

Argosy University

COURSE SYLLABUS

E7637

Managing Human and Fiscal Resources in Higher Education

Faculty Information

Faculty Name: Afriye Quamina, Ed.D.

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Short Faculty Bio: Dr. Quamina has served as a personnel consultant to local hospitals through the Alameda/Contra Costa Health Systems Agency, and provided additional personnel support to primary health care centers and program. Provided HR support to small business start up agencies, and insurance companies. In addition, directed several multicultural education programs for various age groups and provided management and instructional training for educational programs focused on the academic development of Brown and Black males. Dr. Quamina received a doctorate degree in the field of International Multicultural Education, with a specialized focus on educational anthropology and participatory research.

Course description:

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in educational organizations. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation, and relevant employment laws.

Course Pre-requisites: Students enrolling for this course should have a working knowledge of the U.S. education system and other organizations that utilize human and fiscal resource management. Students are expected to demonstrate effectiveness in analysis and synthesis of information, concepts, and principles. They are also expected to demonstrate effectiveness in professional writing skills.

Required Textbook: *Ivancevich, J.M. (2010). Human Resource Management. 11th ed. McGraw-Hill/Irwin. ISBN: 9780073381462*

Other Reference:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. 5th ed. Washington, D.C.: Author. ISBN: 1557987912

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1.0 Research and Theory - Educational Leaders make decisions based on research and supported theory.

2.0 Communication and Informational Literacy - Educational Leaders effectively communicate a vision of educational excellence to the learning community.

3.0 Critical Thinking/Problem Solving - Educational Leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions.

4.0 Collaboration - Educational Leaders promote democratic values and social justice by respecting the ideas and gifts of those with whose care they are charged.

5.0 Educational Leadership - Educational Leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices and focuses on student achievement as the ultimate goal of the learning community.

6.0 Ethics/Principles - Educational Leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior.

7.0 Diversity - Educational Leaders appreciate the value of every individual and are committed to their success.

8.0 Human Growth and Development - Educational Leaders consider the personal and professional continuum of development of their various constituencies and use this knowledge in all phases of their work from curriculum planning to staff development.

Course Competencies:

Upon successful completion of this course, the student should be able to:

- **Demonstrate knowledge of the theoretical and operational domains of human and fiscal resource management.**
- **Demonstrate knowledge of the functional objectives and strategic futures of human and fiscal resource management.**
- **Identify, analyze and evaluate the components of effective staffing, including job descriptions, recruitment, and orientation activities.**
- **Identify, analyze, and evaluate the components of staff development, including professional development programs, salary plans, and performance appraisal.**
- **Demonstrate understanding of the fiscal opportunities and constraints facing educational institutions.**
- **Demonstrate understanding of the basic communication skills required for effective human resource management.**
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Assignment Table

	Topics	Readings	Assignments
1	<ul style="list-style-type: none"> ▪ Course Overview ▪ The Role of Educational Leaders in Human Resource Management ▪ Human Resource Management in a Dynamic Environment ▪ Fundamentals of Human Resource Management 	Human Resource Management (11 th Edition) Ivancevick, J.M., McGraw-Hill, 2010 Chapter 1: Human Resource Management Chapter 2: Strategic Management Approach to Human Resource Management	1. Write a 100 word biography introducing yourself to the class. This should include your name, profession, expectations from the course, familiarity with online courses, and your career goals. Also, list any five HR issues of interest to you.
2	<ul style="list-style-type: none"> • Overview • Due Process • Balancing Organizational and Individual Interests • An Ethical Framework for Human Resource Management • Guarding Against Discriminatory Practice 	Read: Online lectures for Module 2 Chapter 3: Equal Opportunity: Legal Aspects of Human Resource Management	2. Complete the Reading 3. Chapter 1 Discussion questions. *Affirmative Action is an issue that typically elicits strong reactions , both pro and con. What are some of the arguments 4. Visit a website that provides human resource information for a public university, a for-profit university, and a public K-12 school. Review and summarize the human resources information provided. Summarize the following: a. What types of information are available on each Web site? b. How easy is each site to navigate? c. How comprehensive is the information provided on each site? d. How useful is each site and the information it provides for prospective employees? e. How useful is it for current employees?
3	<ul style="list-style-type: none"> ▪ Overview ▪ Linking Organizational Strategy to Employment Planning ▪ Employment Goals ▪ Recruiting in Educational 	Module 3 Chapter 5: Human Resource Planning and Environment Chapter 6: Job Analysis and Design	1. With so many “baby boomer” employees reaching retirement age, educational institutions are having to or likely will face a shortage of highly qualified employees. What should educational institutions do now to prepare for this anticipated shortage? Why ?

	<p>Environments</p> <ul style="list-style-type: none"> ▪ The Selection Process – The Interview 	<p>Chapter 7: Recruitment Chapter 8: Selection</p>	<ol style="list-style-type: none"> 2. Which method(s) do you believe are most effective/efficient for collecting information for job analyses ? Why ? Should the method of data collection be the same for K-12 and higher education institutions ? Why or why not ? 3. What types of employment tests are appropriate and inappropriate for hiring faculty and staff in educational institutions ? Why? Does the type of educational institution affect the appropriateness of a given type of employment test ?
4	<ul style="list-style-type: none"> ▪ Overview ▪ Socializing New Employees in Educational Institutions ▪ Employee Development 	<p>Module 4 Chapter 13: Training and Development Chapter: 14: Career Planning and Development</p>	<p>5. Field experience Analyze a Human Relations Department Locate an educational organization/institution relevant to your interest (e.g., private or public college or university; a private or public elementary or secondary school) that will allow you to analyze its Human Relations department. (Minimum 1 hour in the field.) Go prepared with a questionnaire for the interview. When submitting this Module’s deliverable, provide the questionnaire within the document. Interview the head of the Human Relations Department at your organization regarding the role and challenges faced by him/her in an educational institution. Submit a transcript. You have been selected to develop a new employee-training. What procedures/methods would you follow to determine the specific needs and skills that should be addressed ? *Interview the Director (or person in charge) Training and Development for any organization. Collect printed material describing the induction/orientation program as well as other training and development programs available to educators in the organization.</p>
5	<ul style="list-style-type: none"> • Overview • Performance Management Systems • Creating More Effective Performance Management Systems 	<p>Module 5 Chapter 9: Performance Evaluation and Management Chapter 16: Managing</p>	<ol style="list-style-type: none"> 1. How well would your colleagues be able to evaluate your performance ? How would you use peer input to improve your performance? How should this information be generated?

		Employee Discipline	<ol style="list-style-type: none"> 2. Most educational institutions use student evaluations to help measure faculty performance. Despite their ubiquity, many faculty argue that students are not qualified or objective enough to evaluate instructor performance. 3. Do you believe student evaluations are valuable additions to faculty performance evaluations, or do you believe they are worthless at best and dangerous at worst? State a position and defend it. 4. Create a portfolio that your supervisor could use to evaluate your performance in your current position. In that portfolio, identify and summarize any written performance evaluations and/or commendations that you have received in the past three years; 3 to 6 examples of your best job-related works or products, and any other material you believe would help your supervisor most effectively evaluate your performance.
6	<ul style="list-style-type: none"> ▪ Overview ▪ Employee Pay ▪ Employee Benefits ▪ Managing Employee Requests/Complaints 	<p>Module 6</p> <p>Chapter 10: Compensation: An Overview</p> <p>Chapter 11: Compensation: Methods and Policies</p> <p>Chapter 12: Employee Benefits and Services</p>	<ol style="list-style-type: none"> 1. Working on a team project is somewhat similar to working on a team in an organization. Assume your professor gave you the opportunity to develop a “team” reward (grading) procedure for a class project. Indicate what that evaluation/reward system would like and how you would implement it to maximize the benefits to a) your team, and b) your rewards. 2. How do merit pay and incentive pay differ? discuss each program in operation at your organization/institution or your project institution. How successful are they? If none are operating in either institution, describe those who you have read or heard about. 3. Assume you are the department chair. Several faculty members in your organization are at retirement age, but show no signs of retiring. Unfortunately, their

			performance has fallen, though not severely enough for disciplinary action, and they are highly paid. You would like for them to retire. Legally (according to AA/EEO guidelines), what options are available to you in terms of discussing the possibility of retirement with your faculty? Given the legal constraints, how would you proceed?
7	<ul style="list-style-type: none"> ▪ Overview ▪ The Fiscal Environment of Educational Institutions ▪ Responding to Changing Fiscal Environments ▪ The Role of the Educational Leader in Fiscal Management 	Module 7 Chapter 15: Labor Relations and Collective Bargaining	<ol style="list-style-type: none"> 1. According to many experts, state support for public and higher education is not keeping up with the fiscal needs of schools and colleges. What can leaders in educational institutions do to compensate for the shortfall? That is, what specific strategies can they use to create a new income stream and/or to minimize costs? 2. Due to budget shortfalls, you have been asked to downsize 10 percent of your staff. What criteria would you use to decide which staff would be laid off? Why? 3. Your department is the fortunate recipient of a \$10,000 grant that you may use to “improve teaching and learning.” You are charged with deciding how to use the money. What would you use the money for? Why?
	<ul style="list-style-type: none"> ▪ Overview ▪ Maintaining a Healthy Work Environment ▪ Work/Life Balance ▪ Course Summary 	Module 8 Chapter 17: Promoting Safety and Health	<ol style="list-style-type: none"> 1. Recently, an organization fired an employee who smoked, even though the employee only smoked in her own home. This occurrence reflects organizations’ attempts to reduce their healthcare costs by proscribing employee health behaviors. Do you believe that employers have the right to refuse to hire or to fire employees who engage in “unhealthy” behavior? 2. The department that you supervise is experiencing an unusually high employee turnover. In addition, morale is low. Employee complaints have increased

			<p>substantially. Answer the following questions: What specific practices and relationships would you examine at the outset to ameliorate the problems? What suggestions would you offer for solving the problems described?</p> <p>3. In a growing number of organizations, employers offer benefits programs to help employees balance work lives with their personal lives. Many of these programs, however, appear to be of most benefit for employees with marital partners and/or children (e.g., maternity leave, time off to volunteer in children's classrooms, health benefits for the entire family). Consequently, single and childless employees often complain that they are being "cheated" out of benefits because these programs are not relevant to their lives. Do you believe this is a legitimate complaint/concern? Why or why not? How would you respond to this complaint?</p>
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Key Course Assessment

Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Grading requirements

<i>Discussion Questions</i>	45%
<i>Project</i>	45%
<i>Field Experience</i>	10%
	100%

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.