Chapter Four:
Effectively Managing Human Resources in Colleges and Universities

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• More book resources are available on the Organization and Administration in Higher Education book website.
Abstract

Highly effective organizations have highly effective employees. Establishing highly effective colleges and universities is especially challenging given the complexity of the processes necessary for successful operation and the vast array of employment relationships that are present on campuses today.

This chapter reviews trends in the distribution of employees, strategies for selecting and developing traditional and non-traditional faculty and staff, approaches for improving performance, and ways to combat short- and long-term budget reductions necessary to enhance productivity and efficiency in today’s postsecondary education environment.
Chapter 4: Effectively Managing Human Resources in Colleges and Universities

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Valerie Martin Conley is Vice President of Academic Affairs and Provost at Idaho State University. She previously served as Dean of the College of Education and Professor of Leadership, Research, and Foundations at the University of Colorado, Colorado Springs. Prior to her work in Colorado, she served as Department Chair of Counseling and Higher Education, Director of the Center for Higher Education, and Professor of Higher Education and Student Affairs at Ohio University.

Dr. Conley has served as principal investigator for two National Science Foundation funded research projects: “Academic Career Success in Science and Engineering-Related Fields for Female Faculty at Public Two-Year Institutions” and “Collaborative Research: Increasing Minority Presence within Academia through Continuous Training (IMPACT)”. She is a TIAA-CREF Institute Research Fellow, received the Ohio University Outstanding Graduate Faculty Award in 2007, and served on the Association for Institutional Research Board of Directors. Dr. Conley has published widely on faculty issues and is nationally recognized for her expertise on faculty retirement.
Kristina ‘KP’ Powers, PhD
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Kristina ‘KP’ Powers is President of the Institute for Effectiveness in Higher Education. KP has served in leadership roles in colleges and universities for over 20 years, primarily in the areas of institution accreditation, institutional effectiveness, institutional research, financial planning, and strategy. Her research and practice focus on effective and efficient use of resources to advance higher education organizations.

Dr. Powers also serves as a national IPEDS trainer and has current appointments to the National Postsecondary Education Cooperative (NPEC), the NC-SARA Data Advisory Committee, the Journal of Postsecondary Student Success editorial board, and the SUNY Brockport Dean’s Advisory Council. Throughout her higher education career, Dr. Powers has taught undergraduate and graduate students as well as delivers professional development presentations, workshops and trainings in all modalities (face-to-face, online, and hybrid) on accreditation, institutional effectiveness, institutional research and higher education organization and administration, IPEDS, financial planning, and strategy.

KP earned her doctorate from Florida State University in Educational Leadership and Policy Studies with a concentration in Higher Education Policy, a Master’s in Higher Education Administration from Florida State University, and a Bachelor of Science from the State University of New York, College at Brockport. Her books, Organization and Administration in Higher Education (third edition – 2022), Data Strategy in Colleges and Universities (2019), and Cultivating a Data Culture in Higher Education (2018) are published by Routledge. She has served as issue co-editor and author for New Directions of Institutional Research.
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Dr. Kent J. Smith, Jr. currently serves as President and full Professor with tenure at Langston University. Dr. Smith has co-authored multiple publications. The topics of his most recent publications include cyberbullying in higher education and managing human resources at colleges and universities. Prior to leading Langston University, Dr. Smith served as the vice president for student affairs, chief student affairs officer, and assistant professor of education at Ohio University in Athens, Ohio. He is a former dean of students at Auburn University in Alabama, director of multicultural affairs at Case Western Reserve University in Cleveland, Ohio, and was an adjunct professor at Cleveland State University. Dr. Smith serves on the board of directors of the Thurgood Marshall College Fund and is a member of the Higher Learning Commission Differential Accreditation Advisory Committee. Dr. Smith received his Bachelor of Science and Master of Education from Southern University. His Doctor of Philosophy degree was conferred from Colorado State University in Education and Human Resource Studies. Dr. Smith is a father of five and with a new grandson, he loves spending quality family time.
Chapter Outline

1. Introduction

2. Personnel
   a. Faculty
   b. Professional Staff

3. Staffing Practices
   a. Vacancies
   b. Job Descriptions
   c. Job Posting Best Practices
   d. Search Committees
   e. Salary Offer
   f. Orientation
   g. Existing Staff
   h. Evaluations
   i. Progressive Discipline
   j. Recognition and Incentives
   k. Budget Reductions
Chapter Outline (continued)

4. Work Location and Labor Shortage
   a. In-Person, Hybrid, and Remote
   b. Labor Shortages
5. Conclusion
At any given postsecondary institution, there are several different categories of employees. And effectively managing human resources in colleges and universities is a challenging and complex endeavor.
Key Chapter Takeaway

14 IPEDS Employee Classifications:

- Instruction
- Research
- Public Service
- Library and Student and Academic Affairs and Other Education Services Occupations
- Management Occupations
- Business and Financial Operations Occupations
- Computer, Engineering, and Science Occupations
- Community, Social Service, Legal, Arts, Design, Entertainment, Sports, & Media Occupations
- Healthcare Practitioners and Technical Occupations
- Service Occupations
- Sales and Related Occupations
- Office and Administrative Support Occupations
- Natural Resources, Construction, and Maintenance Occupations
- Production, Transportation, and Material Moving Occupations
### Employees by Institution Type and Sector

**Percentage of Full-Time Employees by Staff and Faculty by Sector and Institutional Type**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Institutional Type</th>
<th>% Full-Time Employees</th>
<th>% of Staff</th>
<th>% of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>2-Year Colleges</td>
<td>68%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-Year Colleges and Universities</td>
<td>89%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Private Nonprofit</td>
<td>2-Year Colleges</td>
<td>89%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-Year Colleges and Universities</td>
<td>78%</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>
Professional Employees in Degree-Granting Institutions, Selected Years

- Full-Time Faculty (instruction/research/public service)
- Full-Time Other (including Executive/administrative/managerial)
- Part-Time Faculty (instruction/research/public service)
- Part-Time Graduate Students
- Part-Time Other (including Executive/administrative/managerial)
Baldwin and Chronister (2001) identified 11 components of a good employment practice model:

- A defined probationary period
- Explicit evaluation criteria
- Multi-year contracts following a probationary period
- Defined dates for contract renewal or termination
- An equitable salary system
- An equitable fringe benefit program
- A system of sequential ranks
- Support for professional development
- Meaningful involvement in governance and curriculum development
- Recognition of and reward for contributions
- Procedures for protecting academic freedom
Hiring Process Overview

**Job Description**
- Develop (or revise) a job description.

**Posting the Job Opening**
- Post the opening on the institution’s employment website, and any external recruiting sources.

**Screening and Interview**
- Pre-screen to identify candidates that meet the qualifications for the position and determine finalists. Invite candidates to interview for the position.

**Selection**
- Interview candidates, check references for potential offerees, and identify potential hire.

**Negotiation**
- Extend an official offer of employment and negotiate compensation and starting date with selected candidate.

**Completing the Hire**
- Prepare and submit the official offer letter and schedule employee orientation.

**Onboarding**
- Make the new employee feel welcome. Check in with them regularly, assign a mentor, and provide departmental handbooks.
Progressive discipline is typically applied differently with different employee groups.

For example, a progressive discipline policy for addressing job-related behavior of student employees is shown on the right. Similar protocols are usually followed for non-faculty employees.

Different protocols are followed for faculty members—especially those with tenure, which is earned through an extensive review process after a probationary period. Tenured faculty members are guided by ethical principles of the profession and accept the obligation to exercise self-discipline and judgment in using, extending, and transmitting knowledge.
Discussion Prompts
Discussion Prompts

1. Do the changes in employee composition reflect a change in the way higher education accomplishes its mission? Do they demonstrate that colleges and universities have been under-resourced and/or do they denote a purposeful redirecting of resources away from the academic mission of institutions?

2. In what ways has your institution changed its hiring policies and procedures over the last three to five years? Are there differences for faculty vs. staff and part-time vs. full-time?

3. What innovative ideas does and/or should your institution use to retain employees? How do and/or should they vary by employee type?
4. What are three strategies administrators with direct and indirect reports should focus on to bolster employee success?

5. Based on the significant change in use of part-time employees, identify three unintended consequences and three benefits of having a higher percentage of part-time employees.

6. What value do search committees bring to the process? Under what circumstances should a search committee be formed instead of allowing the hiring manager to conduct the search alone?

7. How can managers improve the value of employee evaluations? What elements are missing from employee evaluations at your institution.
Discussion Prompts

8. What is progressive discipline and when should it be employed? Identify the section on progressive discipline (may use different wording) in your employee handbook. As a supervisor, what questions or concerns do you have about the process? In what ways are your concerns similar to or different from those of an employee in a non-supervisory position?

9. What information should be included in an institution-wide orientation? What are three pros and cons of an institution-wide orientation and why?

10. What creative (and legal) job recruiting practices would you use to find the best candidates?
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