

This is what Yahweh asks of you:
 Only this, to act justly,
 To love tenderly
 And to walk humbly with your God."
 Micah 6: 8

**Human Resource Management
 Hopes and Expectations**

- 4 Hiring staff – what is needed?
- 4 Change and how to make it happen
- 4 Balance between pastoral approach and authority
- 4 Bringing people together to form a faculty
- 4 Dealing with teachers – veteran teachers, "porcupine teachers," etc.
- 4 How to mentor and support new teachers
- 4 Interview Questions
- 4 Letting to and non-renewal of contracts, including coaches
- 4 Contract negotiations
- 4 Relationship between parish and school

*bonafide exemption in hiring
 professional development design*

Objectives for Tuesday, July 6

- 4 What makes a school Catholic? *Tom Gronni's article*
- 4 School Culture
- 4 Mission Statements
- 4 Charism: What is it and how do we get one?
- 4 Assessing Human Resource Needs and Forecasting
- 4 Reduction in Force
- 4 Understand the Catholic Social Teachings
- 4 Federal Influences on HR Planning

Case Study Analysis

- 4 State the problem or issue
- 4 Based on readings, class presentation and discussion, indicate your approach to the issue.
- 4 Reflect on the advantages and disadvantages and/or potential challenges of proceeding in this manner.

new model for case studies
 to substantiate your approach

Important for classroom
 essential for faculty, ongoing prof. development

What Makes a School Catholic?
 Thomas H. Groome

- 4 Anthropology: God's image and likeness *made explicitly for God*
- 4 Sacramentality: See God in all things
- 4 Community: Made for each other
- 4 Tradition: Share story and vision
- 4 Rationality: Faith seeking understanding

5 distinguishing characteristics

- ↳ content
- ↳ process
- ↳ environment

- 1 responsible partners, human dignity, for all people
- 2 how is God present in all that happens in a school?
 - How can I help people see God in my subject?
- 3 welcoming school - all people - faculty, students, parents, alumni
- 4 stories and vision of the school, stories of the students, student groups
- 5 good, faith-filled citizens who think for themselves
 through love of God
 lunch w/ pastor? can't identify

R mature relationship b/w students & their pastor - lunch w/ pastor

What Makes a School Catholic?
 Thomas H. Groome

- 1 Personhood: An Ontological Concern
- 2 Justice: A Sociological Concern
- 3 Catholicity: An Inclusive Concern

3 cardinal characteristics

- 1 to become all that God wants us to be - how reflect person of Jesus Christ?
- 2 preaching the Gospel in word & deed
- 3 an environment where all students are welcome

Catholicity → Catholic culture
 → culture

Can school culture change?
Cultural shifts
evolving culture?

To bring teachers into a school culture
- shifting demographics can change a school's culture - what drives the change?

- can nuance, adapt, enhance culture to meet the needs of the time

* - realities of sub-cultures also *
- importance of getting to know the culture of the school

Charism

- 4 Special gifts of the Holy Spirit
- 4 Characterize an individual or group
- 4 Used to contribute to the common good
- 4 Praise God in the Church and the world
- 4 Note: St. Paul --- variety of gifts but the same spirit

Called to be in ministry at the service of our charism

Charism

- 4 Traditionally schools founded by a religious community
- 4 "All schools have a charism." (T. Cook) ^{staffed} article
- 4 Charism emerges as the school evolves often from religious community that staffed the school
- 4 Look to name of the saint or religious heroes or heroines

- look at founding/naming of school - can get it tied with charism
- gift from God to make your school unique

Prayer service w/ mission statement & scripture

critical

Mission Statement
 - captures the school's essence and serves as a compass to direct the life of the school

- 4 Identity: identifies the school community and explains its purpose (Who and What)
- 4 Inspiration: articulates its meaning and purpose (Why)
- 4 Destiny: announces the school's goals (Uniqueness)

essence! direction for future!

FHS mission is very clear - does a good job with this

Does the mission statement reflect the needs/realities of the school community today?

Mission -> Who we are

Vision -> the next faithful step God is calling us to take

Assessing Human Resources Needs

- 4 Enrollment Projection - look at them EARLY - justice issue
- 4 Objectives in light of changing needs (i.e. new programs) for the school -> where does the school want to go
- 4 Projected turnover - intent to return others
- 4 Quality and skills of your employees to be creative in teacher assignments
- 4 Financial resources available

Especially if don't intend to offer someone a contract

Don't give letters of intent -> if you intend to return, in writing by end of march. Teacher's intent vs. school's intent March 15

Reduction in Force

- 4 Alternatives - look at every possible alternative before RIF
- 4 Criteria - consider seniority
- 4 School Closings
- 4 Job security - Tenure in Catholic schools?

↳ pay scale comes into play - moving teachers to other buildings

important to give people a heads up - early notice about possibilities

boxed in but not bound by seniority



Fifth Amendment – states that “no person shall . . . be deprived of life, liberty, or property, without due process of the law”

Protect rights of individuals
2nd layer -> Justice issues in Church

Catholic Schools are subject to many employment, federal, state laws

Selected Equal Employment Opportunity Laws

- 4 Sets the stage to employment practices
- 4 Keeps all employees in mind (teachers, secretaries, maintenance staff, coaches)
- 4 Early 1900s - laws against discrimination of minorities
- 4 Catholic schools: follow the law yet remain faithful to our mission

for our work together

Sharing Catholic Social Teaching: Challenges and Directions, 1998

"The sharing of our social tradition is a defining measure of Catholic education and formation. Sadly, our social doctrine is not shared or taught in a consistent and comprehensive way."

* CST -> Faculty Development

Catholic Social Teachings

- 4 Treasure about building a just society and living lives of holiness *1998*
- 4 Papal, conciliar and episcopal documents
- 4 Seven key themes
- 4 ART

REFLECTIVE

Act - meet immediate needs

Reflect - step back to reflect

Transform - transform unjust structures in society

Catholic Social Teachings

- 1. Life and Dignity of the Human Person
- 2. Call to Family, Community and Participation
- 3. Rights and Responsibilities
- 4. Option for the Poor and Vulnerable - *not on the principle of saying*
- 5. The Dignity of Work and Rights of the Workers
- 6. Solidarity *modeled behavior just wage*
- 7. Care for God's Creation

Group Work

- 1. Equal Employment Opportunity (EEO) and Affirmative Action
- 2. Title VII of 1964 Civil Rights Act
- 3. American with Disabilities Act (ADA)
- 4. Family and Medical Leave Act, 1993 and Pregnancy Discrimination Act
- 5. Sexual Harassment

Group Work

- 4 Explain law/act to the class
- 4 What principle of Catholic Social Teaching supports this law/act?
- 4 Discuss how this might affect employment within a Catholic school?
- 4 Report on case

Equal Employment Opportunity

A. Griggs v. Duke Power Company.

↳ required HS diploma

- 4 First, the Court ruled that discrimination on the part of the employer need not be overt
- 4 Second, an employment practice must be shown to be job related if it has an unequal impact on members of a protected class
- 4 placed the burden of proof on the employer to show that the hiring practice is job related

B. New Haven CT Firefighters

Whatever you ask people to do must be part of the job

Uniform Guidelines on Employee Selection Procedures

- 4 set forth "highly recommended" procedures regarding such matters as employee selection, record keeping, pre-employment inquiries, and affirmative action programs.



Important for records

Adverse impact

- Defenses against discrimination allegations

- 4 "Refers to the total employment process that results in a significantly higher percentage of a protected group in the candidate population being rejected for employment, placement, or promotion."
- 4 Employers may not institute an employment practice that causes a disparate impact on a particular class of people unless they can show that the practice is job related and necessary

Disparate Impact/Treatment

- 4 Means that an employer engages in an employment practice or policy that has a greater adverse impact (effect) on the members of a protected group than on other employees, regardless of intent
- 4 Treatment: Exists where an employer treats an individual differently because that individual is a member of a particular race, religion, gender, or ethnic group
- 4 Impact: significant disparity between the proportion of a certain group in the available pool and the proportion hired and there is an apparently neutral employment practice causing the disparity.

- treat everybody the same
- practices can't discriminate any one group more than another group
- once an employee gets on job, make sure that no discrimination occurs



Current employees

- 4 Any employment practices regarding pay, promotion, termination, discipline, or benefits may be held to be illegally discriminatory if they
- 4 (1) are applied differently to different classes of persons;
- 4 (2) have the effect of adversely affecting members of a protected group
- 4 (3) cannot be shown to be required as a qualification or business necessity

pay, promotion, termination
non-discrimination

Reasonable accommodation

- 4 Redesigning the job
- 4 Modifying work schedules

- 4 Modifying or acquiring equipment to assist the person in performing the job

ADA - not expected to redesign job

Implications for Principals

- 4 May not make pre-employment inquiries about a person's disability, but may ask questions about the person's ability to perform specific job functions
- 4 Should review job application forms, interview procedures, and job descriptions and identify the essential functions of the jobs in question
- 4 Must make a reasonable accommodation unless doing so would result in undue hardship

- ask questions -> how would you perform this job

- be very specific @ what's required for job

- reasonable accommodations unless undue hardship

Proving Sexual Harassment

Quid Pro Quo

Hostile Environment Created by Supervisors

Hostile Environment Created by Co-workers

Comments made in lieu of do this, that this

feels in a position that supervisor wanted something in return

-> coworkers, supervisors, student/teacher

Suits come under Title IX - no discrimination by gender

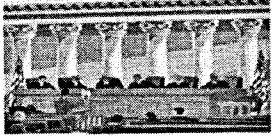
Protection from Sexual Misconduct

- ⊗ Sexual Misconduct Prevention Policy
- ⊗ Disseminate the policy and complaint procedure (handbooks, etc.)
- ⊗ Create awareness and safe environment
- ⊗ Clear process for review of allegations and reporting
- ⊗ Consistently enforced
- ⊗ Principal complies with state reporting statutes

Look for DRO/school policies

Court Decisions

- 4 Meritor Savings Bank, FSB v. Vinson
- 4 *Burlington Industries v. Ellerth*
- 4 *Faragher v. City of Boca Raton*



Note i file @ professional boundaries

are inside of student safety

Court decisions

- 4 *quid pro quo* case it is *not* necessary for the employee to have suffered a tangible job action
- 4 said the employer must show that it took "reasonable care" to prevent and promptly correct any sexually harassing behavior and that the employee unreasonably failed to take advantage of the employer's policy
- 4 Employer could defend itself against sexual harassment liability by showing two things
 - reasonable care to prevent and/or correct any behavior
 - plaintiff "unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer"

Advice for Employees

- 4 File a verbal complaint or protest with the harasser and the harasser's boss stating that the unwanted overtures should cease because the conduct is unwelcome
- 4 If the unwelcome conduct does not cease, file report to administrator/pastor
- 4 Follow diocesan procedures with the Catholic School Office or the Human Resource Department
- 4 File claim with the EEOC

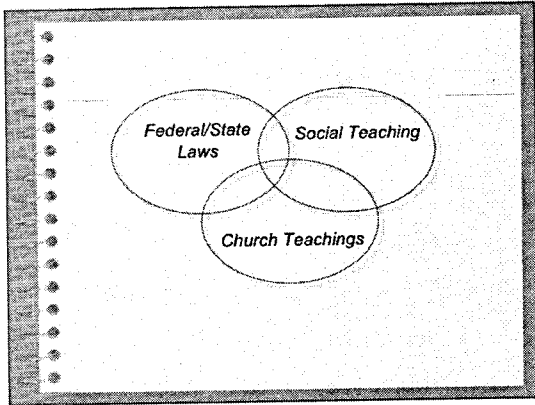
*Follow steps
EEOC is last*

Equal Employment Opportunity Commission (EEOC)

- 4 Receives and investigates job discrimination complaints from aggrieved individuals.
- 4 When it finds reasonable cause to reach an agreement eliminating all aspects of the discrimination.
- 4 Has the power to go directly to court to enforce the law

Business Necessity

- 4 Bona Fide Occupational Qualification
- 4 Business necessity - requires showing that there is an overriding business purpose for the discriminatory practice and that the practice is therefore acceptable



Journal Reflection
Guiding Questions

As you reflect on the readings and class today,

- 4 How does this relate to your current position?
- 4 How will this influence you as an administrator?
- 4 What do you wish to pursue?
- 4 What are your general impressions that you wish to carry forward?
