

Human Resource Plan

The Business Administration and Accounting Programs (the Programs) Strategic Plan¹ states the mission, vision, and values, and outlines the following three goals:

- Goal 1: Provide Quality Educational Experiences
- Goal 2: Recruit, Develop and Retain Quality Faculty
- Goal 3: Promote the Business Administration and Accounting Programs

This Human Resource Plan (HRP) articulates policies, procedures, and programs for recruitment and selection, staffing, professional growth and development, faculty evaluation (including renewal, tenure, and promotion), and rewards and recognition to support the achievement of all three goals. To provide a quality educational experience (Goal 1) and Promote the Program (Goal 3) through marketing and service, the Programs must recruit, develop, and retain quality faculty (Goal 2) who believe in teaching excellence, scholarly activity, and service.

Accomplishing Goal 2 requires compliance with governing documents, while building upon them where possible and retaining their spirit. The Pennsylvania State System of Higher Education (PASSHE) Board of Governors (BOG) policies,² Lock Haven University (LHU) policies/procedures,³ the Association of Pennsylvania State College and University Faculties (APSCUF) Collective Bargaining Agreement (CBA),⁴ and federal/state regulations preside over several aspects of human resources and provide a foundation for developing for this plan.

1. Faculty Recruitment and Appointment of Qualified Faculty (*Link to SP Goal 1 and 2*)

Recruitment

To pursue a diverse, highly-qualified faculty, the Programs follow the LHU faculty search policy and procedures to assure the recruitment of a diverse candidate pool and the appropriate selection of external, internal, and exceptional hires. The LHU faculty search policy and procedures are outlined on the web site.⁵ LHU is an equal opportunity employer and as such, the Programs subscribe to the social equity/affirmative action policies outlined on the Social Equity Office's web site⁶ and in the CBA, Articles 3 and 43, in all aspects of human resources including recruitment.

Appointment

As a unionized faculty, minimum qualifications for each rank are referenced in the CBA and outlined in Act 182.⁷ The Programs use a two-tier review system in that candidates' academic and professional credentials are evaluated first by using the CBA for minimum qualifications, but secondly by using the guidelines that define academically- and professionally-qualified status outlined in the ACBSP Standards and Criteria for

¹ The Business Administration and Accounting Strategic Plan: <http://www.lockhaven.edu/businessdep/strategicplan.html>

² PASSHE Board of Governors policies: <https://www.passhe.edu/inside/policies/Pages/BOGPolicies.aspx>

³ Human Resource Policies listed separately from the Employee Handbook: <https://lockhaven.edu/hr/policies.html> and Employee Handbook: https://community.lhup.edu/HR/policies_procedures/Employee%20Handbook%20rev%2004-26-13.pdf and password protected on the intranet

⁴ APSCUF CBA: <https://www.apscuf.org/wp-content/uploads/2020/02/FacultyCBA2019-23final.pdf>

⁵ LHU Faculty Search Policy and Procedures: https://community.lhup.edu/HR/employment/Faculty_SearchManual_2018-19.pdf

⁶ LHU Social Equity Office web site: <https://lockhaven.edu/hr/socialequity.html>

⁷ 24 P.S. §1864.2

Demonstrating Excellence Appendix A Glossary of Terms.⁸ Vacancies will be filled in accordance with these guidelines in a manner that enables the program to maintain the appropriate combination⁹ of faculty with academically- and professionally-qualified status and meet Program targets for credit-hour production (70% AQ and 90% AQ/PQ faculty). In most cases, candidates should possess a terminal degree to receive a tenure-track appointment. If a candidate without an appropriate terminal degree is selected, the position will be temporary for one year and appointment level will be Instructor. In special circumstances, a candidate may be appointed to a tenure-track position, but the terminal degree is required for continuation in the position beyond the second year.

2. Staffing (*Link to SP Goal 1 and 2*)

In June 2020, the Programs requested one, full-time tenure-track position in economics and finance, one full-time tenure-track position in marketing, and .5 FTE for business law for the 2020-21 AY. The Programs require a tenure-track line (vacated in 2016-17) in finance and economics in large part because of the need to teach core and concentration courses (lower and upper division finance and economics courses) that are part of the Common Professional Component (CPC) required for ACBSP accreditation. Our economics faculty support students in the accounting program and in all concentrations in the business program with core, concentration, and elective courses. The faculty also support non-majors in undergraduate and graduate programs who take finance and economics to fulfill requirements in their degree programs, in the business and economics minors, and in general education. For example, ECON102/ECON103 fulfill general education requirements for Historical, Behavioral, and Social Science Inquiry, and other majors like political science and international studies take both introductory and advanced courses in economics. The faculty continue to deliver over 1,000 student credit hours in economics alone, but have grown in the delivery of finance courses with new course offerings and support for graduate degree programs.

A more compelling reason for justifying this faculty line involves the Program initiatives that create demand for faculty in economics and finance. The Programs reorganized the finance and economics concentration into a stand-alone economics concentration and created a separate BS in Finance, Insurance, and Risk Management (FIRM), which will require the additional FTE and expertise in a wide variety of FIRM specializations. Economics as a major has not been offered since eliminated in 2012, but this economics concentration will allow students more interested in economics to focus there. With the FIRM major, we also anticipate offering tracks in finance and in risk management, which should draw students and address these high-demand areas of finance, risk management, and investment, in which the Bureau of Labor Statistics expects jobs to increase faster than average in the next several years.

Since our finance and economics faculty support online and traditional course delivery for programs beyond the basic business and accounting majors including general education, online, graduate programs such as the Health Science, and the new Entrepreneurship Minor intended for students from other majors, the demand for faculty is expected to grow outside of the needs that will arise from the economics concentration and FIRM. In order for the Programs to deliver quality courses in both an online and traditional format, we cannot rely on temporary or adjunct faculty. Two recent, very poor experiences with adjunct faculty

⁸ The ACBSP web site includes a link to the Standards and Criteria for Demonstrating Excellence (including Glossary):

<http://www.acbsp.org/?page=baccalaureate>

⁹ ACBSP Standards and Criteria for Demonstrating Excellence (9/18/2017) state that at least 80 percent of undergraduate credit hours in business are taught by academically or professionally qualified faculty. At least 40 percent of the undergraduate credit hours in business are taught by academically qualified faculty.

provide sound evidence of this fact. So, one additional hire that particularly has risk management credentials will complement the current two FTE in delivering the finance and economics courses.

The Programs also are requesting a full-time marketing position to fill a recent retirement in a very popular concentration and essential area in business. The request also includes a temporary, part-time (.5) position for business law for 2020-21 to teach two course sections. Since the business law course is part of the Common Professional Component (CPC) required by ACBSP, the Programs must offer sufficient sections of this course and employ an individual who meets AQ/PQ standards for teaching business law, which the incumbent does. Our Programs' learning objectives include outcomes for law as required by Standard 4, Measurement and Analysis of Student Learning and Performance, Criterion 4.2.

LHU calculates a student faculty ratio based on a Common Data Set definition (Student FTE/Instructional Faculty FTE) and the Programs' historical ratio data are listed in Table 1. When the program conducted their strategic planning, the student faculty ratio was 21.9 (in 2016-17); the University's ratio was 16.3; and PASSHE had not articulated a benchmark. The Programs sought to reduce their ratio to be more in line with the University average as well as reduce class size for some lower- and upper-division courses and offer courses more frequently. In the last three years, both the University's and Programs' ratios have declined and are nearly equal at 14.5 and 14.3 respectively, which resulted from undesirable, decreased enrollment which creates other strategic issues. At the same time, PASSHE has asked that universities return to a faculty-student ratio closer to that in 2010-11 which was around 19:1 across PASSHE. Fewer faculty lines in 2020-21 will certainly see the ratio increase for the University and the Programs per State System sustainability targets, and the program has adjusted its target to 19:1 which will be reached in the short-term with fewer faculty lines and modest increases in enrollment.

Table 1: Student Faculty Ratio Business and Accounting			
Year	Student FTE	Faculty FTE	Ratio
2009-10	195	8.0	24.4
2010-11	184	8.5	21.7
2011-12	175	8.0	21.9
*2012-13	262	11.4	23.0
2013-14	278	11.8	23.6
2014-15	268	11.4	23.5
2015-16	257	11.5	22.3
2016-17	232	10.6	21.9
2017-18	200	11.2	17.8
2018-19	179	10.8	16.5
2019-20	146	10.2	14.3

*Economics was added in 2012-13 [sum program data for business administration and economics (Student CH/30 and FTEF)].

While the University faces financial constraints, requests to administration about the human resource needs will continue in order to adequately deliver the projected course schedule with sufficient faculty in each discipline.

3. Faculty Workload and Course Planning ([Link to SP Goal 1 and 2](#))

CBA Article 23 outlines faculty workload. All full-time academic faculty members teach not more than 24 workload hours per academic year/12 workload hours standard per term. Course overload (>12 workload hours/term) must be approved by the Dean and Provost. CBA policy states that faculty should have no more than three (3) preparations per academic term except under certain circumstances, which must be approved by the Dean and Provost. All faculty are required to maintain a minimum of five (5) office hours per week on no fewer than three (3) different days. The Programs desire to remain within the standard per term load and not use overload to deliver courses. Overload has been used mostly in emergency circumstances; however, the current financial sustainability concerns and staffing levels have put on hold all faculty line requests and required overload.

To facilitate course scheduling, advising, and human resource planning, Program Faculty develop, review regularly, and revise five-year course rotation plans for delivering required and elective courses consistent with CBA Article 23 which defines faculty workload and workload equivalents. The course rotation also highlights the need for additional faculty to deliver courses more frequently. Five-year plans for course rotations are included below for accounting, economics, management, and marketing for Clearfield and Main Campuses.

Course	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Lock Haven										
ACCT110	3	5, CLFD	2	3, CLFD						
ACCT115	2	2	1, CLFD	1	1	1	2, CLFD	1	1	1
ACCT210		1		1		1		1		1
ACCT215	1		1		1		1		1	
ACCT300	1		1		1		1		1	
ACCT333		1					1		1	
ACCT335	1		1		1		1		1	
ACCT340		1		1		1		1		1
ACCT410	1					1				
ACCT420		1		1		1		1		1
ACCT435					1					
ACCT460			1					1		
ACCT480				1						
Clearfield										
ACCT110		1		1		1		1		1
ACCT115			1				1			

Course	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Lock Haven										
ECON102	2	2	1	2, CLFD	1	1	1	2, CLFD	1	2
ECON103	2, CLFD	2		1	1, CLFD	1	1	1	1	1, CLFD
ECON301	1		1		1		1		1	
ECON310	1		1		1		1		1	
ECON315		1		1		1		1		1
ECON330	1				1					
ECON340		2, CLFD		2		2, CLFD		2		2, CLFD
ECON345			1				1		1	
ECON350		1				1				
ECON355		1		1		1		1		1
ECON360			1				1		1	
ECON3XX		1		1		1		1		1
ECON410	1			1				1		1
Clearfield										
ECON101										
ECON102	1				1				1	
ECON103		1				1				1
ECON310										
ECON340		1				1				1

Course	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Lock Haven										
MRKT200	2, CLFD	2	2	2	1, CLFD	1	1	1	2, CLFD	1
MRKT300		1, WEB		1, WEB		1, WEB		1, WEB		1, WEB
MRKT310	1, WEB, CLFD		1, WEB, CLFD		1, WEB		1, WEB, CLFD		1, WEB	
MRKT305	1		1			1			1	
MRKT410		1		1			1			1
MRKT405					1, WEB			1, WEB		
MRKT480										
Clearfield										
MRKT200					1				1	
MRKT310	1		1				1			

Table 5: Management Five-Year Plan										
Course	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP20 24
Lock Haven										
MANG105	4, CLFD	1	2, CLFD	1	3, CLFD	1	3, CLFD	1	3, CLFD	1
MANG302	1, CLFD	2	0	2	1, CLFD	2	1	1	1, CLFD	1
MANG305	1, WEB	1, WEB, CLFD	1, WEB	1, WEB	1, WEB	1, WEB, CLFD	1, WEB	1, WEB	1, WEB	1, WEB, CLFD
MANG315	1, CLFD	2	1	1	1, CLFD	1	1	1	1	1
MANG317	2		2, CLFD		2		2, CLFD		2, CLFD	
MANG320	2		1, CLFD		1		2, CLFD		2, CLFD	
MANG325	2	2, CLFD	2	2	2	2, CLFD	2	2	2	2, CLFD
MANG345		1			1					1
MANG350		1		1, CLFD		1		1, CLFD		1, CLFD
MANG355			1			1			1	
MANG360										
MANG307	1			1			1			1
MANG400		1		1, CLFD		1		1, CLFD		1, CLFD
MANG425	1	1, CLFD	1	1	1	1, CLFD	1	1	1, CLFD	1
MANG430		1		1		1		1		1
MANG475	2	2	1	3, CLFD	2	2	2	3, CLFD	2	3, CLFD
MANG480										
Clearfield										
MANG105	1		1		1		1		1	
MANG302	1				1				1	
MANG305		1				1				1
MANG315	1				1					
MANG317			1				1		1	
MANG320			1				1		1	
MANG325		1				1				1
MANG350				1				1		1
MANG400				1				1		1
MANG425		1				1				
MANG475				1				1		1

4. Orientation and New Faculty Mentoring (*Link to SP Goal 2*)

A comprehensive, two-day orientation is coordinated by the Provost’s Office and provided to all new faculty members prior to the beginning of their first semester. The President, all vice presidents, selected department chairs, and most director heads participate in this orientation to give a robust view of the University and its policies, procedures, and programs. In conjunction with this orientation, the department provides new faculty members with a more informal department orientation to learn administrative and academic fundamentals, policies, and procedures for their area of responsibility and to provide opportunities to meet with other members of the department. The department secretary and faculty mentor are key participants in this orientation process.

New faculty members are assigned an experienced faculty member (mentor) who will serve in the development of the academic career of a new faculty member (mentee) by offering guidance, support, and advice. The Chair determines the appropriate peer faculty member, matching as closely as possible, someone in a similar discipline.

5. Compensation (Link to SP Goal 2)

The Programs are committed to realizing its mission of delivering quality education and recognize that attracting quality faculty is key to achieving this objective. The Programs strive to make competitive offers of employment (through administration) regarding compensation within the confines of CBA Article 22 and Act 182. Under these guidelines, minimum faculty credentials determine possible rank at appointment including the ranks of Instructor, Assistant Professor, Associate Professor, or Full Professor depending on qualifications. Commensurate with credentials and experience, the Programs will advocate to the Dean and Provost for hiring above the minimum (if appropriate) in line with market conditions.

6. Professional Development (Link to SP Goal 1 and 2)

The Programs recognize the importance of encouraging and supporting employees in professional development activities that are related to their discipline. Professional development opportunities include, but are not limited to, professional conferences and meetings, sabbaticals, educational leave, reduced tuition or tuition waiver at PASSHE schools, course work and University-sponsored workshops, courses, and classes mostly offered through the Faculty Development Center (FDC)

The Faculty Professional Development Committee (FPDC) at LHU encourages professional development by awarding faculty members with grants for a variety of development opportunities, including travel to conferences to present research, development of new research programs, attendance at workshops, and other related programs. The FPDC assists LHU faculty in writing grant proposals from PASSHE.¹⁰ More information about the Faculty Professional Development Program is available on the web¹¹ and in the CBA, Article 44.

Within the Department, limited travel funds to conferences, workshops, etc., are provided from the operating budget. The Department allocates a smaller amount of travel funds to all faculty, but rotates attendance to larger conferences among the faculty depending on available funds. The faculty plans to engage the Foundation in seeking additional funds to support such activities as professional development. Additionally, the Dean provides the first \$300/faculty member for travel to a present at a conference.

The Provost sponsors a program to allow first-year, tenure-track faculty three hours of reassign time for acclimation and development of a plan for their scholarly activity. Other requests may include release time for contractual obligations of new hires to obtain a terminal degree. As stated in the strategic plan, the Programs set goals for 100% of tenured/tenure-track faculty to participate in at least one scholarly, professional development, business community interaction, and service activity each academic year.

7. Performance Review and Evaluation of Faculty (Link to SP Goal 1, 2 and 3)

To encourage continuing scholarly growth and professional development, all faculty are evaluated as per CBA Article 12 on such categories as teaching effectiveness, continuing scholarly growth, and service. Each tenure-track faculty member serves a five-year probationary period and is evaluated each year during this process until tenure (or non-

¹⁰ Faculty Professional Development Committee: https://community.lhup.edu/lhu_grants/
PASSHE BOG Policy 1985-06-A: Faculty Professional Development Program:
http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201985-06-A.pdf

renewal), and temporary faculty are also evaluated each year/semester depending on length of assignment. Each tenured faculty member receives evaluation once every five years. These evaluations are used in the renewal, tenure, and promotion decisions. On a voluntary basis, the Programs will encourage faculty to participate in peer observations and mentoring beyond acquiring tenure to continue professional development. Faculty both within and outside the Programs can provide such feedback.

8. Renewal and Non Renewal (Link to SP Goal 1, 2 and 3)

CBA Article 14 stipulates the process for renewal and non-renewal of a probationary faculty member. All probationary, non-tenured faculty members receive notice each year about the decision to renew their contract and must apply for tenure in the fifth year. Recommendations for renewal come from the department chairperson, department evaluation committee, and the Dean, but the President renders the final decision.

9. Tenure (Link to SP Goal 1, 2 and 3)

As outlined in CBA Article 15, tenure reviews normally take place during the spring semester of a candidate's fifth credited year regardless of the date of original appointment. Tenure is based on the evidence collected for each faculty member during the performance review and evaluation of faculty process outlined in #7 above. Specific information about the tenure process is discussed in detail in the CBA and on the APSCUF web site.¹² Again, recommendations for tenure come from the department chairperson, department evaluation committee, the Dean, and the University-wide Tenure Committee, but the President renders the final decision.

10. Promotion (Link to SP Goal 1, 2 and 3)

Promotion results from the recognition of excellence in a faculty member's overall performance. A recommendation that a candidate be promoted to a higher rank (e.g., Assistant to Associate, from Associate to Full Professor) is based upon the combined judgment of a departmental promotion committee, the departmental chair, the Dean, the Provost, the University-wide Promotion Committee (UPC) (a body of peers elected by the faculty), and ultimately, the President. As outlined in CBA Article 16, and the APSCUF web site,¹³ a faculty candidate for promotion must satisfy the minimum qualifications as described in Act 182. Meeting these qualifications is necessary for consideration, but is not sufficient to warrant a recommendation. The UPC recommends for promotion only those applicants who demonstrate excellence as measured by the Lock Haven University of PA Statement of Promotion Policies and Procedures.¹⁴

11. Grievance Procedure

Should a faculty member perceive a specific violation, misinterpretation or improper application of a CBA article, he/she may file a grievance with the APSCUF Grievance Committee, which is responsible for coordinating the formal grievance process for contract disputes, in accordance with CBA Article 5. The LHUP grievance procedure is discussed further in the CBA and on the APSCUF web site.¹⁵

¹² Information on the Tenure Process: <https://community.lhup.edu/apscuf/tenure/index.htm>

¹³ Promotion Committee web site: <https://community.lhup.edu/apscuf/promotion/index.htm>

¹⁴ Lock Haven University of PA Statement of Promotion Policies and Procedures: https://community.lhup.edu/apscuf/Committees/LHU_Promotion_Policy_10-19-05.pdf

¹⁵ Grievance Procedure: https://community.lhup.edu/apscuf/apscuf_committees/grievance.htm

12. Recognition (Link to SP Goal 2 and 3)

Motivating faculty and maintaining positive morale is an underlying factor for achieving and maintaining Program Goals 1 and 2. Currently, Program faculty are eligible for University-wide recognition awards for outstanding teaching, advising, mentoring, scholarship, and service which are given at Convocation when the University celebrates the beginning of the academic year. Recognition also takes place in the APSCUF newsletter, Kudos section; and the Collaboration and Teamwork (CAT) Award, which recognizes groups, programs, departments, or committees that demonstrate collaboration and teamwork in the advancement of the University's mission and goals.

As a way for the College to honor its own faculty who demonstrate extraordinary accomplishment in scholarship, teaching, service, or community activity, the Dean has established a display case to highlight these works and continually solicits news worthy faculty and student accomplishments, the stories for which can be published in University publications or distributed in press releases through various outlets.

13. Employee Handbook

Aside from specific information outlined in this HRP, the Programs follow all PASSHE BOG and University human resource policies as cited on page one. The Employee Handbook¹⁶ is distributed at orientation and covers many such areas as general work information, facilities, administrative services, and numerous human resource policies and procedures.

14. Strategic Planning Goals, Objectives, and Actions

Table 6 below summarizes the targets that are articulated throughout this document and show how they map to the strategic plan for 2019-20 including relevant goals, objectives, actions, outcome measures and targets. Actual progress made toward accomplishing these goals will be reported in the strategic plan progress report.

Updated 8/2020

¹⁶ Employee Handbook: https://community.lhup.edu/HR/policies_procedures/Employee%20Handbook%20rev%2004-26-13.pdf

**Table 6: Strategic Plan Goals, Objectives, and Actions related to Human Resource Plan
2019-20 Actions**

SP Goal	Objective	Short-term Actions	Outcomes and Target
Goal 1: Provide Quality Educational Experiences	Continually improve curricular offerings	Prepare proposal for track in the Healthcare Management	Developed curricular proposals
		Propose new courses or topics in advanced research techniques	Developed curricular proposal
		Examine low-enrolled courses such as MANG355 and place in moratorium	Developed curricular proposals
		Team teach or guest lecture in MANG105 to help build a rapport with new students	Developed curricular proposal
Goal 2: Recruit, Develop and Retain Quality Faculty	Provide adequate staffing levels	Revise staffing plan and five-year course rotation to address areas identified under Goal 1, Objective 1	Reviewed annually, plan updated, courses delivered with faculty within the standard per term load (12 hours/term)
		Submit annual position (line) request for economics, finance, marketing, and business law.	Received approval and hired 1.0 FTEF tenure-track and .375 temporary to staff course rotation of UG and Grad courses
	Promote scholarly growth, professional, and intellectual activities	Request funding above \$300/faculty for travel and professional development	Received funding to fill gap left from FPDF
		Benchmark with comparable institution and ACBSP about their system for scholarly activity	Reviewed and revised if necessary targets for scholarly activity.
		75% of tenured/tenure-track faculty to participate in at least one scholarly or professional development activity each academic year	100% participation (depending on resource availability)
		100% of tenured/tenure-track faculty complete a scholarly activity within the five-year time period of the strategic plan (e.g., publish a paper, present paper/workshop/poster, submit grant proposal, or consult within the field)	100% completion
		100% of tenured/tenure-track faculty participate in at least one or more activity each year that includes business and industry interaction	100% participation
Goal 3: Promote the Business Administration and Accounting Programs	Market the Programs and communicate with key stakeholders	Work with PR and Admissions to update materials, web site, and news items	Updated web and submitted at least 6 news items
	Serve the community	100% of faculty to participate in at least one university and department service activity each year (ADMIN:Service)	100% participation in departmental service; faculty serve on 10 (in aggregate) University/College-wide Committees

