EDST 8032: Human Resource Administration in Education

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Stringfield, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Phone: (513) 556-2110</td>
</tr>
<tr>
<td>School of Education</td>
<td></td>
</tr>
<tr>
<td>College of Education, Criminal Justice, and Human Services</td>
<td>Email: <a href="mailto:sam.stringfield@uc.edu">sam.stringfield@uc.edu</a></td>
</tr>
<tr>
<td>3312b CRC Student Residence Halls</td>
<td>(Virtual) Office Hours: Monday 2:00-6:00pm, and</td>
</tr>
<tr>
<td></td>
<td>By Appointment. I try to check email daily.</td>
</tr>
</tbody>
</table>

Course Description: Over 80% of schools’ and school districts’ funding goes to salaries and benefits. Henry Levin (1983, 2000) has long observed that as a first step in any cost-benefit analysis, one should determine where the largest share of the money goes, and then start there. People are at the core of everything in education. Selecting, developing and managing great people is a core task in educational administration. The purpose of this course is to introduce prospective principals to the range of overarching Human Resource (HR) issues educational leaders must address in the 21st century.

ELCC Standards and Assessment covered in EDST 8032:
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through...developing and supervising the instructional and leadership capacity of school staff...
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Course Organization: The course is designed to be delivered in either a blended or an on-line format. This syllabus assumes a blended format, but while the presentation style differs, the content is the same in the on-line version. In addition to readings and class discussions, the class required the selection and working with one district, school principal, and teachers.

Required Tests/Resources: The required texts will be:

APA (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C.: APA. (This is required for virtually every class in the sequence, so you will probably already have a copy. If not, buy it.)

Also: Student will review the formal, written personnel policies of their chosen school district.
Additional, optional readings:
This book builds directly from the Bridges volume, and is both a more “popularized” version and includes some updates and more “hands on” activities. The advantage of Bridges (1990) is that it contains the key concepts in a more “boiled down” document, and it can be downloaded free.

This is a popularized account of a five (eventually eleven) year study of 16 carefully matched and observed “outlier” schools. Over time, some became more effective, and others became less effective, and yet others remained highly “effective” or “ineffective” throughout. Formal and informal H.R. choices played major roles in setting each school’s trajectory.

ELCC ASSESSMENT: MANAGEMENT AND APPROPRIATION OF RESOURCES In order to successfully complete this course and the Educational Leadership principal preparation program you are required to complete all ELCC assessments satisfactorily. The ELCC Assessment will be identified and detailed within your Blackboard course assignments. The assessment rubric will also be included.

Technology Requirements
- Laptop or personal computer (on-campus labs are available to students without personal computing devices)
- Reliable internet access to the course website
- Microsoft Office (available from UC Bookstore)
- A valid, official UC email address linked to Blackboard and checked regularly

Time Commitment: The combination of readings, class (or web) time, and time to work with a school and/or school system’s H.R. office mean that this is a demanding course. Students should assume a requirement of 10-15 hours per week. The work of a principal is demanding, and students should begin preparing for that level of commitment.

Student Outcomes After the successful completion of this course, students will have both a greater appreciation for the importance of, and enhanced competence in dealing with issues related to Human Resources administration. Students will have developed specific knowledge and skills in addressing principals’ duties in H.R. administration.

Late Work Policy Don’t be late unless you absolutely can’t help it. If you know your work is going to be late, please email me in advance. Lacking a prior OK, grades for late work will be lowered.

Email Policy CECH policy requires that all faculty and students correspond exclusively through official University of Cincinnati email addresses. This includes all emails sent through Blackboard. Therefore, all students are required to link their official university address to the Blackboard system.

Academic Integrity The University Rules, including the Student Code of Conduct, and other documented policies of the department, college and university related to academic integrity will be enforced. You may view the University of Cincinnati Code of Conduct information online at the following site: [http://www.uc.edu/conduct/Code of Conduct.html](http://www.uc.edu/conduct/Code of Conduct.html). The Harvard Graduate School of Education provides an excellent on-line tutorial on how to paraphrase correctly and avoid plagiarism: [http://gseacademic.harvard.edu/~instruct/gutman_library/paraphrasing/intro/player.html](http://gseacademic.harvard.edu/~instruct/gutman_library/paraphrasing/intro/player.html). I recommend it very highly.
Plagiarism will not be tolerated and, according to the Student Code of Conduct, will result in one or more of the following consequences:

- Formal report of academic misconduct. (UC student disciplinary records are maintained for 6 years with access limited to those with an educational need to know and those who receive permission from the student law school admissions, government employers, etc.)
- Failing grade on the exercise.
- Reduced or failing grade for the course.
- Recommendation to the College Hearing Panel/Dean/Provost for probation, suspension, dismissal.

**Accommodations Policy** If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) that may influence your performance in this course you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations in order to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to the instructors AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided. Additional information about Blackboard accessibility is provided at: [http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

**Course Withdrawal** Please check the Office of the Registrar’s website for University policies regarding withdrawal procedures [http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html](http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html). In addition, if you are considering withdrawing from the course, please contact your academic advisor prior to withdrawing because if you are receiving financial aid there may be financial repercussions for withdrawing [http://financialaid.uc.edu/eligibility/recalculation.html](http://financialaid.uc.edu/eligibility/recalculation.html). Please also note that if you are failing the course when you decide to withdraw, the instructor reserves the right to issue a failing grade. For this reason, if you find yourself having difficulties in this class you should communicate with your instructor immediately in order to determine the best courses of action to improve your grade and/or withdraw from the class. Please note that only in very rare circumstances will an “Incomplete” be given. Only students who have been attending class regularly and submitting assignments as required will be considered for an “I” grade. Documentation regarding extenuating circumstances will be required before an “I” is granted.

**Questions** If you have questions about any aspect of this course, feel free to email me. I’ll respond, and if you wish, or if either of us think it would be best to discuss with the whole class, we will at the next class meeting.

**COURSE COMPONENTS**

All aspects of the course are chosen to develop and begin refining students’ knowledge of and skills dealing with Human Resources issues in schools. IF YOU ARE SEEKING PRINCIPAL – GRADES 4-9, ALL ASSIGNMENTS AND FIELD EXPERIENCES SHOULD TAKE PLACE IN A SETTING SERVING STUDENTS GRADES 4-9.

An outline of the course content follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25 (7:00 p.m.)</td>
<td>Course purposes, requirements. The Human Resources Function Strategic Human Resources Planning <em>Guest Presenters: HR Directors from an Urban and a Rural district</em></td>
<td>W&amp;N Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>September 8</td>
<td>Recruitment and Selection <em>Guest Dialoguers:</em></td>
<td>W&amp;N Ch. 3 &amp; 4</td>
</tr>
</tbody>
</table>
1. 1st year teachers on how and why they chose districts & schools
2. A principal from an affluent district & school
3. A principal from an inner-city district & school

**Week of September 15:** Required Activity: Meet with the H.R. director and the principal of the school at which you plan to do your internship work and interview each on their recruitment and selection procedures, and their metrics for judging success. **Submit a 2 page (max) memo concisely describing the two experienced professionals’ key perceptions of the roles of HR in your school and district.**

**September 22**  Placement and Induction  W&N Ch. 5

**In Class Activity:** Class will be divided into three teams. Each team will interview each of three UC Education Seniors (or graduate students in their final year) with the goals of (a) selecting a candidate and (b) convincing them to join your school/district.

After a debriefing/reflection with the students, the class will discuss steps required to achieve exemplary induction of new teachers, administrators, and staff.

**October 6**  Motivation and Staff Development  W&N Ch. 6

A district Professional Development director and a principal will discuss their strategies for selecting and implementing Professional Development (PD)

**October 13:** Each student will re-interview his/her mentoring principal to determine their choices for PD for the last, current, and next years. Why have they made the choices they made? What data informed their choices? Can you make suggestions for improving future PD? Would you do it the same or differently? Why? **Submit a 2 page (max) memo to the professor summarizing your findings.**

**October 20**  Performance Evaluation  W&N Ch. 7

**Discussion:** The value of performance evaluations Bridges (full monograph)

The importance of sustaining great teachers.

The principal’s key role in helping typical, competent teachers continue improving their craft.

The importance of humanely improving incompetent performance or moving the person out of our profession.

**November 3**  The Compensation Process  W&N Ch. 8

**In Class:** Future Principals (Students) bring their districts’ wage scales to class.

The whole class discusses the range of pay scales.

2nd discussion: Some districts start teachers in hard-to-fill areas (Math, Science, Special Education) at advanced “steps” in their districts’ pay scales.

Given supply and demand, is this a reasonable path forward?

**November 17**  Collective Bargaining  W&N Ch. 9

**Guest Speaker:** Local Teachers Union and Staff Union presidents discuss Collective bargaining in their contexts.

Two part class discussion:

(a) the value of collective bargaining, and

(b) what is worth fighting for (or against) in personnel policies / collective bargaining agreements

**December 1**  Legal Aspects of H.R. Administration  W&N Ch. 10

**Guest Speaker:** The chief lawyer for a local district discusses the issues that most commonly wind up on her plate, the most vexing, when to call in the district’s legal team, and reasonable steps to stay out of legal complications.
December 8  

Class discussion: The roles of Human Resource Administration in the continuous improvement of the macro system (America’s and Ohio’s students and schools), and the micro-context of my school.  

Written report on using HR to elevate the human capital of my school and district. (5 pages max.)

Grading Your grade will include five parts:

1. 10%: 9/15 Memo on district/principal HR perceptions and orientations.
2. 10%: 10/13 Memo Summarizing school-level P.D.
3. 25%: 12/8 Report on using HR to elevate human capital.
4. 30%: 360 degree peers assessment of the value of your contributions throughout the course.
5. 25%: Professors’ assessment of your contributions throughout the course.

An “A” will require exemplary work in at least 3 of the above 5 areas. Four or five will result in an “A+”

A “B” will require exemplary work in at least 2 of the above areas, and fully satisfactory work in the other areas.

A “C” will result from satisfactory assessments in all 5 areas, but no exemplary areas.

An “F” will be given if any of the 5 areas results in an unsatisfactory assessment.

I’ll look forward to working with each of you, and having the privilege of seeing your progress.

--Sam Stringfield, Ph.D.