



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5143-492: Human Resources for the Human Relations Professional

### Course Description:

**Human Resources for the Human Relations Professional** serves as an introductory survey of the discipline of Human Resources (HR) aka Human Resource Management (HRM). HR is a broad and at the same time narrow discipline centrally concerned with an organizations most important resources: humans! HRM deals with the *management*-not to be confused with supervision- of those **human resources**. Components of HR include but are not limited to; talent acquisition and development, total rewards (e.g., compensation, benefits, work-life integration, etc.) performance management, organizational development, employee relations, HR metrics and analysis, and strategic HR.

Among the questions this course aims to explore include what is the function of HR in organizations? How do the various functional components of HR fit and work together? What competencies does the valuable HR practitioner embody? And, finally, if not most importantly, this course aims to explore the question of what is the HR value proposition?

### Course Dates:

July 1 – August 31, 2018

Last day to enroll or drop without penalty: June 2, 2018

### Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at [aponline@ou.edu](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Eric Sourie, MHR, PHR, SHRM-CP

Mailing Address: Department of Human Relations  
Physical Sciences Building  
601 Elm Ave., Room 728  
Norman, OK 73019

Telephone Number: 405-325-7052

Email Address: [esourie@ou.edu](mailto:esourie@ou.edu)

Professor availability: The professor will be available via email to students and other methods by arrangement.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m.

on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Ulrich, D., & Brockbank, W. (2005). *The HR value proposition*. Boston, MA: Harvard Business School Press. ISBN 9781591397076.
2. Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2016). *Fundamentals of human resource management* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill. ISBN 9780077718367.

### **Not required, but strongly encouraged:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C.: American Psychological Association.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Additional Support for Learning:**

- The following resources and websites will be essential to your success. They will be referenced throughout the course. In addition, they will be invaluable reference and research resources.
  - Society for Human Resource Management (SHRM)- [www.shrm.org](http://www.shrm.org)
  - College and University Professional Association for Human Resources (CUPA-HR)- [www.cupahr.org](http://www.cupahr.org)
  - Association for Talent Development (ATD)- [www.atd.org](http://www.atd.org)
  - Equal Employment Opportunity Commission (EEOC)- [www.eeoc.gov](http://www.eeoc.gov)
  - Bureau of Labor Statistics- [www.bls.gov](http://www.bls.gov)
- The following are excellent writing resources. Visiting and familiarizing yourself with them is strongly recommended.
  - Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/>
  - OU Writing Center [www.ou.edu/writingcenter.html](http://www.ou.edu/writingcenter.html)
  - American Psychological Association (for APA format assistance) [www.apastyle.org](http://www.apastyle.org)
  - Chicago Manual of Style Online (for Chicago Style formatting) [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org)

### **Instructional Methods:**

A variety of learning activities and assessments will be utilized. Among the activities utilized include assigned readings, class discussions, reflection papers, case studies, videos, and multimedia presentations.

### **Learning Outcomes:**

The number of potential learning outcomes for this course is countless. Nevertheless, the following serve as primary learning outcomes:

1. Explain foundational Human Resource terminology, concepts, theories, and principles.
2. Discuss the role of the various functional areas within Human Resources.
3. Articulate in detailed and specific terms the value HR can offer organizations.
4. Identify emerging issues and trends in the Human Resource landscape.
5. Discuss HR's future; both opportunities for growth and challenges to its' existence.
6. Describe some of the competencies necessary for effective Human Resource professionals.
7. Discuss both orally and in writing HR issues, principles, and concepts using generally accepted HR terminology.

### **Expectations:**

Students are expected to be active participants in the course. This expectation is amplified due to the online course delivery. Student participation in course discussions is expected to be intentional and based

on critical reflection of the readings and the students own research. Students are expected to come to each discussion prepared; having read the assigned readings.

**OU Email:**

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

**Online Orientation:**

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: [casonline@ou.edu](mailto:casonline@ou.edu)

**Course Schedule:**

**Week 1 (July 1-8) Unit 1- The HR Value Proposition**

- Introductions
- Syllabus Review
- Q&A

**Topics:**

- The HR Value Proposition Defined
- Understanding the HR Business Context

**Assigned Readings:**

HR Value Proposition: Chapters 1-2

**Week 2 (July 9-15) Unit 1- The HR Value Proposition (cont.)**

**Topics:**

- Identifying and Understanding HR Stakeholders
- HR in Practice

**Assigned Readings:**

HR Value Proposition: Chapters 3-6

**Week 3 (July 16-22) Unit 1- The HR Value Proposition (cont.)**

**Topics:**

- The HR Organization
- HR Strategy Development

**Assigned Readings:**

- HR Value Proposition: Chapters 7-8
- Fundamentals of HRM: Chapter 16

**Week 4 (July 23-29) Unit 1- The HR Value Proposition (cont.)**

**Topics:**

HR and You: The HR Practitioner

### **Assigned Readings:**

- HR Value Proposition: Chapters 9-11
- SHRM Competency & Knowledge Model- **In Canvas**

### **Week 5 (July 30-Aug. 5) Unit 2- HR, The HR Environment, and The Law**

#### **Topics:**

- Functional HR Overview
- Employment Law
- Diversity, Equity, and Inclusion

#### **Assigned Readings:**

- Fundamentals of HRM: Chapters 1-3
- Intro to HR **Video- In Canvas**
- EEOC Readings and Statistics-**In Canvas**
- Workplace Discrimination Videos- **In Canvas**
- SHRM Workplace Forecast: The Top Workplace Trends According to HR Professionals- **In Canvas**

### **HR Value Proposition Paper Due August 5**

### **Week 6 (Aug. 6-12) Unit 3- Functional HR**

#### **Topic:**

- Talent Acquisition-Staffing the Organization
  - Job Analysis and Design
  - Recruitment, Selection, and Onboarding

#### **Assigned Readings:**

- Fundamentals of HRM: Chapters 4-6
- Bureau of Labor Statistics- **In Canvas**

### **Week 7 (Aug. 13-19) Unit 3- Functional HR (cont.)**

#### **Topics:**

- Talent Management-Developing the Human Capital
  - HR Development
  - Performance Management

#### **Assigned Readings:**

- Fundamentals of HRM: Chapters: 7-8 & 10
- Instructor PowerPoint Presentation- **In Canvas**
- TBA- **In Canvas**

### **Week 8 (Aug. 20-26) Unit 3- Functional HR (cont.)**

#### **Topics:**

- Total Rewards
  - Compensation
  - Benefits
  - Work-Life Integration
  - Recognition and Rewards

#### **Assigned Readings:**

- Fundamentals of HRM: Chapters 12-14

- The Simple Truth about the Gender Pay Gap 2015, American Association of University Women (AAUW). In Canvas or <http://www.aauw.org/resource/the-simple-truth-about-the-gender-pay-gap/>

## Group Projects Due August 19

### Week 9 (Aug. 27-31) Unit 3-Functional HR

#### Topics

Employee and Labor Relations

#### Assigned Readings:

Fundamentals of HRM: Chapters 9, 11 & 15

### Final Paper Due August 31

#### Assignments, Grading, and Due Dates:

#### Assigned Readings:

Your understanding of Human Resources, success in this course, and development as a valued HR practitioner (for those of you traveling that path) depends heavily on **your commitment** to exposing yourself to literature that will challenge your thought and inform your practice. This course is **but one step** in that direction. Thus, your commitment to engaging the assigned course readings are critical and expected.

Human Resources is an ever-changing practice. To this effect, as relevant articles and other short readings become available I may add one or two to your weekly readings.

#### Weekly Discussion Forums:

This course is centered on the critical analysis and exchange of concepts, ideas, and theories. As such, your participation in the weekly discussion forums is paramount (This is amplified with the online delivery of the course). The discussion forums will be based on the assigned readings and any other assigned learning activities for that week.

During the discussions, **you are expected to respond to at least one of the discussion questions (I will supply these) and then comment/reply to at least two other posts by your classmates.** Both your original response and replies must be complete thoughts. For example, yes and no replies will not be counted as your comments. Original posts should be centered in your analysis of the readings, videos, etc.

Discussions will occur each week unless otherwise noted. Discussions will be released in Canvas **each Monday** (with the exception of week 1) **at midnight, 12:00 am** and remain open **until Sunday night at 11:59 PM.** Missing a discussion results in a forfeiture of points. **(5 points each)**

#### HR Value Proposition Critical Response Paper:

Perhaps no greater challenge faces HR professionals and departments than delivering value. Indeed, as budgets continue to tighten and organizations look to operate leaner, HR must be clear in articulating and demonstrating value to organizational stakeholders. Thus, it is crucial that we understand the value HR *can* bring to organizations. In light of these realities, each student shall submit a critical response to the *HR Value Proposition* text.

Your critical response will consist of your analysis **and** assessment of the major claims/arguments and/or themes-and how the authors go about supporting these themes-put forth by the authors of *HR Value Proposition*.

Stay mindful that this is **not** a book report or summary. The goal is to engage the text critically. Critical response papers **should be 4-5 pages (not including the cover page), written in APA style format, 6th edition. (25 points) Due August 5, 2018 in Canvas.**

## Group Project:

Students will work together on a group project. The goal of the project is to analyze an HR issue, collaborate with group members on a solution; and develop a clear, thorough, and organized proposal. Each group will **present** their findings. Students are strongly encouraged to meet periodically throughout the semester. Group discussion forums will be made available in Canvas. Final projects will be deposited in Canvas.

Group projects should include a written and presentation component. You are free to construct your proposal as you best see fit. However, prepare as if you will be presenting to actual boards of directors, organizational leadership, HR leadership, steering committees, etc. Common examples of written components include a formal written report, executive summary, etc. Common presentation examples include **Keynote, PowerPoint, and Prezi**.

Group Projects will be graded on:

- **Content-** Did your proposal adequately treat the subject(s)? Were you thorough in your treatment of the problem or did you just regurgitate HR language? Did you think critically about the problem and put forth thoughtful solutions? **(5pts.)**
- **Clarity:** Is your proposal's direction clear? Are the components grammatically sound? **(5pts.)**
- **Organization and Cohesion-** Was the content organized? Did the written and presentation components flow? Did the parts represent the sum? **(5pts.)**
- **Presentation Delivery-** How was the proposal delivered? Were audio-visual (Keynote, PowerPoint, Prezi, etc.) aids utilized? Does the proposal allow for audience following? **(5pts.)**
- **Collaboration-** Were all group members a part of the development and delivery of the presentation? Were group members on the same page? **(5pts.)**
  - **Group Assessment:** Each group member will assess their co-collaborators.

Topics will be published in Canvas the first week of class. Students will select groups in week 2. **Projects are due in Canvas on August 19, 2018. 25 points**

## Research Paper:

Each student shall submit a final research paper. The paper should critically examine an issue or topic related to Human Resources. You have freedom regarding your topic. Topics may be broad or specific. For example, one could write about the broad topic of Learning and Development. Conversely, one could choose to be more specific in regard to Learning and Development and write about the implications of generational differences on organizational Learning and Development efforts. Both are valiant topics. However, one is more specific than the other (and may be easier to write about and produce a **stronger** paper).

Moreover, as it relates to your topical focus, your topic does not have to be centered on an HR functional area (e.g., compensation, benefits, learning and development, etc.). Indeed, topics need only be HR related. There are a number of directions you could go outside of the HR functional areas. For example, **employee engagement, onboarding, employment law, HR and Technology, ACA and its implications for HR**, etc. are all fair game. Furthermore, you could argue for or against a law, idea, theory, or practice. You could write about trends, emerging issues, or changes you see coming. You have freedom stylistically as well. Your paper can take the form of any number of styles (e.g., argumentative, theory or conceptual pushing, theory or conceptual formation, literature review, etc.).

Again, there are different approaches to the assignment; no cookie cutter strategy.

**It is important to note, this is not a book report or summary!** Rather, the idea is that you identify some area of interest, formulate a research problem or question, conduct research on that idea, and then think critically and reflectively about it. Then, finally, transfer your thoughts to paper in a clear, cohesive, organized, and informed manner. Engage the idea!

**Questions and/or ideas to consider when writing your research paper include (This list is not exhaustive. Nor, are the questions and/or ideas meant to serve as section titles for your paper.**

**Rather, these are simply questions that may help you in thinking about and formulating your research. Some, all or none may be relevant to your desired approach.):**

- Why is this issue/topic relevant?
- How did this issue/topic become relevant?
- What is the current landscape surrounding this issue?
  - What are the current trends regarding this issue?
  - Are there differing schools of thought regarding this issue? If so, what are they?
- How might this issue evolve in the future?
- How might this issue be improved upon?
- Initial impressions of readings and discussions;
- Changes (if any) in student thought as a result of readings and discussions;
- Areas of deep disagreement or agreement with an issue or aspect of an issue;
- Suggested new perspectives on an issue;
- Implications for practice.

The Research paper **should be 10-12 pages (not including cover and reference pages) in length, written in APA format, 6th edition. (60 points) Due in Canvas August 31, 2018**

**Written assignments- both the HR value proposition (5pts. each) and final research paper (10 pts. each)- will be graded on the following:**

1. **Clarity:** Are your ideas and points clear? Is it hard to decipher what you are saying and/or where you are trying to take the reader? Is your position clearly stated (think thesis/main idea and its development)? Does your paper include substance? Or, is it centered in fluff?
2. **Organization and Cohesion:** Is there a clear thesis statement with subsequent supporting paragraphs? Do the supporting paragraphs have topic sentences? Are the necessary components of a research paper included (e.g., introduction, rationale, findings, implications, conclusion, etc.)? Do the components flow together? Do the parts represent the sum?
3. **Evidence Based:** Are your claims and positions informed and/or supported with research? How do you go about supporting your claims? Have you cited your sources? Are your sources **solid**?
  - a. This is a scholarly research paper. As such, your sources should be overwhelmingly of the book or peer reviewed/refereed scholarly journal nature. It should not be built on websites. While websites can be most informative, their inclusion should be complimentary. Your paper should have a minimum of 7 sources (**Research Paper only**). Papers with an over reliance on websites will be docked points.
4. **Originality:** Is your paper original research? It is not expected that you will be writing about something that no one else has written about. So, take that pressure off yourself! However, you **should be adding something original to the conversation**. Are you asking a new question about the topic? Or, are you nuancing some already existing point or question in the conversation? Are the thoughts and ideas included in the paper your own? While your paper is to be informed by research, you are to offer your own analysis. It should not be a regurgitation of the literature you consulted. (**Research Paper only-originality will not be scored for Critical Response Paper**)
5. **Adherence to Instructions:** Does your paper follow the stated format style (e.g., APA, etc.)? Does it meet the word/page count, etc.?
6. **Grammar:** Is your paper grammatically sound? That is, is your paper overrun by grammatical errors? This is not about being 100% free of grammatical errors (there are differing schools of thought on certain grammatical components so someone can always find a grammatical error). I am not interested in trying to be a pompous grammar snob. Thus, a missed period here or there is not of major concern (this is not a license for carelessness, however). However, once grammar starts taking over the paper, there is a problem. Run-on sentences, sentence fragments, misspelled words, missed periods and commas, etc.... should not be happening consistently.

### **Grading:**

This is a letter-graded course: A, B, C, D, or F. The course will be graded as outlined below:

A=90%-100%  
B=80%-89%  
C=70%-79%  
D=60%-69%  
F=59% and lower

Grades are based on the total points earned throughout the course.

Assignment	Points
Discussion Forums	45
HR Value Proposition Paper	25
HR Research Paper	60
Group Project	25
<b>Total Points</b>	<b>155</b>

### **Policy on late assignments**

All work is due on the due date. Late assignments (those without prior approval from the instructor) are subject to be penalized one letter grade per class period (week).

### **Incomplete Policy**

Life happens. This much I am sure. As such, circumstances may arise where at the conclusion of the semester you may not have fulfilled the course requirements. In such circumstances, an Incomplete may be an appropriate course of action. It is your responsibility to ask about an Incomplete should you deem it a potential route for you. Incompletes are not guaranteed. After consulting with you, I will decide if it is a course of action I am willing to support. Should we deem an Incomplete the appropriate course of action, we will share the responsibility in managing the paperwork that accompanies it.

No matter the case, all university guidelines and policies as it relates to Incompletes will be followed.

You are encouraged to become familiar with those guidelines and policies at:

<https://ou.edu/content/dam/Education/documents/miscellaneous/Incomplete%20Contract%202%2018%2014.pdf> and [http://www.ou.edu/recordsandtranscripts/grading\\_policy.html](http://www.ou.edu/recordsandtranscripts/grading_policy.html)

**Please remember that** a grade of Incomplete (I) may adversely impact Tuition Assistance and/or Financial Aid.

### **Communication and Feedback from Instructor**

I am available for face to face meetings. Students desiring such a meeting should schedule an appointment via e-mail or phone. E-mail may very well be the most effective and efficient mode of communication. I will make every attempt to reply no later than 48 hours from receipt. Every attempt will be made to answer sooner.

Course discussions will be graded 7-10 days after their occurrence. The HR Value Proposition Critical Response Paper will be graded and returned to students 10-14 days from the due date. The Group Project will be graded and returned (upon request) to students 7-10 days from due date. The Final Research Paper will be graded and returned (upon request) to students 14-17 days from the due date.

**Please feel free to contact me with any questions or concerns.** All official correspondence will be sent to email addresses registered in the university e-mail system unless, an alternate address is offered via e-mail correspondence.

### **Statement about the MHR Program Planner and Human Relations Website**

Students should become familiar with the MHR Program Planner that was sent to each student upon admission into the program. The planner has a description of the HR program objectives and requirements, suggestions for graduate study, financial assistance, and graduation information. Of



particular interest is the information on the comprehensive exams and the internship. For further information please visit the Department of Human Relations Website at: <http://www.ou.edu/cas/hr>

### **Religious Holidays and Observances**

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

### **Attendance Policy:**

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

### **Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## **INSTRUCTOR VITA**

**Eric R. Sourie, MHR, PHR, SHRM-CP**

### **Education**

- 2001 Bachelor of Arts, Psychology, Langston University
- 2003 Master of Human Relations, University of Oklahoma

### **Current Positions**

- Instructor & Coordinator, Human Resources Degree Concentration (Nov. 2015-Present, Department of Human Relations, University of Oklahoma.
- Human Resources Manager, University Outreach, University of Oklahoma (March 2013-2015)

### **Frequently Taught Advanced Programs Courses**

- HR 5143 Human Resources for the Human Relations Professional
- HR 5813 Business Management and Strategic Planning
- HR 5853 Employee and Labor Relations

### **Major Areas of Teaching and Research Interest**

- African American Studies
- Diversity, Equity, and Inclusion
- History of Education
- Human Resource Management
- Race and Education
- Race and the Workplace

### **Major Professional Affiliations**

- Oklahoma CUPA-HR (College and University Professional Association for Human Resources)
- Society for Human Resource Management (SHRM)
- ASTD (American Society for Training and Development) National
- Central Oklahoma ASTD