EDU635 - Human Resource Management
in Educational Organizations
(3 credit hours)
Course Syllabus

Course Description

This course focuses on the organizational systems and activities that colleges and universities can use to create effective management of both faculty and staff employees. Topics included in this course include information systems and management of employee information, strategic planning for organizational needs and productivity, human resources processes, legal regulation and unionism and collective bargaining.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Describe the role and function of human resource management in higher education organizations.

2. Analyze and construct recruitment, selection, compensation, and development systems to promote diverse employees and inclusive workplaces.

3. Interpret legal regulations in employee management.

4. Review, examine, and create strategic planning processes to manage talent and development.

5. Evaluate the role of unions and employee collective bargaining.

Required Textbook(s) and Resources

This course requires no textbook. However, be sure to review the weekly **Explore the Content** sections for assigned library or web resources. For access to databases, research help, and writing tips, visit the Tiffin University Library. You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the Library Events - Upcoming Events web page. For further assistance email a librarian, at: library@tiffin.edu.

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Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **12-15 hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates.

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays.**

4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

Assessments for this course consist of weekly forums, written assignments, presentations, a Strategic Plan for Diversity and Inclusion, and a New Hire Orientation Packet.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forum Activity 1.1 (n/a) Activity 1.2 (40)	**Forum** Activity 2.1 (40)	**Forum** Activity 3.1 (40)	**Forum** Activity 4.1 (40)	**Forum** Activity 5.1 (40)	**Forum** Activity 6.1 (70)	**Forum** Activity 7.1 (40)	**310**
Assignments Activity 1.3 (70)	**Assignments** Activity 2.2 (70)	**Assignments** Activity 3.2 (70)	**Assignments** Activity 4.2 (70)	**Assignments** Activity 5.2 (130)	**Assignments** Activity 6.2 (150)	**Assignments** Activity 7.2 (130)	**690**
110	**110**	**110**	**110**	**170**	**220**	**170**	**1000**

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Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the Academic Bulletin for grade appeal information.

Course Schedule and Weekly Checklist

Due by 11:55 p.m. ET on day designated.

Week 1

- ☐ MON: Activity 1.1: I Want to Know - Initial Post
- ☐ WED: Activity 1.2: Role and Structure of HR in Higher Education - Initial Post
- ☐ SAT: Activity 1.2: Role and Structure of HR in Higher Education - Secondary Post
- ☐ SUN: Activity 1.3: Researching HRM at Various Institutions

Week 2

- ☐ WED: Activity 2.1: Employment Laws in Higher Education - Initial Post
- ☐ SAT: Activity 2.1: Employment Laws in Higher Education - Secondary Post
- ☐ SUN: Activity 2.2: Labor Relations

Week 3

- ☐ WED: Activity 3.1: Recruiting Diverse Candidates - Initial Post
- ☐ SAT: Activity 3.1: Recruiting Diverse Candidates - Secondary Post
- ☐ SUN: Activity 3.2: Job Analysis, Posting and Recruitment Strategies

Week 4

- ☐ WED: Activity 4.1: Total Rewards - Initial Post
- ☐ SAT: Activity 4.1: Total Rewards - Secondary Post
- ☐ SUN: Activity 4.2: Candidate Selection Criteria

Week 5

- ☐ WED: Activity 5.1: Employee Engagement - Initial Post
- ☐ SAT: Activity 5.1: Employee Engagement - Secondary Post

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☐ SUN: Activity 5.2: Strategic Plan for Diversity and Inclusion

Week 6
☐ WED: Activity 6.1: Onboarding and Peer Review - Initial Post
☐ SAT: Activity 6.1: Onboarding and Peer Review - Secondary Post
☐ SUN: Activity 6.2: New Hire Orientation Packet

Week 7
☐ WED: Activity 7.1: Social Media Policy - Initial Post
☐ THU: Activity 7.2: Employee Training Event
☐ SAT: Activity 7.1: Social Media Policy - Secondary Post

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

● Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

● Monitor your TU email account **daily** for important updates and announcements.

● Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g., APA format for citations).

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: Digital Literacy: Netiquette and Internet Safety.

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:

  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information

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regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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