

The University of Oklahoma College of Education
Educational Administration, Curriculum and Supervision
EACS 6273: Personnel Administration, Fall, 2007
OU-Tulsa – Room 2E29

Instructor:

Marvin H. Jeter, III, Ph.D.
Director of Staff Development & Leadership Training
Tulsa Public Schools
jeterma@tulsaschools.org
918-925-1100 (W) 601-953-3114 (C)

Co-teacher:

Kirt Hartzler, Ed.D.
Assistant Superintendent for Teaching & Learning
Union Public Schools
Hartzler.kirt@unionps.org
918-357-6009

College of Education Mission:

The mission of the college of education is to promote inquiry that fosters democratic life and is fundamental to productive activity in the interrelated areas of teaching, research and service in a multicultural society.

EACS Mission:

The “Personnel Administration” course is aligned with the Educational Administration, Curriculum and Supervision (EACS) area beliefs that PK-12 schools are complex organizations that need leaders who understand: 1) the theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the EACS knowledge bases; 3) the integration of theory, research, and practice as a means of grounding new best practices.

The EACS curriculum is under-girded by a dynamic knowledge base that reflects current and recommended practices as examined through basic and applied research. The EACS graduate should be able to transfer theory and research into practice and to analyze practice through theory and research. To this end, theory, research, and practice are viewed as reciprocal and equal in developing and refining program area offerings. The curriculum is vertically and horizontally articulated, allowing students the opportunity to study both the broader area of leadership and an area of emphasis as they become proficient in understanding, applying, and conducting research - both formally, as scholar leaders, and informally, as informed practitioners through action research. The curriculum provides the conceptual and philosophical bases of continuing education as students develop specified competencies.

The EACS faculty recognizes the unique learning needs of our adult students. Accordingly, the faculty encourages learning through the utilization of a variety of instructional approaches (e.g., lecture, discussion, large and small group work, computer and non-computer simulation, site visitations, and interactions with practitioners in order to properly engage students in learning. Further, the faculty of EACS recognizes that as an outgrowth of its conceptual framework there are knowledge bases accepted by learned societies such as ELCC, NPBEA, and UCEA.

Within these accepted but evolving knowledge bases there are competencies and skills that may also be applied in regulated field experiences such as internships and practica. The competencies and skills evolve (broadly) around the following:

- 1) societal and cultural influences on schooling
- 2) teaching and learning processes that are responsive to individual differences among students, teachers, administrators, and families
- 3) theories of organizations and organizational change
- 4) policy analysis and studies (e.g., legal and economic
- 5) leadership and professional development
- 6) moral and ethical dimensions of schooling in a pluralistic society
- 7) instructional and administrative technologies available to support effective school leadership and decision-making.

Religious Holidays

“It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.”

Students with Special Needs

“ Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

The goals of this course are directly served by the required text:

Young, I.P. (2008). *The Human Resource Function in Educational Administration (9th Edition)*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0-13-243541-3

- Taking strategic planning from an academic exercise to an operational perspective at the local school district level
 - Describing the components comprising an integrated information system that focuses on operational needs of a public school district
 - Using a linear enrollment projection system based on succession for projecting student enrollments necessary for informed staffing of a public school district
 - Illustrating a nonlinear enrollment projection technique capable of combining objective and subjective factors affecting the informed staffing of a public school district
 - Analyzing staffing trends for a public school district both across time and among work units
- Identifying policy decisions relative to staffing allocations required by strategic planning at the local school district level
- Integrating enrollment projections and staffing needs within the strategic planning process
 - Developing staffing charts for administering and auditing the staffing process at the local school district level
 - Differentiating between proactive (affirmative action) and facially natural (equal employment opportunity) policy statements for recruitment and selection
- Focusing on recruitment and selection both from an individual and an organizational perspective
 - Offering actual examples of validation techniques for selection processes that meet federal standards and enhance the efficiency of the selection process at the local school district level
 - Outlining the steps involved with designing, developing, and implementing an effective orientation process for newly assigned and newly employed personnel
 - Presenting a decision matrix to be used in constructing and applying the performance appraisal process
 - Detailing auditing criteria for assessing compensation structures and incorporating these criteria into new compensation structures that are internally consistent and externally competitive
 - Deconstructing entitlements and privileges within the employment continuity process
- Approaching development as a process and focusing on design and on evaluation issues as an integral part of development
- Expanding the scope of the collective bargaining process to include procedural and substantive process concerns for recognition, negotiation, dispute resolution, and grievance procedures
- Gaining a comprehensive understanding of the impact of leadership behaviors in personnel matters and the influence these behaviors on employee organizations

Course Description:

The Personnel Administration course is designed as an introduction to human resource administration in public education. The course places a major emphasis on relationship-building and leadership necessary for success in the area. Class experiences focus on the process, procedures and techniques necessary to implement the human resource function. This includes strategic planning, recruitment, selection, induction, development, appraisal, employment justice, continuity, compensation, and bargaining.

As persons interested in the practice of educational administration, your future success will depend in large part on your skill in dealing with the human element. This course is founded on the assumption that every person in an administrative leadership position is a human resources administrator. Although many school systems have a central personnel unit, the personnel function is one that is shared among personnel in the central unit, other central offices, and the local schools.

Assignments:

Reflections Journal (120 points)

Case Studies (11 entries @ 6 points each:

2pts-solution; 2pts ethical considerations; 2pts-ELCC alignment-
<http://www.uncp.edu/soe/teach/standards/msa.htm>.)

New perspectives (11 entries @ 4 points each)

Perspectives on effective personnel administration and the alignment to LEADING Model (10pts: 1pt per lens + 2 overall)

Annotated Bibliography – (100 points)

Collect 10 Journal Articles, preferably from the last 5 years, related to some topic of personal interest in the area education with implications for personnel administration. These journals will be used as each student constructs a Review of the Literature to support the final project.

(10 articles @ 10 points each: 3pts-summary; 2pts-research alignment; 2pts-ELCC alignment; 3pts-implications for practice)

At least one article should relate to each of the following issues:

*Ethics & Personnel Administration**

*Strategic Planning and Staffing, Projections & Allocations**

*Recruitment & Retention of Highly Qualified Personnel**

*Personnel Evaluation**

*Salary, Steps, & Merit Pay***

*Retirement Plans & Benefits***

*Professional Development***

*Professional Associations, Bargaining Rights & Master Contracts***

Class Participation Activities – (80 points)

Regular attendance/participation (40points)

Case Study discussion

Class presentations-Weekend One* (20 points)

Critique of article related to one of the topics of discussion

Class presentations-Weekend Two** (20 points)

Critique of article related to one of the topics of discussion

Paper of Personnel Administration – APA Style (100 points)

Paper should cover personnel issues related to an area of education that has personal significance for the student's emphasis of study/research.

Grading Scale:

360-400 points	A
320-359 points	B
280-319 points	C
0-293 points	F

Pre-Work: Read Young, I.P. (2008). *The Human Resource Function in Educational Administration* (9th Edition). Ch 1-7.

Weekend One

It should be noted that the times are estimates for pacing; however, the times may flex to maintain content while including the testimonials of experts in the field.

Friday, October 26, 2007

5:00 P.M. Jeter & Hartzler

Review of Syllabus and Course Expectations

Critiques of Articles & Discussion

Ethics & Personnel Administration

Covey, S.R. (1991). *Principle-Centered Leadership*. New York, NY: Freedom Press.

*****Break*****

6:45 P.M. Jeter

Chapter 1 The Human Resource Function

Case Study 1: Assume that you are responsible for developing a human resource plan in your school district and that your school district lacks a clearly defined mission statement. From a strategic planning perspective, how would you go about refining the mission statement? What organizational goals would be important and how would you prioritize these goals? What human resources would need to be refined and would be needed to meet district needs? (Young, p. 29)

8:15 P.M. Hartzler

Chapter 2 Information Systems and Enrollment Projections

Case Study 2: In the past little attention has been given to long-range planning. However, because your school district hired a new superintendent, things have begun to change. As part of the job as a human resource director, you have been assigned the responsibility for projecting student enrollments. After reviewing the literature, you find two different systems: (1) survival ratio technique and (2) Bayesian estimation method. Which of the techniques would you recommend for your district? What is the rationale for your recommendation? How would school board members and principals in your district react to your recommendation? What steps would you take, and what data would be required? (Young, p.58)

Reflections Journal:

New perspectives regarding Case Study 1

New perspectives regarding Case Study 2

Saturday, October 27, 2007

9:00 A.M. Hartzler

Chapter 3 Strategic Planning and Staffing

Case Study 3: Using your school building as the unit of analysis, develop a current staffing analysis for the positions comprising the workforce within your building. What levels of certificated personnel and what level of classified personnel would you include? What would be of concern for differentiating between a full-time equivalent and a head count for employees and for students? What issues are the Board of Education and the administrators likely to have about this type of plan? (Young, p. 85)

*****Break*****

10:30A.M. Critiques of Articles & Discussion

Strategic Planning and Staffing, Projections & Allocations

*****Lunch*****

1:30 P.M. Jeter

Chapter 4 Recruitment

Case Study 4: Assume that you are the new director for human resources in the Sturgis Public School District. This district contains 10,000 students and has a teacher bargaining group. Within the last few years, the district has had an extreme shortage of certain types of teacher candidates. More specifically, the areas are math, science, and special education and within these areas, various applicants have a protected class status.

The school board wants to offer a signing bonus that varies both by areas of specialty as well as by a candidate's protected class. On the other hand, the Union strongly disagrees and suggests that all teachers need more money, not just a select few. The Union goes even further and indicates that an unfair labor practice will be filed if the board institutes such a practice.

As the new HR director, how would you go about resolving this dispute? What sort of data would you collect? Are there policy issues as well as labor contract concerns? Could this process be justified for other groups within the school district not covered by a labor contract? (Young, p. 126)

*****Break*****

3:00 P.M. Critiques of Articles & Discussion

Recruitment & Retention of Highly Qualified Personnel

Sutton, R.I. (2007). *The No Asshole Rule*. New York, NY: Warner Business Books.
ISBN10: 0-446-52656-8 ISBN-13: 978-0-446-5256-2

*****Break*****

4:30 P.M. Hartzler

Chapter 5 Selection

Case Study 5: As the human resource director of a public school district, you have received a call from a disgruntled applicant claiming discrimination on the basis of sex. According to this person (a female), her qualifications were just as good as the male who received the job at an elementary school. You contact the principal, and the principal indicates that because both candidates were equally qualified and because the school had no male elementary school teachers, a decision was made to select the male candidate. How would you go about addressing this dispute? What issues and what legal considerations would guide your resolution? (Young, p.169)

*****Break*****

6:00 P.M. Jeter

Chapter 6 Orientation

Case Study 6: Using the model in Figure 6.2 (p.179), describe how each phase is addressed in your school district. What are the advantages and disadvantages associated with each phase in your school district? How would you propose to improve on your current model? (Young, p. 202)

Reflections Journal:

- New perspectives regarding Case Study 3
- New perspectives regarding Case Study 4
- New perspectives regarding Case Study 5
- New perspectives regarding Case Study 6

Sunday, October 28, 2007

1:00 P.M.

Guest Speaker
J. Douglas Mann, attorney
Employee Termination

4:00 P.M. *****Break*****

4:15 P.M. Jeter

Chapter 7 Performance Appraisal

Case Study 7: An employee has received notice of discharge based on inadequate job performance. This employee has challenged the notice both from a substantive and a procedural perspective. Within this challenge, a claim is made that the performance appraisal process fails to actually measure job performance (substantive) and that this information about inadequate job performance was unknown to this individual prior to receiving the notice. How would you approach this problem? What types of information would you seek? On what grounds would you establish a defense from the school district's perspective? (Young, p.239)

*****Break*****

5:30 P.M. Critiques of Articles & Discussion

Personnel Evaluation

Danielson, C. (). *Pathwise: A Model of Effective Teacher Behaviors and Effective Educational Leadership*

Pathwise/Evaluation Alignment
SERVE

Reflections Journal:

New perspectives regarding Case Study 7

Homework: Read Young, I.P. (2008). *The Human Resource Function in Educational Administration (9th Edition)*. Ch 8-11.

Weekend Two

Friday, November 16, 2007

5:00 P.M. Hartzler

Chapter 8 Compensation

Case Study 8: As a newly appointed human resource administrator, you have inherited an administrative compensation system that has been problematic both to the board of education and to school administrators. What steps would you take to rectify this situation? Would you conduct an audit and what criteria would you use for assessing past practices? How would you go about realigning the current positions? Once aligned, what are the concerns with designating a relevant labor market? How would you sell your recommendations to the school board and to the school administrators? (Young, p.285)

*****Break*****

6:45 P.M. Critiques of Articles & Discussion

Salary Schedules, Steps, & Merit Pay

8:15 P.M. Jeter

Goodlad, J.I. (2003). *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin Press.

Reflections Journal:

New perspectives regarding Case Study 8

Saturday, November 17, 2007

9:00 A.M. Hartzler

Chapter 9 Employment Continuity

Case Study 9: Assume that you are a Human Resources Administrator for a public school district. When providing an orientation for a new employee, David Wag, the topic of retirement plan choice is discussed. Because David has a choice of choosing either a defined benefit or a defined contribution plan with a window of opportunity, he relies on your advice.

Within the conversation, David indicates that his fiancé will soon be completing her degree in education from a different state. Although the marriage seems eminent, it is unclear where they will reside after being married. Which plan would you advise, given the uncertainty? What are your concerns about contribution? What type of information would you provide him in making the decision before this window closes? Would your advice be different if the sex roles were reversed? (Young, p.318)

*****Break*****

10:30A.M. Critiques of Articles & Discussion

Retirement Plans & Benefits

*****Lunch*****

1:30 P.M. Jeter

Chapter 10 Development

Case Study 10: Your school district uses the one-shot case study approach to evaluate development activities. More specifically, participants of development activities “show up” and participate. At the conclusion of their participation, they are administered an evaluation questionnaire to capture their reaction according to policy. What are the problems with this approach and what are some of the viable explanations for the outcomes obtained with this approach? How would you address these problems within the political context of your school district? What types of opposition would you likely incur and from whom? Design a plan of action. (Young, p.351)

*****Break*****

3:00 P.M. Critiques of Articles & Discussion

Professional Development

National Staff Development Council

*****Break*****

4:30 P.M. Jeter

Lencioni. (2002). *Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass.

Reflections Journal:

New perspectives regarding Case Study 9

New perspectives regarding Case Study 10

Sunday, November 18, 2007

1:00 P.M. Jeter

Chapter 11 Unionism and Collective Bargaining

Case Study 11: Assume that you are a newly employed human resource director in your school district and that you are appointed as the chief negotiator (see Model C, Figure 11.9) of the bargaining team. One of your first tasks is to negotiate an appropriate bargaining unit for teachers. What employees would you include and what employees would you exclude (i.e., regular teachers, substitute teachers, part-time teachers, temporary teachers, adult basic education teachers, attendance teachers, guidance counselors, and school psychologists, to mention a few)? How would you support your proposal for an appropriate bargaining unit? (Young, p. 393)

*****Break*****

2:30 P.M. Critiques of Articles & Discussion

Professional Associations, Bargaining Rights & Master Contracts

Paige, R. (2006). *The War Against Hope*. Nashville, TN: Thomas Nelson, Inc.

*****Break*****

4:00 P.M. Leadership Implications for Effective Personnel Interaction

Harris, S. (2004). *Bravo Principal! Building Relationships with Actions that Value Others*. Larchmont, NY: Eye on Education.

*****Break*****

5:30 P.M. Know Thyself

Arbinger. (2002). *Leadership and Self-Deception – Getting Out of the Box*. San Francisco, CA: The Arbinger Institute, Inc.

Reflections Journal:

New perspectives regarding Case Study 11
Perspectives on dealing effectively with personnel including considerations relative to professional associations

Homework:

Paper on Personnel Administration – APA Style

Reflective Journals, Annotated Bibliographies, & Papers should be submitted to jeterma@tulsaschools.org by 5:00P.M., Friday, November 30, 2007.