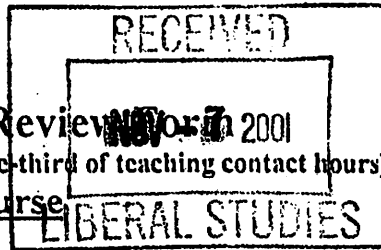


UWVCC 11/13/01 67-31a  
Senate 12/4/01



**Undergraduate Distance Education Review Form 2001**

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

**Existing and Special Topics Course**

Course: MGMT 300 Human Resource Management

Instructor of Record: Amin Mohamed phone: 7-6229 e-mail: mohamed

**Step One:** Attach signed Budget Approval Form to this form.

**Step Two:** Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will a qualified instructor teach the course?  Yes  No
- 2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  No
- 3. Are there suitable opportunities for interaction between the instructor and student?  Yes  No
- 4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?  Yes  No

5. Recommendation:

Positive (The objectives of the course can be met via distance education.)  
 Negative

X J. W. Smith 10/15/01  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

**Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE**

Positive recommendation  
 Negative recommendation

Gail S. Schuot 11/13/01  
J. W. Smith 10/15/01  
signature of committee chair date

Forward this form to the Provost within 24 calendar days after receipt by committee.

**Step Four: Provost**

Approved as distance education course  
 Rejected as distance education course

Phil Ruz 11/27/01  
signature of Provost date

**Step Five:**

Forward materials to Dean of the School of Continuing Education.

## MGMT 300

Dr. Ahmed Amin Mohamed

### **Will a qualified instructor teach the course?**

Yes. Dr. Ahmed Amin Mohamed has experience with WebCT along with his expertise in the area of human resource management. The instructor has more than 10 publications and conference presentations in the area of human resource management. In addition, the instructor provides corporate training in the area of management to enhance organizational productivity.

### **2. Will the technology serve as a suitable substitute for the traditional classroom?**

Yes. Along with using a textbook, the instructor will provide extensive material through WebCT to facilitate student learning.

### **3. Are there suitable opportunities for interaction between the instructor(s) and students?**

Yes. Live chat room as well as threaded discussion will be utilized to stimulate discussion between instructor and students. In addition, e-mail will be used for individual consultations.

### **4 (a) Will there be suitable methods used to evaluate student achievements?**

Yes. In addition to the use of tests, student learning will be evaluated on their participation in discussions (threaded discussions, on-line chat, etc.). Students will be required to submit several assignments as well.

### **4 (b) Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?**

WebCT is a secure, password-protected environment. Additionally, the course requires so many different kinds of activities toward the final course grade that it will be quite difficult (however, not impossible) for students to engage in academic dishonesty.

Indiana University of Pennsylvania  
Eberly College of Business & Information Technology  
Department of Management  
Human Resource Management MGMT 300-Dist. Ed.  
Spring, 2002

Instructor: Dr. Ahmed Amin Mohamed  
Office: ECB 308B  
Phone: (724)357-6229  
E-mail: Mohamed@grove.iup.edu  
Contact Hrs: MWF 9:15AM-10:30AM and TR 9:30AM-11:00AM.  
Required Text: DeNisi & Griffin (2001). Human Resource Management.

Prerequisite:

PSYC 101

Course Description:

Designed to recognize and evaluate the application of behavioral science approaches in the study of human resource management. Topics include recruiting and selection, training, management development, performance evaluation, communications, wage and benefit programs, and management-labor relations.

Course Objectives:

The major objectives of this course are:

- 1) Identify how firms gain and maintain competitive advantage through people.
- 2) Understand how globalization is influencing HRM.
- 3) Examine the different methods and techniques used to perform the HRM functions.
- 4) Identify and describe the major laws affecting HRM.
- 5) Develop skills in making HRM decisions.

Session Discussions:

Students will be required to read the book material and go over the Power-point slides before the session. The session will be devoted to answering the questions at the end of the chapter in addition to any other questions that the instructor and or the students may have. Active participation in synchronous (live chat) as well as asynchronous (threaded discussion) modes is required.

### Grading:

Course grade will be distributed as follows:

- First exam equal to 30 points, second exam worth 40 points, third exam worth 30 points, and fourth exams will be worth 40 points.
- Six cases each worth 10 points are required.

Final grade will be determined based on the following scale:

A = 200-180, B = 179-160, C = 159-140, D = 139-120, F = 119-0

### Exams:

Four exams will be given. These exams will be based on the textbook and lecture.

The first exam will cover chapters 1 to 3, the second exam will cover chapters 4 to 7, the third will cover chapters 8 to 10, and the fourth and last exam will cover chapters 11 to 14.

### Cases:

Each student will be required to answer the questions accompanying six cases. The names and page numbers of these cases are identified below. The answers must be typed. On the day of the case, the students will be expected to discuss the questions and various viewpoints relevant to the case.

### Tentative Schedule:

Session	Topic
1)	Distance Education Technology Orientation
2)	Chap.1 <i>The Nature of HRM</i>
3)	Chap.1 <i>The Nature of HRM</i>
4)	Chap.2 <i>Strategic HRM</i>
5)	Chap.2 <i>Strategic HRM</i>
6)	<u>Chaparral Steel case (p.62)</u>
7)	Chap.3 <i>The Legal Environment</i>
8)	Chap.3 <i>The Legal Environment</i>
9)	Chap.3 <i>The legal Environment</i>
10)	<u>Seinfeld case (p.98)</u>
11)	<b>Exam</b>
12)	Chap.4 <i>The Global Environment</i>
13)	Chap.4 <i>The global Environment</i>
14)	Chap.4 <i>The Global environment</i>
15)	Chap.5 <i>HRM Planning</i>
16)	Chap.5 <i>HRM Planning</i>

Tentative Schedule (continued):

<b>Session</b>	<b>Topic</b>
17)	<u>One way to select case (p.164)</u>
18)	Chap.6 <i>HRM Recruiting</i>
19)	Chap.6 <i>HRM Recruiting</i>
20)	Chap.6 <i>HRM Recruiting</i>
21)	Chap.7 <i>HRM Selection</i>
22)	Chap.7 <i>HRM Selection</i>
23)	Chap.7 <i>HRM Selection</i>
24)	<b>Exam</b>
25)	Chap.8 <i>Performance Management</i>
26)	Chap.8 <i>Performance Management</i>
27)	<u>Accelerated Perf. case (p.258)</u>
28)	Chap.9 <i>Training and Development</i>
29)	Chap.9 <i>Training and Development</i>
30)	Chap.10 <i>Career Planning</i>
31)	Chap.10 <i>Career Planning</i>
32)	<b>Exam</b>
33)	Chap.11 <i>Compensation</i>
34)	Chap.11 <i>Compensation</i>
35)	<u>Working case (p.349)</u>
36)	Chap.12 <i>Incentives</i>
37)	Chap.12 <i>Incentives</i>
38)	Chap.13 <i>Benefits Management</i>
39)	Chap.13 + <u>Flexible (p.401)</u>
40)	Chap.14 <i>Labor Relations</i>
41)	Chap.14 <i>Labor Relations</i>
42)	<b>Exam</b>

Indiana University of Pennsylvania  
Eberly College of Business & Information Technology  
Department of Management  
Human Resources Management MG 300  
Spring, 2001

Instructor: Dr. Ahmed Amin Mohamed  
Office: ECB 308B  
Phone: (724)357-6229  
E-mail: Mohamed@grove.iup.edu  
Office Hrs: WF 9:30AM-11:00AM and TR 11:30AM-1:00PM.  
Required Text: DeNisi & Griffin (2001). Human Resource Management.

Course Description and Objectives:

This course focuses on the management of employees as valuable organizational resources. Topics covered include human resource management (HRM) theories and models, HRM planning, job analysis, job evaluation, compensation and benefits management, and government and legal influences on HRM. The major objectives of this course are:

- 1) Identify how firms gain and maintain competitive advantage through people.
- 2) Understand how globalization is influencing HRM.
- 3) Examine the different methods and techniques used to perform the HRM functions.
- 4) Identify and describe the major laws affecting HRM.
- 5) Develop skills in making HRM decisions.

Grading:

Course grade will be distributed as follows:

- First exam equal to 30 points, second exam worth 40 points, third exam worth 30 points, and fourth exams will be worth 40 points.
- Six cases each worth 10 points are required.

Final grade will be determined based on the following scale:

A < 180, B = 179-160, C = 159-140, D = 139-120, F > 120.

Bonus Points:

Additional bonus points (up to 10 points) will be given for active participation in class discussions. Students are required to use the attached forms to record their participation.

Exams:

Four exams will be given. These exams will be based on the textbook and lecture.

The first exam will cover chapters 1 to 3, the second exam will cover chapters 4 to 7, the third will cover chapters 8 to 10, and the fourth and last exam will cover chapters 11 to 14.

Cases:

Each student will be required to answer the questions accompanying six cases. The dates, names, and page numbers of these cases are identified below. The answers must be typed.

Attendance:


Absences exceeding the University's allowed limit (three sessions) will result in a loss of two points for every session missed to a maximum of 20 points. Exceptions will be made for emergencies.

Tentative Schedule:

Month	T	R	Lecture Topic
Jan.		18	Introduction
	23	25	Chap.1 / Chap.2
	30		Chap.2 + <u>Chaparral Steel (p.62)</u>
Feb.		1	Chap.3
	6	11	Chap.3 / <u>Seinfeld (p.98)</u>
	13	15	<b>Exam</b> / Chap.4
	20	22	Chap.4 / Chap. 5
	27		Chap.5 + <u>One way to select (P.164)</u>
March		1	Chap.6
	13	15	Chap.7 / Chap.7
	20	22	<b>Exam</b> / Chap.8
	27		Chap.8 + <u>Accelerated Perf. (p.258)</u>
		29	Chapter 9
April	3	5	Chap.10 / <b>Exam</b>
	10	12	Chap.11 / Chap.11 + <u>Working (p.349)</u>
	17	19	Chap.12 / Chap.13
	24	26	Chap.13 + <u>Flexible (p.401)/ Chap.14</u>
May	1		Chap.14
			<b>Exam</b>





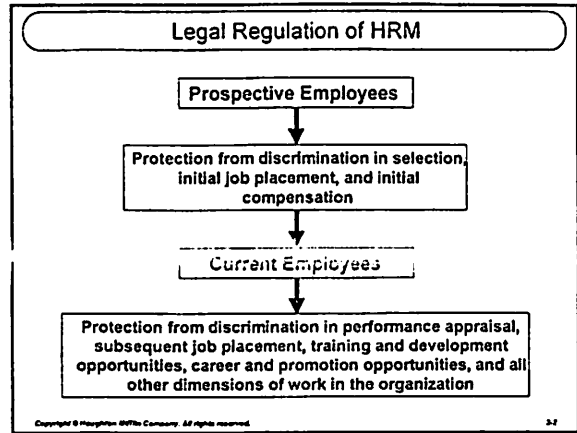


**Human Resource Management**  
Angelo S. DeNisi &  
Ricky W. Griffin

**The Legal Environment**

CHAPTER 3

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**The Regulatory Environment of HRM**

- ❖ **Creation of national, state, and local regulations**
  - ◆ New laws and statutes enacted at the national level are adopted or extended by state and local government bodies.
- ❖ **Enforcement of regulations**
  - ◆ The regulatory process is carried out through existing or special agencies, regulatory groups, and the court system. Fines and lawsuits are used as enforcement tools.

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**Equal Employment Opportunity**

- ❖ **Thirteenth Amendment (1865)**
  - ◆ Abolished slavery.
- ❖ **Fourteenth Amendment (1868)**
  - ◆ Required the government to follow due process and prohibited the individual states (but not private employers) from denying equal protection to their residents.
- ❖ **Reconstruction Civil Rights Acts (1866 and 1871)**
  - ◆ Extended protection offered to people under 13th and 14th Amendments. Granted the same property rights to all citizens and established the right of individuals to sue in federal court if deprived of their civil rights.



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**Equal Employment Opportunity Legislation**

<b>Civil Rights Act (Title VII) 1964</b>	Prohibits discrimination on the basis of race, color, religion, sex, national origin; created the EEOC
<b>Executive Orders 11246, 11478</b>	Prohibits discrimination by federal contractors; requires AA plans
<b>Equal Pay Act 1963</b>	Requires equal pay for equal work (men and women)
<b>Age Discrimination and Employment Act 1967</b>	Protects persons over 40 years of age from discrimination
<b>Vocational Rehabilitation Act 1973</b>	Requires affirmative employment for disabled by federal contractors
<b>Vietnam Era Veterans' Readjustment Act 1974</b>	Requires affirmative employment for veterans by federal contractors

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**Equal Employment Opportunity Legislation**

<b>Pregnancy Discrimination Act 1978</b>	Requires equal treatment of pregnant women in the workplace; preserves job rights after leave
<b>Civil Rights Act 1991</b>	Provides compensatory and punitive damages for intentional discrimination; covers overseas employees of U.S. companies
<b>Americans with Disabilities Act (ADA) 1990</b>	Prohibits discrimination against disabled persons (physical and mental); requires reasonable accommodation of disability
<b>Family and Medical Leave Act 1993</b>	Provides up to 12 weeks of unpaid leave for infant care and illness; protects employment rights and benefits during leave

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### Protected Classes in the Workforce

- ❖ **Protected Class**
  - ◆ Classes or categories of individuals who share one or more common characteristics as defined by the various laws enacted to protect against employment discrimination.
  - ◆ Race, color, religion, gender, age, national origin, disability, and military veteran status are class definitions that distinguish groups specifically protected from discrimination.

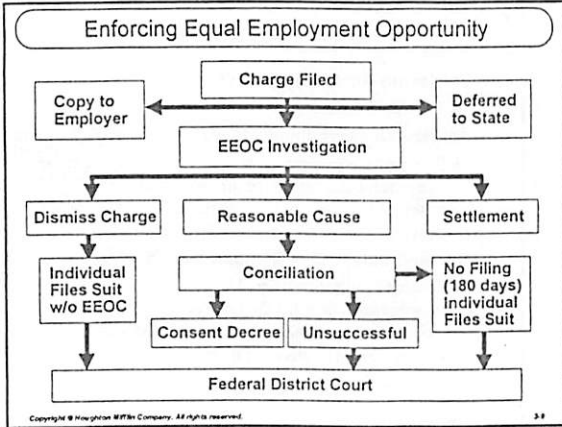


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### Discrimination and Equal Employment Opportunity

Disparate Treatment Discrimination	Employers cannot consciously treat protected class individuals differently from others.
Bona Fide Occupational Qualification (BFOQ)	Employers must prove that a discriminatory employment preference is a business necessity.
Disparate (Adverse) Impact	The effect of an apparently neutral employment practice that results in the disproportionate selection of the majority group over protected class candidates.
Four-fifths Rule	Disparate impact exists when the selection rate for protected class candidates is less than four-fifths (80%) of the selection rate for the majority group.

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### Sexual Harassment

Definition of Sexual Harassment	Unwelcome sexual advances in the work environment occurring with sufficient frequency to create an abusive work environment.
Quid Pro Quo Harassment	The harasser offers to exchange something of value for sexual favors from the harassed.
Hostile Work Environment	An employee feels uncomfortable or sexually harassed by conditions in the work environment.

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### Emerging Areas of Discrimination Law

- ❖ **Employees with disabilities**
  - ◆ Definition of what constitutes a disability is constantly changing and expanding:
    - ◇ an impairment that limits major life activities
    - ◇ having a record of impairment
    - ◇ being regarded as having a disability
    - ◇ includes both physical and psychological impairments
- ❖ **Reasonable accommodation**
  - ◆ The question of "reasonable accommodation"

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### Legal Issues in Compensation

Fair Labor Standards Act (FLSA) 1938	Established minimum wage and 40-hour work week; overtime paid at 1½ normal wage after 40 hours
Non-exempt employees	FLSA provisions apply primarily to non-exempt employees who work on an hourly basis
Exempt employees	Executive, professional, administrative, and outside sales employees paid on a non-hourly basis are exempted from FLSA regulations on compensation
Employee Retirement Income Security Act 1974	ERISA provides protection for employee pension benefit funds

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### Legal Issues in Labor Relations

- ❖ **National Labor Relations Act (1935)**
  - ◆ Sought to counter the power of organizations by establishing the rights of workers to organize and setting up the process for electing representative unions with which employers must bargain.
- ❖ **Taft-Hartley Act (1947)**
  - ◆ Rebalanced the labor relations power relationship by requiring the same labor relations obligations for labor as for management.
- ❖ **Landrum-Griffin Act (1959)**
  - ◆ Regulated the internal affairs of unions to ensure their honest and democratic operation.

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3-12

### Employee Safety and Health

- ❖ **Occupational Safety and Health Act (1970)**
  - ◆ OSHA was passed as comprehensive legislation that focused on worker safety and health in the workplace.
  - ◆ The act granted the federal government the power to establish and enforce occupational safety and health standards for businesses in interstate commerce.
  - ◆ OSHA is premised on the General Duty Clause that every employer has an obligation to provide a safe working environment.
  - ◆ OSHA compliance officers conduct unannounced workplace inspections and can issue citations and impose fines for violations of the Act.

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3-14

### Employment-at-Will

- ❖ **Employment-at-will is based on the premise that both employer and employee have the mutual right to terminate an employment relationship at any time, for any reason, and without advance notice.**
- ❖ **Wrongful discharge suits arise from employees' beliefs that an employer did not afford them due process or have good cause to fire them.**
- ❖ **In other instances, employers' use of employment-at-will to discharge employees is modified by**
  - ◆ an implied contract that promises continued employment.
  - ◆ employees' exercising their legal rights.
  - ◆ an employer's failure to deal with employees in good faith.

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3-16

### Ethics and Human Resource Management

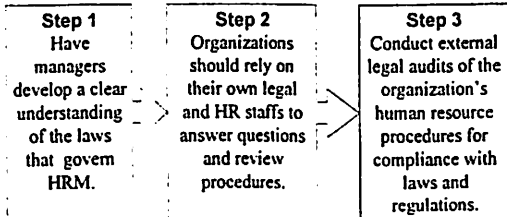
<b>Definition of Ethics</b>	A person's beliefs about what is right or wrong and what is good and bad
<b>Ethics and the law</b>	Ethics are formed from the societal context in which an individual exists. What is legal is not always ethical.



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3-18

### Evaluating Legal Compliance



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# Closing Case

## Seinfeld and Sexual Harassment

What role could a popular television show possibly play in a major sexual harassment lawsuit? As it turns out, a pretty big one! The show in question is *Seinfeld*, one of the most popular situation comedies in television history. The specific incident that occurred took place in the corporate headquarters of Miller Brewing Company and involved Jerold MacKenzie, a fifty-five-year-old, nineteen-year Miller executive, and Patty Best, his secretary.

The incident occurred in 1993. The *Seinfeld* episode involved a story in which the show's main character, Jerry Seinfeld, meets and starts dating an attractive woman. It later turns out that he cannot remember her name but does recall that it rhymes with a part of the female anatomy. He subsequently spends the rest of the episode running through different possible names for his friend. She finally dumps him when she realizes that he doesn't know her name. After she leaves, he learns that her name is Delores.

Mr. MacKenzie apparently found the show to be especially funny. The next day at work he made a point of bringing it up for discussion with Ms. Best, who indicated that she had not seen the show. As he began to describe the show for her, she apparently indicated to him that she didn't want to discuss it. Mr. MacKenzie persisted, however, and continued to push her to discuss it with him. When he couldn't bring himself to actually say the name of the female body part, however, he ended up making a photocopy of a dictionary page containing the word and giving it to Ms. Best.

Ms. Best later testified that she became quite upset and reported to Miller's human resource department that Mr. MacKenzie had sexually harassed her. She also indicated that he had also harassed her on earlier occasions as well. A few days later, Mr. MacKenzie was summoned to a meeting with a group of Miller attorneys and a senior human resource manager. Mr. MacKenzie was asked about the *Seinfeld* incident and acknowledged that it had happened as Ms. Best had reported. He also indicated that he saw it as simply office conversation and that Ms. Best had not seemed to be bothered or upset at the time of the conversation.

The next day, a senior corporate executive visited Mr. MacKenzie and told him that he was being terminated for unacceptable management performance. The incident with Ms. Best was identified as a major part of the final decision to terminate MacKenzie's employment with Miller, but he was also told that it was part of a pattern of poor decisions that had already attracted the attention of senior managers. Mr. MacKenzie indicated surprise but left without too much discussion.

As time passed, however, Mr. MacKenzie gradually began to feel that he had been mistreated. Finally, in 1997 he reached the point where he really felt compelled to take some action. After consulting with his attorney, he filed a lawsuit against Miller Brewing Co., the executive who had made the decision to terminate him, and Ms. Best. Among his charges were wrongful discharge and libel. After hearing both sides of the case, a jury of ten women and two men decided that he was right. Indeed, the jury so strongly believed that Mr. MacKenzie was a victim, rather than a sexual harasser, that it awarded unusually large judgments, including punitive damages, of \$24.5 million against Miller, \$1.5 million from Ms. Best (this award was later dropped because of a

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Case Qu

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legal technicality), and slightly more than \$600,000 from the executive who had terminated him.

### Case Questions

1. Do you think Mr. MacKenzie's actions constituted sexual harassment? Why or why not?
2. Do you think Miller's termination of Mr. MacKenzie was justified? Why or why not?
3. What is your opinion of the jury's decision?

Sources: "The Seinfeld Firing," *Wall Street Journal*, May 11, 1998, p. A20; "Ex-Miller Executive Wins Award in 'Seinfeld' Case," *Wall Street Journal*, July 16, 1997, p. B13.

## Building Human Resource Management Skills

**Purpose:** Affirmative action was created as a way of directly and proactively attracting more qualified members of protected classes into the workforce. While most people believe that affirmative action has served a useful function, some people now believe that it is no longer needed. Specifically, they argue that companies today recognize the importance of hiring the best people possible and will continue to seek out those individuals on their own, without the overarching pressure of formal affirmative action. Advocates of affirmative action, however, believe that it is still necessary to meet its original objectives. The purpose of this exercise is to give you additional insights into the arguments surrounding affirmative action.

**Step 1:** Your instructor will divide the class into groups of seven members each. Using a random procedure, divide your group into two subgroups of three members each and a moderator.

**Step 2:** One subgroup will develop a set of arguments as to why affirmative action is still a necessary and important component of equal opportunity employment. The other group will develop a set of arguments as to why affirmative action is no longer a necessary and important component of equal employment opportunity.

**Step 3:** Reconvene as a group of seven. The moderator will randomly select one side to present its case first. That group has three minutes to make its case. The second group will then take three minutes to make its case and one additional minute to rebut the first group. Finally, the first group will have one minute to rebut the arguments made by the second group.

**Step 4:** The moderator will then summarize the relative persuasiveness of each group regarding the affirmative action issue. The moderator should feel free to add any personal thoughts about the issue that were not mentioned by either group.

**Step 5:** Develop a brief summary of the arguments made by both groups. Using the format suggested by your instructor, share these arguments with the rest of the class.



## Authorization for Filling Vacancy or Additional Complement

Fund 1115 01 Org 275601 Prgrm 114008

Fund \_\_\_\_\_ Org \_\_\_\_\_ Prgrm \_\_\_\_\_

Position Number 00115 (To be completed by Division Rep.)

To Be Completed By Originating Office: (Please Type. Where there is a choice, please show an X in the appropriate space.)

1. Department to which position will be assigned PHYSICS

2. Grant Funded \_\_\_\_\_ Or Non-Grant Funded X Grant Name \_\_\_\_\_

3. Cost Center Number(s) \_\_\_\_\_ %; \_\_\_\_\_ %; \_\_\_\_\_ %.

4. Salary X Or Wage \_\_\_\_\_ Maximum Annual Salary \$ \_\_\_\_\_ (Must be Completed)

5. New Position \_\_\_\_\_ a. Proposed Classification \_\_\_\_\_ (attach Job Description)

b. Funding Source \_\_\_\_\_

Or Vacant Position X a. Current Classification Clerk Stenographer III

b. Vacated by Shirley A. Leonardo

Extension of Position \_\_\_\_\_ Current Incumbent \_\_\_\_\_

6. Effective Date 1/25/2002 If limited term, expiration date \_\_\_\_\_

7. Percentage Employed (i.e., 25%, 50%, etc.) 100% F.T.E. 1.0

8. Justification for filling position (Use separate sheet if necessary). The position vacated will leave

the Physics Department with no secretarial help which is essential for the

operation of this department.

Approvals:	Date	Approved	Not Approved	Reference No.
Richard O. Roberts Originator	10/29/01	<input checked="" type="checkbox"/>		
John J. Zel Dean	10/30/01	<input checked="" type="checkbox"/>		
M. J. [Signature] Vice President (originating division)	11/12/01			399
Budget Planning				
President				

To be completed by Office of Human Resources: Date Received \_\_\_\_\_

Approved classification \_\_\_\_\_ Date \_\_\_\_\_

Wage Positions \_\_\_\_\_ Salaried Positions \_\_\_\_\_

Position No. \_\_\_\_\_ Complement No. \_\_\_\_\_

Date Created \_\_\_\_\_ Exp. date \_\_\_\_\_ Authorized From \_\_\_\_\_ To \_\_\_\_\_

**NOTE:** Approval indicates that search may be initiated by appropriate department or office.



## Authorization for Filling Vacancy or Additional Complement

Fund 121501 Org 275601 Prgrm 114008  
 Fund \_\_\_\_\_ Org \_\_\_\_\_ Prgrm \_\_\_\_\_  
 Position Number 001115 (To be completed by Division Rep.)

To Be Completed By Originating Office: (Please Type. Where there is a choice, please show an X in the appropriate space.)

- Department to which position will be assigned PHYSICS
- Grant Funded \_\_\_\_\_ Or Non-Grant Funded  Grant Name \_\_\_\_\_
- Cost Center Number(s) \_\_\_\_\_ %; \_\_\_\_\_ %; \_\_\_\_\_ %.
- Salary  Or Wage \_\_\_\_\_ Maximum Annual Salary \$ \_\_\_\_\_ (Must be Completed)
- New Position \_\_\_\_\_ a. Proposed Classification \_\_\_\_\_ (attach Job Description)  
b. Funding Source \_\_\_\_\_

Or Vacant Position  a. Current Classification Clark Stenographer III  
b. Vacated by Shirley A. Leonardo

Extension of Position \_\_\_\_\_ Current Incumbent \_\_\_\_\_

6. Effective Date 1/25/2002 If limited term, expiration date \_\_\_\_\_

7. Percentage Employed (i.e., 25%, 50%, etc.) 100% F.T.E. 1.0

8. Justification for filling position (Use separate sheet if necessary). The position vacated will leave

the Physics Department with no secretarial help which is essential for the operation of this department.

Approvals:	Date	Approved	Not Approved	Reference No.
Richard O. Roberts Originator	10/29/01	<input checked="" type="checkbox"/>		
Dean		<input checked="" type="checkbox"/>		
Michael J. [Signature] Vice President (originating division)	11/12/01	<input checked="" type="checkbox"/>		399
Budget Planning				
President				

To be completed by Office of Human Resources: Date Received \_\_\_\_\_

Approved classification \_\_\_\_\_ Date \_\_\_\_\_

Wage Positions \_\_\_\_\_ Salaried Positions \_\_\_\_\_

Position No. \_\_\_\_\_ Complement No. \_\_\_\_\_

Date Created \_\_\_\_\_ Exp. date \_\_\_\_\_ Authorized From \_\_\_\_\_ To \_\_\_\_\_

**NOTE:** Approval indicates that search may be initiated by appropriate department or office.



**Authorization for Filling Vacancy or Additional Complement**

Fund 121501 Org 273601 Prgrm 114008

Fund \_\_\_\_\_ Org \_\_\_\_\_ Prgrm \_\_\_\_\_

Position Number 00115 (To be completed by Division Rep.)

To Be Completed By Originating Office: (Please Type. Where there is a choice, please show an X in the appropriate space.)

- 1. Department to which position will be assigned PHYSICS
- 2. Grant Funded \_\_\_\_\_ Or Non-Grant Funded  Grant Name \_\_\_\_\_
- 3. Cost Center Number(s) \_\_\_\_\_ %; \_\_\_\_\_ %; \_\_\_\_\_ %.
- 4. Salary  Or Wage \_\_\_\_\_ Maximum Annual Salary \$ \_\_\_\_\_ (Must be Completed)
- 5. New Position \_\_\_\_\_ a. Proposed Classification \_\_\_\_\_ (attach Job Description)  
b. Funding Source \_\_\_\_\_

Or Vacant Position  a. Current Classification Clerk Stenographer III  
b. Vacated by Shirley A. Leonardo

Extension of Position \_\_\_\_\_ Current Incumbent \_\_\_\_\_

6. Effective Date 1/25/2002 If limited term, expiration date \_\_\_\_\_

7. Percentage Employed (i.e., 25%, 50%, etc.) 100% F.T.E. 1.0

8. Justification for filling position (Use separate sheet if necessary). The position vacated will leave

the Physics Department with no secretarial help which is essential for the operation of this department.

Approvals:	Date	Approved	Not Approved	Reference No.
<u>Richard E. Roberts</u> Originator	<u>10/29/01</u>	<input checked="" type="checkbox"/>		
_____ Dean	_____			
<u>Richard E. Roberts</u> Vice President (originating division)	<u>11/1/01</u>			<u>399</u>
_____ Budget Planning	_____			
_____ President	_____			

To be completed by Office of Human Resources: Date Received \_\_\_\_\_

Approved classification \_\_\_\_\_ Date \_\_\_\_\_

Wage Positions \_\_\_\_\_ Salaried Positions \_\_\_\_\_

Position No. \_\_\_\_\_ Complement No. \_\_\_\_\_

Date Created \_\_\_\_\_ Exp. date \_\_\_\_\_ Authorized From \_\_\_\_\_ To \_\_\_\_\_

**NOTE:** Approval indicates that search may be initiated by appropriate department or office.



# Indiana University of Pennsylvania

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Indiana, Pennsylvania 15705-1087

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Fax: 724-357-5700  
Internet: <http://www.iup.edu>

October 31, 2001

Mr. Richard Roberts, Chairperson  
Physics Department  
56 Weyandt Hall  
Indiana University of Pennsylvania  
Indiana, PA 15705

Dear Mr. Roberts:

By copy of this letter I am informing all concerned of my decision to retire.  
My last day of employment at IUP will be January 25, 2002.

It has been a pleasure working with the faculty in the Physics Department.

Sincerely,



Shirley A. Leonardo  
Physics Department

xc: Dr. John Eck, Dean  
College of Natural Sciences & Mathematics