clarify any questions they may have, and then ask them to sign 2 copies of the consent portion and ask them to keep one copy for their files.

I am interested in understanding your perceptions of current hiring policies and practices and how these may or may not be affected by the degree granting authority of your institution as an ITAL in the following areas: recruitment, screening, interviewing and hiring decisions.

Recruitment/Screening Activities

1. What is your role in the recruitment and hiring practices at your institution?

2. Who decides what the qualifications for each position are and how?

3. What processes are in place in your recruitment strategy to ensure that the best candidates for the job are attracted to apply?

4. To what extent are full-time faculty hired from within the pool of contract faculty at your institution? What are the main considerations when hiring from this potential pool of applicants?

5. To what extent and how have the requirements for graduate prepared faculty for teaching in the degree programs impacted your college’s recruitment/screening activities, not just for the degree programs but for other programs as well?

Interviewing

6. Please describe your typical approach to interviewing including, how you decide whom to interview, how you decide who is on the selection committees, your short listing and decision processes.

7. How are selection committee members selected and prepared for participation in the interview and selection process?

8. What are the two most important questions that you think should be asked during a hiring interview and why?
9. How are the interviews of faculty for degree program positions similar and how are they different from the interviews for faculty for teaching in non-degree programs?

10. What are some of the common problems that you have encountered during the interview process particularly when hiring for degree programs?

11. Have you ever had a conflict between your own choice and that of the selection committee’s recommendation of a candidate, and, if so, how did you resolve the conflict?

12. Please comment on anything that is important to the interview process that we have not touched on as yet.

**Hiring Decision**

13. How are the hiring decisions made? Who is involved in the hiring decision and who makes the final decision?

14. Please rank the following elements in terms of how much importance is placed on each in the decision making process (with #1 being the most heavily weighted).
   - level of education of the applicant
   - content expertise of the applicant
   - teaching experience/excellence of the applicant
   - research skills/interest of the applicant
   - evidence of understanding the diversity of your students’ learning needs
   - industry experience of the applicant
   - programming and faculty utilization needs across the institution
   - other factors such as ……

15. What role do the values articulated in the institution’s mandate etc. play in the hiring decision process and how are these discussed?

16. To what extent are your hiring decisions affected by the PEQAB emphasis on discipline expertise/graduate preparation of faculty, not just for your degree programs but also for other programs?

17. To what extent are the graduate degree prepared faculty teaching in the degree programs integrated with non-degree prepared faculty across other programs such as apprenticeship, certificate or diploma programs?

18. How do you determine whether the right or wrong hiring decision has been made?
Closing Questions

19. What, in your view, are the most difficult challenges in the recruitment and hiring of faculty for current and anticipated future needs of your institution?

20. What do you see as the most effective hiring practice(s) at your institution?

21. To what extent and how do your institution’s hiring policies and practices include succession planning for anticipated faculty needs for the next five years?

22. As a Dean responsible for a number of programs, what are the important factors you have to consider when hiring new faculty?

23. Is there anything else you would like to add?

I printed these documents on your College’s policies and practices for hiring full-time faculty from your College’s web site (give a copy to the interviewee). Are there any other relevant documents that I should review and if so, are you able to provide me with a copy of these?

Thank-you for your insights.
APPENDIX E

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

JOB CLASSIFICATION PLANS FOR
POSITIONS IN THE ACADEMIC
BARGAINING UNIT

(To be used in determining salaries for Professors and
Counsellors and Librarians and Instructors)

SECTION I
CLASSIFICATION PLAN FOR PROFESSORS AND COUNSELLORS AND LIBRARIANS

FACTORS

1. APPOINTMENT FACTORS

A) Experience: Relevant Teaching/Relevant Occupational

Relevant occupational experience generally means full years of experience in a field of work
related to the material to be taught or the job to be done, or to some allied aspect of it. In
determining the number of years to be counted, the College hiring must avoid the extremes of
counting either "years of time passed" or "years of entirely non-repetitive experience", and must
make a fair assessment of an applicant’s experience.

For example, an applicant who had spent some years as a sales clerk before qualifying as an
engineer should not expect that sales experience to count as relevant experience if the person is
being hired to teach engineering.

Part-time experience should be totaled only if it forms part of a regular program of development
such as a co-operative educational program.

Double counting must be avoided. For example, if an applicant worked as a graduate assistant
while pursuing an advanced degree, the person shall not be given full credit for both experience
and educational time.

Similarly, relevant teaching experience means full years of teaching experience at a level
comparable with the level required of the applicant. Again, double counting must be avoided for
teaching experience as, for example, a graduate assistant while pursuing advanced qualifications.

The values to be given for experience are:

First 5 years: 1 point per year
Next 9 years: 2/3 point per year
Next 12 years: ½ point per year
B) Relevant Formal Qualifications

Formal qualifications are those which constitute the norm in institutions of postsecondary education in the Province of Ontario. Only full years of postsecondary education at successively higher levels, and leading to a diploma, professional accreditation or degree, are recognized. For example, a graduate of a three-year technology program in a College would be $\frac{1}{2}$ points for each of the three years, regardless of the length of time actually spent by the individual in obtaining the diploma.

No credit is to be given for a year of study in which there was significant duplication of other studies. Therefore only the highest qualification will be used in computation unless the subject areas are from different disciplines and all relevant to the appointment.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATT Diploma or postsecondary Certificate</td>
<td>$\frac{1}{2}$ points (Maximum of 4 years)</td>
</tr>
<tr>
<td>University Degree- per year (level)</td>
<td>1 1/2 points (Maximum of 6 years)</td>
</tr>
<tr>
<td>Formal integrated work/study program such as P.Eng., C.A., C.G.A., C.M.A., (formerly R.I.A).  Certified Journeyman* - per year (level)</td>
<td>$\frac{1}{2}$ points (Maximum of 5 years)</td>
</tr>
</tbody>
</table>

*Note that years included herein are not able to be included under factor A*

**"Journeyman" to be replaced with appropriate term when the Trades Qualification and Apprenticeship Act is amended**

C) Computing Initial Placement

i) The minimum qualifications requirement is a count of 8 points based upon the appointment factors. Since this is the minimum requirement, a total of 8 points corresponds to the minimum rate. (This is not intended to preclude a College from hiring an individual who qualifications and experience total less than 8 points. In such cases, however, the individual would be hired at the minimum of the scale).

ii) Computation of the initial salary is, therefore, $A + B - 8$. The product is rounded to the next higher number, e.g.

\[
\begin{align*}
A &= 8 \\
B &= 4 \frac{1}{2} \\
A + B &= 12 \frac{1}{2} \\
12 \frac{1}{2} - 8 &= 4 \frac{1}{2} = 5
\end{align*}
\]

The starting position is the corresponding step (Step 5) on the scale.

iii) No individual will have a starting salary of less than the minimum on the salary scale.
2. PROGRESSION FACTORS

As per 12-3 A 2(a), (b) and (c) annual base salary step increments up to and including the appropriate control point of the applicable salary schedule are based upon experience. Above the control point and up to the employee’s maximum attainable salary step, annual base salary step increments are based on the employee’s performance.

<table>
<thead>
<tr>
<th>Step Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Experience – to control</td>
</tr>
<tr>
<td>1 step over year</td>
</tr>
<tr>
<td>B) Performance – above control point where performance satisfactory</td>
</tr>
<tr>
<td>1 step per year</td>
</tr>
<tr>
<td>C) Further Formal Education – where prior approval given by college</td>
</tr>
<tr>
<td>1 step for each complete year at the post-secondary level – on the basis explanatory notes set out in Section B of the Appointment Factors on page 122.</td>
</tr>
<tr>
<td>Note: No credit will be given where to do so would reduce the total progression time to the appropriate maximum to less than 4 years.</td>
</tr>
</tbody>
</table>

Special Note to Readers:
If a given individual’s qualifications and experience are such that the College concerned considers that person to be particularly important to its program but the salary as established by the place is inadequate, the College may grant up to three additional steps on appointment provided the resultant rate does not place the individual above the maximum salary.