HR as Partner: Building Strategic Partnerships on Campus

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Human resources is in an excellent position in many institutions to initiate collaboration and cooperation with other campus departments. In this article, the leaders of the departments of HR and academic resources at the University of Nevada, Las Vegas, share their insights on the importance of partnership-building on campus and describe how a collaboration between these two UNLV entities enabled them to make the most effective contributions to university administration while helping the institution realize its mission and achieve its goals.

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Trend Watching:
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Recent research indicates that a record number of women today are shunning Master of Business Administration programs and are looking for careers outside of the corporate business world. In this article, the author presents the findings of recent studies on this trend and examines how higher education can tap into the ever-expanding talent pool of highly qualified candidates in information technology, human resources, finance and other fields.

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Quality of Work Life Programs in U.S. Medical Schools:
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Quality of work life is being recognized more and more as a driving factor in the recruitment and retention of highly qualified employees. Before Northeastern Ohio Universities College of Medicine began development of its QWL initiative, it surveyed other medical schools across the U.S. to determine benchmarks of best practices in these programs. The authors of this article share the results of their survey and take a closer look at QWL programs in varying stages of maturity at three very different medical schools.

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Daytona Beach Community College’s Leadership Development Institute:
Cultivating Leaders From Within
BY RITA QUINN
Many industries in the U.S., including higher education, will face employee shortages in the coming years, due in large part to the departure of baby-boomers from the workforce. In anticipation of this reduction in the workforce, and knowing that competition for those in the job market will be fierce, Daytona Beach Community College has created a program to develop and invest in current employees, hoping to cultivate today the institutional leaders of tomorrow. In this article, the author outlines the conception, development and implementation of the college’s Leadership Development Institute.
From the Editor

Something groundbreaking has been happening on the University of Nevada, Las Vegas, campus: two historically disparate departments — human resources and academic resources — have been working together on everything from faculty and staff recruitment efforts, to equal employment opportunity/affirmative action planning, to faculty compensation programs. This collaboration is showcased in this Journal issue’s feature article, “HR as Partner: Building Strategic Partnerships on Campus.” The authors, Sam Connally, associate vice president for Human Resources at UNLV, and Dawn Neuman, the university’s vice provost for Academic Resources, share their experiences in forging this alliance and examine how this partnership has brought a new level of energy and spirit of cooperation to these units.

Also in this issue: an examination of the nature and definition of quality of work life and the findings from a survey of U.S. medical schools with QWL programs; a comprehensive look at how one institution developed a program designed to “grow its own” leaders; and an examination of the emerging trend of women shying away from careers in the corporate business world and how higher education institutions can poised themselves to take advantage of this trend.

Missy King,
CUPA-HR Editor
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HR as Partner: 
Building Strategic Partnerships on Campus

BY SAM CONNALLY AND DAWN NEUMAN

For the past two years, the University of Nevada, Las Vegas, has been reaping the benefits of a partnership between two historically disparate departments on campus: human resources and academic resources. In this article, the authors share their insights on the importance of this partnership-building and examine how such an alliance enabled both departments to make the most effective contributions to university administration and help the institution realize its teaching, research and public service mission.

Introduction
Reflecting the theme of the CUPA-HR National Conference and Expo 2005 (HR as Partner: Allies in the Adventure), two CUPA-HR colleagues, Sam Connally and Dawn Neuman of the University of Nevada, Las Vegas (UNLV), have been working for the past two years to build a partnership between the university’s departments of human resources and academic resources. This partnership not only has brought a new level of energy and spirit of cooperation to these units, but also has fostered a sense of empowerment and commitment to service excellence. This partnership has academic administrators across campus taking a fresh look at these historically disparate departments and discovering a new level of respect and appreciation for the work each does.

Forging the Partnership
When he was appointed associate vice president for Human Resources in September 2003, Connally articulated a new mission for the UNLV HR department. In an initial assessment titled HR Impressions & Priorities, distributed to campus administrators, Connally described his vision for the role HR should play in university administration and outlined specific quality-improvement objectives with respect to faculty and professional staff recruitment, compensation, equal employment opportunity/affirmative action (EEO/AA) planning and other HR operations. Introducing this document, Connally wrote:

Human resources is foremost a service unit. HR must envision that its principal function is to help university administrators and employees get their jobs done. Toward this end, it is critical that HR staff members advise, that we do not direct; that

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we serve, that we do not regulate; that we look for ways to say “yes.” If regulatory or policy provisions appear to require a “no,” HR staff members have been instructed to seek advice and counsel from management staff, cascading up to the chief HR officer. The role of the chief HR officer is to promote best practices in higher education HR administration and to contribute toward improving institutional efficiency and effectiveness.

With the subsequent appointment of Neuman as vice provost for Academic Resources in July 2004, Connally found a ready ally in re-centering HR to focus more clearly on supporting the academic, research and public service missions of the university by building a partnership between the offices of HR and academic resources. Neuman, a 25-year veteran of the academy, brought her experience as a tenured faculty member, researcher and department chair to her new role as vice provost for Academic Resources. Reflecting her own commitment to service excellence when she and Connally first met, Neuman commented:

Having experienced first hand, as a faculty member, principal investigator and academic department chair, the sometimes bureaucratic or regulatory approach that seems to characterize the office of academic resources, I am committed to fostering an environment where our office becomes a facilitator and not a regulator of academic, research and public outreach efforts. I need your help, and we will need to work together, if we are really going to make a difference around here. Neither one of us can do it alone.

So was forged what was to become an ongoing collaboration between human resources and academic resources at UNLV, reflecting a shared commitment to improve the efficiency and effectiveness of administrative support services that add value to the institution. While each of the program enhancements described in this article contributed to a more efficient and effective use of university resources — and demonstrated a commitment to excellence in university administration — the principal HR practice that is key to attaining excellence is the collaboration and partnership-building between human resources and academic resources.

Recognizing the value of this collaboration in nominating the two departments for the CUPA-HR Southwest Region’s Excellence in Human Resource Practices Award in 2006, UNLV President Carol Harter wrote:

The offices of human resources and academic resources have forged a partnership that is unique in higher education. I base this opinion on 35 years of experience in the academy, embracing two university presidencies. The leaders of these two units — both of whom serve on my Cabinet Implementation Oversight Committee — have teamed up, together with their professional staffs, to bring a new level of collaboration, innovation and synergy to the administration of human resources and academic resources at UNLV.

As higher education institutions must become more efficient in the use of resources and foster more effective administrative support services, it seems worth observing that the value of the current collaboration between HR and academic resources lies more in establishing an ongoing partnership than in the specific fruits of any given endeavor. As important as those process improvements may be, it is the partnership-building and commitment to collaboration, itself, that creates a capacity for institution-wide innovation and process improvement to occur.
Fruits of the Partnership
Principal outcomes of the partnership between HR and academic resources at UNLV include streamlined and automated recruitment processes, more transparent EEO/AA planning processes and discipline-specific, market-based compensation structures for faculty.

Faculty and Professional Staff Recruitment
In the fall of 2003, the most critical need for effective collaboration between HR and academic resources was presented by the allocation of 150 new faculty positions. Like many universities, UNLV at that time relied on traditional paper-bound recruitment processes and provided little support to academic search committees in organizing, evaluating or archiving candidates’ curriculum vitae.

Connally met with the Deans’ Council to hear its call for help first-hand and to identify ways in which HR could facilitate faculty and professional staff recruitment and partner more effectively with the office of academic resources. Within a week of the meeting, exercising authority as the institutional EEO/AA officer, Connally suspended the university’s previous faculty search guidelines and, together with the then-associate provost for Academic Resources, published Interim Faculty Search Guidelines, which provided a variety of immediate assistance measures to academic units.

Over the course of the next 18 months, HR and academic resources continued to identify means by which the entire faculty and professional staff recruitment process could be more efficient and effective. Final guidelines were adopted by the Cabinet in June 2005, which included the following program enhancements: (1) academic resources delegated authority to initiate recruitment to academic deans, rather than maintaining centralized control over recruitment processes; (2) HR consolidated the placement of all print and online advertisements, eliminating the need for department requisitions, receiving reports and check requests; (3) HR eliminated the requirement that updated position descriptions must be submitted in advance of each recruitment process, relying instead on academic administrators to advertise positions in a manner consistent with current duties and responsibilities; (4) HR adopted a “recruit first” methodology to expedite the recruitment of research-related positions by advertising positions in advance of budgeting and classification and providing for concurrent, rather than sequential, administrative processes; and (5) HR and academic resources developed a proposal whereby the university president delegated appointment authority to vice presidents, further expediting the recruit-to-hire process while maintaining appropriate public accountability.

(See UNLV’s Search Guidelines at http://hr.unlv.edu/forms/Faculty_Search_Guidelines.pdf.)

Web-based Search Support System
While streamlined faculty search guidelines represented a significant process improvement achieved through the simplification of self-imposed rules, UNLV still needed to wean itself from a paper-dependent recruitment process and use of campus mail delivery to obtain new hire approvals. As a result, HR and academic resources embarked on the crash implementation of Consensus™ (also known as HRsearch), a proprietary Web-based search support system developed by the University of North Carolina at Wilmington (recipient of the 2004 CUPA-HR SunGard SCT Technology Award).

Like many commercially available applicant processing programs, Consensus™ provides online tools that enhance the efficiency of the search process and eliminate reliance on paper applications and U.S. mail delivery. Project team members, however, recognized that the design features of Consensus™ related to a search committee’s evaluation of candidates were unique and would, in addition to enhancing efficiency, improve the quality and effectiveness of search committee deliberations.

The most interesting dynamic related to the implementation of Consensus™ at UNLV was that the university had previously contracted to implement a commercially available applicant tracking system and was midway through a three-month implementation process before having any awareness of the capabilities or
potential availability of Consensus™. When project team members recognized that Consensus™ would provide more direct support to academic search committees than the program under implementation, they unanimously recommended to academic deans and the cabinet that the university change directions and implement Consensus™.

These same individuals came together in a cross-divisional effort to effect the implementation of a significant computer system in a record four weeks to meet the search support needs of the campus. The team then embarked on a campus-wide training and orientation program in the use of the new system. These efforts were facilitated in large measure by Bob Sitts, UNLV’s manager of Employment and Compensation for Faculty and Professional Staff in Human Resources, and Deb Powell, director of Academic Personnel. As above, it is not so much the outcome achieved in implementing a search support system that is the object of this article. Rather, it was the degree of cross-divisional collaboration and teamwork between human resources and academic resources, with competent IT support, that made the rapid installation of Consensus™ a reality. (See a description of UNLV’s implementation of Consensus™ [HRsearch] at http://hr.unlv.edu/forms/hrsearchcabinet.doc.)

**Equal Employment Opportunity/Affirmative Action Planning**

One of UNLV’s institution-wide goals is to foster a more diverse, inclusive and just university environment. Recruited to serve as both chief HR officer and institutional EEO/AA officer, the associate vice president for Human Resources is responsible for preparing the university’s EEO/AA plan. HR officers responsible for this function will appreciate the disappointing reality that 200 hours of data analysis, too often, is simply shelved after the reporting requirement is met and is not used to inform or guide institutional decision making.

The challenge in EEO/AA planning at UNLV was how to engage academic administrators in a way that would make the EEO/AA plan a meaningful document and how EEO/AA planning might better serve the institution in supporting its diversity goal. Again, the key to adding institutional value was found in the collaboration between HR and academic resources. Historically, the university analyzed the representation of women and minorities among the faculty either as a single group or by rank (regardless of academic discipline). This “big box” approach, however, provided no meaningful information for academic deans as to whether women or minorities were represented in their disciplines in proportion to labor market availability and rendered the university’s EEO/AA plan virtually irrelevant to faculty recruitment.

In consultation with academic resources, HR proposed restructuring the EEO/AA plan by academic discipline — increasing the number of faculty job groups from four job groups by rank to 30 job groups by academic discipline cluster. A critical process objective was to ensure that academic deans supported this major restructuring of the EEO/AA plan, in that the results would, for the first time, compare the representation and availability of women and minorities at the college, school or department level.

Academic resources facilitated a series of discussions between HR and academic deans, helping to build a “crosswalk” between academic disciplines at UNLV and U.S. Department of Education data sets that were meaningful to the deans and to which they could give their assent before knowing what actual availability numbers would look like or how they would measure up. When data analysis was completed, academic resources again facilitated a presentation of the restructured EEO/AA plan to the Deans’ Council.

For the first time at UNLV, deans had an accurate view of whether women and minorities in each academic discipline were represented equitably in relation to availability and were able to focus future recruitment efforts on attracting faculty of a particular race, ethnicity or gender in a particular discipline. The redefinition of the university’s EEO/AA plan was materially enhanced through the collaboration of academic resources and human resources — and materially better received by academic deans, by virtue of knowing this was a collaborative venture, rather than simply a new administrative model imposed by a non-academic administrator. (See UNLV’s EEO/AA plan at http://hr.unlv.edu/eeoaaplan05.htm.)
Faculty Compensation Programs
As all human resource practitioners know first hand, compensation analysis is a core HR function in which we are well-versed and which represents a key institutional asset. Too often, however, HR departments’ competencies in compensation analysis are like the “light hidden under a bushel” — which is to say that compensation analyses are applied to classified and professional staff, but not to faculty. At UNLV, human resources has advertised its competencies in compensation analysis like a “light shining on the hill,” and has worked to develop this competency on the part of academic resources by sharing compensation methodologies and CUPA-HR’s DataOnDemand for faculty salaries.

Salary Equity Requests
UNLV bylaws provide an entitlement for faculty to request individual “salary equity” adjustments that must be evaluated by academic resources. Additionally, academic resources is responsible for advising the provost on how to allocate funds to support faculty lines by academic discipline among the colleges and schools. Confronted with these new responsibilities upon her appointment as vice provost for Academic Resources, Neuman was quick to acknowledge her lack of expertise in compensation analysis and to call on HR for assistance. With a positive experience collaborating with human resources on faculty recruitment and EEO/AA planning, what might have previously been perceived as a “turf issue” proved to be yet another opportunity for collaboration to serve institution-wide interests.

Larry Hamilton, UNLV’s director of Human Resource Administration, collaborated with Gina Strebel, director of Academic Budgets and Resources, to provide guidance to academic resource staff in the evaluation of salary equity requests by sharing CUPA-HR’s DataOnDemand tool. Hamilton helped academic resource staff develop an understanding of the natural hierarchy in the academic labor market in which liberal arts forms the low end of the salary structure, social and physical sciences the middle range, and professional disciplines the upper range. These early efforts to respond to individual (transaction-level) requests for salary equity adjustments led naturally to broader discussions concerning allocation of faculty lines and ultimately faculty salary schedules.

Faculty Budget Allocations
UNLV is subject to composite faculty salary schedules (inclusive of all disciplines by rank) adopted by the Nevada System of Higher Education (NSHE) Board of Regents. While composite faculty salary schedules are sufficient to guide very broad institutional planning and budgeting for new faculty, they are inherently insufficient to guide academic administrators in allocating funds for individual faculty positions among the various academic disciplines. While all new faculty lines are budgeted at approximately $60,000, in reality, we would need to allocate only $48,000 for an assistant professor in English, while we would need to allocate some $96,000 for an assistant professor in law.

The application of HR compensation expertise to faculty salary administration helped provide a coherent framework in which to guide academic budget planning that was more cognizant of actual labor market variation among academic disciplines in relation to appropriate benchmarks for faculty salary analysis by focusing on public, doctoral and research universities.

Faculty Salary Schedules
Building on this new partnership to collaborate internally in areas related to faculty compensation analysis, HR soon discovered an opportunity to advocate for market-based faculty salary schedules on a system level. In 2005, the Nevada Legislature refused to appropriate merit increase funds for faculty salaries in excess of NSHE faculty salary schedules, resulting in the loss of significant faculty salary increase funding for UNLV. Concurrently, system counsel clarified that NSHE institutions did not exercise authority to recruit above Board
of Regents-approved salary schedule ranges, threatening to undercut ongoing institutional faculty recruitment efforts.

Relying on its access to the system-wide Human Resources Advisory Committee, UNLV’s HR department developed a joint proposal with the University of Nevada, Reno, to adopt discipline-specific, market-based salary schedules for higher-compensated disciplines. This endeavor was readily endorsed by the academic deans in the affected disciplines and subsequently endorsed by the provosts, faculty senates and presidents of the two universities. The associate vice presidents for HR at UNLV and the University of Nevada, Reno, presented the joint proposal to the Board of Regents in March 2006. The Board subsequently adopted discipline-specific salary schedules for higher-compensated academic disciplines for the first time in the system’s history.

From a world in which HR would rarely (if ever) be consulted on faculty salary issues, HR found itself in the role of championing academic affairs issues at the system level — the result of what began as a simple collaboration among HR and academic resources in sharing compensation expertise to facilitate the review of individual salary equity requests. UNLV’s experience in this regard illustrates the synergy that results from partnership-building and the rewards that can come from collaboration that transcends organizational boundaries or traditional turf-defined responsibilities. (See the UNLV/UNR Faculty Salary Proposal at http://hr.unlv.edu/3dMemos/.)

“Till Death Do Us Part …” — A Commitment to Continuing Collaboration

We invoke the familiar phrase that concludes most marriage vows for a reason. No partnership is born full-flowered. Assistance on individual topics is sought or offered, seeds of trust are planted, collaboration bears fruit and leads to further collaboration. So it has been in the evolving partnership between human resources and academic resources at the University of Nevada, Las Vegas.

While the first meeting in July 2004 between Connally and Neuman elicited a personal commitment on their parts to work in partnership on issues of mutual interest, the collaboration between HR and academic resources now flourishes between the respective staff members in ways that were not typical historically. HR enjoys an opportunity to offer new ideas that may impact faculty or academic administrators without fear of being perceived as intruding on academic resources’ traditional domain. Academic resources enjoys an opportunity to leverage the more numerous resources allocated to HR in ways that take some of the administrative burden off of the smaller of the two units, without fear of its authority being usurped by sharing traditional academic responsibilities.

While any betrothal represents a hopeful beginning, the strength of any partnership is built through the daily interactions that evidence mutual concern and the almost-unconscious reliance one comes to place on another person for one’s own well-being. Such synergy can occur between organizations as well as between individuals, as we believe has been illustrated and is being realized each day in the partnership between HR and academic resources at UNLV. We are persuaded that, given the inherent interconnectedness of human resource and academic resource issues, each of us, individually, and each of our departments, can be successful only as we help one another be successful, as well.

When collaboration is intentional and a commitment to service excellence is deliberate, sustained and publicly celebrated, the heightened expectations of academic administrators speed our progress, energize our efforts and hold us accountable for realizing the vision we proclaim — a committed, sustained partnership between academic resources and human resources that serves institution-wide needs. In this way, collaboration and partnership-building, in and of themselves, become strategies for achieving service excellence to promote more efficient and effective administrative support services that add value to the institution and directly support the university in achieving its educational, research and public service mission. Thus, the strategy of partnership-building becomes a tool in our repertoire for enhancing the value of HR to our institutions. In effect,
conscious collaboration and thoughtful partnership-building represent a human resource practice that can lead to service excellence.

As the leaders of human resources and academic resources, we have made such a commitment to one another to build and sustain an effective partnership between these two departments at UNLV. We have announced this commitment to university administrators; we have shared this commitment with our respective staffs; and we have established the expectation that this commitment will characterize the interactions, communications and joint efforts of our departments. We are hopeful that you will find some of the partnership-building strategies between human resources and academic resources at UNLV to be useful in seeding partnership-building enterprises on your own campus — and that you will be rewarded by adding greater value to your institutions through the partnerships you build.

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Trend Watching:
Why Are Women Shying Away From Business Careers?

BY FRANK GIANCOLA

The number of women interested in pursuing a business career appears to be reaching a saturation point. Women are shunning the special recruiting efforts of top MBA programs, and many express work values that are out of step with mainstream business. In addition, a surprising number of fast-track women are looking for employment outside of business. If these trends continue, higher education could have a larger pool of candidates for managerial positions — a development that merits a review of existing recruitment practices.

Introduction
A potential trend is developing in the business world that bears watching in higher education — a saturation point for women interested in business careers may soon be reached. All of the evidence is not yet in, but these signs are hard to ignore:

- Top-tier Master of Business Administration (MBA) programs have failed to increase female enrollment in recent years, despite substantial recruitment efforts (Catalyst 2000; Forte Foundation 2004).
- Recent surveys show that many women’s values regarding the work environment and organizational mission are not in step with business’ values in these same areas (Merrill-Sands, Kickul, Ingols 2005; ISR 2004).
- Fast-track business women who voluntarily leave the workforce show little desire to return to their careers, many times because they felt their jobs were unsatisfying or boring (Hewlett and Luce 2005; Deutsch 2005).
- The career aspirations of female business executives are declining at a faster rate than those of males (Families and Work Institute 2003).

This trend is of interest to higher education because it indicates what factors are important to women in choosing a career, as one of its primary competitors for talent loses its appeal.

MBA Enrollment in Top Schools
In 2000, Catalyst, a leading women’s advocacy group, and the University of Michigan expressed concern over the low female enrollment of just 30 percent at top MBA programs, as compared to 44 percent for top-tier law and medical schools (Catalyst 2000). Despite scholarships and special outreach programs, enrollment at top MBA programs has yet to break the 30 percent mark (Forte Foundation 2004).

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Unrealistic Expectations?
Perhaps part of the reason why top MBA programs cannot enroll more women is that they have unrealistic expectations of women, as evidenced by this statement from a director of admissions at a top-tier business school: “[Possessing] an MBA is an opportunity for women to pursue their passions. It can be in a traditional business field, but an MBA also yields skills that can be applied to solving a variety of problems, from running a museum to working in nonprofits” (Morath 2004).

Can we reasonably expect someone who has a passion for art and aspires to manage a museum to pursue that interest by working toward an MBA, when much of the education applies to a different industry? It appears as though MBA programs have realized that they cannot interest more women in careers in business, so they are trying to convince women in other fields that they need an MBA to succeed. That seems like a difficult task, especially with the availability of master’s degree programs in management and other fields.

Values of MBAs
According to research by the Graduate Management Admission Council (GMAC), MBA graduates of both sexes believe that challenging and interesting work is the most important factor to consider when choosing an employer, but a deeper look reveals distinct differences. When choosing an employer, women are more likely to consider location, positive organizational climate and opportunities for travel, and prefer individual performance measures, a clear organizational vision and formalized procedures. Men are more likely to consider competitive salary, opportunity for advancement, opportunity to use skills to the maximum, benefits package, job autonomy, opinions of spouse/significant others and stock option and ownership programs (GMAC 2004a).

Interestingly, many women who hold MBAs, more so than men, look for characteristics that have little to do with money, power and advancement. In addition, the men’s list of reasons does not include those that are popular with women — working relationships, influencing strategy and giving back to society. GMAC research also shows that women prefer a student body and faculty with values similar to their own. To a reasonable person, it seems that women with non-business career goals will not find compatibility in an MBA program (GMAC 2004b).

Values of Female Professionals and Managers
In 2003-04, Simmons College’s School of Management surveyed roughly 500 seasoned professional and management-level females from a variety of industries to ascertain their views on leadership and power (Merrill-Sands, Kickul, Ingols 2005). Survey results found that the majority of women polled were not pursuing leadership and power out of self-interest and personal gain, but rather to influence the direction and priorities of their organizations and to fulfill community responsibilities. Almost half indicated that earning top dollar was not necessarily of high importance to them.

Business may find it difficult to attract this group with the standard MBA lures of six-figure salaries, stock grants and fast-track promotions. With regard to women and leadership, the survey found that:
• 47 percent aspire to the highest leadership positions;
• 28 percent believe it is important to be in charge of others;
• 70 percent believe it is important to make a difference, help others, contribute to their communities and make the world a better place; and
• 53 percent cite making a lot of money as important.

With regard to women and power, the survey found that:
• 45 percent want power to move up in their organizations;
• 32 percent actively compete for power;
• 65 percent view power as important to effective leadership;
• 70 percent want power to change their organizations;
• Most acquire power and achieve results by building relationships, not by traditional means (e.g., expanding turf, plum assignments, powerful connections); and
• Women’s primary goals are strategic (to influence the direction and priorities of their organizations) and socially-minded (to fulfill community responsibilities).

Why Are Women Leaving the Workforce?
Research indicates a number of reasons why women are exiting the business world. Among these reasons are decreased job satisfaction, lowered career aspirations and boredom in their current positions.

Decreased Job Satisfaction
In 2004, the Center for Work-Life Policy formed a task force to study the disturbing trend of large numbers of highly qualified women dropping out of mainstream careers. A survey was done of a representative group of roughly 3,000 women and men, aged 28 to 55, with a graduate degree, professional degree or high-honors undergraduate degree. The survey was specifically designed to learn more about the exit and return to work of the 37 percent of highly qualified women who leave work voluntarily during their careers (Hewlett and Luce 2005).

The survey found that more women leave the workplace because they are dissatisfied with work, rather than because of external demands, and that 52 percent of the women polled who have an MBA cite the lack of satisfaction and enjoyment in their work life as an important factor in their deciding to leave work. The survey also found that none of the women polled who have left a business-related job and are looking for work desire to return to work with their former employer. In fact, in most cases, the survey found that these corporate-world women desire to move into the nonprofit sector. The reasons the survey found for highly qualified men leaving the workforce are vastly different from those of women — in most cases, men leave to re-position their careers, while women leave for family-related reasons (Hewlett and Luce 2005).

It can be deduced from these survey findings that businesses would be well-served to tap into women’s altruism by supporting their advocacy of public service efforts, encouraging mentoring of other women, and establishing women’s networks in the organization.

Lowered Career Aspirations
The Families and Work Institute has noted an important downturn in the career aspirations of female executives at 10 major U.S. companies. Thirty-four percent of the female executives in the study indicated they had reduced their aspirations, versus 21 percent of men. The most frequently cited reason for both groups having lowered their career aspirations was sacrifices in personal and family life (Families and Work Institute 2003).

Boredom
Some experts are beginning to believe that women’s slow rise to top business jobs has more to do with job frustration and boredom, than with bias and family responsibilities, according to the May 1, 2005, issue of The New York Times. Mabel M. Miguel, professor of Management at the University of North Carolina, makes the following observation: “Oftentimes, men will grit their teeth and bear everything, while women say: ‘Is this all there is? I need more than this!’”

The consulting and accounting firm Deloitte Touche Tohmatsu surveyed fast-track women who had quit their jobs in the 1990s and found that a vast majority were working elsewhere. As word gets out about the “boredom factor,” employers are now doing more to keep women “professionally engaged” by, for example, ensuring their fair share of challenging, high-profile assignments and by offering special projects to those on leave (Deutsch 2005).
“Communal” Workplace
Over the course of three years (from 2000 to 2003), the research and consulting firm ISR surveyed more than 3,000 female and male U.S. executives to identify factors driving executive commitment. The study’s authors found that women attach the greatest importance to “communal” aspects of the workplace, such as working relationships, customer quality focus and communication with colleagues. Men, by contrast, are more interested in rewards and career advancement (ISR 2004).

Factors Driving Executive Commitment in Females:
- Working relationships — 14.3 percent
- Customer quality focus — 9.5 percent
- Communication with colleagues and others — 9.5 percent
- Work tools and conditions — 4.8 percent

Factors Driving Executive Commitment in Males:
- Career development — 19.4 percent
- Financial rewards and recognition — 9.7 percent
- Stress, balance and workload — 6.5 percent
- Image — 3.2 percent

The study’s director believes that some successful female executives have missed a basic business reality — to reach the highest positions, they must emphasize personal recognition and advancement rather than organizational effectiveness.

Working Description
Based on the above data, one could reasonably build the following “working description” of a sizable group of women with respect to business careers:

- They are not interested in pursuing MBAs at top-tier schools;
- They have become disenchanted with fast-track business careers;
- They possess strong altruistic values;
- They value flexibility more than compensation;
- They put a premium on family needs and work/life balance;
- They value working relationships and use them to advance in their careers; and
- Their desire for power stems from the desire to improve organizations, rather than from the desire to be in charge of others.

Business leaders should be aware of the poor fit that exists in the business world for many women and the difficulty this poses in competing for their talents.

In Summary
Interesting trends and issues have come to light regarding business careers for women. It is too soon to tell if they comprise a major shift in goals for some women, but these trends are important enough to warrant continued monitoring by employers in other sectors, including higher education, who may be its beneficiaries. To take full advantage of these developments, however, adjustments to recruitment practices may be required.
To expand the talent pool of highly qualified candidates for key support roles, higher education should focus its recruitment efforts on women working in the corporate world in information technology, human resources, finance and other fields with transferable experience, skills and careers paths. Recruitment effectiveness will be enhanced by fine-tuning key messages and ensuring exposure with the target group. For example, promotional brochures and Web site career pages should highlight organizational values (e.g., close working relationships) and benefits (e.g., on-site childcare) that resonate with women.

Higher education also should establish working relationships with business-oriented outplacement firms to increase women’s awareness of job opportunities as they are out-placed from business. In addition, involvement in professional and civic organizations, such as local Junior League chapters, provides the chance to identify talented women and to inform them of openings. Such straight-forward and low-cost actions can have a substantial pay-off for higher education when seeking talent from the business world.

References:


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Quality of Work Life Programs in U.S. Medical Schools: Review and Case Studies

BY ANN OTTO AND CLAIRE BOURGUET

In this article, the authors examine the nature and definition of quality of work life (QWL) and its importance to an organization, especially as it relates to institutions with medical schools. The article focuses on the experiences of one campus in developing a QWL initiative that included a survey of other medical schools to determine their benchmarks of best practices. Case studies of three institutions — a private university with a mature QWL program, a public university with a growing program in transition, and a stand-alone medical school with a program in the development stage — are also presented.

Introduction
Higher education institutions are held accountable in numerous ways other than financial. This is especially true given today’s recruitment and retention issues, especially for faculty (Lawler 1982; Bland, Seaquist et al. 2002). Colleges and universities are labor intensive, and their effectiveness is dependent largely on a quality faculty and staff. Funding decreases impact salaries and working conditions which, in turn, impact quality of work life (QWL) conditions (Johnsrud 2002).

Family-friendly policies and practices are often difficult to implement in academic workplaces that value decentralization (Quinn, Lange, Olswang 2004). Academic positions may be viewed as unique, and values of academic autonomy may conflict with standardization of practices. In addition, there are administrative problems. Policies and programs are often spread across a number of campus offices with little coordination or accountability. However, Danna and Griffin (1999) outline a number of common reasons why organizations should pay close attention to QWL issues. These reasons include health and safety, productivity and the spillover effect of negative issues and experiences into an individual’s nonwork domains. The spillover approach to QWL suggests that satisfaction in one area of life may influence satisfaction in another (Thoits 1995; Sirgy, Efraty, Siegel et al. 2001; Schieman, McBrier, Van Gundy 2003). It is also recognized that some employees consider their work community to be the center of their lives and that they receive more support from co-workers and friends at work than in nonwork domains (Hochschild 1997).

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While coordinating a new QWL program at Northeastern Ohio Universities College of Medicine, the authors sought information on model programs in place at other medical schools. They focused on programs with appropriate infrastructure, resources and the ability to document outcomes through formal evaluation plans. This article details what they found.

**What Is Quality of Work Life and Why Is It Important to an Institution?**

The nature and definition of family and work have changed dramatically over the past 50 years (Grosswald, Ragland, Fisher 2001; Rice, Near, Hunt 1980), resulting in large part from changing workforce demographics including the increasing participation of women. There is no single, commonly accepted definition for quality of work life (Krueger, Brazil, Lohfeld et al. 2002; Sirgy, Efraty, Siegel et al. 2001; Efraty and Sirgy 1990). What exists is a large but somewhat disjointed body of literature across diverse fields that relates both directly and indirectly to health and well-being in the workplace (Danna and Griffin 1999). Physical, emotional, psychological, social, management and economic perspectives lead to considerable variation in the meanings and definitions attached to the terms “health and well-being,” “quality of work life” and “work-life balance.” Additionally, QWL survey studies often have a narrow focus with little design rigor, and evaluative studies often deal with “soft” outcomes (Golembiewski and Sun 1990).

The definition of “quality of work life” is composed of many constructs. Lippitt (1978) has described the term as a broad concept referring to the degree to which work provides an opportunity for an individual to satisfy a wide variety of personal needs: to survive with some security, to interact with others, to have a sense of personal usefulness, to be recognized for achievement, and to have an opportunity to improve one’s skills and knowledge. Other researchers have focused on the employer and the restructuring of the workplace to improve productivity or individual attitudes (Loscosco and Roschelle 1991; Lawler 1982). Restructuring includes distinct types of interventions, including goal-setting, structuring work and social relations in autonomous groups, work redesign and, especially, job enrichment (Golembiewski and Sun 1990).

The field of organizational development often is considered an umbrella, which includes QWL issues as one set of interventions in change processes with which to improve the organization. QWL emphasizes structure, while organizational development focuses on interaction. In other words, QWL practices and policies determine the organizational environment, and organizational development interventions operationalize the constructs. Individual employee perceptions concerning strengths and weaknesses in the total work environment and what is or is not desirable in the workplace are other foci for research (Knox and Irving 1997).

As a construct, QWL deals with the well-being of employees; assumes job satisfaction as an outcome; and involves the effect of the workplace on job satisfaction, satisfaction in non-work-life domains, and satisfaction with overall life, personal happiness and subjective well-being (Sirgy, Efraty, Siegel et al. 2001). What has been clear since the mid-1990s is that both diversity and work-family efforts have begun to focus not only on developing policies and programs, but also on creating a supportive culture and effective work practices (Friedman, Rimsky, Johnson 1996). Increasingly, QWL has been viewed as employee satisfaction with a variety of needs through resources, activities and outcomes stemming from participation in the workplace (Sirgy, Efraty, Siegel et al. 2001).

**U.S. Medical School Survey Background**

The Northeastern Ohio Universities College of Medicine (NEOUCOM) is a stand-alone public medical school. In 2002, a new president joined the college. One of her first observations was that although there were many employee-friendly policies and practices, the efforts were unfocused and not well marketed. Given the challenges of recruiting faculty and administrators to a relatively small medical school in a rural area, it was determined that quality of work life concerns should become a strategic priority related to the goal of becoming “a great place to learn and work.”
A task force representing all areas of the NEOUCOM campus, co-chaired by a tenured faculty member and the chief human resource officer, was given responsibility for reviewing the status of work-life balance issues through a needs assessment and then making recommendations for improvements. The goal of the task force was twofold: 1) to query the campus community related to perceived and desired quality of work-life programs, policies and practices, and 2) to survey other medical schools to determine best practices in QWL programs for adoption by NEOUCOM. The purpose of the survey (whose topics are summarized in Table 1) was to identify benefits, policies and procedures that affect quality of work life of faculty and staff. The types of work and family programs and policies surveyed were those considered most prevalent and currently available in the U.S., including leaves, flexible work arrangements, child and eldercare and employee assistance programs (Grosswald, Ragland, Fisher 2001). Benefits, institutional programming and other issues that may affect QWL programs and their importance to individual campuses also were included.

**Survey Methods**

NEOUCOM's Faculty and Staff Resources Office received a grant for a medical student summer fellow to assist with the survey. The student contacted each medical school’s dean’s office by phone and requested the name and contact information for the person with whom the student should speak about completing the survey. An introductory letter with a link to the Web-based survey was e-mailed to 126 schools in July 2004. The survey was offered online and by paper copy, and took approximately 40 minutes to complete if the data was easily retrievable at the campus. A summary of findings was provided to those completing the survey. Surveys were coded for the purpose of tracking responses, and answers were confidential and only aggregate data was reported. However, campuses providing examples of best practices were contacted for permission to identify these in an article.

Several schools requested hard copy versions of the survey, and all were given the option of mailing or faxing the survey if they preferred. A reminder to nonresponders was e-mailed four weeks after the initial letter. In a third attempt to contact nonrespondents, a hard copy of the survey was sent to a list of human resource office contacts. In some cases, personal calls were made to institutions. This process resulted in 17 responses. The low response rate is attributed to a number of factors, including the amount of time and human resources needed to complete the survey. Many, if not most, medical schools are serviced through a central university or academic health center work life or human resource office for these types of benefits. Some respondents reported that obtaining and segregating data and information from a central campus was difficult.

**Findings and Discussion of the Survey**

Respondents were from a broad spectrum of U.S. medical schools. Responding schools had a mean faculty of 79 (range of 49 to 1,357) and a mean of 1,565 (range of 190 to 4,264) exempt and non-exempt staff. Total student number ranged from 200 to 1,156, with a mean of 631. Total budget for educational expenses and operations, including research funds but excluding capital funds, ranged from $20 million to $650 million. Of the 17 schools reporting, two were described as stand-alone, six as part of an academic health center, eight as part of an institution of higher education, and one did not indicate type. Ten are public, six are private, and one did not indicate if it was public or private.

Because of the low response rate, a decision was made to treat the data as case studies and provide anecdotal data on three schools that have had success in QWL programming. They include Stanford University School of Medicine, a private institution which has had a formal QWL program and infrastructure for some time; The Ohio State University School of Medicine, which has had a variety of QWL programs and is serviced from a recently developed university central office (therefore, a program in transition); and the Northeastern Ohio Universities College of Medicine, a newer, public, stand-alone, community-based college with a QWL program in development. Information from these schools is reported here with the permission of the respondents.
**Stanford University School of Medicine**

Stanford University’s School of Medicine is a private institution located on the Stanford University campus in Palo Alto, California. Sharing the campus are 459 medical students, 526 graduate students, 1,100 postdoctoral students, 735 faculty members, 486 other teaching and academic staff members, and 2,200 administrative staff members. It is colocated with university-owned teaching hospitals, Stanford Hospital and Clinics and Lucile Packard Children’s Hospital, with a total of 842 beds. Stanford’s School of Medicine leads the nation in research funding per faculty member.

Stanford’s mature and successful QWL programs were highlighted in the 1996 CUPA-HR Foundation publication entitled *College and University Reference Guide to Work-Family Programs*. Two central university offices, WorkLife (www.stanford.edu/dept/ocr/worklife/) and the Faculty and Staff HELP Center (www.stanford.edu/dept/helpcenter/ocr/worklife), as well as the School of Medicine’s Prevention Research Center’s Health Improvement Program (http://hip.stanford.edu/), offer a myriad of QWL programs. The HELP Center functions in much the same way as an employee assistance program would, providing professional, confidential counseling to faculty and staff members, as well as their spouses, domestic partners and children under the age of 21. The HELP Center also offers workshops on a large variety of topics, including nutrition, humor, stress and forgiveness, and discussion groups relating to addiction, anger management and succeeding as a faculty member of color. The institution’s work life office has a variety of childcare and eldercare resources, provides briefings on work life balance, and keeps outcome measures in the form of program utilization records. Stanford ID cards provide access to university libraries, athletic events and recreational facilities, including a family sports center and golf course.

Childcare is available on campus at three locations, and there is a childcare subsidy grant of up to $5,000 available to employees based on need as measured by family income (http://www.stanford.edu/dept/ocr/worklife/docs/pdf/05CCSGapp.pdf). Online guides for new faculty members (http://www.stanford.edu/dept/DoR/newfac.html) orient them to working at Stanford and outline resources available to help them succeed. Progressive benefits and administrative policies include a variety of leave options and use of partial sick leave to care for immediate family. Early retirement incentives are available for faculty, and both faculty and staff can phase into retirement with departmental approval. Flexible spending accounts are available for health and dependant care. Regular part-time employees working at or above 75 percent receive prorated benefits, and those working at 50 percent to 74 percent receive partial benefits. The benefits package includes vision and long-term care insurance options. Benefits also are extended to same-sex domestic partners, as well as parents.

Stanford’s Office of Faculty and Staff Housing offers housing benefits to faculty members and some senior staff members in the form of low-interest loans and advice on affordability. The Housing Assistance Program, which offers cash assistance over several years, is available to faculty members. Relocation assistance is provided for faculty and staff members, including reimbursement for a variety of travel, house-hunting, temporary living and moving expenses. Faculty and staff members can arrange work-related travel through an American Express travel office. The university also developed Stanford West, a 628-unit residential community of one-, two- and three-bedroom rental apartments and town homes located on Stanford property for faculty and staff. Stanford West apartments were designed to simplify life, with recreation and childcare centers on site. Some apartments are offered at below-market rental rates.

Tuition benefits are effective upon hire for Stanford faculty members and after five years of service for staff members. The university pays one-half of the Stanford tuition rate at approved institutions for children of employees. Staff members also receive Staff Training Assistance Program funds of $800 per year for tuition and textbooks for individual, job-related classes. Finally, Stanford’s Staff Tuition Reimbursement Program pays up to $5,250 per year for tuition to a degree program. Personal and professional development and intellectual enrichment is offered through Continuing Studies (http://continuingstudies.stanford.edu). The School of Medicine also has a faculty mentoring program for junior faculty. Spirituality is acknowledged through
ministries representing many faiths. Faculty and staff also enjoy a variety of arts and cultural opportunities, and staff social groups, such as African American, Asian/Pacific Islander, and Gay and Lesbian groups, are funded by the university. The Office of Campus Relations includes a Disability Resources Center.

A work life evaluation was done in 2001 at the Stanford School of Medicine, and the implementation of suggested improvements was delegated to an Administrative Steering Committee. Issues relating to staff workload, work/family balance and civility in the workplace were examined. Options for flextime telecommuting, four-day, ten-hour-a-day workweeks and other choices were considered to address increasing staff workload and burnout problems. Many administrative processes are currently being re-engineered to streamline work and eliminate bottlenecks that create frustration in the workplace. Faculty and staff members are required to attend classes on how to build a respectful workplace, and a School of Medicine ombudsperson assists them with work life issues. A lactation room was established on the medical school campus in 2002 for working mothers. A formal faculty mentoring program has existed in the School of Medicine for more than a decade (http://facultymentoring.stanford.edu/history.html).

It is clear that support for faculty and staff through resources including benefits, programs, policies and activities is key to Stanford University’s School of Medicine’s success.

The Ohio State University School of Medicine

According to staff in the human resource and work life offices at The Ohio State University (OSU), the institution has many things of which to be proud, including deep-seated traditions; diverse and successful faculty, students, staff and alumni; and its stature as one of America’s preeminent research institutions. This public land-grant institution has six campuses, 88 extension offices and a number of other locations throughout Ohio; more than 55,000 students and 20,000 employees; a comprehensive medical center; intercollegiate athletics; and a research program that is growing in both size and complexity every day. The institution’s progressive tenure policies were reported by CUPA-HR in its 1996 publication entitled College and University Reference Guide to Work-Family Programs. Two such policies are part-time tenured appointments and exclusion of time from the probationary period for up to two years for reasons such as childbirth or adoption. These policies can be found at http://hr.osu.edu/worklife/policies.htm.

OSU recently conducted two comprehensive needs assessments, one for staff in 2001 and one for faculty in 2003, to determine employee satisfaction and engagement levels, with a focus on assessing work life satisfaction levels. Approximately 65 percent of staff and 40 percent of faculty responded to the surveys. Findings from these surveys are located at http://hr.osu.edu/worklife/home.htm. As a result of the survey findings, the university integrated QWL into its overall recruitment and retention aspirations. In 2004, a central office of work life was created at The Ohio State University and a three- to five-year work life action plan was developed. The action plan called for greater communication and support by administrative and academic leadership and college deans for work life effectiveness.

In addition, the action plan outlined university strategy, programs and policies, accountability and measurement interests. In 2004, the university also implemented domestic partner benefits, sponsored dependent benefits and opened a second childcare center, increasing capacity by more than 100 children (the existing childcare facility accommodated approximately 325 children). New policies were created, such as vacation donation, dual-career hiring and paid parental leave, which consists of six weeks of full pay for birth mothers and three weeks of full pay for fathers, domestic partners and adoptive parents. This program is separate from vacation leave and sick leave.

OSU’s Work Life Office, part of the office of human resources, provides leadership not only in offerings, but also supports and facilitates use of these offerings through training programs. Recent training programs have included shift work challenges and options; critical conversations in eldercare; tips on balancing school, work and home; managing telecommuting successfully; and transitioning to retirement. The office developed
a session entitled “Creating a Healthy Workplace” for new academic leaders and has plans to create a similar session for mid-level managers. An annual health and wellness fair is held with more than 90 campus and community exhibitors on hand to educate attendees and provide health-screening services. Numerous health-related programs include diabetes education and screening, weight management, breast cancer early detection, domestic violence myths and facts, yoga and more (visit OSU’s health workshop Web site at [www.osumhcs.com/wellness/program.asp](http://www.osumhcs.com/wellness/program.asp)).

Medical benefits are available to part-time employees working at least 50 percent time. Other benefits include behavioral health services, flexible spending accounts, tuition assistance, adoption assistance, summer camp programs for school-age children, and options for flextime, telecommuting and alternative work arrangements.

**Northeastern Ohio Universities College of Medicine**

Northeastern Ohio Universities College of Medicine (NEOUCOM) is a stand-alone medical school in consortium with three universities and 18 hospitals, eight of which are major teaching hospitals. The service area includes 18 counties in Northeast Ohio. All consortium partners are considered campuses of the college. Most programs and benefits apply to faculty and staff located at the Rootstown campus. However, some, including faculty development, cross all campuses.

As noted earlier, NEOUCOM is developing a formalized work life program. In 2003, a Web-based survey was sent to all faculty and staff members of the college. The survey included questions on individual demographics, level of satisfaction with current benefits and wellness programs, level of interest in benefits and wellness programs, level of interest in current or desired training and development programs and opinions on formal and informal awards and recognition programs. The response rate was 62 percent. After the survey results were compiled and studied, a number of recommendations were made, reviewed and prioritized, and costs for implementation were determined. To accomplish this, four work groups were created around the themes of campus life, professional and career development, benefits, and awards and recognition. Work on the major themes is detailed below.

**Campus Life**

A previously informal Employee Health Promotion and Wellness Committee has become an institutional committee with broader faculty, staff and student representation. The college maintains a small exercise facility and works with area wellness and fitness centers to provide discounts for enrollment. It encourages group activities by coordinating discount tickets for events throughout Northeast Ohio. Existing programs and activities, which had been implemented over the years by the more informal committee, include programs on wellness issues delivered via brown-bag lunches and a day-long health and wellness seminar. The college sponsors an annual family picnic and participates in a variety of community events and projects, including Community Challenge, Relay for Life and Heart Walk.

An ATM machine, an employee priority, was installed and has been well-used. An administrative policy on telecommuting is in proposal stage, having been piloted in two departments during the last year. Three lactation areas were designated and administrative guidelines for use of the lactation rooms were issued. The campus café was remodeled and Ethnic Wednesdays, complemented by cuisine and quizzes on the countries highlighted, were added to better serve the diverse student body and provide a cultural learning experience for the entire campus. As the need for improving diversity remains an issue, the office of diversity and multicultural affairs has increased its work with a number of campus offices. A major accomplishment was the development of an annual awards program acknowledging, through four major awards, college and community members who have contributed to campus diversity efforts.

Quality of work life is important in the recruitment of faculty and administrative staff, especially for a campus in a rural area. For this reason, NEOUCOM continues to partner with the Employer’s Resource Council
of Northeast Ohio (www.ercnet.org) in providing information on topics of QWL interest to current employees and potential candidates. This organization, along with other consortium partners, assisted the task force in developing and presenting a successful regional QWL conference, attended by representatives from both the public and private employment sectors.

Professional and Career Development
Because the 2003 survey indicated a strong interest in professional development, a centralized office of faculty development was created, assisted by a large faculty development advisory group representing basic science and clinical faculty and administrators who support the educational mission. During its first year in existence, the group prioritized topics of the approximately 1,800 faculty members involved and discussed ways to enhance the opportunities for the graduate students and residents involved in teaching. A new Web site is being created that will include a consortium-wide faculty development calendar.

Due to downsizing, the college experienced a significant reduction in force in November 2004. This in turn delayed institution-wide staff training and development plans. Human resources worked with each affected department to ensure that cross training and re-training occurred as individual jobs changed. Outplacement assistance was provided for all affected staff, and a needs assessment and prioritization of staff training and development needs, similar to that done for faculty, is being planned.

Benefits
NEOUCOM’s benefits package includes an off-site employee assistance program with six free counseling visits per year for each covered family member. An occupational health nurse is on site one half day per week for personal or occupational assistance, including routine inoculations and tests. An educational benefits program permits tuition waivers for full-time employees and dependents to attend any of the three consortium universities, and job-related coursework is encouraged.

Priorities reported in the survey included improvements in the vacation policies. To that end, the vacation for nonexempt staff with more than five years of service was enhanced, and all new employees can now take accrued vacation after the probationary period without a one-year waiting period. The sick leave policy for all groups, which is already liberal in terms of usage, was expanded to include use in relation to other persons for who the employee is legally responsible. With regard to requests for childcare and eldercare options, NEOUCOM is fortunate to have a well-recognized office of geriatric medicine/gerontology, which is available for personal consultation regarding eldercare issues and referral to community resources. Due to the large geographic area in which NEOUCOM employees live and the few childcare centers near the institution, the college arranged for its employee assistance program to provide information and counseling for these needs. The survey identified a strong interest in a college-sponsored day care center among younger employees and an early retirement “buyout” option among older employees. These are examples of benefits that are not financially feasible for a small institution like NEOUCOM. However, the college administration continues to seek partnerships which would allow such expanded benefits.

Awards and Recognition
According to survey results, the need for awards and recognition was one of the highest priorities for employees. NEOUCOM’s Rootstown campus is relatively small and interpersonal relationships are critical. Employees felt strongly that supervisors needed to better recognize and reward them. This included addressing the concern that there was insufficient student and employee interaction by increasing the expectation that supervisors will encourage faculty and staff attendance at student events and activities. To this end, the HR and public relations offices have increased communications in meetings and in print around this issue, as well as around topics related to the challenges of change in the workplace.
Clarifying committee structures and membership and reviewing current major awards at the campus were other priorities. The college’s annual Service Awards Week in January includes the president’s annual address, an awards ceremony for five-year service increments and several college awards and receptions. A new team award for interdisciplinary work also is being evaluated. To increase the visibility of the college and its faculty and staff, the office of faculty and staff resources and institutional effectiveness, which includes HR, faculty affairs, faculty development and institutional effectiveness, will serve as a clearinghouse for award and recognition opportunities within the consortium, both regionally and nationally. Coaching on professional dossier and templates for nominations are provided on the Web site at http://www.neoucom.edu/audience/faculty.

NEOUCOM places a high priority on community service in the curriculum and for faculty and staff. To better reflect this, the Community Service Awards Committee was broadened and a Community Volunteer Appreciation Day was identified during National Volunteer Week. A social event will recognize all who donate their time to nonprofit groups.

Summary
Continuing challenges for NEOUCOM include review of the benefits package, relocation assistance and support for faculty and administrators, and career development programs, including mentoring for faculty, staff and supervisors. Outcome measures have been included in the design for evaluation of the QWL program goals. The QWL task force recommendations to the president included a plan with time frames and costs. “Lessons learned” include the fact that most initiatives take longer to implement than the campus expects and even perceived “no-cost” benefits have related costs.

Conclusion
The concept of organizational family support is a multifaceted construct (Wethington and Kessler 1986; Jahn, Thompson, Kopelman 2003). Three facets or themes describe the constructs: instrumental, informational and emotional. Instrumental includes adequate leave programs, financial assistance for childcare and flexible scheduling. Informational includes resource and referral and communications, including family-friendly policies and programs. Emotional includes acknowledgement and acceptance of employees’ family-related needs as articulated in mission statements or other documents.

Grosswald, Ragland and Fisher (2001), in a critique of U.S. work-family programs and policies, posited that employers, especially corporate for-profits, are doing a poor job of providing work-family benefits. However, one of Grosswald et al.’s findings was that many U.S. companies that have downsized have subsequently added or expanded current work and family benefits for their remaining employees. NEOUCOM has done this after a recent downsizing, as have other Ohio public institutions.

Responses to NEOUCOM’s survey of medical schools suggest that few have a formal evaluation plan and most are unable to articulate outcome measures. In these times, it is necessary to show a return on investment for any human resource or organizational development initiative. Development of a uniform and meaningful set of outcome measures would be a service to medical schools with QWL programs. Comments in the survey responses suggest that medical schools should be leaders in QWL models in higher education. Medical schools are in a unique position, as they have access to the expertise of professionals in community and public health, family medicine, geriatrics and behavioral sciences. These disciplines can assist in needs assessment, setting objectives and program development. The principles of program evaluation are well understood and implemented regularly by medical educators and community and public health professionals. Thus, medical schools may choose to adopt an expanded mission which includes developing and publishing model strategies for QWL.

Often, when researching a subject, it is helpful to return to original works for a new perspective. Gordon
Lippitt’s *Quality of Work Life: Organizational Renewal in Action* (1978) references Jonas Salk’s *Survival of the Wisest* (1973) to describe organizational change. The description states that the world today is in transition from the A stage to the B stage of the sigmoid curve common in biological growth. Stage A implies growth and expansion; stage B, stabilization. If the organism proceeds to stage B, the transition is complete and stabilization is achieved. However, during the transition, the organism receives confusing messages: grow, don’t grow; change, don’t change. The organizational analogy is that if we are competent enough to respond to ambiguous feedback, information and situations, we will have successfully made the transition from stage A (size, quantity) to stage B (quality of life). Ambiguity and change in the current work environment challenge us to respond in new ways.

Mead (1978) notes that experience can no longer be the best teacher. Circumstances today are unlike anything faced before in our society, given increasing workforce diversity including age, gender, lifestyle, race and ethnicity. The success of our institutions depends upon our ability to recruit, retain and nurture faculty and staff, our most important asset, and creating, implementing and sustaining a first-rate QWL program is an excellent way to attract and keep the best and the brightest.

**NOTE:** The authors would like to thank for their contributions to this article Julia Tussing, managing director for Finance and Administration, Stanford University School of Medicine; Shari Mickey-Boggs, HR director for Work Life Effectiveness and Project Management, The Ohio State University; and Northeastern Ohio Universities College of Medicine colleagues Ashley Hothem, student summer research fellow, and Carol Elliott, coordinator of Faculty Affairs.

### Table 1. Topics Included in NEOUCOM’s Survey on Quality of Work Life Programs in U.S. Medical Schools

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>Geographic location, public/private, institutional status, employee count, employee groups and percent unionized, student count</td>
</tr>
<tr>
<td>Financials</td>
<td>Institutional budget</td>
</tr>
<tr>
<td>Institutional support for work life initiatives</td>
<td>Newsletter, focus groups, formal report, permanent task force, needs assessment, ombudsman, awareness programs, staff resources</td>
</tr>
<tr>
<td>Benefits offered, stratified by employee group</td>
<td>Domestic partner, eldercare counseling/center, employee assistance programs, flexible spending, flextime, job-share, sabbatical, tenure flexibility, personal leave, flexible retirement, relocation service, spousal employment assistance, issue-related support groups, telecommuting, tuition assistance</td>
</tr>
<tr>
<td>Training/development programs</td>
<td>Health, enrichment (arts), exercise/fitness, family assistance, benefits, other (program details requested)</td>
</tr>
<tr>
<td>Outcome measures</td>
<td>Are measures kept? If so, how? (program details requested)</td>
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</tbody>
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References:


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Daytona Beach Community College’s Leadership Development Institute: Cultivating Leaders From Within

BY RITA QUINTON

In response to a looming shortage of leadership-level employees, and to avoid gaps in maintaining quality leadership on its campus, Daytona Beach Community College has created and implemented a professional development program for aspiring leaders in an effort to “grow its own.” This article provides a comprehensive look at how the college conceived, developed and implemented its Leadership Development Institute.

Introduction
Daytona Beach Community College (DBCC), like many colleges and universities across the nation, is facing an employee shortage in the coming years, due in large part to the departure of baby-boomers from the workforce. This means that the competition for those in the job market will be fierce, and with turnover on the rise, employers are looking for ways to develop and invest in current employees, hoping to cultivate today the leaders of tomorrow (Sandler 2005).

To meet this looming threat head-on, DBCC created an in-house leadership program called the Leadership Development Institute (LDI). As a result of this program, the college has been successful in strengthening its existing leadership in both the administrative and academic realms, and is poised to look inward to fill its future leadership needs by “growing its own” leaders.

The Birth of the Leadership Development Institute
For Daytona Beach Community College to continue to be an effective teaching and learning organization for students, it needed to embrace the whole learning organization concept, which includes providing development to those who serve the students — its employees. In creating the Leadership Development Institute, the college took a proactive approach to ensuring the sustainability of its efforts by putting in place measures to ensure the presence of ongoing effective leadership.

Although the college currently has an excellent leadership team, many of them will be retiring in coming years, thus creating a leadership gap. Many executive positions at DBCC are staffed without backup, meaning that there is no one prepared to assume the duties of that position without a significant learning curve. While a learning curve is generally necessary for any new position, the college understands how critical it is in today’s market to quickly achieve peak productivity. The LDI was conceived from this recognized need for succession planning and professional leadership development, and was designed to educate and prepare the college’s existing employees for the institution’s leadership positions of tomorrow.

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The initial idea to develop a leadership program for the college’s employees came about in early 2001, and a think tank committee was formed in the spring of 2002 to brainstorm a structure and ideas for curriculum. Seven members consisting of representatives from across all campus constituency groups worked over a four-month period to develop the general framework of the program. At the time, the plan was to make the LDI a one-year program. Upon finalizing the framework for the LDI, the institute’s co-directors went to work putting the final design structure in place and began putting an implementation plan together. By May 2002, the co-directors were ready to roll out the program. By November of that same year, the interest level was so high that the LDI’s co-directors felt the need to develop a second tier of the program, which became known as LDI II. By March 2004, with the end of the program’s second year fast approaching, the co-directors had developed a plan for a third capstone year of LDI, which served to finalize the experience and accomplish the overall mission of the program.

Although the initial vision for the LDI was a one-year program, DBCC seized the opportunity to develop a solid, holistic approach to its in-house leadership development over a three-year period. The third year brought the program full circle from individual development in year one to individual development through the team dynamic in year two, then back to the individual practicum to demonstrate excellence at whatever level the participant was deemed ready to master in year three.

The LDI Program
The mission of the Leadership Development Institute is to develop and promote leadership excellence for institutional sustainability, succession planning and fostering of the learning organization. Any Daytona Beach Community College employee who has completed the probationary employment period with the college is welcome to attend the Leadership Development Institute. However, prior to being accepted into the LDI program, prospective participants are required to assemble a portfolio of crucial information, including listings and descriptions of their long- and short-term career goals, educational goals and past accomplishments. These portfolios are designed to help LDI directors steer participants in the right direction so that they can meet these goals.

Creation of these portfolios requires some “soul searching,” according to Daytona Beach Community College President Dr. Kent Sharples. Sharples talks openly with employees about the necessity of an annual self-assessment to ensure that their internal compass is pointing in the right direction to help them reach their external goals. He equates it to “sitting on the dock of the bay and reflecting on where you are and where you want to go.” This process takes time, but it is a crucial step to personal and professional development, and is the first step to participation in the LDI.

All employees — from those in entry-level positions to those serving as vice presidents — go through the same program together, which helps to break down some of the perceived barriers between employees and management. The program is co-directed by an in-house team that designs the curriculum to fit the school’s needs. Usually there are one to two workshops held each month that require anywhere from two to four hours of time, and they all occur during regular working hours. The college provides the program at no cost to the employee, but the expectation is that the employee learns how to balance their work requirements with the requirements of LDI. Thus far, this approach has been successful.

The entire LDI program can be completed over a three-year period, beginning with LDI I, progressing through LDI II and then finishing with LDI III. The first two years are primarily focused on professional development activities such as team-building exercises, leadership assessments and classes on general leadership topics. One of the goals of LDI I is to provide the individual with more information about the institution and how it operates, including how it gets funded and how vital it is to stay connected with what is going on in state government. In one of the LDI I workshops, the participants have the opportunity to work on a real-time issue that the college is facing. This role play activity begins to shift the participants’ thinking from
departmental in focus to institution-wide in scope. Additionally, with emphasis in the first year on “knowing thyself,” the curriculum includes several assessments that focus on the participants’ personalities and leadership preferences.

In the second year, the activities turn from individual contributions and activities to a team setting. From the first workshop, the participants form teams in which they remain throughout the entire LDI II experience. The teams are given instruction on the stages of teamwork (forming, norming, storming and performing) and how to give and receive feedback. The expectation is that participants will practice these competencies within the groups as the year progresses and then be able to transform these skills into the workplace, where they almost all serve on college-wide committees. Under the direction of a facilitator, the teams work on projects that have the potential to be adopted for use by DBCC. In fact, in the 2005-06 session, one of the teams produced a video that will be used in staff development workshops on performance appraisals, and two of the groups produced videos that will be used in leadership activities for LDI I in 2006-07.

One of the final activities for the LDI II cohorts is a workshop built around the importance of trust and how that translates into our everyday lives. When the team events are complete, each team formally evaluates how it functioned as a group, as well as how each individual team member functioned within the group. Finally, LDI II participants undergo a 360-degree assessment which becomes the benchmark for their successes or developmental opportunities in the future. This assessment also provides the program’s co-directors with some fundamental data for scrutinizing the return on investment. The feedback from the team evaluations and 360-degree assessment is discussed with each individual during a confidential interview at year’s end.

One requirement of the LDI program is that each participant be paired with a mentor, with the pairing occurring through a formal mentoring program that includes training for the mentors. The mentoring exercise need only be completed and documented once prior to a participant being admitted into the third year of the program, but the significance of maintaining an ongoing mentor is emphasized throughout the entire program. Mentors may come from any area and stature in the college. Understanding the mentoring process is crucial to the success of the participants, and the partnerships that are formed during these experiences have been a vital part of the success of the LDI. As the mentor activity concludes, both parties complete an evaluation of both the experience and the process, and the feedback is used to enhance the following year’s activities.

An optional activity for LDI participants is a networking project wherein participants can share their goals and portfolios with colleagues across campus and ask for feedback. This “sponsorship” activity can be done in any phase of LDI I or LDI II, but it officially kicks off and is highlighted at the beginning of every spring semester. Although sponsorship is optional, it remains among the program’s most popular activities and has opened new doors for several of the participants. It also is a unique way to get to know others and to showcase talents.

The third year of participation in the LDI is a customized program, which includes opportunities to lead initiatives and to try on different hats, such as serving as an interim director, dean or lead on a project or program. Since the progress made throughout the first two years of the LDI varies for each individual, participants’ third-year LDI experiences also may vary. For example, a participant that is new to leadership might choose, in LDI III, to represent a constituency group on a college-wide committee, while another participant with more leadership experience might chair a committee or develop a pilot project. Since all employees have to continue to function in their own positions while participating in the program, LDI directors review the practicum requests for feasibility and work with the vice presidents of the functional areas impacted to ensure continuity in the workplace. Occasionally, faculty may be given release time to work on a specific project.

Rounding out the LDI experience is a final 360-degree feedback assessment, with the LDI directors offering one-on-one coaching to participants on successes and potential opportunities for further development. This assessment, done at the end of the third year, is benchmarked against the assessment that occurred in
LDI II. During this final assessment, project status is reviewed and goals are updated if necessary. Sometimes employees have had life-altering events, such as becoming new parents, or experiences through the LDI program during the year that have influenced or changed career choices, and these also are explored during these meetings. This one-on-one time serves as a good feedback mechanism for general questions the participants have, as well as a time for reflection on what they have accomplished throughout the year.

**LDI’s Return on Investment**

In May 2004, Daytona Beach Community College graduated 97 employees from its first-ever LDI program. The following year, the college graduated nearly 100 from its LDI I and LDI II programs. In May 2006, the numbers had swelled to more than 130 graduates at all three LDI levels. Some of the success stories have been wonderful, such as the discovery of talent in all levels of the organization that before LDI had nowhere to be showcased. Quite a few promotions have occurred for individuals as a result of the accomplishments and exposure through LDI, and one LDI participant was tapped to occupy the college’s first dean of Curriculum and Instruction position.

Also as a result of the program, the college has seen an increased involvement and participation of employees in committee service, as well as an increase in the understanding of individual leadership roles and their connection to the college’s overall mission. With the college now close to having a large reserve of leaders ready to step into leadership roles, as well as having most positions now covered at least two deep, DBCC is seeing a culture shift toward higher excellence in service.

The Leadership Development Institute has been hailed by participants as a valuable professional development opportunity for employees seeking upward mobility and those wishing to become better leaders in their current positions. The LDI has served not only to help develop Daytona Beach Community College’s current employees, but also to develop and foster new ideas and initiatives. One of these initiatives in which many employees participate is the college’s Toastmaster’s Club, where support and practice for public speaking and presentation skills are ongoing. The local club is sponsored by the LDI and participants are encouraged to serve as officers as part of their LDI development. In fact, LDI funds the first six months of LDI participants’ dues for membership in the club. The program also has led to the discovery of many talents that were unknown prior to the exposure. Some of the more unique discoveries have been the incredible hobbies that people have outside of work, including professional clowning, decorative painting, music and martial arts, to name just a few. Additionally, many of the participants serve on boards for community agencies such as the local council for aging, hospice and the humane society.

The networking which can come out of participation in the LDI has been a bonus benefit, as evidenced by many of the comments on the evaluations and feedback by participants. Many participants get to know colleagues that they ordinarily do not come into contact with on a regular basis. Work partnerships and even friendships have formed out of the camaraderie in the program.

**Future Plans for the LDI**

Leadership excellence in the classroom is another area that is recognized as integral to the leadership development of the institution. To this end, a new LDI initiative is in the works to implement a “master teacher” track for faculty members that are not particularly interested in the administrative, “non-teaching” side of the house, but who want to show quality and continuous improvement in best practices within their disciplines. The development committee for the master teacher track includes LDI faculty from both the second- and third-year classes, as well as the program’s co-directors.

Some of the components of this new initiative include opportunities for workshops on cooperative learning, curriculum development, mentoring, multiple intelligence and appreciative inquiry. The three-year outcome will be to develop peer-coaching trainers, STAR (Superior Teaching and Retention) Master Faculty
designations (a DBCC-developed model), and maybe even some nationally-recognized best-practice models. As the LDI administrative model matures, the program’s co-directors plan to develop competencies for many of the positions at the college and then offer ways for employees to gain those competencies — either through online learning tools or experiential methods. This will help to ready those “leaders-in-waiting” for future opportunities. Quality management is practiced and preached within the LDI, and the program’s curriculum will constantly be upgraded to keep pace with the best leadership practices and philosophies.

Conclusion
Daytona Beach Community College’s Leadership Development Institute is a program whose boundaries for development are limited only by the imagination. For some, it has been a vehicle for upward mobility; for others, a way to inject new passion into careers; and for still others, it has served as a way to connect to areas and employees in the college that just would not have been possible without the program. For the college, the program has served to nurture and develop future leaders and those employees who are proud to call Daytona Beach Community College home.

References:
Sandler, S. 2005. Why the turnover threat is real — and what to do about it. HRfocus 82(8): 3-5.
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HAVE ONE.

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