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TABLE OF CONTENTS

Spring 2012 VOL. 4, NO. 1

The **Higher** **Education** Workplace

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Engagement: I Know It When I See It

By Andy Brantley, CUPA-HR President and Chief Executive Officer

No, don't ask me to tell you exactly what I mean, and definitely don't ask me to give you a list of competencies, emotional intelligence coefficients or (insert the latest buzz words here) so that we can scientifically define the engaged employee.

What I can tell you is what I see and experience through my interactions with him or her. Here is a partial list…

- Does she ask questions to help better understand how her role fits?
- Does he understand that his job description is a framework that is meant to broadly define the role and not outline every possible facet of the work?
- Does she share ownership of the organization's goals and demonstrate this in her work?
- Does he frequently offer suggestions and input that help his colleagues pull the pieces together?
- Do colleagues cringe at the thought of engaging her and working with her or do they seek her out for advice and collaboration?
- In meetings within his own department or in meetings that include representatives from other campus departments, does he arrive with a "can do" attitude, or is he frequently the person who throws up roadblocks or has the list of reasons why something cannot or should not be done?
- Do her employees describe her as a leader and a mentor and know that she is committed to their success, and are they, in turn, committed to her success?

And there's a big difference between being engaged in the **work** and being engaged in the **work of the organization**.

For example, an employee might say, **"Don't bother me with the 'administrative stuff.'"** And my response might be, "I really understand that your doctoral work, the courses you design and teach, and your ongoing research focus your time and talents on the academic discipline that you love. The university fully supports the energy, enthusiasm and commitment that you bring to your work. It shows in your research and in how students interact with you. We now need for you to help us envision and develop an organization that enables us to meet our student needs while also balancing a budget with significantly reduced state and federal funding. We really want your input and hope you have some great ideas that we can implement. Please don't engage in a no-confidence vote of the provost or president just because they are making tough decisions."

If an employee says, **"But this is my strength and my passion."** The reply might be: "I need to let you know that the other members of your planning committee are very frustrated with you. While I am very appreciative of your efforts to really dig into the data, the other members of the committee have had to pick up the slack on other items that are due. They are concerned that you have spent way too much time on the data analysis. I know that data analysis is your strength and that you enjoy spending hours running multiple analyses. My challenge to you is to continue to use this critical strength but to balance your significant interest in this with the other projects and items on your to-do list. Now, of these 28 spreadsheets you prepared, what are the key data elements we need to focus on to help the planning committee finish its work?"

The bottom line for all of us is that we have to know it when we see it, but it is just as important that we can tell others what we see and what we expect to see from an employee engaged in the work of the organization.

For the last two years, employee engagement has been a significant focus for CUPA-HR and one of our board's strategic emphasis committees. Thanks to every volunteer leader who has helped with this work and special thanks to the contributors to this issue of *The Higher Education Workplace.*

For an expanded version of this column that includes my thoughts regarding disengaged employees, please check out my recent posts to The Higher Ed Workplace Blog (blog.cupahr.org).

Paycards – A **Win-Win for** the University of **Pennsylvania** *By Gary Truhlar*

For an employer, payroll processing is an expensive proposition. Assessments made by the American Payroll Association, National Automated Clearing House Association and others estimate that it costs between $2.40 and $10 to process a single paper paycheck and more to replace it, while electronic transfer of pay through direct deposit costs around $0.20.

Paper checks also are a cost drain on consumers, especially those without a bank account (a 2009 study by the Federal Deposit Insurance Corporation found that 1 in 13 American households do not use a checking or savings account). A May 2005 study by the Federal Reserve Bank put the average annual consumer expense of check cashing at $789 (compared to the $101 cost of a stored value paycard). For employees who may be "unbanked" or otherwise not participating in direct payroll deposit, the paper check can also be an inconvenience (requiring a special trip to pick up a check) and a security concern (the need to carry cash).

To address these cost and security concerns, the University of Pennsylvania has implemented paycards for all faculty, staff and students who are not enrolled in direct deposit with a financial institution. This solution has proven to be a win-win for Penn and its employees.

Doing the Legwork

The paycard implementation process began in spring 2011 with the assembly of a cross-functional team (with members from finance, human resources, information systems and student financial services). The team then developed a project plan and identified a vendor with which to work. The stated goal of the project was to implement a cost effective and integrated solution to improve the administrative efficiencies of disbursements to faculty, staff and students. Objectives included replacing printed paper checks with a vendor-provided paycard, adhering to Pennsylvania labor laws associated with payment options, and increasing customer satisfaction by providing easier access to disbursements in a timely fashion.

However, before the implementation could move forward, a number of policy decisions needed to be made. Should Penn require direct deposit as a condition of employment? (The answer to this question was that mandatory direct deposit could be established for new hires but not for existing faculty, staff and students, so this decision would not facilitate an immediate path to eliminating paper checks.) Could all paper checks (off-cycle checks, reimbursements, etc.) be eliminated by processing on the paycard? (Yes, that's the plan.)

Early on, it was recognized that direct deposit is the most secure, effective solution for all manner of financial disbursements. One of the first activities following communication of the paycard project was a series of direct deposit bank fairs with local financial institutions to promote and facilitate enrollment in direct deposit. A relatively small number of faculty and staff who weren't already participating in direct deposit attended and subsequently enrolled in direct deposit.

Work then proceeded to modify and communicate the university's policy, processes and procedural changes to ensure that faculty, staff and students are enrolled in either the paycard or direct deposit.

- The team analyzed the payroll, expense reimbursement and student refund processes to integrate the use of the paycard in place of checks.

- A number of administrative systems were modified, including the personnel payroll, financial, student billing and receivables and the web application that captures direct deposit enrollment data.

- A daily pre-noting process was implemented.

- New-hire letters were modified to include information on pay options.

- A series of communications were developed for campus publications, individual mailings and in-person presentations to campus constituencies.

Best of Both Worlds

Some members of senior management were concerned about how the paycard program would be received by the various Penn constituencies and about compliance with state and federal regulations. Noting that large Philadelphia-area employers including Philadelphia Electric, Sears, Walmart, Kelly Services and Abercrombie and Fitch already enjoyed the benefits of paycards and that the IRS was moving to debit cards for 2010 income tax refunds did little to assuage those concerns.

As such, the choice of vendor proved to be an important factor. The vendor Penn chose offered the option of a paper check in addition to the paycard. If the employee still wanted to cash a paper check (or write a check to pay a bill), he or she could continue to do so — but Penn would be out of the check-printing business. A number of states require organizations to provide free check cashing if employees are paid via check. The vendor's check component enabled compliance with this requirement.

The End of an Era (of Paper Paychecks)

In mid-April 2011, anyone in the payroll system who received a paper paycheck between October 15, 2010, and April 15, 2011, was automatically enrolled in the paycard system. A total of 2,060 paycards were issued during the initial enrollment cycle. Anyone hired after April 15 who did not sign up for direct deposit was automatically enrolled in the paycard system. Final paper paychecks were distributed on May 30, 2011, for monthly-paid faculty and staff and on June 17 for those paid weekly. After these dates, all pay was automatically deposited into paycard accounts each payday. Beginning in July 2011, the first student refunds were applied to paycards and in September off-cycle checks were issued to paycards. Students not in the payroll system (those needing reimbursements, for example) are currently being transitioned to paycards.

Although the process of moving from paper checks to paycards was relatively painless, there were some challenges along the way. Paycards can be used abroad, but cannot be issued and mailed to foreign addresses. This requires a small population of people to enter a local address or come to the payroll office to pick up their paycard. P.O. box addresses are invalid according to government regulation.

Another issue: there was an initial limit on the amount that could be written on the auxiliary paper checks provided by the vendor. This was a problem for some individuals looking to make mortgage or similar large payments. After prolonged negotiations with the vendor, Penn was successful in getting this limit increased from $2,500 to $10,000.

Benefits Abound

The paycard program is now operational and stable at the University of Pennsylvania and has been well received by faculty, staff and students. The benefits of the paycard program are many. The university has estimated an annual savings of $500,000 by eliminating the printing and distribution of paper paychecks and related processes. There are also significant advantages to Penn's faculty, staff and students — no check-cashing fees; no special trips to pick up a check; no need to carry large amounts of cash; lost or stolen cards can be replaced with their full remaining stored value; funds are deposited automatically; there is 24-hour access to funds and transaction activity; and spending can easily be tracked.

A website points individuals to more than 32,000 surcharge-free ATMs, several of which are located on Penn's campus. In addition, monthly transaction fees, signature-based purchase transactions, PIN code purchase transactions, purchase with cash back and monthly e-statements are all offered free of charge.

Penn's paycard system is reducing costs for the university, faculty, staff and students; increasing access to the modern financial world; and providing improved security. A win-win for the university and its constituents. 〔cupa-hr〕

*Gary Truhlar is executive director for the division of human resources at University of Pennsylvania. He can be reached at **truhlar@upenn.edu.***

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Recruiting for Diversity: Strategies for Success at the University of San Diego *By Maya Omar*

The University of San Diego (USD) recognizes the critical role diversity and inclusion will play in the university's future as an employer and educational institution. To position itself as a premier university and employer of choice, USD (a small, private, Catholic residential university located in the heart of San Diego) decided to take proactive steps to diversify its faculty, staff and administrative population.

One of these steps included the formation in August 2010 of a faculty diversity task force to enhance faculty diversity through more effective search and recruitment. The task force was charged with developing faculty recruiting guidelines (meant to support faculty search committees in recruiting ethnically and culturally diverse candidates who will contribute to the university in meaningful ways) and a toolkit, as well as developing and launching in-house training sessions. The task force is made up of four individuals from representative areas on campus: human resources, the provost's office, the Center for Inclusion and Diversity and the Center for Educational Excellence.

One of the things the task force discovered early on was that personal touches and a data-driven approach go a long way toward an effective diversity recruiting strategy.

(As an aside, many of the strategies uncovered by the task force to increase diversity among faculty are also being used more broadly on campus to increase diversity among staff and administration.)

Compelling Diversity Language

USD actively encourages hiring managers and department chairs to include a diversity statement in their position announcements. A diversity statement serves two functions. First, it welcomes diverse applicants, as well as those applicants who value diversity, to apply. Second, it signals the organization's mission, values and a broader institution-wide commitment to diversity and inclusion. For many applicants, the presence of such a statement can signify what the potential climate may be and whether he or she may feel comfortable on campus. For this reason, diversity statements are one of the simplest ways to cultivate a diverse applicant pool.

Human resources provides a variety of sample diversity statements that hiring managers can include in position announcements. The following is an example:

"The university is committed to seeking and sustaining a culturally and ethnically diverse campus environment, and to the principles that promote inclusive practices. The [department] fully supports the university's commitment and is dedicated to building a diverse staff with expertise and interest in serving [students/a university community] with diverse needs, backgrounds, ethnicities, abilities and other distinct characteristics in respectful, sensitive and understanding ways."

This statement is compelling because at the outset it states the university's dedication to building a community on a particular set of values. It also reinforces the specific hiring department's partnership with that commitment and interest in nurturing a staff that shares those values. Hiring managers are encouraged to modify the provided sample language to capture the needs and culture of their particular area.

Using Your Professional and Personal Network

When meeting with department chairs and hiring managers, human resources strongly encourages them to constantly seek out talented people they would like to bring aboard their area. These may be people they meet at a conference, work with on a community board, or someone recommended by a friend. Even if a position is not currently available, hiring managers are encouraged to note the candidate's contact information and if appropriate, keep in contact with that person. Then, when a position does become available in the future, the hiring manager already has a short list of candidates he or she can personally encourage to apply.

Additionally, the task force began putting together a comprehensive list of discipline-specific websites, listservs and newsletters that hiring managers and department chairs could use to more widely disseminate position announcements. They were also encouraged to e-mail the position announcements to professional colleagues and personal contacts. If one of those contacts suggested a potential candidate, hiring managers were encouraged to invite that person to apply.

These extra steps may seem time-consuming, but the value in a reputation as an employer who actively pursues and cultivates a diverse and inclusive campus is immeasurable.

Analyze Applicant Demographics

The task force also realized that a metrics-driven approach to diversity recruiting would assist in accurately determining what approaches would be the most valuable. One strategy that provided valuable insight was to analyze the applicant demographics of recent recruitments. This was done by creating a report for a particular search based on applicant data collected through USD's applicant tracking system. Due to the sensitivity of the data, reports were only compiled on completed searches. Information was collected in the following categories for each applicant: race, gender, job-posting source and status (whether the applicant was rejected, interviewed and/or hired). After this information was gathered, it was analyzed to determine if there were any significant correlations.

An examination of one recent search indicated that a majority of applicants found the position announcement on a free, discipline-specific listserv. Furthermore, two of the applicants from that particular listserv went on to be interviewed, an indication of the quality of applicants from that particular source. The data also revealed that personal referrals yielded a surprisingly large number of applicants. This data could then be used as evidence of the efficacy of using personal and professional referrals in the recruiting process.

HR's Role

USD's human resources department recognizes the importance of aligning diversity recruiting initiatives with business objectives and has assisted hiring managers in understanding the value of diversity in their departments. Throughout its efforts, HR has communicated that diversity is not merely about race and gender, but also about the value of fresh perspectives and approaches. This has allowed hiring managers and department chairs not only to understand why diversity recruiting is important, but also to give the initiatives their full support.

From sitting on the faculty diversity task force, to providing guidance to department chairs and hiring managers, to creating diversity statements for use in position announcements, to providing HR metrics for analyzing data, to leveraging the task force's findings and recommendations for faculty recruiting into effective diversity recruiting practices for staff and administrative positions, human resources plays a critical role in USD's diversity recruiting strategy.

The Tip of the Iceberg

The faculty diversity task force is just one of many ways USD is spotlighting its commitment to diversity and inclusion. Although this particular task force's focus is on recruitment and retention of diverse faculty members, there are several other initiatives underway at USD to promote awareness and discussion of what it means to be a truly welcoming, open, inclusive environment for all — from students to staff and faculty to the San Diego community at large.

*Maya Omar is director of equal employment opportunity and affirmative action at the University of San Diego. She can be reached at **momar@sandiego.edu**. For more information on USD's diversity and inclusion work, visit its online Center for Inclusion and Diversity at **www.sandiego.edu/inclusion**.*

Good Shepherd Clinic – Serving the Underserved

By Kris Garlick

Editor's note: In this column, we typically feature community service programs that are affiliated with or administered by a higher ed institution. The Good Shepherd Clinic is not a Black Hills State University initiative, but BHSU employees have rallied around the program, volunteering their time, talents and knowledge to help make the clinic a success. Considering the good the clinic does in the community and the support offered by BHSU employees, we thought it was a great fit for this column.

The Good Shepherd Clinic (GSC) in Spearfish, South Dakota, just served its 1,500th patient — an amazing feat in less than three years. The free medical clinic, a make-shift operation set up at a local church six blocks from Black Hills State University (BHSU), has offered healthcare services and support at no charge to uninsured residents of Spearfish and surrounding towns since its inception in 2009. The clinic is a humanitarian effort, operated by 150 committed volunteers (medical and non-medical), nearly 25 percent of which are affiliated with BHSU — including employees and spouses, alumni and students. The clinic operates on Monday evenings and serves nearly 22 patients each week.

Black Hills State University HR Director Nancy Grassel (left) has worked many hours as a volunteer at the Good Shepherd Clinic

The impetus behind the clinic came about nearly a decade ago, when Dr. Steve Vosler, a BHSU alumnus and GSC co-founder, returned from a medical mission in Guatemala. Vosler saw a need in the Spearfish community and thought the medical ministry could be done locally. With help from local pastor Kent Stillson and an anonymous $40,000 donation, Vosler's vision became reality.

"It's a real community outreach," says Stillson, co-founder of GSC and pastor of the church where the clinic operates. "We are very fortunate to have so many volunteers from a variety of church affiliations and backgrounds, and the support from the BHSU community is invaluable."

"I have always tried to give back to the community in which I live," says BHSU director of human resources Nancy Grassel, who serves as a GSC patient eligibility volunteer. "My involvement and experience with benefits seemed to be a natural fit in the area of patient eligibility. And I also use my HR-related 'people skills' to attempt to get to know the patients that walk through the door, so that they know they have an advocate for them in the clinic. For many of the individuals we see, we are their only advocates."

"It's rewarding to see people who in the real world are not going to a physician due to their lack of resources," says GSC medical director Dr. Forrest Brady. "There are a lot of people falling through the cracks."

It Takes a Village

Two physicians are on site each Monday to see patients (the clinic caters to those aged 19-64). Like other volunteers, the team of doctors, nurses and pharmacists work on a rotation basis to avoid burnout. In addition to the 20 medical professionals who volunteer, many other individuals help to set up, take down and clean up the facility over a span of about five hours.

"I got involved because I know people that don't have health insurance and how hard they struggle with medical bills," says clinic set-up volunteer Cheryl Leahy

of BHSU student financial services. "The clinic was a brilliant idea and I wanted to be part of it."

After the doors open at 6 p.m., volunteers help patients with registration and eligibility requirements. Nurses determine the severity of each individual's condition and perform a triage process to accommodate those with the most serious illness first. Eligible patients receive a limited medical exam, and common illnesses as well as significant chronic conditions are treated. A table with snacks and drinks is set up for patients in waiting and there are several toys in the waiting room for children who accompany a parent. A resource center offers contact information for persons needing other living assistance — financial, counseling, housing or crisis intervention. Nearly 50 social service agencies are now instrumental in clinic referrals.

A Bare Bones Operation

"The clinic is very bare bones," says Helen Merriman, former GSC board president and director of the South Dakota Center for Enterprise Opportunity at BHSU. "We try to be very, very frugal with the money given to us, and that money is primarily for medications."

The clinic's full capacity organizational budget is approximately $45,000, and all contributions received from individuals, businesses and grants are used to support the clinic. Spearfish Regional Hospital has partnered with GSC to provide access to lab tests and X-rays through their financial assistance program, and two local pharmacies fill prescriptions for GSC clients at a reduced rate.

> I use my HR-related "people skills" to attempt to get to know the patients that walk through the door, so that they know they have an advocate for them in the clinic.

Rewarding Work

Without the support of the Spearfish community, and particularly the support of the BHSU community, the Good Shepherd Clinic would not exist — and this fact is not lost on the clinic's founders. "The amount of time, energy and effort put into the clinic not only by local medical professionals, but also by the employees (and their families), students and alumni of Black Hills State University is truly heartwarming," says Stillson. "It's refreshing to know that, even as people these days struggle to balance home life, work and leisure time, there's still a desire and a conviction to carve out time to give back to those less fortunate. And because of this mindset in our community, the clinic reaps the rewards."

Those volunteering also reap rewards. "There have been many fulfilling experiences in my work with the clinic, mostly centered on the gratitude shown by our patients when we've been able to relieve some of their stress relating to their health or help them identify additional resources available to them," concludes Grassel. "I recall one man who, when returning to the clinic for a follow-up visit, was as concerned about how I was doing after having surgery on my shoulder as he was about his own health. That was such a touching moment for me." ⟨cupa-hr⟩

*Kris Garlick is a volunteer with Black Hills State University's campus ministries and the Good Shepherd Clinic. She can be reached at **krisgarlick@yahoo.com**.*

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Wellness Warriors: Employee Engagement – The Total You *By Sophia Dollar*

The Wellness Warriors program is a free worksite wellness program at Wayne State University (WSU) for benefits-eligible employees. The program, which is housed within the division of human resources, began as a pilot program in 2007 and has grown exponentially in the five years since. As of 2012, three vendors are used to help run the program: the university recreation facility, a local pharmacy located on campus and a third-party wellness company that provides telephonic coaching and wellness services. Services are also provided by the university's medical carriers and nearby hospital systems.

Enrollment

The enrollment process for the Wellness Warriors program (which takes place at the end of each calendar year) requires the completion of a health screening and an online health risk appraisal (HRA). Health screenings are held at various locations around campus and offer total, HDL and LDL cholesterol levels, along with triglycerides, glucose, blood pressure, height, weight and waist circumference measurements. The health screening and 60-question HRA are designed to give participants a quick overview of their current health status. Based on the results of the screening and HRA, each participant is given a total wellness score (out of a possible 100%) and also receives a one-time $50 bonus on their paycheck.

Wellness Warriors Theme

The Wellness Warriors program's current theme is "Employee Engagement – The Total You." This theme was chosen because we felt that a successful wellness program should engage employees in deeper discussion with wellness professionals to address all areas of their lives, not just the exercise and nutrition portion that most wellness programs cover. Many employees experience stress, hardships, emotional ups and downs, financial concerns, physical pain and other health- and wellness-related issues that exercise and nutrition education simply can't begin to touch. Our hope is that engagement with wellness professionals will result in more attention to individual and personal issues.

Free Services and Programming

The program offers participants unlimited telephonic coaching, one-on-one sessions with the on-campus pharmacist, smoking cessation assistance, personal training, sessions with a dietitian, a monthly calendar full of programming and more, all free of charge. Wellness Warrior sevents, educational sessions and physical activity classes are held a minimum of eight to10 times per month at various locations on campus.

Wellness Bucks

Each month, participants can track their minutes of physical activity, attendance at programming and other wellness-related participation on their online Wellness Bucks tally sheet. Wellness Bucks can be redeemed for prizes throughout the year. Prizes include items such as

Wellness Warriors get a workout at one of many classes held across campus

mugs, t-shirts and water bottles, or free services such as personal training sessions, massages and more. The Wellness Bucks tally sheet promotes exercise, receiving an annual physical and staying engaged in one's wellness journey.

Competitions

During the year, competitions are held to not only keep employees engaged with their personal health and wellness, but also with one another. The Greatest Loser competition has always been a favorite among Wellness Warriors participants. Those who join a Greatest Loser

team work out with a personal trainer at the campus recreation facility, have weekly weigh-ins, keep nutrition logs and compete for prizes. Weight loss is encouraged, but teamwork, weighing in, keeping the nutrition log and simply participating are also rewarded with points. The team with the most points at the end of the six-week competition wins prizes. Individuals with the most points also win prizes.

During the warmer months of the Michigan year, Wellness Warriors participants can take advantage of

Walking Warriors "step up" to participate in a recent 5K sponsored by the program

a walking program called Walking Warriors. An online tracking system allows participants to track how many steps they take each week with the free pedometer they receive when signing up for Walking Warriors.

In 2010, a new annual competition was unveiled: a fruit and vegetable challenge called Colorful Choices. This nutrition-based challenge is great for individuals who want something different than a weight-loss challenge. Through an online tracking system, participants (who are divided up into teams) can keep track of how many servings of fruits and vegetables they eat each week. Tips on eating more fruits and vegetables and a recipe competition are part of the month-long challenge. The team that eats the most servings of fruits and vegetables

by the end of the month wins prizes and recognition. Individuals are also rewarded for their participation and an all-vegetable potluck lunch celebrates their success.

Measuring Success

For any worksite wellness program to be successful in improving employee health, a needs assessment should be conducted and goals should be created based on the needs found. Each workplace's health needs will vary, but the obvious goal is to improve health and lower risks. The enrollment process (health screening and HRA) is crucial for the Wellness Warriors program because it provides an aggregate report of data to the program administration from which key areas of health needs are defined and addressed in the mission and goals document. Currently, the Wellness Warriors program's top three health concerns are high blood pressure, obesity and stress.

The Numbers Don't Lie

From year to year, the program's third-party wellness vendor tracks participant health risks. Currently there are more than 500 individuals who are repeat participants, having participated in Wellness Warriors each year since 2010. Of these 500 participants, the percentage of high-risk individuals has decreased and the low-risk participants have maintained their statuses. Additionally, program participants have better work attendance records and use fewer sick days than employees who don't participate. Add to this improved employee morale and reduced stress, and you've got the makings of a stronger and more successful workforce! cupa-hr

Sophia Dollar is wellness coordinator for total compensation and wellness in the HR department at Wayne State University. For more information on Wayne State's Wellness Warriors program, visit http://wellness.wayne.edu.

Employee **Engagement Cultivates** Student **Success** at **Valencia College**

Valencia Recently Awarded First Annual Aspen Prize for Community College Excellence

Improving community college completion rates is a vital national priority, as evidenced by the unprecedented attention given to this issue by President Obama. The president put community colleges front and center in 2009 when he called on them to produce 5 million more graduates by 2020 and proposed a $12 billion plan to improve and expand the institutions. Since then, he has time and again highlighted the critical role that community colleges play in developing America's workforce and in helping us, as a country, reach our educational goals.

Last year, in response to the president's mandates, the Aspen Institute (www.aspeninstitute.org), along with the Joyce and Lumina

completion and transfer, and equity and employment/ earnings after college — Valencia College in Orlando, Florida, was named the first recipient of the Aspen Prize. Having been selected from among a pool of more than 120 top institutions across the country, Valencia received a $600,000 prize to support its programs while four other "finalists with distinction" received $100,000 each. (A side note: institutions cannot self-nominate for the Aspen Prize; institutions that were considered for the prize were identified by the Aspen Institute.)

"Valencia College is a shining example of what really matters in community colleges, and that's helping students succeed through learning, graduating and getting good jobs," says Joshua Wyner, executive

The environment at Valencia is defined by professors and administrators taking responsibility for student success, consistently asking what they can do to improve student outcomes. This type of engagement and commitment among Valencia's workforce to the mission and goals of the institution is critical in achieving student success.

Foundations and the charitable foundations of Bank of America and JP Morgan Chase, partnered to launch the $1 million Aspen Prize for Community College Excellence. The purpose of the Aspen Prize, in short, is to honor excellence, stimulate innovation and clearly define what success looks like for community colleges. In December, after a rigorous, yearlong effort by the Aspen Institute to assemble and review an unprecedented collection of data on community colleges and the critical elements of student success — student learning, degree

director of the Aspen Institute's College Excellence Program. "The prize jury was especially impressed by how faculty, administrators and staff all take responsibility for success of a very diverse student body. Valencia graduates are employed at higher rates than the graduates of any of the other Aspen finalists despite entering a local labor market with double digit unemployment rates. Valencia's unique culture of continuous improvement and innovation has a real impact on student outcomes that is amazing to see."

Wyner says that much of the work of Valencia College and the other finalist institutions emphasizes that a significant connection and engagement of faculty and staff has led to their success with students. "The people tasked with the teaching and learning processes on campus as well as those who provide student and employee services have to own the idea that student success is at the center of everything they do," says Wyner. "Given the decentralized nature of a lot of the decision making in institutions of higher education, it's absolutely imperative that everybody be rowing in the same direction. Employees who feel energized by the mission of student success and student excellence are critical to achieving that goal.

When the workforce is fully engaged and stands behind, fully supports and takes pride in the institution's vision, mission and goals, there's no end to what you can accomplish.

"What we found at Valencia, as well as at the four finalist institutions, was faculty and staff having a shared sense of mission and working closely with administration to achieve their student success goals," Wyner continues. "The environment at Valencia, especially, is defined by professors and administrators taking responsibility for student success, consistently asking what they each can do to improve student outcomes. This type of engagement and commitment among Valencia's workforce to the mission and goals of the institution is critical in achieving student success."

Amy Bosley, Valencia's associate vice president for organizational development, agrees. "We attribute our success at Valencia to the people, the culture and the huge sense of commitment that our faculty and staff have to the mission of the college," she says. "Our student success results are immensely influenced by that feeling of personal commitment that our faculty and staff have to our students, to our community and to higher education."

Just one example of this commitment? In early 2009, when the full effects of the financial crisis really began to be felt in central Florida, Valencia staff and faculty, knowing that financial barriers are one of the key reasons that students don't complete their education, took it upon themselves to create a student opportunity scholarship fund. The fund, to which employees can give through payroll deductions, was endowed within 18 months in the college's foundation. "Valencia employees wanted to make a clear statement to students that 'We believe in you so much that we're willing to put our own personal financial resources behind you,'" says Bosley. And although Valencia employees haven't seen raises in several years and many are feeling a financial pinch themselves, contributions to the fund are still strong. "Employees at all levels, from custodial staff to the president, give to this fund," says Bosley.

Why Valencia Won

The Aspen Institute cited several reasons for choosing Valencia College as the recipient of the inaugural Aspen Prize. Among them:

- More than half of the college's full-time students graduate or transfer within three years of entering the school, a rate significantly higher than the national average (51 percent versus 39 percent).

- The school developed a unique program to satisfy local employer Northrop Grumman's needs for laser technician jobs that pay over $40,000 upon graduation, for which there is an estimated national shortage of over 2,000 trained workers (over the last several years, the company has hired nearly every laser technician who has come out of Valencia).

- Valencia achieves exceptional success for students starting their journey to bachelor's degrees, academically preparing thousands of students every year (through the DirectConnect to UCF program) for the selective University of Central Florida, which guarantees admission to those who complete their associate's degree at Valencia.

- Valencia graduates are employed at rates higher than graduates from any of the other 10 Aspen Prize finalists (this is especially impressive given the Central Florida region's unusually high unemployment rate and low job growth rate).

Another reason for Valencia's success? The pride that Valencia employees take and the hard work they put into the college's innovative student success-related programs and initiatives. Some of these initiatives of which faculty and staff are particularly proud:

- LifeMap, launched in 1998, empowers students to chart their own paths through college to achieve career and life goals through connections with advisors, faculty, staff and interactive tools.

- Supplemental Learning, which bolsters traditional courses with small-group study sessions led by a student who has already successfully taken the class. Since 2006, almost 32,000 students have taken SL courses — one of the largest scale learning experiments to ever take place in a U.S. community college.

- Bridges to Success, which offers disadvantaged high school students free tuition if they enroll in Valencia immediately after high school graduation, keep their grades up and participate in Bridges activities.

- DirectConnect to UCF, which has streamlined the admissions, financial aid, advising and transfer processes for Valencia students continuing their education at the University of Central Florida (since the inception of DirectConnect a few years ago, 16,000+ Valencia students have gone on to attend UCF and another several thousand are currently in the pipeline).

"When the workforce is fully engaged and stands behind, fully supports and takes pride in the institution's vision, mission and goals, there's no end to what you can accomplish," says Bosley. "Valencia receiving this prize is proof positive of that."

*For more information on the Valencia programs and services that stood out for the Aspen Institute, visit **www.aspeninstitute. org/policy-work/aspen-prize/valenciacollege.***

Emerging Issue for Higher Education: Engaged Employees Are Critical for the Future By Mark Coldren

CUPA-HR's Emerging Issues Committee was formed in 2010 to increase the awareness and action of higher education human resource professionals around trends that were emerging over the next three to five years.

One of the emerging issues the committee has been working on for the past several months is employee engagement. "Wait a minute," you might be thinking. "Employee engagement isn't an emerging issue. I've heard the topic discussed over and over all my working life." And you're right; it isn't anything new. Employee engagement is one of the most broadly discussed topics in the work world. However, the impact that engaged employees (and conversely, disengaged employees) stand to have — either positive or negative — on the future viability of our institutions is something that deserves renewed attention, especially in this time of uncertainty for our industry.

Because the topic of employee engagement is so broad, we began our committee work by building a framework for discussing engagement. That framework, which we pulled from many resources, consists of:

• **A definition:** Employee engagement is the act of committing, rationally or emotionally, to something or someone within the organization.

• **Several related statements/discussion topics:**

1) Engaged employees hold a positive emotional connection to their work.

2) Engaged employees value, enjoy and believe in their jobs, managers, teams and organizations.

3) Employee engagement is fundamental to individual productivity and retention as well as organizational performance.

4) Managers are key to achieving an engaged workforce.

5) Managers serve as a conduit for other, more valuable forms of employee commitment.

With these elements as our backdrop, the committee forged ahead. We began to realize just how critical it is that the employee engagement discussion be front and center for higher education leaders. Engagement should be just as important as enrollment, budget reallocation, infrastructure/facilities development, academic focus, fundraising, faculty governance, rising healthcare costs and all the other top-of-mind issues.

The committee created a conference session that was featured at last year's CUPA-HR annual conference and at regional CUPA-HR conferences. The session agenda included the elements we defined as part of employee engagement; building the business case on your campus; sharing of current work on campuses; the importance of education/information and metrics; addressing morale; the critical role of the supervisor; and the role of HR in all of this. During the conference sessions, attendees shared many great ideas and current practices.

Perhaps one of the greatest lessons to come out of our committee work thus far on the topic is the critical role of the supervisor as it relates to employee engagement. Whether that supervisor is a department chair, a dean, an administrator, a director — whatever the role — if he or she provides positive and encouraging direction, everything points to that individual as having the single greatest impact on engagement.

Almost all interactions on a campus impact engagement of faculty and staff. The key is how the organization pays attention to engagement efforts and uses them as a framework for decision making and connection to the overall mission of the institution.

Our work on the ever important topic of employee engagement has only just begun. Look for sessions at upcoming conferences, and be sure to check out the Knowledge Center's Employee Engagement Toolkit (www.cupahr.org/knowledgecenter) developed by CUPA-HR's chief learning officer Ken Tagawa.

Mark Coldren is associate vice president for human resources at Ithaca College. He's also a member of the CUPA-HR national board of directors, a member of CUPA-HR's Emerging Issues Committee and chair of CUPA-HR's Learning and Professional Development Committee. He can be reached at mcoldren@ithaca.edu.

Mentoring: A Key Strategy for Leadership Development and Engagement *By Amy King and David Trainor*

CUPA-HR's Mentoring Task Force was formed in 2010 to explore avenues through which CUPA-HR could develop opportunities for mentoring among the association's leaders and its members.

In 2010, the CUPA-HR board of directors created a task force to focus on the needs and interests of a mentoring program for association members and volunteer leaders. One of CUPA-HR's greatest strengths is the professional network it offers to facilitate knowledge transfer and information sharing. It is the task force's goal to implement mentoring opportunities in order to provide another value-added program for CUPA-HR members to support and foster professional development and career advancement opportunities.

Two Programs

This past summer, at the CUPA-HR Association Leadership Program (ALP), the Mentoring Task Force presented two sessions – one focused on individual mentorship opportunities and another on leadership mentoring. Both were enthusiastically received and regarded as the highlights of the ALP. Based on that response, the committee will be undertaking the following:

1) Providing a platform, by way of affinity groups, for the interest and development of current and future CUPA-HR leaders. These groups will be guided by a national office staff member and a national board member. It is also anticipated that a degree of mentoring will occur among the group participants.

2) Creating individual mentoring programs to advance the skill and knowledge growth for HR practitioners in higher education institutions. This program will begin with a pilot group this spring and will be refined as needed prior to rolling out to the entire CUPA-HR membership.

The affinity groups will focus on enabling current CUPA-HR volunteer leaders, in particular areas of leadership, to better serve in their roles and to share their ideas, knowledge and experience with their colleagues within the affinity group.

Individual mentoring will provide opportunities for all levels of HR practitioners to develop skills and knowledge. CUPA-HR has a great opportunity to present mentoring programs and will continue to showcase them through their development stages.

Tapping Into a Wealth of Experience

CUPA-HR through its vast membership truly boasts a wealth of knowledge and experience. Working through the Mentoring Task Force, the association is positioning itself and its members to continue to be effective HR leaders in higher education as well as effective practitioners within their institutions. We welcome your participation and encourage you to become involved in any or all of the phases of CUPA-HR's mentoring program as they are rolled out in 2012.

Watch for more to come through the CUPA-HR online Community (community.cupahr.org), the Knowledge Center (www.cupahr.org/knowledgecenter) and at our annual conference in Boston, September 9-11.

Amy King is director of human resources at the University of Denver and is a member of the Mentoring Task Force. She can be reached at amy.king@du.edu.

David Trainor is associate vice president of human resources services at Iowa State University and is chair of the Mentoring Task Force. He can be reached at dtrainor@iastate.edu.

Welcome Aboard!

How Employee Onboarding Upped the Engagement Factor at the University of South Florida

By M. Timothy Miller

In the fall of 2008, the vice president of human resources at the University of South Florida (USF) formed a task force to recommend improvements to the institution's new employee orientation program. The task force was made up of HR professionals involved in recruitment, benefits administration and training and development. Participant surveys and instructor observations indicated an opportunity to improve the process of bringing new employees into the organization and engaging them in their work.

Need for Improvement

When the task force began its work, USF's onboarding consisted of a data dump and paperwork and two single "welcome" events. We quickly realized we needed to shift the focus of our onboarding process from inundating the new employee with HR policies and procedures and benefits sign-up to a broad focus on USF mission, vision and values and to highlight the important contributions each employee makes to the success of the enterprise

A Phased Approach

We decided we needed to break up the onboarding into several phases, which we identified as (1) prearrival (providing key information regarding start date, reporting relationships and background information on scope and responsibilities); (2) introduction and general orientation (providing essential information that would hopefully help the new employee become engaged and committed); (3) department orientation (providing essential tools the employee would need to be functional in his or her job — e.g. computers, passwords, office equipment, etc.); and (4) integration and contribution (solidifying the new employee's commitment to the organization and recognizing the contributions the individual makes to organization success).

Delivery

The task force also felt that USF needed to move away from the stale classroom-led orientation we'd been using and toward the use of multiple modalities, including web-based methods, CDs/DVDs and individual interactions with HR representatives.

Responsibility

For a long time, the responsibility for onboarding fell solely within the realm of human resources. We felt that for onboarding to be meaningful and to have a lasting impact, the process needed to be a shared responsibility, with HR, USF leadership, department managers, peers and the new employee all playing a part.

Program Objectives

The old onboarding process had just a few simple objectives: to help the new employee gain a very broad, very basic understanding of USF; to get all the necessary paperwork filled out in a timely manner; and to go over the typical HR "stuff."

Armed with the findings from our research on onboarding and engagement, the task force came up with a new set of objectives for our onboarding process: (1) to accelerate the new employee's time to productivity; (2) to reduce turnover and lower recruitment costs; (3) to improve speed and accuracy of data collection and transfer between systems; (4) to provide consistent legal and policy compliance, thus reducing costs associated with noncompliance and lawsuits and ensuring employee safety; (5) to create stronger bonds among colleagues; (6) to enhance job satisfaction and loyalty among USF employees; and (7) to enhance the USF brand in the community.

Evaluation

Finally, we wanted to move away from our current feedback forms and toward enhanced metrics and data collection. Our ideas: to measure turnover in three-month and annual increments; to conduct surveys of employees six months after their first day of work; and to track the number of completed department orientation checklists.

> We needed to shift the focus of our onboarding process from inundating the new employee with HR policies and procedures and benefits sign-up to a broad focus on USF mission, vision and values.

Recommended Enhancements

After the task force fleshed out the improvements we thought were needed to USF's onboarding process, we made several recommendations to the vice president. Those recommendations included implementing a biweekly common hire date for all administrative and staff employees; mandating that all paperwork be completed by new employees and their supervisors before the first welcome session; and creating an online introduction to benefits and retirement information.

We also recommended changes to our Welcome to USF class. We proposed that a one-and-a-half day session be held every other week, with day one focusing on enculturation to USF. Day one would include a welcome message from the president; a brief presentation of the history of the university; a presentation by a student on why they chose to attend USF and how employees can contribute to student success; a luncheon; a tour of the campus; employee testimonials about working at USF; distribution of a gift bag with USF items; and an opportunity to meet one on one with benefits representatives. Day two's half-day session would focus on compliance, safety, diversity and employee relations topics. The afternoon of day two would then be open for departmental orientation. As part of the Welcome to USF class, each new employee would receive an employee resource guide that contains a glossary of terms and a list of contact information.

The task force also made recommendations to improve follow-up with new employees. During the first two weeks that a new employee is on the job, he or she would receive a call from a benefits representative to answer questions and make sure the employee has what he or she needs to enroll. Thirty days after the start date, the new employee would receive complimentary theatre tickets from the College of the Arts. Ninety days after the start date, the employee would receive a phone call or e-mail from an HR service center representative offering to meet with him or her and asking for his or her participation in an online survey to provide feedback on the onboarding experience thus far.

Four to five months after the start date, the employee's supervisor would receive an e-mail from an HR representative to address any concerns brought up previously and to encourage the supervisor to complete a probationary evaluation for the employee. A year after the start date, the employee would be sent an anniversary letter and the employee's supervisor would be notified that it's time to conduct the employee's annual evaluation.

In addition to the Welcome to USF general orientation program, the onboarding task force also developed a Managing at USF program for those hired on as managers (and also those USF employees who are newly promoted to a manager position).

The Managing at USF program includes:

• Online programs introducing finance structure and systems and an introduction to HR topics including recruitment procedures, attendance and leave, payroll, and the performance management process.

• An in-class session offered once a month. Topics include the manager's role; compliance and ethics; managing employment; HR services; attendance and leave; FMLA; diversity and disability services; safety; employee relations; and managing performance.

Participants are given 60 days to complete the in-class sessions and 45 days to complete the online programs. We are in the process of developing additional online offerings to support the in-class sessions. We also continue to review more effective methods to prepare managers to meet the challenges of the dynamic environment of higher education. We are proposing a quarterly program for all managers that allows more in-depth discussion of important topics like FMLA, employee relations and performance management.

Challenges and Response

We're happy to report that all of the task force's recommendations were or are being implemented. However, that's not to say there weren't naysayers. Several of the recommendations proved to be points of contention among various campus constituencies, particularly the common hire date and the modification of how benefits

information was to be presented. But with open and honest dialogue, we were able to make our case for both.

Resistance to the Common Hire Date

At the time of our recommendations, there was not a common start date for administrative and staff new hires; rather, hiring managers determined the start date, and the in-class orientation program was held every two weeks. Therefore, it was possible that a new employee could be on the job for almost two weeks before they attended orientation. This is why the task force recommended a common hire date. After much resistance and many, many conversations with hiring managers, department supervisors and the vice president of human resources, the common hire date was implemented.

The first day of employment was required attendance in the Welcome to USF program. Benefits information and required paperwork was provided and was to be completed before the first day of employment (with additional time scheduled for the morning of the Welcome to USF program for those needing to complete the paperwork).

The advantages to moving to a common hire date were realized fairly quickly. There were immediate savings in time. HR representatives had fewer interruptions and were better organized in completing requirements. Hiring managers were better able to schedule department orientations and complete paperwork.

Presentation of Benefits Information

There was also some resistance to the idea of a web-based introduction to benefits and retirement information. Although this online introduction did end up being implemented, feedback from initial Welcome to USF sessions suggested that our new employees desired more in-depth information on benefits. Therefore, the Welcome to USF day one schedule was modified to include time for new employees who wanted to meet with benefits representatives to do so.

Results of the New Onboarding Program

For the past five years, approximately 13 percent of new staff and administrative employees separated from the

Since November 2011, when Welcome to USF and the follow-up activities for new employees were implemented, the turnover for new employees has fallen to 6 percent.

university within their first eight months. Since November 2011, when Welcome to USF and the follow-up activities for new employees were implemented, the turnover for new employees has fallen to 6 percent.

Other indicators of the program's effectiveness come from the results of and comments in the 90-day follow up survey. In the latest survey of 124 participants in the August-September 2011 programs, 50 individuals responded. In response to the statement "My fellow co-workers have been helpful and willing to assist me in getting up to speed in my new program," 98 percent agreed (70 percent strongly agreed). In response to the statement "At this time I have a good understanding of the mission of USF and how my position supports the mission," 94 percent agreed. In response to "My transition as a new employee has met my expectations," 90 percent agreed.

Comments like the following are commonplace: "I have been (and continue to be) impressed with HR at USF. The onboarding experience has been intentional and well thought out — we are doing more than any other university I have worked at. I appreciate it and have felt welcomed from day one. Thank you."

Well Worth the Investment

The University of South Florida's onboarding process is on a continuous learning curve. We are constantly making adjustments to the program based on feedback from presenters and participants. Our goal is to get new employees quickly and fully up to speed in their jobs, the culture of the university, and our organizational processes so that their value and contribution to (and engagement in) USF's mission can be felt as quickly as possible.

Considering the extraordinary cost of recruiting, hiring and training new employees, the small investment in proper onboarding is sure to provide a solid return for the USF as new employees are given the opportunity to synchronize their efforts with the goals of the university. Everyone in the boat rowing in the same direction early in the process can return enormous efficiencies. ⌐cupahr⌐

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Onboarding: The University of Iowa Welcomes New Employees With a Rich Story and Ongoing Engagement *By Diana Leventry*

The University of Iowa has a rich story to tell its new employees, yet the traditional decentralized system of hiring and unit-based orientation presented difficulties in supporting university engagement for new hires. Those processes often were more narrowly focused on their local unit needs and did not ensure a common experience and knowledge of university accomplishments, services and future vision. Additionally, UI's location poses some challenges to attract and retain highly skilled academic, research and medical personnel in a highly competitive market, particularly from diverse or underrepresented groups.

To address these issues, UI human resources developed an onboarding process. Onboarding is used at UI to introduce the new employee to the university's accomplishments, culture and services in an effort to enhance engagement and provide a supportive and welcoming environment. It is also the process used to engage the new employee and the supervisor during the first year of employment in developing a relationship that enhances retention and productivity.

To read a summary of the University of Iowa's onboarding program, visit www.cupahr.org/hew/UI-Onboarding.pdf. And be sure to visit the UI's onboarding website, Onboarding.UI at www.uiowa.edu/hr/onboardui.

Every Employee Counts:
Fostering Employee Engagement on a Shoestring Budget By Dr. Jaffus Hardrick and Trudy Fernandez

Employee engagement is a critical element of organizational success. As defined by leadership at Florida International University (FIU), employee engagement is fostered through passion, connection and enthusiasm. Over the past four years, the division of human resources at FIU has led a university-wide transformation that has empowered employees to understand their value and contributions to the greater goals of FIU as engaged members of the community. FIU's transformation was accomplished not by spending hundreds of thousands of dollars, but simply by doing the little things that matter the most. Embracing the power of collaboration, recognition, respect and professional development, the university's transformation is rooted in the belief that every employee counts.

The FIU Story and Perspective on Employee Engagement

FIU opened in 1972 with a collegiate record-breaking enrollment of 5,667 students. Today, FIU has evolved into one of the nation's 25 largest research universities, with a student body exceeding 47,000 and a workforce of 8,000 faculty and staff. From 1986 to 2009, under the leadership of FIU's fourth president, Modesto A. "Mitch" Maidique, the university experienced unprecedented growth. During the 23 years of Maidique's leadership, the student body grew from 16,000 to more than 34,000. FIU implemented nearly 200 degree programs and built 19 colleges and schools.

Beginning in the 2007-08 fiscal year, the university began to feel the impact of a crumbling economy, which resulted in serious budget constraints. As a state-supported university, FIU was severely impacted by Florida's enormous budget shortfalls resulting from the deteriorating housing market. Following the inauguration of Dr. Mark B. Rosenberg as FIU's fifth president in August 2009, FIU began a trajectory to transition the university out of the turbulent waters. Although the university continues to face economic challenges, FIU

remains a solvent and resilient institution. At the core of this resiliency is the strategic priority placed on employee engagement.

Creating a Compelling Case for Engagement

FIU defines employee engagement as "engaging the hearts and minds of employees." Employees must know how much they are valued as a critical factor in the continued success of the university. In support of this philosophy, HR leadership developed and implemented a comprehensive evaluation of engagement challenges and opportunities.

The evaluation revealed that supervisors were often the greatest impediment to increasing morale. Consequently, HR began a process of working with leaders across the university to increase awareness of the critical nature of their roles in helping to create a culture of engagement.

Seeking to better understand the factors impeding engagement, HR implemented the following:

Data Collection and Analysis

HR collected and analyzed data from various internal surveys and exit interviews to identify critical feedback related to work environments. The data revealed that immediate focus should be given to improving institutional communications, strengthening shared governance, enhancing teaching environments, improving relations, changing the perceptions of administration, hiring the right talent, developing skills of supervisors and managers, enhancing professional development opportunities and improving compensation.

University Forums and Individual Conversations

HR hosted focus groups and held individual conversations with employees. These events provided critical insights about employee challenges.

Identify Best Practices and Design Plan

HR researched engagement models and determined that the Hay Model (Figure 1) best aligned with the university's strategic goals and vision.

Present Plan to Administration

HR shared with FIU administration feedback from

Figure 1. Hay Model

the data collected and the plan to create a culture of engagement. One of the prevailing and recurring themes was that supervisors and managers did not have sufficient skills to be effective leaders. HR determined that leadership development had to be a strategic priority.

Creating a Culture of Engagement

Based on the data collected, HR led the charge to galvanize the university community to create an environment where people are engaged, supported and inspired to build a culture of engagement and service excellence. With limited resources, the following initiatives were implemented. While many of these efforts do not necessarily represent ground-breaking innovation, they were nonetheless critical to our success. The following six themes encapsulate the efforts to improve employee engagement.

Focus on Service Excellence

As part of the efforts to strengthen infrastructure, the division took immediate steps to improve customer service across the university. HR developed a Service Excellence Task Force to assist with the design of a customer service program. Professional development seminars for employees and managers emphasized the importance of consistently providing quality customer service to both internal and external constituents, especially students.

Service expectations were developed, and every member of the institution was expected to model these standards. Furthermore, HR implemented mechanisms (e.g. website) where students, faculty, staff and external constituents could provide feedback regarding services they received while on campus or doing business by telephone or via other media (Facebook, Twitter, LinkedIn or e-mail).

Currently, each department head is expected to ensure that quality service is consistently provided. Through the Presidential Salute program, employees are recognized university-wide for providing outstanding customer service. Service excellence is also one of the core competencies that became part of the university-wide annual performance evaluation.
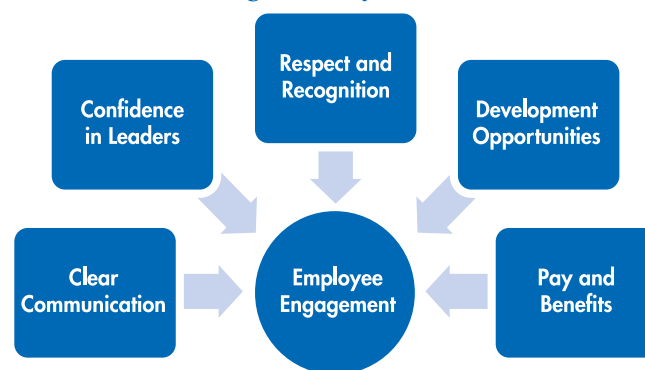
Development of Leaders and Managers

As a result of FIU's tremendous growth, many individuals were elevated to managerial roles without having had an opportunity to develop skills for successful leadership. Thus, FIU's Leadership Development Institute (LDI) was created to provide ongoing professional training for leaders at all levels. Since the LDI was established in 2011, significant improvements in leadership have been observed across the university. Additionally, HR implemented core competencies for managers and administrators to govern leadership. These competencies are also part of the standards by which managers are evaluated.

Professional Development Opportunities for Staff

Professional developmental opportunities are regularly offered at FIU. In fact, each staff member is required to complete 20 hours of professional development as part of his or her annual evaluation. So we were surprised to discover that most staff members were not attending professional development programs. Why? Because their supervisors prohibited them from doing so. Ultimately, supervisors had to be reminded of their responsibility to help their staff sharpen their skills and meet their annual professional development goals.

As a result of survey responses, additional professional development topics were incorporated in the hope of attracting a larger percentage of staff members and supervisors. HR implemented additional educational enrichment programs, including STEPP (Striving to Enhance Personal Performance) webinars and workshops. The STEPP program now attracts 300-500 participants who receive credit toward their 20-hour professional development requirement.

Enhanced Communication and Shared Governance

Despite the amount of communication that is disseminated daily and weekly by the university, some employees felt communication was still inadequate. In addition to written communications and a weekly electronic HR News & Notes, HR continues to implement workshops and forums to enhance efforts to better reach HR liaisons and the university community at large. In order to increase shared governance, HR made additional efforts to obtain feedback from students, faculty and staff regarding important decisions impacting the university.

Recognition and Reward Programs

HR has begun to place more emphasis on helping leaders understand the importance of their roles in motivating and inspiring employees to excel. In addition to various seminars, the FIU Service and Recognition Awards Ceremony recognizes faculty and staff for their successes. The ceremony attracts more than 500 colleagues, who are recognized for their years of service and/or contributions to the institution. The Student Employee of the Year Awards Ceremony was launched in 2009 with overwhelming support from students, faculty, staff and administrators. The week-long activities conclude with an awards ceremony to honor the contributions of student employees. The Presidential Salute is another method by which the FIU president publicly recognizes faculty and staff for outstanding service.

Engagement and Appreciation Efforts to Unify the Community

In order to strengthen relations and bring faculty and staff together, HR began to host a variety of social events that allowed people to focus on commonalities and celebrate successes. Many of these events were instrumental in galvanizing employees in ways that fostered improved relations. The following are just a few of

YouTube videos feature some of Florida International University's events and celebrations designed to recognize employee contributions and foster a sense of community on campus:

Faculty/Staff Talent Show
http://bit.ly/GRGxV6

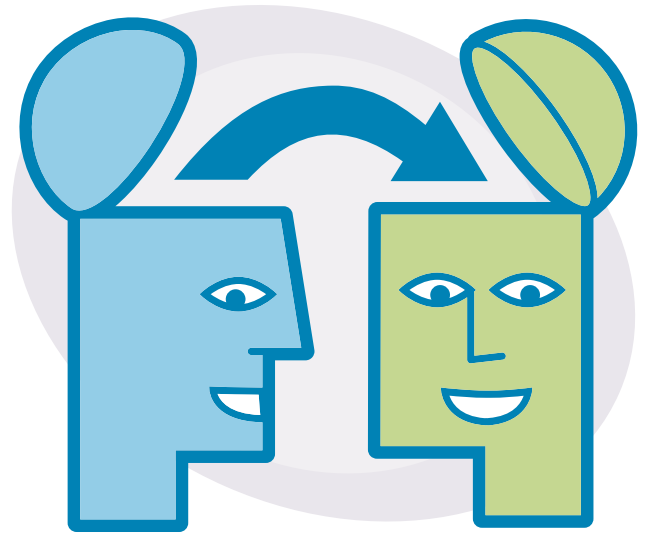**Holiday Celebration 2009**
http://bit.ly/GMt0lo

Service and Recognition Awards 2010
http://bit.ly/GMt3hd

Employee Appreciation Event 2011
http://bit.ly/GJnNvR

Faculty and Staff Spring Picnic 2010
http://bit.ly/GJOZvz

Starting New Employees Off on the Right Foot Through Mentoring

*Mentoring offers a unique opportunity to help new faculty, staff and administrators learn the culture and develop a deeper understanding of their new institution while fostering meaningful relationships. Here, we've summarized three successful mentoring programs. You can read more about each one online at **www.cupahr.org/hew/Mentoring.pdf**.*

Mentoring for New Employees – Franklin University

An employee's first year is the foundation for that individual's success in the organization. That's why Franklin University developed a 90-day mentoring program to immerse newcomers in the institution's culture, mission and vision through a custom one-on-one experience.

Mentors and mentees are matched based on the mentee's role in the organization. Mentors come from Franklin's leadership development program or at the recommendation of a supervisor or colleague. They receive training from HR, gaining not only mentoring skills, but also supervisory skills. Many of these mentoring relationships continue long after the 90-day program has come to an end.

Mentoring for New Faculty – Kirkwood Community College

Kirkwood Community College has developed a one-year mentoring program for the institution's new faculty members. The new faculty member's dean assigns a mentor, and the program spans the academic year.

The program includes monthly luncheons and one collaborative project, such as researching new textbooks or enhancing current courses. This gives the mentor and mentee an opportunity to work closely together, strengthening both their relationship and the course work they teach.

Many of the mentoring relationships evolve into lasting friendships and foster connections both on and off campus.

Mentoring for New Administrators – Association for California Community College Administrators

The Association for California Community College Administrators (ACCCA) offers a year-long mentoring program that supports the entire California Community College System. Program participants are selected for demonstrating a potential for expanded leadership roles and agree to participate in several mandatory activities. The fee for participation in this leadership development program is $1,000.

When a mentee is accepted into the program, he or she is matched with a mentor, a seasoned professional from a different institution in the mentee's region. Together, they develop a learning contract, an outline of activities outside those required by the program. The goals of the ACCCA Mentor Program include not only enhancing leadership skills, but also encouraging networking and improved working relationships across the state. Activities include two conferences, two retreats, a Day With the Chancellor, and a Governor's Budget Workshop.

To date, more than 400 individuals have graduated from ACCCA's program.

Setting a Course to Keep Engaged Employees (and Keep Employees Engaged)

By Kirk D. Beyer

I recall a conversation I overheard at a university where I was previously employed. My boss, who was months away from retiring himself, asked a colleague if he had given any thought to retiring. The colleague responded that he had retired three years earlier but just didn't tell anyone. Although meant as a joke, the response was truer than not.

A September 2011 national study conducted by Modern Survey (www.modernsurvey.com/news/employee-engagement-hits-new-lows-as-employees-feel-stuck) found that 70 percent of surveyed employees reported that they were either disengaged or under engaged on the job. Even more troubling was the finding that four-fifths of the under engaged employees intended to stay with their current employer. Global analysis by Mercer in the What's Working survey (www.mercer.com/press-releases/1430455) found this phenomenon to be worldwide. Although physically present, an increasing number of employees have productively left their employer just when their employer needed them most.

Institutions need to find ways to not only retain their most engaged employees, but also to reengage disaffected employees in order to effectively accomplish their missions. After reviewing numerous books, articles and surveys, I have come to the conclusion that the key variables for retaining engaged employees are the same variables prominent in keeping employees fully engaged.

Retention

From analyzing exit survey responses completed by thousands of exiting employees, Leigh Branham in his book *The 7 Hidden Reasons Employees Leave* posits that engaged employees are not being pulled away by better offers; rather, they are being pushed out by factors under management's control. He asserts that the important retention question in exit interviews is not "Why are you leaving?" but "Why aren't you staying?"

In his book, Branham identified 57 preventable reasons for voluntary turnover which spring from four fundamental unmet human needs: (1) the need for trust — people expect their employers to deliver on promises, to be honest and open in all communications, to invest in them, to treat them justly and to compensate them fairly; (2) the need for hope — people need to believe that they will be able to grow, develop their skills on the job and

have the opportunity to advance; (3) the need to feel a sense of worth — people need to be recognized as valuable assets and rewarded accordingly; and (4) the need to feel competent — people want to be matched to a job that makes good use of their talents and is challenging.

Engagement

Based on more than 30 years of in-depth research involving more than 17 million employees, Gallup has found that engaged employees are more productive, more customer focused, safer and more likely to stay with their employer. Additionally, in the best organizations, employee engagement transcends any human resources initiative; it is simply the way the organizations do business. In its research, Gallup has identified 12 core elements that predict employee and workgroup performance (and these core elements just so happen to fit nicely into Branham's taxonomy of four fundamental human needs):

Trust

1) The mission or purpose of my organization makes me feel my job is important.
2) My associates or fellow employees are committed to doing quality work.

Hope

3) There is someone at work who encourages my development.
4) Within the last six months, someone at work has talked to me about my progress.
5) This past year, I have had opportunities at work to learn and grow.

Worth

6) In the last seven days, I have received recognition or praise for doing good work.
7) My supervisor or someone at work seems to care about me as a person.
8) At work, my opinion seems to count.
9) I have a best friend at work.

Competence

10) I know what is expected of me at work.
11) I have the materials and equipment I need to do my work right.
12) I have the opportunity to do what I do best every day.

The compass employers can use to orient their institution's engagement strategy is a well-designed employee opinion survey.

Engagement Value Proposition

During the industrial age of the 20th century, a psychological contract existed between employers and employees. The contract was a reciprocity of "lifetime pay and benefits in exchange for loyalty." In the current information age, the pace of global and organizational change has increased to the point that employers have replaced the psychological contract with an engagement value proposition (EVP). Essentially, the EVP is an answer to the question "What does the organization need from employees to be successful and what does it offer in return?" (http://sageassessments.blogspot.com/2010/04/engagement-and-employee-value.html).

In many organizations, the EVP is weak and implicit, only communicated through the actions of management and the culture of the employer. However, a growing number of organizations have realized the strong correlation between employee engagement and organizational success. These organizations develop an employee engagement strategy which provides for both employee and organizational needs.

Navigating Through the Landscape of Employee Needs

Orienteering is a sport that requires navigation from an undisclosed starting point to a predetermined destination over diverse and unfamiliar terrain. Using a navigational technique called dead (for deduced) reckoning, orienteers must first determine the location of their starting point by using a compass to orient their map with prominent landscape features. Once the starting point has been determined, a course can be set for the prescribed destination. A major disadvantage of dead reckoning is that any error in determining the starting point will be magnified by travel on the wrong course, thus leading the orienteer away from rather than toward the intended destination.

Employee needs, as well as what an employer is willing to offer employees, differ by the type of work and the skill level of the employee. Consequently, the critical task of navigating through the landscape of employee needs can be challenging. Just as in orienteering, the critical

first step in developing an engagement strategy is to accurately identify an institution's starting point. The compass employers can use to orient their institution's engagement strategy is a well-designed employee opinion survey, which seeks employee opinions about the work environment, their jobs and their futures.

Historically, employers have used the term "job satisfaction" as a metric for measuring employee commitment. In developing an employee survey, it is important to differentiate between satisfaction and engagement. Satisfied employees don't complain and they meet deadlines and requirements. However, according to Razor Suleman in a *Human Resource Executive* article titled "Going for Engagement, Not Just Satisfaction," satisfied employees are not necessarily motivated to go above and beyond job expectations.

In designing an opinion survey, ask questions that target the specific issue under consideration (employee engagement) and refrain from the temptation to ask tangential questions that would provide nice to know

information that is not directly related to the research at hand. Figure 1 is an example of a survey which specifically addresses the core elements identified in the Branham and Gallup research as correlates of engaged employees.

The survey includes demographic questions to allow analysis of data by the three categories of employees found at most colleges and universities. I did not include a sliding scale for each response because my main focus was only the absence or presence of each variable, not how strongly a respondent agreed or disagreed with the variable. I believe the simplicity of this design coupled with the minimal time required to understand and complete the survey can account for the larger than anticipated response rate I have experienced with the use of this survey instrument. The simplicity of the design also lends itself to expedient data scrubbing, entry and analysis.

Once you begin receiving survey responses, check for the representativeness of your sample. You want your survey to accurately represent the overall opinions of your employees, and the first check you can make on returned surveys

Figure 1: Example Opinion Survey - **What Is Your Opinion?**

What you think about your work, compensation, benefits, working relationships and conditions is important. This survey has been designed to anonymously obtain information with the least inconvenience. Responses will be tabulated by the human resources department and results will be made available to all employees. Please return your survey to the department of human resources by _____ . **Thank you for participating.**

Please circle one (1)   Faculty   Salaried Staff   Hourly Staff

Please circle one (1)   Yrs Service: 0 to 5   6 to 10   11 to 15   16 to 20   21 to 25   Over 25

Please circle one (1)   Full Time   Part Time

INSTRUCTIONS: For the following factors, please circle the letter before all phrases that reflect your viewpoint.

Your Work Environment:

A - A good place to work
B - Stressful
C - Feel appreciated
D - Trust senior leadership
E - A respectful place
F - Treated fairly
G - Good communication
H - Overworked
I - Like my supervisor
J - Coworkers committed to quality work

Your Work and Compensation:

A - Work is rewarding
B - Paid equal to others
C - Work is important
D - Could earn more elsewhere
E - Recognized for good work
F - Competitive benefits
G - Proud to work here
H - Know what is expected
I - Opportunity to learn
J - My opinion counts
K - Opportunity to advance
L - Job is secure
M - Well matched with my job
N - Job meets my expectations
O - Adequate feedback

Your Future:

A - Save enough for retirement
B - Have a good future
C - Plan to stay

At the **Intersection** of **Leadership** and **Engagement** Stands **HR**

By Stephen P. Hundley and Daniel B. Griffith

Today's institution of higher education, whatever its size, constituent focus, and teaching, service and research goals, requires ongoing commitment and exceptional contributions from its employees if it is going to be viable tomorrow. Ensuring the institution's continued growth amidst significant challenges in today's social, political, economic and global environments requires effective leadership and engagement strategies for attracting, motivating and retaining talent.

Human resources plays a vital role in developing, implementing and facilitating such strategies on behalf of the institution. Not only must appropriate HR processes be in place, but also HR must ensure that the institution and its executive leadership embrace systemic approaches that support these efforts and that its managers and supervisors make such efforts an operational priority every day. HR stands at the corner of leadership and engagement to ensure employees are meeting the challenges for moving the institution forward today and tomorrow.

HR's Unique Position to Facilitate Leadership and Engagement Strategies

HR professionals have the ability to translate leadership and direction into concrete strategies and supports to help executive leaders, managers and individual contributors achieve optimal performance. To do so, HR must first be at the forefront in supporting the institution's efforts to provide effective, sustained leadership. Such leadership relies on understanding, communicating and championing the broad strategic directions of the institution; setting the tone at the top; establishing a culture of high performance; and garnering commitment, trust and buy-in from employees and other stakeholders throughout the organization.

Concurrently, HR must assume its own leadership role in driving the institution's workforce engagement agenda, which relies on three equally important and interdependent components. These components are identified in the Workforce Engagement Model in Exhibit 1 and described below.

Strategic Issues in Workforce Engagement

HR must work with executive leadership to ensure the institution adopts top-level, organization-wide approaches that support workforce engagement. In our research, top drivers necessary for ensuring systemic, sustained workforce engagement are effective senior leadership, reputation management, ethics, diversity and safety, and stakeholder input. HR must therefore insert itself in top-level conversations and decisions to ensure the institutional leadership defines and sets the tone for workforce engagement for the campus.

Core HR Processes in Workforce Engagement

HR must, of course, continue to do the work it has always done to support workforce engagement. These core processes are the activities that help the institution acquire, orient, develop and reward an engaged workforce. These activities are workforce selection, organizational orientation, training and development, and rewards and recognition. The placement of core HR processes in the middle of the model makes sense as such processes are necessary upward within the institution to provide senior leadership a solid workforce base from which to drive organization-wide workforce engagement strategies and downward to give managers and

supervisors the "raw" material with which to develop employees into vital contributors who reflect true commitment to the institution and its mission and values.

Operational Components in Workforce Engagement

HR must also take a leadership role to ensure appropriate operational components involving managerial and supervisory responsibilities are in place so that workforce engagement is a daily preoccupation of managers and supervisors in their work with employees. The key drivers here are establishing effective performance management processes, providing the tools and technology necessary for employees to perform their jobs, providing opportunities for advancement, and seeking to provide meaningful work and positive work environments and relationships that may lead employees to experience daily satisfaction.

Engaging Each and Every Employee

It is easy to think that retention of employee talent is the sole measure of workforce stability. If that were true, HR's role might be confined to overseeing the HR core processes outlined above without an expectation for providing deliberate support to senior leadership with strategic issues and to managers and supervisors with operational components for workforce engagement. While retention is important, turnover rates do not tell the entire story of the level of commitment employees have concerning their jobs and fit within the institution. Commitment means an employee will work hard, stay longer, help out teammates,and engage in discretionary efforts to support organization-wide, department-specific and team success.

Meeting the challenges outlined earlier will require ongoing commitment and exceptional contributions from employees throughout the institution. The institution must create a culture of high performance that compels employees to perform beyond minimum expectations and that stretches people toward goals that leverage their strengths. Yet, this presents a whole new set of challenges for HR, as each employee is different and has a different set of expectations the institution must attempt to satisfy if it has any hope of realizing true commitment to rather than mere compliance with institutional goals.

For purposes of employee engagement efforts, employees may be broadly categorized into 10 types based on their position in the employment lifecycle. These types are listed in Exhibit 2. As is clear simply by its variety, the institution and HR as employee champion will need to

develop specific employee engagement strategies for each of these 10 types. Further, HR's responsibilities to each employee type connects back to HR's responsibilities for facilitating an overall workforce engagement strategy for the institution as discussed above and illustrated in Exhibit 1.

That is, HR is challenged for each employment type to consider how senior leadership must develop

must consider, and must encourage senior leaders and managers to consider, as part of its overall workforce engagement strategy.

Strategies and Processes to Maximize Effectiveness

As HR professionals work upward with senior leaders on strategic issues, downward with managers on operational

HR professionals have the ability to translate leadership and direction into concrete strategies and supports to help executive leaders, managers and individual contributors achieve optimal performance.

organization-wide approaches that support that group of employees. HR will need to assist managers and supervisors to utilize operational practices that support daily engagement and commitment of employees within that group. And HR must ensure its core processes are adaptable and flexible as it selects, orients, trains and rewards employees representing different employee types.

Exhibit 2 - Types of Employees to Engage, Based on Their Position in the Employment Lifecycle

New Employees
Mid-career Employees
Underperforming Employees
Superstar Employees
Returning Employees
Transferred or Promoted Employees
Long-term Employees
Temporary Employees
Distance-based Employees
Employees With Special Needs or Circumstances

Excerpted from *Employee Engagement Fundamentals*, Marc Drizin and Stephen Hundley, WorldatWork, 2008.

Download a checklist of specific Employee Engagement Strategies at **www.cupahr.org/hew/Strategies.pdf**.

The engagement needs between and among these employee types are quite different. As a cursory example of this, refer to Exhibit 3. This example – comparing new employees, superstars and long-term employees – merely scratches the surface of the kinds of issues HR

components and within its direct purview on core HR processes for workforce engagement, they must identify, implement, measure, improve and champion solutions focused on leadership and engagement at all levels of the campus.

Identify

HR can identify leadership and engagement problems and opportunities through gap analysis between current and desired results. A problem gap analysis will rely on data from across the institution that signals at present sub-par performance in a given area. An opportunity gap analysis recognizes that while certain functions and operations may be performing sufficiently well, there are nevertheless ways to optimize performance for even greater outcomes.

Ways to identify learning and engagement opportunities include feedback from performance appraisals, employee opinion surveys, data from operational and institutional functions, and feedback from managers, leaders and other advisory groups. Once data is collected, HR will need to synthesize, summarize and prioritize to determine the best implementation strategy. As an example, at our institution, we identified a gap in leadership development capacity for faculty, staff and even students, and recognized an opportunity for HR professionals to partner with an academic unit to develop an experiential learning program, Leadership in Dynamic Organizations, which uses the word "leadership" as the organizing theme and involves a variety of institutional leaders as guest speakers in the program to provide both content and context for leadership issues on campus.

Implement

Implementation requires the ability to determine the problem to solve or opportunity you are seeking to leverage. In implementation, it is often best to involve those for whom the implementation will directly impact and to consider the positive or negative consequences, intended or otherwise, that might emerge in implementing a given intervention. Continuing the example from above, the Leadership in Dynamic Organizations class was developed and implemented to meet the leadership needs of faculty, staff and students. Refer to Exhibit 4 (p. 43) for an overview of the content covered in this program.

Measure

It is important to identify the qualitative and quantitative sources of information that can speak to the effectiveness of leadership and engagement interventions that have been implemented. Both the HR profession and the higher education industry have developed a series of useful metrics that can be used to measure such effectiveness. In our example, some of the metrics that we have used to evaluate the effectiveness of the Leadership in Dynamic Organizations program include quality and nature of learner projects; end-of-program evaluations from participants; feedback received from supervisors on employee transferability of program content to the job; and retention and/or promotion of talent as a result of program participation.

Improve

Inevitably, the measurement of a given intervention will provide opportunities for ongoing improvement of learning and engagement. Thus, HR professionals must work with colleagues across the institution on continuous improvement efforts. In doing so, it is necessary to recognize that such improvements are rarely done in isolation of or support for a single

Exhibit 3 - Example of Engagement Strategies for Specific Types of Employees

Workforce Engagement Model/Type of Employee	New Employees	Superstar Employees	Long-term Employees
Strategic Issues	Ensure creation and modeling of mission and values to promote a welcoming, ethical culture that prospective employees will want to join.	Engage in work and contributions that are meaningful and rewarded appropriately and that, in turn, enhance the institution's reputation.	Tap into their institutional knowledge as a special stakeholder group from which input is sought. Ensure that climate for diversity and inclusion respects older workers' values and contributions.
Core HR Processes	Develop onboarding programs to attract new workers and ensure their initial success. Provide training and coaching programs that help them acclimate quickly and successfully to the culture.	Identify and provide mentors from other superstar employees at higher levels. In the wake of fiscal constraints, identify other reward and recognition processes that truly differentiate superstars from others.	Involve in special projects that utilize their institutional knowledge and job-specific expertise. Realign job duties among team members so they can serve in advisory and mentoring capacities.
Operational Components	Ensure they are clear about job expectations upfront and receive consistent feedback from manager. Ensure that they receive on-the-job training as necessary to perform jobs. Encourage managers to be "high touch" initially until they become acclimated.	Encourage managers to provide autonomy and independence to work on significant projects. Seek to minimize amount of rote duties. Advocate for title and status changes when possible based on acquisition of new responsibilities, particularly when promotional opportunities are scarce.	Ensure long-term workers remain current on new technologies and, therefore, can be considered for new opportunities that might otherwise go to newer workers. Connect regularly with them to assess current job satisfaction and determine interests for new assignments.

OFCCP in Overdrive

By Josh Ulman and Christi Layman

The Department of Labor (DOL)'s formerly low-profile sub-agency, the Office of Federal Contract Compliance Programs (OFCCP), has been making a name for itself over the past year and a half, increasing its regulatory and enforcement activities to unprecedented levels. The OFCCP implements and enforces laws and presidential Executive Orders that impose affirmative action and nondiscrimination requirements on federal contractors and their subcontractors.

Higher education institutions often enter into government contracts or subcontracts as part of research or testing they perform for a wide array of federal agencies, including the Department of Health and Human Services, the Department of Transportation, the Department of Defense and the Department of Veterans Affairs, to name a few. As a result, many colleges and universities fall within the purview of OFCCP regulations and enforcement.

OFCCP Mission and History

In 1965, President Lyndon B. Johnson issued Executive Order 11246, which created the OFCCP and established nondiscrimination and affirmative action requirements for federal contractors. The Order is intended to ensure federal contractors provide equal employment opportunities on the basis of race, color, religion, sex and national origin. Over the past 47 years, the jurisdiction of OFCCP has been expanded by statute and now the agency is also tasked with ensuring equal employment opportunities for individuals with disabilities and veterans under the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, and the Americans with Disabilities Act.

Regulations of Concern

Over the last year and a half, the OFCCP has begun the regulatory process to implement new highly technical reporting and record-keeping requirements. It is unclear if these new requirements will help OFCCP accomplish its mission. More details about these changes are below.

NPRM on Nondiscrimination for Individuals With Disabilities

On December 9, the OFCCP issued a notice of proposed rulemaking (NPRM) revising the nondiscrimination and affirmative action employment requirements regarding

individuals with disabilities for federal contractors and subcontractors. The proposed rule would amend the regulations implementing Section 503 of the Rehabilitation Act of 1973, dramatically increasing requirements for contractors.

As part of the proposal, OFFCP plans to expand the definition of disability, establish workforce composition goals (nationwide goal of 7 percent) and require linkage agreements between contractors and disability recruiting resources. OFCCP also intends to require that contractors invite individuals to voluntarily self identify as an individual with a disability pre- and post-offer and conduct an annual survey. In addition, the proposed rule would increase data collection and reporting requirements, necessitating contractors to change affirmative action policies and conduct an annual review.

On February 20, CUPA-HR submitted comments jointly with the Society for Human Resource Management (SHRM) on the proposed rule. While both associations strongly support OFCCP's goal of expanding employment opportunities for individuals with disabilities, the rule as proposed does not provide any mechanism for accurately and reliably compiling data necessary to achieve that goal. At the same time, several aspects of the proposal promise to place unnecessary and substantial burdens on federal contractors, intrude on employee privacy and run afoul of other laws.

For example, the proposed requirement to invite individuals to voluntarily self identify as an individual with a disability two times in the hiring process and on an annual basis once hired runs contrary to the ADA's prohibition of such inquiries. Moreover, voluntary self identification is unlikely to yield reliable data as many employees will choose not to volunteer information for privacy reasons and others may be mistaken as to whether or not they meet the vague definition of an individual with a disability.

In our comments, we asked OFCCP to institute a safe harbor for employers that would ensure that they are not liable under the ADA for any required inquiries. We also requested OFCCP to reevaluate the 7 percent utilization goal and other requirements until it can find more reliable sources of data.

NPRM on Affirmative Action for Veterans

On April 26, 2011, the OFCCP issued a NPRM to overhaul the federal contractor affirmative action program requirements for covered veterans and increase employment for veterans. The proposed rule details the additional requirements for a federal contractor to comply with the Veterans' Readjustment Assistance Act. It would require for the first time that contractors establish numerical hiring benchmarks for protected veterans; establish numerous linkage or "partnership agreements" with veterans' organizations; require extensive analysis to be conducted on current practices of recruitment and placement of veterans; and increase recordkeeping and record retention requirements.

CUPA-HR submitted comments jointly with SHRM on July 11, 2011. Again, while CUPA-HR fully supports the overarching goal of the proposed rule, the proposal, unfortunately, focuses primarily on expanded processes and steps for federal contractors that will significantly increase the burdens and costs on federal contractors without improving employment opportunities for veterans. Therefore, the comments reflect concerns with the proposal, specifically dealing with the outreach and recruitment of veterans, congruent with the ADA and data collection and benchmark requirements.

We anticipate that OFCCP will likely move forward with a final rule as soon as July 2012.

ANPRM on Developing a Compensation Data Collection Tool

On August 10, OFCCP issued an advanced notice of proposed rulemaking (ANPRM) soliciting public comment on development of a compensation data collection tool. The ANPRM is part of the OFCCP's effort to address potential sex and race discrimination in pay among federal contractors. OFCCP asked federal contractors and other OFCCP stakeholders for their input on the "scope, content and format of the data collection tool, as well as suggestions for ensuring that the tool will be an effective and efficient means of identifying contractors" for OFCCP compliance reviews under Executive Order 11246.

The agency posed 15 specific questions for those submitting comments, including what compensation data should be collected, how it should be organized, whether OFCCP should consider extending any compensation data tool beyond supply and service contractors to construction industry contractors, and how to manage the potential burdens on small businesses that hire federal contractors. OFCCP emphasized that its current notice is the beginning of the rulemaking process

and that covered contractors will have additional opportunities for comment.

CUPA-HR submitted comments, with SHRM and other employer associations, on September 28 requesting that the OFCCP withdraw the ANPRM until it and the Equal Employment Opportunity Commission has conducted research to determine whether there is an actual need for this collection of compensation data and what the least burdensome approach would be to attain any necessary information. This proposal has been suspected by many to be a strategy to circumvent congressional refusal to enact the Paycheck Fairness Act and implement some of its provisions. In the agency's latest regulatory agenda, it slated analysis of comments for April 2012. It is unclear when it may issue a specific proposal with a NPRM but, in light of its other actions, we do anticipate it will proceed despite a wide variety of adverse comments to the ANPRM.

Other Agency Activities

Information Request on Proposed Changes to Scheduling Letter
On September 28, OFCCP formally requested the Office of Management and Budget (OMB) review and approve, in accordance with the Paperwork Reduction Act, a significant revision of the information it routinely requests on its Scheduling Letter and Itemized Listing from federal contractors. The agency proposes revising and expanding the amount of information that would be requested to initiate a compliance evaluation, known as a "desk audit." The proposed changes would require contractors to provide new information on leave policies and collective bargaining agreements, report personnel data in five or seven separate racial and ethnic categories rather than the current two categories, and report compensation information by individual employee rather than in an aggregated format.

CUPA-HR filed comments with SHRM to the OMB on October 28 about the costs and benefits of OFCCP's proposed changes to its scheduling letter.

Rescinding Compensation Standards and Self-Audit Guidelines
On January 3, 2011, OFCCP issued a Notice of Proposed Rescission (NPR). The agency proposed rescinding its current systemic compensation discrimination standards and self-audit guidelines for evaluating pay practices for federal contractors and subcontractors under Executive Order 11246. The compensation standards and the

voluntary self-audit guidelines were both adopted in 2006 under the Bush administration.

In the NPR, OFCCP asserts that the standards have limited the agency's ability to effectively investigate, analyze and identify compensation discrimination and that the guidelines are rarely used by federal contractors. The agency's view is controversial, as many in the employer community welcomed the 2006 changes. The OFCCP did not specify an alternative to the current standards, other than that it intends to adhere generally to "Title VII principles" in investigations of contractors' compensation practices. CUPA-HR filed comments on March 4, 2011. We await agency action.

Upcoming Changes to Sexual Discrimination Guidelines
While moving forward with the proposed rulemakings already mentioned, OFCCP is also working on at least one other proposed rule that it wants to finalize ahead of the November elections. A NPRM on sex discrimination guidelines was projected in the latest regulatory agenda to be released as soon as April 2012.

Trends

According to many in the contracting community, this uptick in rulemaking activity has been accompanied by persistent, and often drawn out, enforcement efforts. In the last few years, the OFCCP has hired additional compliance officers and investigators that have led to a big increase in desk audits of employers; it is now conducting 4,000 to 5,000 audits a year. Unfortunately, many employers have reported a lack of transparency, no clear methodology and unreasonably broad data requests with unreasonably short response periods as part of these enforcement proceedings. Congress is beginning to pay attention to the actions of the OFCCP for the first time in years and may do oversight hearings to shine a light on the recent flurry of activity.

Whether this level of regulatory and enforcement activity is a short-term trend or the new norm for the agency, it is important for institutions to pay attention to the rulemakings as they become finalized to ensure that they are in compliance in order to avoid future compliance issues.

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the events hosted by HR on a limited budget:

President's Holiday Celebration – Although this event had been held for several years, it was not until 2009 that it garnered significant interest, a direct result of HR's efforts to increase morale and engage employees in giving back to the community through the annual Holiday Toy Drive.

Faculty and Staff Picnic – Prior to 2009, this event was sporadically attended by approximately 200 guests. After HR partnered with the staff senate, participation increased to nearly 1,100 faculty, staff, retirees and family members.

Diversity Week: "FIU: Where Worlds Unite" – Launched in 2011, this week-long initiative was designed to celebrate the diversity and myriad cultures that enrich the university community. Faculty, staff, students and our external communities are engaged in public forums, discussions and activities that heighten awareness of diversity.

FIU's Got Talent – Implemented in 2009, this exciting event showcases the talents of faculty and staff as they wow an audience of over 300 FIU employees. One of the highlights is the performance by the president and vice presidents.

Panther Pride Fridays – This program allows faculty and staff to showcase their FIU pride by wearing school colors and apparel while enjoying a casual dress day.

Homecoming Decoration Competition – Interest in the departmental competition exploded after the first year in 2009. Winners are recognized at halftime during the football game and featured in university-wide communications.

Homecoming Retiree Luncheon – This event, held during homecoming week, serves to reconnect FIU retirees to the university community and to recognize them for their contributions to the institution.

Tender Loving Care Brigade – The FIU Tender Loving Care Brigade is comprised of faculty and staff members who serve as a support system to members of the university community in times of need.

Wellness Programs – Various wellness programs have been implemented and promoted in partnership with various campus units to foster faculty and staff's focus on health. This also contributes to work-life balance, as programs are conveniently offered on campus to accommodate busy schedules.

FIU Commencement – Staff are invited to participate in commencement ceremonies by assisting with event logistics and hospitality. This is a simple way to connect with students in a celebratory occasion that helps staff visualize the tangible impact of their day-to-day roles at the university.

American Heart Association Heart Walk, Relay for Life, Mercedes Benz Run – These events provide faculty, staff and students a venue in which they can join forces to help support various South Florida communities.

Departmental Free Throw Competition – Departments across the university compete in a free-throw competition during halftime at women's basketball games.

FIU Miami Heat Takeover – Nearly 2,000 faculty, staff and students attend a Miami Heat game with their families and friends at a discounted rate with special perks in honor of FIU.

FIU Family and Friends Night at Miami Marlins Baseball Games – Each year HR secures the support of sponsors who underwrite the expense for hundreds of faculty, staff, students and families to attend Miami Marlins baseball games.

Lessons Learned

Although much has been accomplished, much still remains to be done in order to transform the FIU employee culture into one that is fully engaged. This continued evolution will be guided by the lessons learned by HR over the past four years of the engagment journey.

Lesson 1 – Everyone has a role to play in creating a culture of engagement and appreciation. Therefore, it is important for everyone to minimize organizational negativity and promote collaboration to achieve goals.

Lesson 2 – Sometimes it's the little things that matter most. Most employees realize the significance of economic challenges; however, they want to know that their organizations genuinely appreciate their contributions. Management is critical to cultivating an environment of respect, appreciation, inclusion and trust. A simple act of recognition or "thank you" goes a long way, and rewards for employees who are truly doing outstanding work are imperative for the retention of top talent.

Lesson 3 – Employee engagement happens only when organizations remove barriers impeding work and empower employees to excel. Organizations should emphasize the notion that the supervisor/employee relationship is built on trust, respect, flexibility and mutual accountability.

Lesson 4 – Institutions must invest resources to provide professional development opportunities for employees, especially leaders.

Lesson 5 – Institutions must create opportunities to bring members of the organization together to celebrate large and small successes. They must show employees how their work is aligned with the greater goals of the institution.

Looking Ahead

FIU is an exciting place to work. The environment is energetic and filled with contagious enthusiasm. Regardless of where people go on campus or to whom they speak, they find that FIU staff members are full of pride and enjoy being part of this vibrant university community.

FIU has set ambitious goals for the next 10 years as the university continues to experience tremendous growth. By 2020, the university will increase enrollment to 62,000 students and fill hundreds of new faculty and staff positions. As this dynamic growth continues, building a sense of pride, appreciation and engagement can, as detailed above, be done with limited resources.

Fueled by the enthusiastic commitment of staff to realize FIU's 21st century vision, the division of human resources will continue to explore means of fostering employee engagement and will ensure that collaboration, recognition, empowerment, growth and community are at the heart of its plan to ensure that every employee counts. *CUPA-HR*

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--- ADVERTISEMENT ---

is to see if the returns are representative of your employee population overall. For example, if 40 percent of your employees are faculty, a representative sample of responses would comprise 40 percent of your responses. If you find that your sample is not a representative sample, you would be wise to segment your analysis by employee type rather than generalizing your findings over the entire population.

Descriptive and inferential statistics are two types of statistics you can use in analyzing your data. A sample report of descriptive statistics available from the survey in Figure 1 is displayed in Figure 2.

Figure 2: Selected Descriptive Statistics

	All	Faculty	Salaried	Hourly
Work Environment (% agreeing)				
Good place to work	80%	85%	77%	78%
Stressful	42%	45%	43%	40%
Feel appreciated	43%	42%	49%	40%
A respectful place	50%	43%	60%	50%
Good communication	21%	16%	35%	18%
Work and Compensation (% agreeing)				
Work is rewarding	65%	72%	84%	47%
Paid equal to others	9%	8%	10%	9%
Job is important	54%	51%	76%	45%
Could earn more elsewhere	59%	52%	47%	51%
Competitive benefits	50%	36%	60%	51%
Proud to work here	57%	50%	78%	49%
Opportunity to learn	40%	41%	40%	40%
Your Future (% agreeing)				
Save enough for retirement	52%	55%	48%	54%
Have a good future	47%	43%	63%	41%
Plan to stay	62%	64%	56%	65%

Hearing Without Listening

Every time I see a display of descriptive statistics like Figure 2, I think of a lyric from the song "Sounds of Silence." In the song, Simon and Garfunkel sing about people hearing without listening. I think of this lyric because descriptive statistics allow us to "hear" employee opinions; however, they do little to help us listen to the variables that are associated with those opinions.

For example, when I look at the descriptive statistics in Figure 2, I see that the variables associated with engagement (based on empirical research by Branham and Gallup) — good place to work (80 percent agreement), rewarding work (65 percent agreement) and proud to work here (57 percent agreement) — all show positive agreement. Figure 2 also shows that variables usually associated with satisfaction — paid equal to others (9 percent agreement), could earn more elsewhere (59 percent agreement) and competitive benefits (50 percent agreement) — are not very positive. While this information is interesting and helpful to know, there is so much more information available from the survey data by applying inferential statistics. It would be much more valuable for us to know which variables are positively and negatively associated with retention. Until we know this, we can do little to improve the EVP.

Correlation is a measure of association between two variables. The value of a correlation coefficient can vary from minus one to plus one. A minus one indicates a perfect negative correlation while a plus one indicates a perfect positive correlation. A correlation of zero means there is no relationship between the two variables. While there isn't room in this article to explain how to measure the correlation of variables in your survey, there are numerous software packages and resources available that will allow you to make this analysis. I encourage you to seek out and use one of these valuable tools.

Getting Us All On the Same Page

Employees are motivated by different things. How well an employer identifies employee fundamental needs and develops a strategy to meet those needs will directly affect employee engagement and retention. Once the engagement value proposition has been developed, the employer needs to be explicit, transparent and credible in communicating it to current and prospective employees. (cupahr)

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intervention. It is therefore necessary to ensure there is a culture of continuous improvement and that individual interventions are viewed in an increasingly holistic manner so that transformative change can ultimately occur. In our example, we have continually improved the content, learning objectives, speakers and learner projects and resources in the Leadership in Dynamic Organizations program, based explicitly on an analysis of the various measures used to gauge the program's effectiveness.

Exhibit 4 - Content Covered in Leadership in Dynamic Organizations Program

Leadership Overview
Employee Engagement
Accountability
Diversity
Ethical Decision Making
Resource Allocation
Service
Human Relations
Innovation
Planning and Process Improvement

Excerpted from "IUPUI's Leadership in Dynamic Organizations Program: Translating Leadership Into Application for Staff and Students." Daniel B. Griffith, Marilyn, H. Bedford and Stephen P. Hundley, *CUPA-HR Journal*, Spring/Summer 2008, 59(1).

Download the full article at **www.cupahr.org/hew/ Leadership.pdf**.

Champion

HR's role at the intersection of leadership and engagement provides a vantage point for the profession that is in many cases unmatched on campus. By recognizing the leadership priorities coupled with the employee engagement challenges, HR can emerge as a value-added internal consultant to and champion of processes and resources that contributes to performance individually, collectively and institutionally. Champion roles include broker of information regarding resources, best practices, opportunities and constraints for implementing various solutions; planner of such solutions; negotiator, internally and externally; and cheerleader to keep

motivation and momentum going during the long haul. From our experiences with the Leadership in Dynamic Organizations program, championship of leadership development emanated from HR, but necessarily relied on additional involvement, support and sponsorship from senior leaders, managers, program graduates and others with a stake in enhancing leadership capacity at IUPUI.
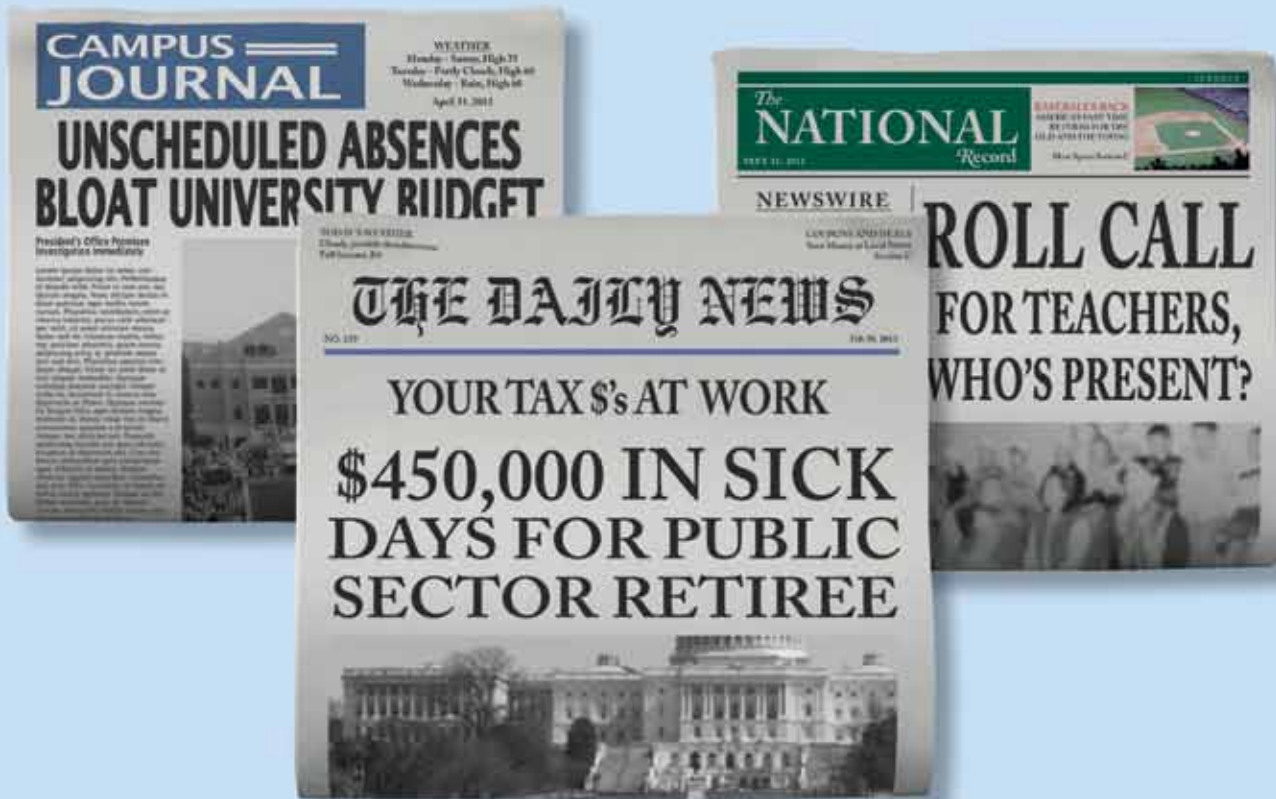
Conclusion

Despite the many challenges and unique characteristics of higher education institutional contexts, one universal principle remains: employees desire to be treated as individuals and with dignity and respect. Cultivating engagement — not merely retention — requires an ongoing commitment by senior leaders, HR professionals, managers/supervisors and even individual contributor employees. HR, of course, serves as the intersection point where leadership and engagement converge.

The ability to influence without authority and invest in developing leadership talent focused on employees remains a necessary and invaluable agenda item for HR professionals. The models, examples and resources presented in this article (and the associated content available online) can help facilitate enhanced awareness of and action toward creating climates where leadership and engagement thrive. cupa-hr

Stephen P. Hundley, *Ph.D., is associate dean for academic affairs and associate professor of organizational leadership in the Purdue School of Engineering and Technology at Indiana University–Purdue University Indianapolis (IUPUI). He will be presenting a keynote session on employee engagement at CUPA-HR's 2012 Midwest Region conference. He can be reached at* **shundley@iupui.edu***.*

Daniel B. Griffith, *J.D., SPHR, is an associate faculty member in the Purdue School of Engineering and Technology and manager of training and organization development at IUPUI. He can be reached at* **dgriffit@ iupui.edu***.*

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Recommended Reading

Elements of Successful Organizations *(edited by Joyce Maroney)*

The newest book from The Workforce Institute at Kronos Incorporated is a rich collection of articles written by several distinguished human capital management thought leaders (including CUPA-HR's own president and CEO Andy Brantley!) who tap into their own deep experience and expertise in various industries to deliver anecdotes and advice on how to achieve success. The book examines the similarities that successful organizations share — strong leadership, smart management and engaged employees — and provides actionable advice on how to replicate this success.

The Mentor's Guide: Facilitating Effective Learning Relationships *(by Lois Zachary)*
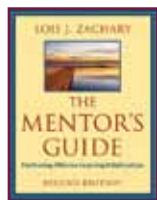
In this book, Zachary explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Learn how to assess your readiness to become a mentor; establish the mentor/mentee relationship; set appropriate goals; monitor progress and achievement; avoid common pitfalls; and bring the relationship to a natural conclusion.

We also recommend the companion books to Zachary's The Mentor's Guide — The Mentee's Guide and Creating a Mentoring Culture.

Ubuntu!: An Inspiring Story About an African Tradition of Teamwork and Collaboration *(by Bob Nelson and Stephen Lundin)*
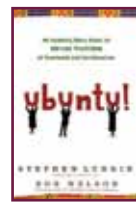
In an engaging and completely fresh narrative that holds a unique message for today's business world, *Ubuntu!* shows us how to overcome our fears, insecurities and the "me-ism" that so often permeates our workplaces and replace them with a culture of genuine respect and collaboration.

Bob Nelson was a keynote presenter at this year's Southern Region Conference. We also recommend Nelson's other books — 1001 Ways to Reward Employees, The 1001 Rewards & Recognition Fieldbook, 1001 Ways to Energize Employees, 1001 Ways to Take Initiative at Work, Managing For Dummies, and The Management Bible.

Workforce Engagement: Strategies to Attract, Motivate and Retain Talent
(by Stephen Hundley, Frederic Jacobs and Marc Drizin)

Workforce engagement involves understanding what employees need and want from their work experience. It also involves creating and implementing organizational practices designed to advance the capabilities of the enterprise through the improved work experiences of employees. This book provides readers with data, concepts and case studies that will enhance their understanding of workforce engagement: what it means, why it's important and how it affects individuals and organizations. It also provides a framework for understanding workforce engagement as part of a broader total rewards strategy.

Stephen Hundley is a keynote presenter at this year's Midwest Region Conference.

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CUPA-HR Featured Events

May 2012

May 3: Nevada Chapter Conference – Reno, Nevada

May 6-8: Midwest Region Conference – Milwaukee, Wisconsin

May 14-16: Oklahoma Chapter Conference – Tulsa, Oklahoma

May 16-18: Tennessee and Kentucky Chapters Joint Conference – Nashville, Tennessee

May 31-June 1: SoCal Chapter Spring Meeting – Orange, California

June 2012

June 7-8: Arizona Chapter Conference – Tucson, Arizona

June 14-15: Rocky Mountain Chapter Conference – Keystone, Colorado

July 2012

July 11: Washington State Chapter Conference – Seattle, Washington

September 2012

September 9-11: CUPA-HR Annual Conference and Expo 2012 – Boston, Massachusetts

September 20-21: South Carolina Chapter Conference – Greenville, South Carolina

September 28: Upstate New York Chapter Meeting – East Syracuse, New York

*We're constantly adding to our calendar of events – chapter meetings, region conferences, just-in-time webinars and more. Visit **www.cupahr.org/conferences/upcomingevents** for a full listing.*

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Movers and Shakers

Moves

Mary Maher recently joined University of Baltimore as assistant vice president for human resources. She previously served as chief human resources officer at University of Texas Health Science Center at San Antonio.

Kevin Price recently joined Brigham Young University-Idaho as director of human resources. Prior to his BYU appointment, he served as director of human resources for Northern Wyoming Community College District.

David Trainor in January joined Iowa State University as associate vice president for human resources. Prior to his move to Iowa State, he served as executive assistant to the chancellor and associate vice chancellor for HR and labor relations at Connecticut State University System.

Recognition

Fred Rogan, director of human resources at Samford University, recently published his first book, *What Your Employer Meant to Tell You When They Made You a Manager.*

Been promoted? Retiring? Moving to another institution? Received an award? Send your announcements to communications@cupahr.org.

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We're pleased to welcome our newest members to CUPA-HR.

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Cincinnati State Technical and Community College
Cisco Junior College
City University of New York Graduate Center
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Coastal Bend College
Colorado State University-Pueblo
Concordia University
Concordia University Texas
Delaware State University
Frank Lloyd Wright School of Architecture
Gateway Community and Technical College

Hardin-Simmons University
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