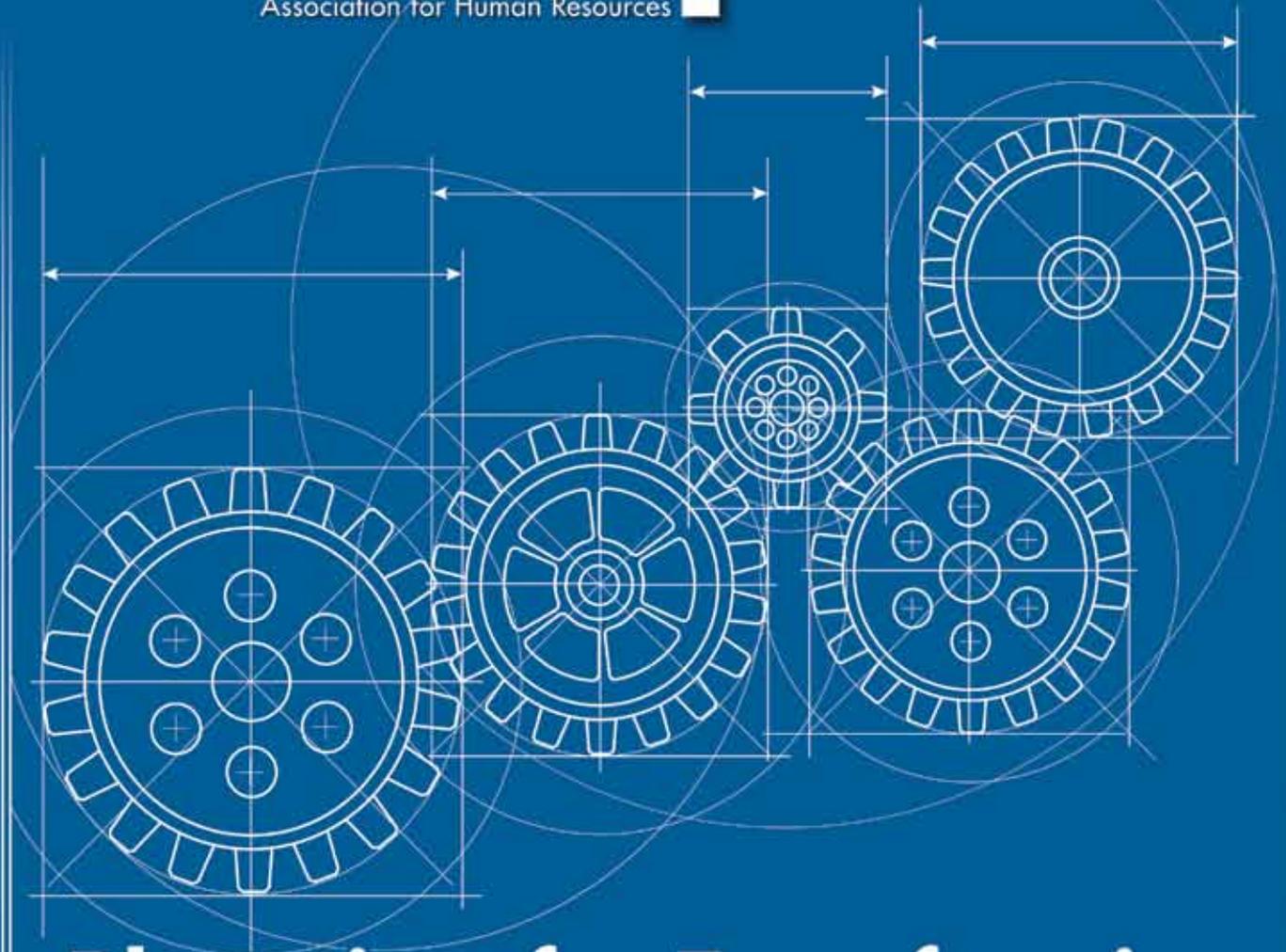


The Higher Education Workplace

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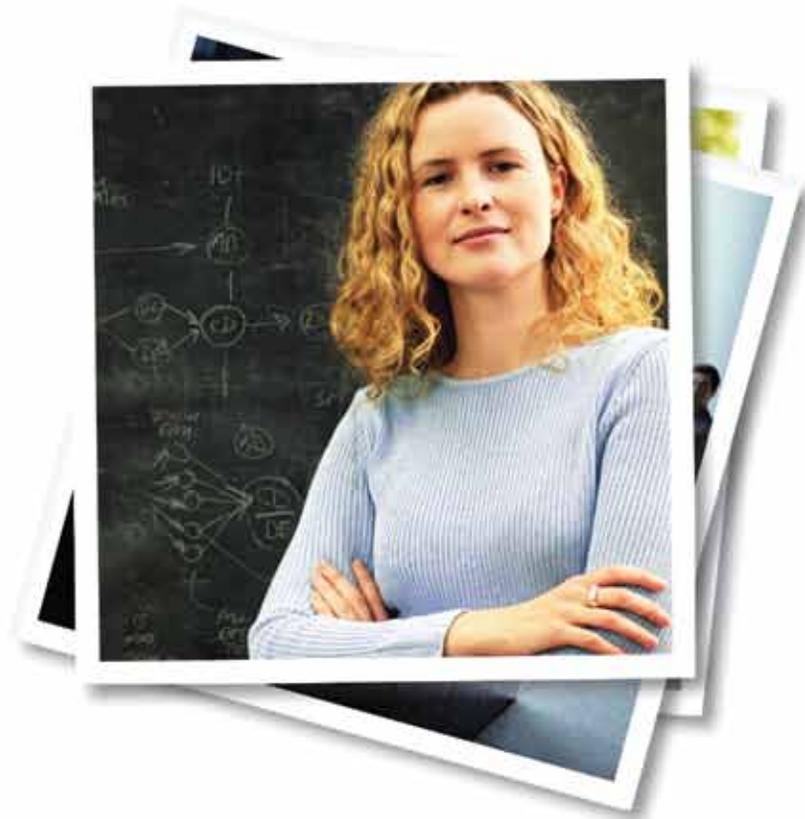
Blueprints for Transforming Higher Ed HR

Collaboration, Integration, Reinvention

- Shared Services: A New Incarnation of HR
- Transforming HR Through Technology
- Doing Less With Less (When Even More Is Expected)
- Snapshots of Successful Collaborations

 VOL. 1, NO. 3

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The Higher Education Workplace

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CUPA-HR Online

For hot topics in HR and higher ed news highlights, bookmark the Knowledge Center home page: www.cupahr.org/knowledgecenter. Most visited pages this fall have been Pandemic Planning, Early Retirement Incentives (Buyout) Programs, Compensation Philosophy Statements and 403(b) Plan Requirements.

Looking for an opportunity to meet with other higher ed HR professionals in your state or region? Our upcoming events page is updated as soon as chapter and regional events are announced: www.cupahr.org/upcomingevents. Spring and summer events are being planned now.

A Word From the President and CEO

The New Normal

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



As I write this column, the Dow is hovering around 10,000. Cause for celebration or do we assume that the roller coaster ride will continue? Do we hope that the unemployment rate of just over 10 percent (we all know the true unemployment rate is much higher) will decline? Will higher ed institutions recoup the funds slashed from operating budgets during the last two years? Will eliminated positions be reinstated? Will we return to the “normal” that most of us were enjoying before the economy tanked? Or do we need a new definition of “normal?” And do we agree that this new normal is vastly different from institution to institution?

Newsflash from David Gergen, Harvard professor, editor-at-large for *U.S. News & World Report* and senior political analyst for CNN – the budget crunch is NOT going away. The current crunch required some community colleges and public four-year institutions to turn away thousands of students for the fall 2009 semester. Thousands more who were able to enroll in the fall were not able to enroll in all the courses they needed. The budget challenges of many states will continue and possibly worsen during the next 12 to 18 months and institutions dependent on state funds will, in all likelihood, have to make additional budget cuts in the not-too-distant future. Many private institutions that depended on sizable annual endowment contributions to meet annual budget needs are also struggling. Some private institutions with limited resources and declining enrollment may actually disappear during the next few years.

During the last couple of months, I have had the opportunity to listen to three dynamic higher ed CEOs talk about the current challenges of their institutions and their thoughts on the new normal for higher education. Here are some things I heard from Dr. Charles Reed, chancellor of the California State University System, Dr. Eduardo Padron, president of Miami Dade College, and Dr. Michael Crow, president of Arizona State University. Drs. Reed and Padron spoke at the October meeting of the Washington Higher Education Secretariat and again at the TIAA-CREF Institute Leadership Forum in November. Dr. Crow was also a featured speaker at the TIAA-CREF Institute Leadership Forum.

- Instead of trying to define the new normal, we need to be focused on the values of our particular institution. In other words, we must get beyond an academic discipline or administrative process and commit to the core values that make our institution special.
- Our student population will continue to become more and more diverse and will include more and more non-traditional students and first generation college students. We must adjust our current services and create other services that help meet the needs of these student populations.
- Quit trying to define “normal” and focus on being as creative and as innovative as possible. The higher education model that worked 20-30 years ago is not the model that works today.
- Never give up and always have a passion to represent your institution.
- Dr. Crow commented on the need for our campuses to be identified as something other than “Generic University.” Colleges and universities must seriously review academic programs and other campus services to find ways to be more relevant.

This issue of *The Higher Education Workplace* is dedicated to sharing what our colleagues are doing to manage the higher ed workforce during this very challenging time and also includes some guidance to help you think about how you can actually do less with less! I hope that this issue serves as a call to action for those hoping that “normal” will return. For those who are already charging into the future, we’d love to hear about any creative and innovative initiatives you’re working on.



Andy Brantley | CUPA-HR President and CEO

U of F Provides Employees With Step-by-Step Guide to Dealing With Students in Distress

In light of stories that punctuate news reports all too often about the horrific, often deadly actions of a disturbed person on campus or in the workplace, the University of Florida has issued a comprehensive set of guidelines for faculty and staff to follow when they think they may be dealing with a mentally or emotionally troubled student.

The guide outlines the proper actions to take when dealing with a “disruptive” student (one whose conduct is disruptive or dangerous, is issuing verbal or physical threats to harm himself or herself or others, and is resisting help) and a separate set of actions when dealing with a “troubled” student (one who is confused, very sad, highly anxious, irritable, lacking motivation and/or concentration, demonstrating bizarre behavior or talking about suicide).

The guide includes the phone numbers of the university police department and the city police department; the office of the dean of students; the university counseling

center and mental health center; victim services; student healthcare center; and others. The document also spells out what constitutes conduct disruptive to the university community, sexual assault/sexual misconduct and harassment, and touches on the university’s class attendance policy, illness policy and student death notification policy.

The guide is published as a Faculty and Staff 911 Guide on the website of the university’s Dean of Students Office and can be printed as a PDF. The university recommends that all staff and faculty members print the document and keep it within reach in their offices and classrooms.

To view the University of Florida’s Faculty and Staff 911 Guide, visit http://www.dso.ufl.edu/publications/faculty_staff_911_guide.pdf.

Community College Research Center Studying Methods for Increasing Graduation Rates

The Community College Research Center (CCRC), Teachers College, Columbia University, has received a three-year, \$5 million grant from the Bill and Melinda Gates Foundation to carry out research to help identify the most productive investments in community colleges for the foundation’s Postsecondary Success (PS) initiative. Led by director Thomas Bailey, CCRC will produce a set of recommendations for the PS initiative by early 2012. These recommendations will be based on a synthesis of knowledge gained from past research, ongoing studies by other organizations, and a new set of CCRC studies chosen to fill gaps in what is known about strategies for increasing community college student success.

The new studies will examine seven strategies that are based on promising but largely untested ideas about what works to increase community college completion rates for low-income young adults: (1) assessing incoming

students’ needs, not just their level of academic skills; (2) providing highly structured and focused programs; (3) offering high-quality and engaging online courses; (4) accelerating the pace of remedial instruction and thereby reducing the time needed to complete that instruction; (5) contextualizing basic skills instruction in the teaching of academic or occupational content; (6) providing underprepared students with “student success” courses and other non-academic supports; and (7) aligning programs and services to support student progression and success.

CCRC will examine these strategies in terms of their impact on student success, their cost-effectiveness and their feasibility. The research team will also identify program characteristics and organizational practices that support effective implementation of each strategy on a large scale.

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Survey: HR Departments Working to Expand Level of Responsibility in Key Areas

Results for CUPA-HR's 2009 HR Benchmarking and Workforce Planning Survey indicate that many higher education HR departments are seeking to expand their level of responsibility in a number of key areas, including strategic planning, training and organizational development, career development and workforce metrics.

Sixty-three percent of the 214 HR departments completing the survey said that they are trying to increase their involvement in their institution's strategic planning, with 68% of these respondents feeling that their chance of success in the next year is moderate to high. Only 14% said that they were currently responsible or accountable for this task. In contrast, while only a small percentage said that they are responsible or accountable for health and safety/risk, only a few are also trying to increase their level of responsibility in this area.

Respondents were also asked to indicate the three most important services/programs provided by HR for their institution. Interestingly, the range of responses was very broad and no three services/programs dominated. The service/program listed most often was benefits administration, but by only 16.4% of the respondents. Two others (employee/labor relations and employment/recruitment) were also in double-digits, but none of the other 40 services/programs listed were mentioned by

more than 8% of the respondents. There was a similar broad range of responses to the question "What does the president/chancellor think are the three most important services/programs provided by HR?"

In terms of demographics, the median size of the HR departments completing the survey was five exempt staff and 3.5 non-exempt staff, for an FTE total of 8.5. The median ratio of institution-wide employees (staff + faculty) per HR employee was 107, while the average was 142.5. The reported median turnover rate reported by participating institutions was 5.2% for executives, 7.1% for exempt staff, and 9% for non-exempt staff.

For faculty, the median turnover rates reported were 2.2% for tenured faculty, 4% for tenure-track faculty and 8.2% for contingent/adjunct faculty. Relative to training and development, the median average number of hours spent in training ranged from six hours for non-exempt staff to eight hours for faculty, with exempt staff falling in the middle at 7.5 hours.

Special thanks to our colleagues at Sibson Consulting, A Division of Segal, for sponsoring the survey and helping us develop the survey instrument. To purchase survey results, visit www.cupahr.org/surveys/order_benchmarking.asp.

The First-Year Employee Experience: A Unique Onboarding Program

Looking for a way to make new employees feel welcome and to quickly integrate them into the campus community, the University of San Diego's human resources department created a comprehensive onboarding program that goes above and beyond traditional new employee orientation activities. The First-Year Employee Experience is designed not only to introduce new employees to the university's mission, values and goals, but also to set the stage for their engagement for years to come.

The Catalyst

In early 2008, top administration at the University of San Diego asked the department of human resources to research "buddy" programs for new employees in an effort to improve employee retention. Data showed that half of all employees who left the university did so within one to three years, and 16 percent left in the first year. One of the factors most often cited in exit interviews is that the employee felt that he or she "never gelled in the position."

The idea of a "buddy" program is to pair new employees with a coworker who can show them around, make introductions, be available to answer questions, etc. in the first few weeks the new employee is on the job. The hope was that by implementing such a program, new employees would feel more welcome, be more easily acclimated to the position, and learn more about the university and its culture.

So began the process for HR staff of making contacts, searching websites and reading up on traditional buddy programs in the workplace. However, HR was not satisfied with the parameters of most buddy programs it came across. Finding such programs too limiting in scope, human resources decided to take the concept a few steps further. "We liked the idea of the buddy program, but we wanted our new employees' experiences to be more meaningful, not just in the first few days on the job, but for the entire first year," says Karen Kitchen Briggs,

director of employment and training at the University of San Diego. "We wanted to submerge them in the campus culture and engage them right away on a strategic level, and in doing so, we were hopeful that we were forming a bond and creating that loyal, long-term employee."

Out of this ideology was born The First-Year Employee Experience. The program was an adaptation of USD's Student Affairs First-Year Experience (for students) and was designed using an adaptation of Impact Mapping from Robert Brinkerhoff's Success Case Method. (See Table 1.)

The Program

All new hires (with the exception of faculty) are required to take part in The First-Year Employee Experience. The program has four facets: pre-arrival resources and preparation; orientation; new employee learning path; and the ambassador program. The first facet, as the name implies, begins before the employee ever steps foot on campus for his or her first day of work.

"We like to be prepared for their arrival by having paperwork ready, e-mail accounts set up, computer and

work stations set up, etc. when they start," says Kitchen Briggs. "We try to do everything we can before they arrive to make them feel welcome and feel like a part of the team as soon as they walk through the door." As soon as employees are hired,

they are sent a welcome packet and are directed to the new employee website. Here, they can acquaint themselves with the university and can access everything from benefits information to policies and procedures to campus maps to a calendar of campus events and much more.

The second part of the program envelopes the on-campus orientation, consisting of a half day of general university orientation (which includes an explanation and discussion of the institution's history, mission and values)



The First-Year Employee Experience was a recent recipient of the San Diego Chapter of the American Society for Training and Development's PEAK Performance Award. The annual award recognizes learning and performance initiatives which exemplify performance excellence and applied knowledge.

Table 1
Elements of Program Design

Knowledge & Skills What knowledge, skills or experiences does the employee need to take the critical actions?	Critical Actions What actions should the employees take that will achieve the desired results?	Key Results What results should we expect that will contribute to the stated goals?	HR Goals To which HR goals will this program contribute?	Organization Goals To which institutional goals will this program contribute?	Assessment Tools What tools can we use to evaluate whether or not we have made progress?
<p>Welcome packet sent when hired explaining orientation dates and purpose</p> <p>Explanation of expectations for new employees</p> <p>Knowledge of dates for New Employee Learning Path</p> <p>Knowledge of Ambassador program, purpose and expectations</p>	<p>Attend New Employee Orientation where in-depth explanation of values is introduced</p> <p>Attend Shaping Our Future Together workshop that specifically focuses on how their job relates to values</p> <p>Accept Ambassador’s invitation and attend three campus events: sporting, cultural and networking</p> <p>Meet with Ambassadors on regular basis for first six months of employment to develop a relationship</p> <p>Schedule courses from New Employee Learning Path and attend</p>	<p>Be able to identify and explain how their job relates to and demonstrates USD’s core values and goals</p> <p>Participate in university events, thus demonstrating their support of the USD community</p> <p>Develop relationships within the campus community</p> <p>Successfully complete their New Employee Learning Path</p> <p>Express a commitment to USD as an employer</p> <p>Express support of recommending USD as an employer of choice to family and friends</p>	<p>Employees will understand, demonstrate and be able to explain how their role at USD contributes to the mission, core values and goals that form the identity of USD</p> <p>Increase employee engagement</p> <p>Shorten time to productivity</p> <p>Create and sustain high-performing employees and a strong internal talent pool</p> <p>Reduce undesirable turnover rate</p> <p>Sustain and expand upon USD as an “employer of choice”</p>	<p>Employees demonstrate the mission, core values and goals that form the identity of USD as a Catholic university</p> <p>Create a diverse and inclusive community where employees are engaged and contributing to this goal</p> <p>Support the growth and development of the whole person</p> <p>Prepare leaders who are dedicated to ethical conduct and compassionate service</p> <p>Labor cost containment</p>	<p>Employee survey (including knowledge assessment of university values and goals)</p> <p>Turnover reports (specifically looking at one- and three-year retention)</p> <p>Retention of under-represented groups as compared over time</p> <p>Evaluation scores</p> <p>Employee attendance</p> <p>Look at cost of recruitment to assess \$ savings</p>

and another full day of benefits and safety orientation. The third facet of the program – the New Employee Learning Path – outlines all of the different training and development opportunities that are either mandatory or recommended for the employee’s specific position (including dates and times the programs are offered), allowing the employee to come away with a plan of action and a set schedule for the coming year.

The final facet of the First-Year Employee Experience is the Ambassador Program, which is modeled after the traditional buddy program. “To serve as an ambassador, an individual must be highly successful in his or her position and extremely dedicated to the mission and values of the university and demonstrate this dedication every day on the job,” says Kitchen Briggs. “These ambassadors serve as ‘buddies’ and role models for the new employees.”

The process for appointing ambassadors is quite simple. Vice presidents throughout the university nominate

current employees whom they see as embodying the ambassador “spirit.” The nominees are then invited to an orientation explaining the program and laying out expectations of them. The nominees then choose whether or not they’d like to participate. “In the year-plus that this program has been in existence, there has only been one individual who chose not to take part,” says Kitchen Briggs, “and that was only because her job duties at the time were such that she couldn’t make the time commitment.”

Once the ambassadors are appointed, they are introduced to their group of new employees (there are two ambassadors appointed to each group of 10 new employees). Over the next six months, the ambassadors organize one meeting per month with their group, whether it’s meeting for coffee or going to lunch or just gathering for a chat. “We recommend that the ambassadors and their groups attend at least one cultural event on campus, one athletic event on campus and one networking event,” says Kitchen Briggs. “That

way the employees can get a feel for all aspects of the campus community and begin building relationships across the institution.”

Feedback from current and past ambassadors indicates that the experience has been a phenomenal one. According to Kitchen Briggs, “being nominated to take part in this program is seen as an honor, and the ambassadors truly enjoy getting to know and being able to mentor new employees. And new employees love the camaraderie of the program and appreciate having a group of peers to which they can turn for support and advice.”

Positive Results

The First-Year Employee Experience program has enjoyed tremendous success in its first year. Preliminary data show that since the program’s inception, the number of employees leaving the university within the first year of employment has dropped 6% for a 94% employee retention rate. And results of a survey of new employees who participated in The First-Year Employee Experience

indicate that 76% strongly agreed (20% additionally agreed) that they felt welcome in the first few months (up from 70.8% before the program was implemented); 76% strongly agreed (24% additionally agreed) that they understand the university’s mission and values (up from 58% before the program); and 100% were anticipating one year of employment with the university (up from 91.7% prior to the program’s implementation). (See Table 2 for more survey results.)

“Leadership at the University of San Diego genuinely values each employee for his or her unique contributions to our students, campus and community,” says Kitchen Briggs. “We frequently hear new employees say that they have never felt so welcome when they started a new job. These comments confirm that we are headed in the right direction toward creating an inclusive community where employees feel appreciated and supported.” 

If you’d like to learn more about the University of San Diego’s First-Year Employee Experience onboarding program, contact Karen Kitchen Briggs at karenkitchen@sandiego.edu.

Table 2
Post-Program Survey Results

	Control Group		FYEE Sampling	
	Strongly Agree	Agree	Strongly Agree	Agree
Felt welcome in first few months	70.8%	25%	76% ↑	20%
Understand mission & values	58%	42%	76% ↑	24%
Department contributes to mission	58%	33%	76% ↑	24% ↑
Felt their work contributed to the organization’s success	45.8%	50%	76% ↑	16%
Work is valued	41.7%	45.8%	60% ↑	32% ↑
Supported in new employee process	45.8%	41.7%	52% ↑	40% ↑
Overall experience (satisfied)	54%	42%	72% ↑	28% ↑
Correctly ID values	90.5%		95.7% ↑	
Recommend to others	100%		100%	
Anticipating one year employment	91.7%		100% ↑	

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—**Julien Carter**,
associate vice president for human resources,
University of Texas at Austin

"The opportunity to benchmark against other universities was a valuable experience."

—**Lynette Chappell-Williams**,
director, workforce diversity, equity & life quality,
Cornell University

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Ask the CHRO

Q: Many colleges and universities are beginning to implement or explore shared services models between internal departments and with other colleges and universities. What are some of the pros and cons of these types of arrangements?



Linda Lulli

Associate Vice President for Human Resources
Bryant University



Howard Pardue

Vice President for Human Resources
Western University of Health Sciences



Lauren Turner

Director of Human Resources
Mount Holyoke College

Linda Lulli

Faced with projections of a decline in the annual number of high school graduates in the United States from now until 2015 and the challenges resulting from a struggling economy, many institutions like Bryant University have been strategically focused on improving net revenue through cost containment while enhancing organizational effectiveness and maintaining brand value. Collaboration — internally and externally — not only can add to the campus learning and working experience, but also is a way to create innovative approaches for containing the escalating costs of higher education.

Many collaboratives or consortiums have been established regionally as a way for a group of institutions

to enhance services, share resources and add value while containing cost. A training consortium or a cross-registration arrangement among collaborative institutions, for example, is a means for providing participants with an enhanced learning experience in addition to a broader network from which to learn and professionally develop. A consortium can also provide an opportunity for the sharing of resources as well as joint delivery or purchasing of enhanced services at a lower cost, such as temporary employment services, employee insurance or liability insurance programs, or academic programs like study abroad or other international education initiatives.

It is of the utmost importance that sufficient time and resources be allocated to any collaborative model, as there needs to be a focused approach to developing the relationships and laying the framework needed for a successful strategic partnership. HR can play a key role in leading a shared services approach and can bring the facilitation and relationship-building skills (and patience) necessary for an effective collaboration. Setting expectations and establishing guiding principles and protocols up front are extremely important steps before implementing a shared services model, be it internal or external.

Howard Pardue

As the chief HR officer for several years for the Claremont University Consortium (the central coordinating and support organization for a cluster of seven independent colleges located in Southern California), I observed firsthand the substantial and noteworthy success CUC enjoyed through its various shared services models.

During my time with the consortium, it was evolving from operating as an independent business with fully shared services into a more functionally integrated enterprise of multiple shared services model offerings managed by centralized leadership. What I learned about shared services while with CUC was that: (1) important tradeoffs exist between centralization and decentralization, and there's no single "right" approach to shared services models; (2) defining shared services roles and "power" is critical; (3) empowered central leadership is key to

establishing a strong shared services model and to driving organizational change; and (4) a shared services model must have its own source of revenue to drive the process on a long-term basis.

The shared services model was advantageous for CUC in that it helped us increase efficiency; handle large volumes of work with fewer resources; improve processes; and reduce staffing requirements and expenses. We really didn't notice any disadvantages to using this type of collaborative arrangement. That being said, however, the shared services model has traditionally been overlooked and underused in the higher education setting for a number of reasons, including a lack of funding; the wrangling of institutional politics; ill-equipped IT systems; and union opposition.

I personally believe that institutional operations and infrastructure should be approached with an innovative and collaborative spirit. And a well-thought-out shared services model can certainly help to achieve the innovation and collaboration needed for the strategic transformation of higher education institutions.

Lauren Turner

Collaboration. It sounds simple. And many think of it as the right thing to do and as something that reasonable, cooperative professionals do. But in actuality, it's not so simple. Collaboration generally does not develop naturally. It takes concerted effort and commitment from the parties engaged. But, if a successful collaboration emerges, this effort has the potential to pay off, with dividends!

In these current economic times it's quite common to see groups seeking out opportunities to collaborate as a way to cut costs or to offer programs and services that they would otherwise not be able to offer. We're seeing this phenomenon develop both within and across higher ed institutions. The advantages of collaborating

are many, and they extend far beyond the immediately evident financial framework. Intra- and inter-campus collaborations have spawned new and more robust academic programs, improved training and development opportunities for staff, expanded information technology capacity, raised awareness of and commitment to global and environmental citizenship, and improved administrative processes in support of services to students. It seems we'd be hard pressed to find a downside to all of these positive outcomes.

At the same time, however, these fruits of effective collaboration are borne only after what is, oftentimes, a significant investment of time and planning on the part of the collaborators. It is essential that collaboration stakeholders contribute from the start with developing a clear mission and purpose, ensuring that the right people are involved in the process, that all parties are clear about their respective roles and responsibilities, that the process and authority for decision making is set, and that there is shared commitment, both to the process and expected outcomes and to the finances/resources needed to support the project.

That said, if all parties communicate their needs early and clearly, are flexible and open to change and compromise, trust their co-collaborators, and are committed to the project, it is likely that the benefit of the collaborative effort will far outweigh the costs. Although collaborative planning and decision making can be complex, the potential to leverage and share or consolidate resources makes such collaborative ventures advantageous on many fronts.

Probably the single-most commonly cited concern related to collaboration is how individual institutions can maintain their unique identity in the collaborative process. In response to this, I would say that higher education institutions are already more alike than many are willing to admit – so don't let this concern be a barrier to finding opportunities to work across lines of competition! 

Growing Pains

An economic downturn inevitably means a surge in displaced workers, which oftentimes translates into a new population of students looking to retrain or learn a new skill (many of whom are seeking a less expensive alternative to the four-year university). Add to this the post-9/11 veterans who are discovering the new GI Bill, and you get unprecedented numbers of students pouring through the doors of community colleges.

At Pellissippi State Community College in Knoxville, Tennessee, the anticipated increase in student numbers prompted the college administration earlier this year to ask the question: "Are we using our systems as effectively as possible?" The answer was "not exactly." Since then, the college has taken steps to improve support services and streamline operations, and the timing couldn't have been better. This fall, Pellissippi State saw a record-breaking enrollment of 10,295 students. Thanks to the following initiatives, the college has been able to successfully manage the student influx.



Pellissippi State Community College Main Campus

A new advising center. The 35-year-old college created the Advising Center this past summer to streamline advising services, registration and new student orientation.

A spring job fair with an emphasis on recruiting adjunct faculty members.

Improved veterans support. The college tuition benefits in the new GI Bill have led to an increase in the number of veterans at American colleges and universities this year, and Pellissippi State is no exception. "Veteran enrollment is up as much as 30 percent at Pellissippi State," says Sharon Shastid, the college's certifying official for the Veterans Administration. To handle the increase, the college convened a work group to study services provided to veterans and learn how to better coordinate programs for students in and discharged from the military.

Weekend Scholars. Pellissippi State has initiated the Weekend Scholars program, which offers a host of Friday evening and Saturday classes that are priced at half the regular cost of tuition (thanks to federal stimulus money the college has received). Beyond providing a convenient alternative to students unable to attend during the week or take classes online, Weekend Scholars takes advantage of classroom space during what have traditionally been low-use periods.

Employee assistance. The college has helped employees deal with stress and increased workloads through a number of programs aimed at better health and well-being. For example, the college launched Fit 4 Life (a comprehensive wellness program) a few months ago and has begun offering financial workshops to faculty and staff.

While these initiatives have certainly helped to temporarily offset the school's current growing pains, more are sure to come.

The college has been approved to offer an associate's degree program in nursing, and construction continues on a fourth campus location (which will begin offering classes in the fall of 2010). Both the nursing program and additional campus are expected to attract even more students to the institution. And with the stimulus funds set to expire in June 2011, Pellissippi State and its sister institutions are already setting their budgets with the expectation of no increase in state dollars from 2010 to 2015.

So while Pellissippi State Community College no doubt views long-term growth as a positive, this growth also sets up a real challenge: how to meet the tide of burgeoning enrollment in the wake of shrinking state funding. Is that something the college is prepared to tackle in the years ahead? "We're comfortable with the changes we've made to accommodate the college's needs in the shorter term," said Anthony Wise, vice president of the school's Learning Division. "And I'm fully confident that we'll arrive at the right decisions to prepare for whatever changes we need to implement long term." 

Funding Enables Community Colleges to Expand Developmental Education Initiatives

In the August issue of *The Higher Education Workplace*, we reported that several community colleges had received grant money from the Bill and Melinda Gates Foundation (in partnership with MDC Inc. and Lumina Foundation for Education) to fund programs that would help improve remedial education and boost graduation rates, particularly among low-income students and students of color, at their schools. Here is what three of the schools are doing with the funding.

Housatonic Community College (Bridgeport, CT)

- Expanding the college's innovative Open-Entry/Open-Exit Math programs, which allow students to study at their own pace and take up to three semesters to complete the computer-based course. Three courses – Pre-Algebra, Elementary Algebra and Intermediate Algebra – are being offered in this format.
- Expanding the Open-Entry/Open-Exit concept to English courses.
- Offering qualified students an intensive three-week math review program to give them the opportunity to place into higher-level math courses.
- Offering college placement testing to incoming high school seniors so they can begin strengthening their academic foundations while still in high school. The tests will be offered to the more than 800 area high schools.

Danville Community College (Danville, VA)

- Creating an Academic Success Center that will consist of math and language arts software and tutoring to provide students the opportunity to accelerate their progression through the developmental classes into college-level courses.
- Establishing a Developmental Education Advisory Committee with representatives from adult basic

education, area high schools, Danville Community College, four-year colleges and workforce services to work collaboratively to help students either bypass or successfully complete developmental classes.

- Establishing a comprehensive professional development program for faculty, staff and administrators, utilizing experts in the field of developmental education.
- Continuing to partner with public school and university colleagues to ensure that math and English entry and exit standards are aligned.
- Offering a summer bridge program to help students bypass or advance to a higher level of developmental math.
- Streamlining math content, as appropriate, in career-technical programs.
- Connecting students to community resources that can help them overcome non-academic barriers to success.

South Texas College (McAllen, TX)

- Implementing a case management approach to student support, retention and advising, allowing advisors to get to know students' strengths and weaknesses over time and enabling them to refer students to appropriate resources within the college that can give them the assistance they need.
- Hiring additional staff members for the college's Developmental Studies division.
- Increasing collaboration between the college's academic and student support divisions.
- Expanding the involvement of external stakeholders in designing and implementing a comprehensive college readiness strategy, primarily through its annual Summit on College Readiness.
- Developing new professional development strategies for faculty members to enable them to more effectively mentor students in the developmental studies track. 



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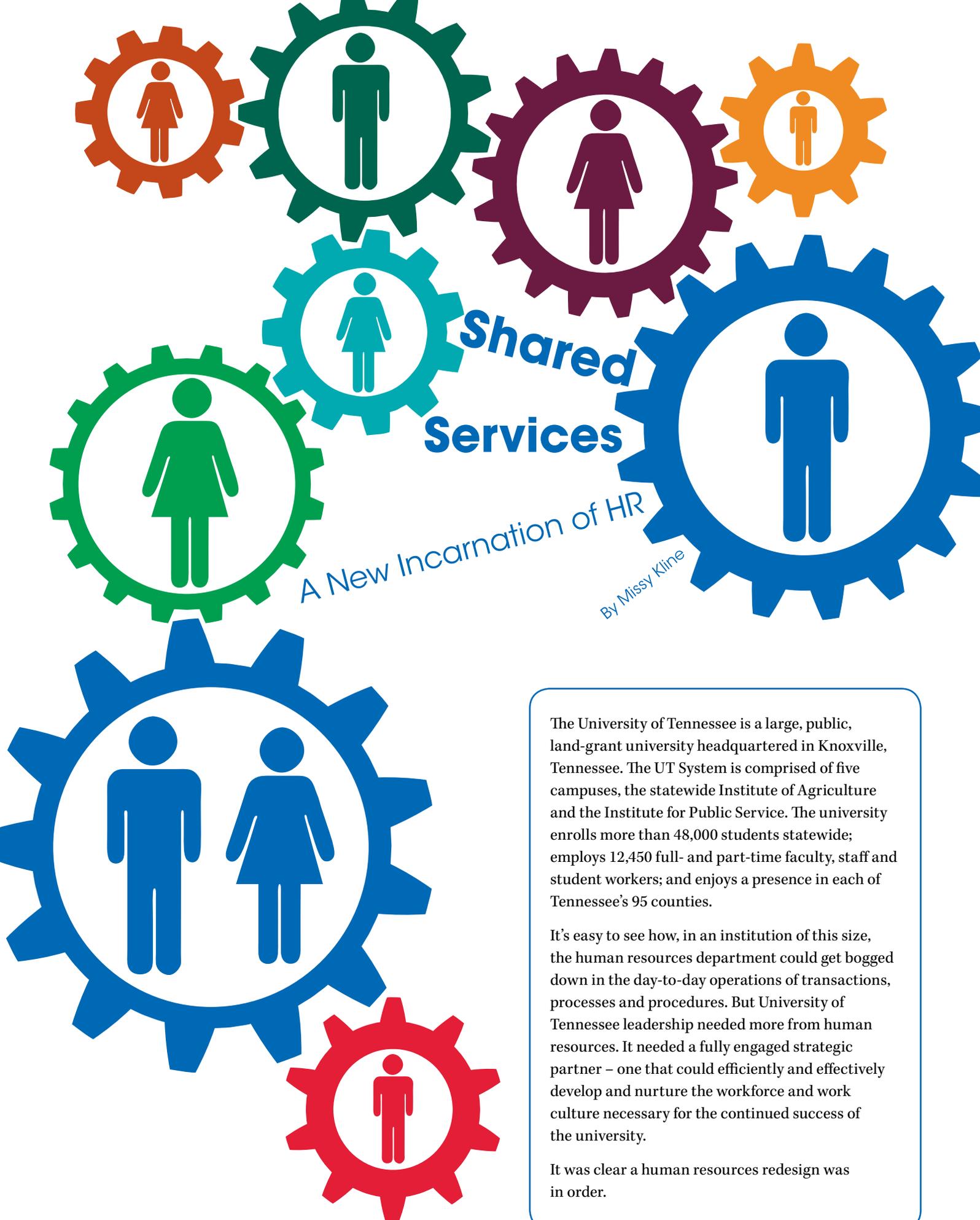
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Shared Services

A New Incarnation of HR

By Missy Kline

The University of Tennessee is a large, public, land-grant university headquartered in Knoxville, Tennessee. The UT System is comprised of five campuses, the statewide Institute of Agriculture and the Institute for Public Service. The university enrolls more than 48,000 students statewide; employs 12,450 full- and part-time faculty, staff and student workers; and enjoys a presence in each of Tennessee's 95 counties.

It's easy to see how, in an institution of this size, the human resources department could get bogged down in the day-to-day operations of transactions, processes and procedures. But University of Tennessee leadership needed more from human resources. It needed a fully engaged strategic partner – one that could efficiently and effectively develop and nurture the workforce and work culture necessary for the continued success of the university.

It was clear a human resources redesign was in order.

Time for Something New

The plan for the HR redesign was set in motion in January 2009. That's when the university's then-president asked chief human resources officer Linda Hendricks to evaluate the HR function across the entire University of Tennessee system in order to determine how best to transform HR from a mostly transactional entity to a more strategic one. The request came as no surprise to Hendricks.

"When I came to the university in the fall of 2008, there was dissatisfaction with HR services on every campus," she admits. "For years, HR had been a transactional, functional

unit – busying itself with policies and procedures and processing manual transactions – instead of trying to align itself with the university's priorities and goals. I want to stress that it's not that we didn't have good people in HR, because we did, and still do, have tremendous talent and phenomenal employees," she continues. "We just weren't utilizing those people's skills and expertise to function in the most efficient way."

The university's HR redesign is intended to right this wrong by increasing the effectiveness of HR; streamlining delivery of services; automating processes and procedures; reducing costs; and adding new services as well as enhancing existing ones.

Planting the Seed

With the directive from the president to improve upon HR, Hendricks began the mammoth task of creating a new model of human resources for the university. The approach she chose was a shared services model with three tiers: the first tier consists of the human resource officers on each campus and in each institute; the second tier consists of regional service centers; and the third tier is the system-wide HR administration. More on this later. But first, a look at how the redesign moved from idea to implementation (because we all know that getting there is half the battle!).

After designing the shared services model, Hendricks took her idea to the president, who she says "supported her 100

percent." He then directed her to set up meetings with the chancellor and/or vice president(s) at each campus and institute to present her vision to make sure that it aligned with their vision and the needs of their campus. "I'm happy to say I got total support from every chancellor and VP I visited, and, as I'm sure you can imagine, that's a

rare feat," says Hendricks. "An even rarer feat was that, after meeting with the chief business officer on each campus and conducting several financial assessments, we were able to keep the initiative budget-neutral in the beginning," she continues, "which meant no scrambling around to find funds in an already uber-strapped budget."

[University of Tennessee leadership] needed [in HR] a fully engaged strategic partner – one that could efficiently and effectively develop and nurture the workforce and work culture necessary for the continued success of the university.

After all the details were ironed out and the new shared services model was deemed a go by top administration, Hendricks met with each HR officer in the UT system, then with all the HR employees as a group. "We had total support from the get-go from top administrators," says Hendricks. "The apprehension came from the rank-and-file HR folks, which was completely understandable. After all, change can be a scary thing." However, apprehension has turned to excitement for most HR employees as the new shared services model is taking shape.

A Three-Tiered Approach to Shared Services

As mentioned earlier, the University of Tennessee's new HR model has three tiers. The first tier consists of the HR officers on each campus and institute. Hendricks points out the importance of having a face on campus that people know and trust. "Although we can provide a great many services on the web or through call centers," she says "it's imperative that we have a person on each campus that is seen as a strategic partner and a member of the leadership team that guides that campus or institute." Part of the redesign process was to strategically align these HR officers with campus/institute leadership and the system CHRO.

The second tier of the new HR model is made up of two regional service centers (which are new and were implemented as part of the redesign). These service

centers are designed to free up the university's HR officers so that they are able to be more engaged with employees and top leadership on their campuses. The main feature of these service centers is a call center which any employee can call toll-free during business hours and speak to a real person (no automation!) about anything HR-related. Service center employees are highly skilled, extensively trained and specialize in different areas of HR.

The East Regional Service Center is located on the university system's largest campus – UT Knoxville. This service center provides support and services for employees of the university's Institute of Agriculture, Institute of Public Service, the president's office, UT Chattanooga, UT

Knoxville and the Space Institute. The West Regional Service Center is located in Memphis and provides services to UT's Health Science Center, UT Martin, Clinical Education in Chattanooga, the Family Practice Clinic in Jackson and the Graduate School of Medicine in Knoxville.

The decision as to which service center would support which entity was largely based on geographical location. However, a conscious effort was made to group all of the university's healthcare entities into one service center (the West) because, as Hendricks so aptly puts it, "workforce planning, recruiting, compensation planning and many other HR functions are completely different for healthcare-related positions than they are for higher ed positions. By grouping all the healthcare entities in one service center, we could make sure that we were providing the best service and support possible to those employees."

Much of the time and effort spent on the new HR model went into creating and refining the service centers. "Without looking at individual staff members, we asked ourselves, 'What competencies are needed to run these service centers?'" says Hendricks. "Once we had the answers to that question, we then had to look closely at the skills sets of our current HR employees to discover what competencies we already had and where there were gaps." Before making any decisions on the staffing of the

service centers, Hendricks and her team conducted an in-depth analysis of all HR staff members system-wide. The results of this competencies analysis helped to ensure that the right people were placed in the right positions within the service centers.

The third and final tier of UT's shared services model encompasses the system-wide HR administration. When Hendricks first came to the university in 2008, there were 22.5 FTEs in this pocket. Over the next year, that number was reduced to 18. And with the HR redesign, the majority of those 18 employees are being reassigned to the service centers, leaving five full-time employees in the system-wide HR function.

The redesign has allowed HR to focus on the more strategic issues at hand. We've been able to turn our attention to issues such as succession planning, capturing data and analyzing workforce trending, developing a recruitment brand, and implementing an HR technology plan.

"We quickly realized that the system office is not where we most need our resources," says Hendricks. The five people who remain in the system HR office are the most senior HR staff members, the ones who are laying the foundation for the new HR function and guiding the redesign process. The remaining 13 employees are highly skilled in specific competency areas and, as Hendricks puts it,

will "add tremendous value to the service centers."

Service Enhancements and a Five-Year Plan

Aside from increasing HR's effectiveness, streamlining service delivery, automating processes and reducing costs, the HR redesign and shared services approach has also enabled the university to enhance existing services and add some new ones (see Figure 1). The HR website has been redesigned to be more user-friendly. The university now has a workforce strategic plan, an HR technology plan and a statewide recruitment brand.

The five-year strategic plan recently created by HR (which, incidentally, has been validated by university chancellors and vice presidents as being aligned with their needs and expectations) encompasses 32 initiatives, including the implementation of new staff orientation and performance management processes and the creation of a career development institute.

“The redesign has allowed human resources to focus on the more strategic issues at hand,” says Hendricks. “We have been able to now turn our attention to issues such as succession planning, capturing data and analyzing workforce trending, developing a recruitment brand, and implementing an HR technology plan – these types of bigger picture items.”

The Final Countdown

The go-live date for the University of Tennessee’s new shared services model is January 4. After a full year of planning, experimenting and communicating (and hustling and sweating and fretting!), Hendricks and her team feel confident that the new HR model is primed and ready to go and that the shared services approach will do wonders for the HR function, and in turn, for the university.

“My ultimate goal for human resources is that we are able to fully align the HR function with the vision and goals of the university, and that we are seen by top administration as a strategic partner that adds value and is fully engaged in helping the university succeed and prosper,” concludes Hendricks. 

Missy Kline is managing editor of The Higher Education Workplace magazine. She can be reached at mkline@cupahr.org.

Figure 1
New/Enhanced Services



Transforming HR Through Technology

By Susan McGarry Basso

Seton Hall University, located in South Orange, New Jersey, 14 miles west of New York City, is one of the nation's leading Catholic universities, offering bachelor's, master's and doctoral degrees to 5,300 undergraduates and 4,500 graduate students. The university employs approximately 1,900 individuals, including faculty, administrators, staff and adjuncts. Of those, 1,420 are benefits-eligible, and there are two staff unions covering 225 employees. In addition, approximately 1,000 undergraduate students and 185 graduate students are employed by the university.

Seton Hall's human resources department employs a staff of 17, including payroll. Like all HR departments, we are faced daily with real pressures – we're expected to support the university, guide the management of people, assist with the execution of strategy, and continue to demonstrate our value by improving and advancing our services, all while cutting costs.

Until recently, the HR department, while very talented, was extremely transactional. Although our traditional HR skills have not at all diminished in value, they are clearly evolving to satisfy the demands of our new functionality.

A Bold Technology Plan

In 1996, Seton Hall made a major commitment to information technology. One of the goals outlined in the university's strategic plan at that time was "to provide a technologically advanced learning environment for students and faculty." As a result, a long-range technology plan and budget were developed. The technology plan set forth the goal of "establishing a learner-centered, network-centric, mobile computing environment with a wide range of online teaching and learning resources, including a digital library, as the core of [the university's] network services." Implementing this bold technology plan resulted in major awards and national recognition for the university.

The technology infrastructure and support services have been key elements of Seton Hall's success in using technology to enhance and transform teaching and learning. However, we in human resources were concerned about relying on a centralized technology function, focused primarily on academics, to support important HR-related initiatives. We needed HRIT

expertise. With the upcoming Enterprise Resource Planning (ERP) and other administrative system implementations, and the marriage of HR and payroll that was planned, we were able to demonstrate the need for additional HRIT support within our department. Through deliberate and thoughtful HR strategic planning and effective IT project management support, we began the implementation of multiple technologies that would ultimately transform what HR was and how it was perceived.

With the help of consultants, we blueprinted processes and studied our various workflows. After making a

Enterprise Resource Planning (ERP)

During these difficult economic times, HR professionals are being called on more than ever before to aid institutional leadership in resolving financial crises through data-driven decision making. Without proper systems, that task can be virtually impossible. Being able to integrate our data needs and processes into one shared repository has made a significant difference.

Seton Hall's implementation of the new HR/payroll Banner module took place in January 2008. This system has allowed us to align strategies and operations, improve

We knew it was imperative that we build the technology to satisfy our new processes rather than try to retrofit our flawed processes into the new systems.

sizeable investment in our HR/payroll technology infrastructure, it was vitally important that we normalize and standardize our internal processes. We knew it was imperative that we build the technology to satisfy our new processes rather than try to retrofit our flawed processes into the new systems.

The Transformation

We were determined to reinvent the HR function for the sole purpose of enhancing HR's contribution to the university. But could we do that successfully through the use of technology and still maintain positive relationships? The answer was a resounding "yes." In fact, we learned we could actually build and improve upon existing relationships.

To be sure, no transformation effort will work unless key stakeholders are engaged, fiduciary responsibilities are adhered to and technology implementations are aligned. At Seton Hall, while adhering to this model, the actual transformation of the HR department continues to evolve. We began by developing an HR strategic plan that would support institutional goals and then tweaked our model to achieve optimum delivery of services through the utilization of the technology. We successfully implemented multiple technologies simultaneously, all on time and within budget, specifically in the areas of HR/payroll administration, recruitment and position management, time and attendance management, and communication.

productivity and oversight, reduce costs, improve financial management and governance, and afford our employees greater and more immediate access to information.

Prior to this implementation, a faculty member, when asked to comment on his historical perception of HR, stated that "faculty [members] generally do not want to be bothered with things that are often in their best interest. HR work is done and often forgotten until there is a problem. At Seton Hall, HR operated with the best of intentions, but with the worst of experiences, because there was no consistency." Through the integration of HR and payroll and the implementation of the new Banner system, we've been able to make all payroll information and forms available online and expand employees' ability to access internal job information, making it easier for them to understand the benefits we are providing.

Recruiting/Background Checking

One day in passing, the president of the university reminded me that, "hiring is our destiny." How right he is, and how glad I was to hear him say it. Negligent hiring costs institutions millions of dollars over time. It is understood that in higher education we have unique needs. The role HR plays in attracting and retaining top-quality talent and ensuring that the best individuals are hired, consistent with the university's mission, is critically important. After all, this goal is widely recognized as one of the top institutional priorities in many schools and an area where HR can be a true strategic asset.

To ensure that the Seton Hall's recruiting and hiring processes run smoothly, we implemented an electronic applicant tracking system and an electronic background check system. Through the use of this technology, we have been able to significantly increase the service level to applicants, our hiring managers and the campus community, and we have regained a certain level of internal control over a highly complex, decentralized process.

Additionally, because of integration with our other technologies, hiring managers report that in the recruiting process they are much less burdened by excessive and/or lost paperwork. They are equally happy with the ease of use, the ability for expedited review and approval, and real-time reporting.

Time and Attendance Management

Time and attendance tracking in higher education is often a time-consuming, paper-intensive process that is inefficient for all constituencies.

No transformation effort will work unless key stakeholders are engaged, fiduciary responsibilities are adhered to and technology implementations are aligned.

The implementation of an electronic time and attendance solution meant that paper timesheets would no longer exist at Seton Hall. As a result, we can see, plan and manage employees' time electronically while better controlling labor costs through a standard application of our work and pay rules. It has helped us manage our professional, union and student workforces all at the same time. We have also minimized compliance risk by enforcing and tracking complex compliance requirements, such as FLSA and union rules, and improved productivity by reducing manual and timely administrative tasks.

HR is pleased with the improved compliance management, and supervisors report they are better able to manage their workforces and enjoy a greater ability to forecast.

Web Portals

Through the utilization of a sophisticated web portal, we have been able to offer our employees the tremendous advantage of online training and management support, as well as numerous employee self-service opportunities. Using the web has revolutionized the way services are offered to our faculty and employees. Accessible data

capture-and-retrieval has freed the HR department from administrivia and has allowed us to concentrate more on strategy. Accessibility and transparency of information is no longer bound to the transactional process, and web-enabled services have helped us move closer to our goal of eventually becoming completely paperless.

The Journey Continues

I truly believe the old adage "it's not the destination, but the journey." In HR, do we ever really reach a final destination? Just when you think you've hired the last employee, updated your last policy, and/or implemented the latest technology, it's time to begin again, and particularly as the pace of technology innovation continues to accelerate.

Right now as you read this article, multi-channel communication and social networking are once again changing how we conduct business. You can IM, blog and tweet. You can be LinkedIn, tagged and friended.

As HR professionals, our agile response and willingness to reinvent and transform could mean the difference between failure and success.

To be sure, there certainly are those at Seton Hall who continue to view all of these technology transformations as the bane of their existence. However, we remain optimistic that with ongoing communication, we can earn the trust and respect of our more skeptical colleagues. While our technology transformation was not without its bumps in the road, an overall happier campus community has been a true measure of our success.

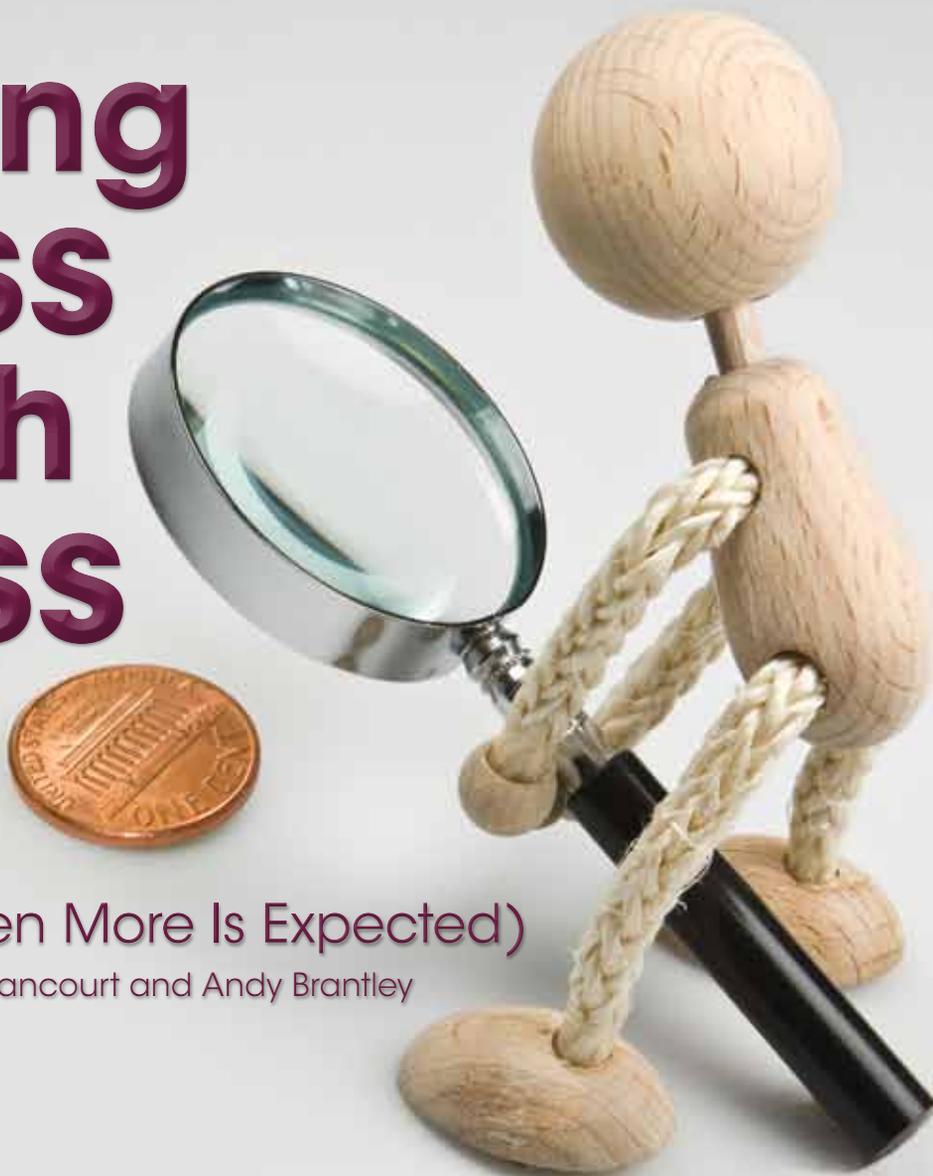
The same faculty member quoted earlier recently stated that "contemporary HR has brought a great deal of transparency. Although faculty [members] don't always want to give up that perceived one-on-one relationship, they are learning the advantages of access and are now becoming masters of information." 

Susan McGarry Basso is associate vice president for human resources at Seton Hall University. She can be reached at Susan.Basso@shu.edu.

Doing Less With Less

(When Even More Is Expected)

By Allison M. Vaillancourt and Andy Brantley



The current resource climate is challenging higher education institutions in unparalleled ways, and the criticality of human resource programs, services and expertise has never been greater. From offering advice about how to frame institutional change messages to providing support to down-sized employees, HR organizations are playing a vital role in supporting institutions as they adjust to new resource realities.

Curiously, but perhaps not surprisingly, at the same time demands on HR are increasing, HR budgets are being reduced in an effort to reduce “administrative overhead.” These budget reductions are often accompanied by “comforting” clichés such as “We have to tighten our belts;” “What doesn’t kill us, makes us stronger;” and the ever popular “We’ll have to find ways to do more with less.”

While no one would argue about the value of being more efficient, forging partnerships or streamlining processes, expecting to do more with fewer resources is pure folly. When resources decline, it is not the time to attempt to do more with less. Instead, it is time to acknowledge that we must do less with less — and that is where the hard choices begin.

In an academic HR environment, how does one set about to “do less HR?” There are many alternatives to consider, but there seem to be three fundamental options: (1) we can do fewer things; (2) we can do things differently; or (3) we can reduce demand for our programs and services. To effectively meet the needs of our higher education organizations, a combination of approaches will typically be required. So how do we decide which path to pursue?

Dave Ulrich and Wayne Brockbank's prescient book *The HR Value Proposition* offers some helpful guidance. When Ulrich and Brockbank released their book in 2005, they asserted that in an environment of "increasingly scarce resources, activities that fail to add value are not worth pursuing. No matter how interesting or valuable an activity may seem to those doing it, if those who receive the output of that activity don't find it of value to them, continuing the activity cannot be justified" (Ulrich and Brockbank 2005).

As forward thinking as they may have been, it is unlikely that Ulrich and Brockbank anticipated just how scarce resources would be today. Despite that, their admonition is especially relevant as most higher education institutions find themselves needing to rethink both academic offerings and investments in administrative infrastructure. There is no doubt that providing value in the "new normal" requires a more complex set of HR deliverables.

Expertise in change management, work redesign, process reengineering, employee engagement, information acquisition and dissemination, organizational communication, and planning and analysis are among the new "HR essentials" (see Table 1). It is important to note, however, that these new HR essentials can only be delivered by professionals with considerable expertise ... expertise that is often lacking or in short supply in

stakeholders in conversations to help categorize the true value and potential long-term impact of HR programs and services. There are many ways that this evaluation can occur, but one option is to ask stakeholders and HR staff members to place current and potential HR programs and services into four "buckets."

Into the first bucket go strategic activities that are critical to the institution's long-term success. Into the second bucket go core activities — deliverables best delivered by internal HR that are required to keep the institution afloat. The third bucket contains requisite programs and services — those things that are important, but can be provided outside of HR. Into the fourth and final bucket go the non-core activities — those things that had significant value at one time, but have less value today (Sibson Consulting 2008). Figure 1 provides a hypothetical example of how one HR organization categorized its functions.

In general, HR organizations can add the most organizational value by growing strategic activities; protecting core programs and services; streamlining or outsourcing requisite activities; and shedding non-core activities. It is important to note here that protecting core programs and services does not mean delivering them in their current fashion, but rather ensuring that the core need is met.

When resources decline, it is not the time to attempt to do more with less. Instead, it is time to acknowledge that we must do less with less — and that is where the hard choices begin.

many higher ed HR organizations. So in an environment of declining resources, how can HR organizations support higher levels of talent? The answer is clear: we must be willing and able to say "farewell" to some of our traditional deliverables and the people who have provided them and reallocate resources to acquire the talent needed to provide these new HR essentials.

Discontinuing services or changing approaches is rarely without controversy, and the potential for pushback from campus constituents (including some internal HR staff) is considerable. Recognizing this, strategic HR organizations will find it advantageous to engage their

HR strategists have the expertise to analyze the systematic factors that lead to excessive transactional demands. In short, their talents can actually reduce the need for traditional HR work and free both HR professionals and other higher education leaders to focus more on things that really matter. In an environment in which we have fewer resources, acting strategically is essential.

When reviewing HR programs and services, it is important to begin with a framework that explicitly defines the larger institution's strategic direction and critical values and commitments (e.g., accessible and

flexible degree programs, knowledge transfer that supports economic development, values-based student life programs, etc.). The next step is to review existing HR programs, services and approaches against their ability to move the institution forward or at least support the activities the institution claims are important. Ideally this

HR strategists to assess the factors that support retention and those that lead to undesirable turnover. Doing less with less does not mean providing less value. Instead, it means letting go of lower impact activities in order to focus on those designed to propel the organization forward. New resource realities are requiring institutional

Doing less with less does not mean providing less value. Instead, it means letting go of lower impact activities in order to focus on those designed to propel the organization forward.

evaluation process would be completed by HR staff and stakeholders outside of HR.

The best possible result will be consensus regarding which HR programs and services are essential for current stability and future success. Unfortunately, consensus is not always possible and the chief human resource officer must be willing to evaluate all input received and make difficult decisions regarding programs and services and the competencies required to provide them. This analysis may result in plans to change the roles of current HR staff or develop their skills in order to prepare them to work in new ways. In some cases, the analysis may even reveal the need to eliminate some staff positions in order to fund the acquisition of more sophisticated HR expertise. While it may seem counterintuitive to acquire more sophisticated HR talent in an environment of declining resources, it is actually a strategy that supports doing less with less without compromising institutional integrity.

Let's review a few possibilities: Rather than using a compliance-oriented approach that requires hiring recommendations to be approved, a savvy organization will call upon HR to create resources that enable hiring authorities to make wise and legally defensible employment decisions. Instead of holding managers' hands through progressive discipline processes, an innovative organization will look to HR to provide managers with tools that ensure they can manage these processes effectively on their own.

Rather than staffing a help desk to answer routine health insurance questions, strategic organizations look to HR to create easy-to-navigate web-based resources that support employee self sufficiency. Instead of filling vacancies over and over again, forward-thinking organizations call upon

leaders to be explicit about what is mission critical and what is simply nice to have, and function-by-function reviews are an essential step in that analysis. As institutions make difficult choices about such things as the breadth of academic offerings, the size of financial aid packages, and the degree to which athletic programs must be self sustaining, they must also determine which HR activities are critical for long-term organizational success. HR leaders have an exciting opportunity to reinvent their organizations through this process if they are willing to engage stakeholders in an honest assessment and make bold and strategic choices. 

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Table 1: The New “HR Essentials”

<p>CHANGE MANAGEMENT EXPERTISE</p> <ul style="list-style-type: none"> • The ability to assist organizational leaders in designing and implementing effective change initiatives • Knowledge of the continuum of change acceptance and change resistance • Strategic influence skills in order to generate excitement and acceptance about change initiatives
<p>WORK DESIGN EXPERTISE</p> <ul style="list-style-type: none"> • Expertise in work redesign • Process mapping • Process reengineering
<p>COMMUNICATION EXPERTISE</p> <ul style="list-style-type: none"> • The ability to communicate complex messages in ways employees will understand • Talent in explaining the rationale for significant organizational change • Skill in developing avenues to “hear” employee concerns
<p>PLANNING AND ANALYSIS EXPERTISE</p> <ul style="list-style-type: none"> • Quantitative and qualitative research skills to design, collect and analyze organizational metrics • Environmental scanning talents in order to anticipate the future
<p>KNOWLEDGE ACQUISITION</p> <ul style="list-style-type: none"> • The ability to forge mutually beneficial relationships with others in order to collect data and share best practices • Knowledge of vital and credible information resources

Figure 1: Hypothetical Evaluation of an HR Department’s Programs and Services

Strategic (Can we grow?)	Core (Can we protect?)	Requisite (Can we outsource or minimize?)	Non-Core (Can we discontinue?)
Leadership development/ succession preparation	Recruitment services	Benefits information and advice	Approving hiring decisions
Employee/organizational development	Employee relations advice	Compensation analysis	Reviewing salary offers
Culture building activities	Career coaching	Website design	Tracking performance evaluation completions
Organizational communication	Performance management consulting	Specialized professional development delivery	Personalized benefits orientation
Organizational metrics	Benefit plan design	Employee assistance counseling	Records retention
Process improvement	Professional development programming	Climate surveys	
Work redesign	Work/life programs		
Strategic planning facilitation			
Management coaching			

Snapshots

of Successful Collaborations



Building Bridges Across Maryland

Building Bridges Across Maryland is a multi-institutional training program for university administrative support staff. The idea for this cohort was born from a needs assessment of Towson University support staff and management conducted by Kristi Yowell, the university's training and development manager. Through the needs assessment, several overriding themes became apparent: a confirmed need for development in consistently identified areas; difficulty in attending training due to nature of position; a consistent lack of recognition; and a consistent lack of networking. These findings led Yowell to expand her plans for a singular training program for Towson support staff to a cohort model, and eventually to a multi-institutional cohort program.

Modeled after Towson's President's Leadership Institute, the Building Bridges program fosters collaboration and idea sharing between select employees at six Maryland institutions — Towson University, University of Baltimore, Goucher College, Loyola University Maryland, College of Notre Dame of Maryland, and the Maryland Institute College of Art. The inaugural program, which ended in April, included a cohort of five individuals from each participating institution. The group attended six sessions — one at each participating school — during the seven-

month program. Session topics ranged from managing multiple priorities to enhancing individual effectiveness and customer service/conflict resolution. After the final session, participants, along with their supervisors, attended a formal graduation where they received a certificate of completion. The 2008-09 program received rave reviews, and the 2009-10 program is now underway. In addition, Building Bridges coordinators are planning to offer a similar program for management.

"Training and development proves challenging for many institutions," says Yowell. "For those fortunate enough to have designated training units, tough economic times and a lack of institutional understanding and/or appreciation for the function often result in budget cuts. For many institutions, three of the six participating in the Building Bridges program included, their size does not support having a designated training and development unit. Collaborative programs like this one enable employees of smaller institutions to have access to meaningful professional development and networking opportunities, and allow participating institutions to minimize costs while maximizing return. It's really a win-win for everyone!"

To learn more about Building Bridges Across Maryland, visit www.towson.edu/BuildingBridges.

For her work on the Building Bridges program, Kristi Yowell was the recipient of CUPA-HR's 2009 SunGard Higher Education Innovation Award.



Claremont University Consortium

Claremont University Consortium (CUC) is the central coordinating and support organization for a highly regarded cluster of seven independent

colleges known as The Claremont Colleges located in Southern California. CUC was established in 1925 and incorporated in July 2000 as a freestanding, not-for-profit educational support institution, with a chief executive officer, board of directors and 350 full-time employees. Today, CUC is a nationally recognized consortium model offering 28 different academic, student and institutional support services for the students and employees of Pomona College, Claremont Graduate University, Scripps College, Claremont McKenna College, Harvey Mudd College, Pitzer College and Keck Graduate Institute of Applied Life Sciences.

CUC's vision is to "advance The Claremont Colleges as a preeminent educational and intellectual center. CUC aspires to enable the collective endeavors of the member colleges to achieve more than the sum total of individual efforts." The consortium has laid out several goals related to this vision, among them: to foster academic and administrative collaboration among the member

institutions; to promote the establishment of new centers, academic enterprises and colleges; to increase financial support for new and existing programs and facilities; and to advance the reputation and recognition of the consortium and its constituent institutions.

The Claremont Colleges greatly benefit from an unprecedented level of cooperation in terms of support services. Some of the 28 services shared among the seven schools include advancement, campus safety, a central bookstore, human resources, information technology, financial aid, student health and counseling, risk management, facilities management and central mail services. Perhaps one of the greatest testaments to the benefits of CUC's shared services approach is The Claremont Colleges Library, whose collection ranks third among the private institutions in California, behind only Stanford and USC, and is much larger than any of the schools could individually afford.

Claremont University Consortium's tagline is "A Unique Model of Collaboration in Higher Education." CUC most certainly embodies this statement and serves as a shining example of how to do shared services the *right* way.

To learn more about Claremont University Consortium, visit www.cuc.claremont.edu/.

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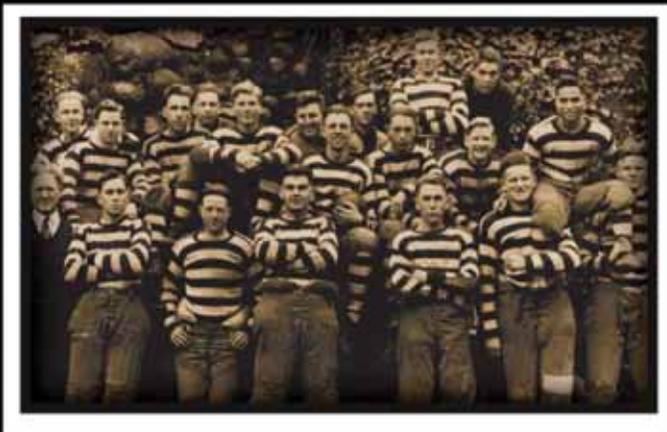
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Independent Colleges and Universities Benefits Association

Seven years ago, Rollins College, a 1,700-student, 680-employee private liberal arts institution located in Winter Park, Florida, was approached with a novel idea. That idea was to gather together as many private colleges as possible throughout the state of Florida to create a benefits consortium in order to pool purchasing power and reduce soaring healthcare costs. Facing a huge rate increase from its current benefits provider, the decision to take part in this cooperative was a no-brainer for Rollins. And today the college, along with 11 other institutions, is reaping the rewards of the power in numbers.

The consortium, called the Independent Colleges and Universities Benefits Association (ICUBA), operates with the purpose of “pooling the purchasing power of its member schools to reduce the associated costs of insurance, administrative fees, broker commissions and consulting fees,” and enables member institutions to self-fund their healthcare benefits on a nonprofit basis. Membership is open to any member of the Independent Colleges and Universities of Florida or Florida Council of Independent Schools.

There are currently 7,400+ employees from 12 institutions covered in the medical plans offered by ICUBA. All 12 ICUBA institutions share insurance costs so that member schools, regardless of size, are protected from unexpected annual premium rate increases. In fact, the consortium’s overall average per member per month cost has remained below trend for the past six years.

ICUBA’s vast and varied services make membership an attractive option for Florida’s small, private colleges (most of which could not afford to offer these kinds of benefits on their own). Among ICUBA’s offerings are a 24-hour nurse line; FSA, HRA and dependent care spending account options; retiree coverage; discounts on wellness and alternative medicine programs; 100% cost coverage for preventative services; disease management programs; dental and vision coverage; low-cost, no-deductible prescription drug coverage; life and disability insurance; and high-end employee assistance program benefits for all eligible employees (even if they are not enrolled in a medical plan).

Participating institutions have complete control over their specific plans, deciding which of the four available plans to offer, when new employees are eligible to participate in the plan, how much to contribute monetarily to the plan, and whether or not to offer “sensitive” benefits like domestic partner coverage.

Maria Martinez, assistant vice president for human resources and risk management at Rollins College, has nothing but good things to say about the college’s experiences with ICUBA. “Rollins has reaped tremendous rewards from its membership in ICUBA,” she says. “We’ve been able to not only design our own benefits plan, but also evolve it over the years to meet the changing needs of the college and its employees. Rollins, on its own, never would have been able to offer employees the range of services we can offer through ICUBA.”

To learn more about the Independent Colleges and Universities Benefits Association, visit <http://icuba.org/>.

 **Knowledge Center**

In CUPA-HR’s Knowledge Center, you’ll find several examples of successful higher ed collaborations/consortia and shared services models. Visit <http://www.cupahr.org/shared>.

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A Look Back at 2009 and What's to Come in 2010

By Josh Ulman and Christi Layman

Last January, the Obama Administration and the Democratic majorities in Congress arrived in Washington pledging they would enact monumental changes to federal labor and employment laws. It seemed in the beginning they might deliver on the promise. Congress quickly pushed through the Lilly Ledbetter Fair Pay Act and, only weeks after being sworn in to office, the president decisively issued a handful of union-friendly executive orders. Within a few short months, however, the workforce agenda stalled.

Disabilities Act, and the Rehabilitation Act so that the statute of limitations on filing a pay charge renews each time an employee receives compensation affected by an employer's past discriminatory acts.

The Obama Administration also quickly issued several executive orders imposing new union-friendly labor requirements on government contractors. The White House issued the first three on January 30 and a fourth on February 6. The first, Executive Order 13496, requires federal contractors and subcontractors to post a notice

As millions of jobs disappeared in the recession, fewer and fewer members of Congress seemed inclined to support measures that could impose burdens on employers or otherwise be seen as hampering the prospects of future job growth.

Many of the labor and employment bills, controversial and non-controversial alike, that pundits thought Congress would enact early in the year have yet to be even considered. Moreover, key vacancies remain unfilled at the National Labor Relations Board, the Equal Employment Opportunity Commission and the Department of Labor. It seems the workforce agenda has at least temporarily fallen victim to the Administration's other priorities, resistance from a largely united business community, high unemployment and the illness and eventual death of labor champion Senator Ted Kennedy (D-MA).

in their workplaces informing employees of their rights under federal labor laws. The order also provides that the requirement to post the employee notice be included in federal contracts and subcontracts. In August, Labor Secretary Hilda Solis initiated a rulemaking process to "prescribe the size, form and content of the Notice," and CUPA-HR submitted comments along with the American Council on Education. The final regulations on the order have yet to be issued.

Now, with the first session of the 111th Congress nearing its end, most are tempering expectations of an aggressive workforce agenda for next year, particularly on those issues that could negatively impact moderate Democrats in the next election. Rest assured, however, HR will be plenty busy with healthcare reform; the new GINA and ADA regulations; E-Verify; and the possibility of a paid leave mandate, which is one of the few workforce bills Congress may actually get to next year.

The regulations implementing Executive Order 13502 were also released earlier this year. That order requires federal agencies to use project labor agreements (PLAs) on "large-scale construction projects" (those that cost \$25 million or more). Under a PLA, contractors and subcontractors are required to sign collective bargaining agreements with specific labor organizations as part of working on the project.

Keeping Campaign Promises

Shortly after taking office, President Obama and Congress quickly enacted one key piece of legislation that Obama heavily touted on the campaign trail – the Lilly Ledbetter Fair Pay Act. The law purportedly was designed to overturn the U.S. Supreme Court's May 2007 ruling in the pay discrimination case of *Ledbetter v. Goodyear Tire & Rubber Co.* The Ledbetter Act overrules the decision by amending Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, the Americans with

Federal agencies responsible for issuing implementing regulations for the other two Executive Orders have responded much slower than anticipated. In fact, the due dates by which the agencies were supposed to issue regulations have already come and gone. The two remaining orders are Executive Order 13494, which prohibits federal contractors from seeking reimbursement for costs associated with educating employees about unionization, and Executive Order 13495, which requires contractors governed by the Service Contract Act to offer workers employed under a predecessor contract the right of first refusal of employment in positions for which they are qualified.

No substantive changes have been made to workforce law by the Administration, however, since the enactment of the Ledbetter Act and the issuance of the Executive Orders – and this came as a surprise to many. Organized labor had expended tremendous time and money promoting President Obama and Democrats in the last election. Many anticipated that as a result, the president and Congress would push through the logjam of union-supported bills that had stalled during the Bush Administration.

However, as millions of jobs disappeared in the recession, fewer and fewer members of Congress seemed inclined to support measures that could impose burdens on employers or otherwise be seen as hampering the prospects of future job growth. This is particularly true of labor's number one legislative priority, the Employee Free Choice Act (EFCA).

With the healthcare debate likely spilling into 2010, and with climate change, immigration reform and financial regulatory reform legislation pending, the calendar is quite full, causing the window of opportunity for Congress to work on the labor agenda to continue to shrink.

EFCA would essentially eliminate private ballots in federally supervised union elections in favor of a “card check” process, or a union sign-up process, permitting a union to organize by simply convincing a majority of workers to sign a card. Additionally, EFCA would require binding arbitration on first contracts if the parties fail to reach agreement within 120 days and enhance remedies available to workers for employer misconduct during an organizing campaign.

United business opposition to EFCA and concerns about the bill's possible impact on the economy left many members of Congress uncomfortable with the bill. In fact, while there are enough votes to pass EFCA in the House, moderate House Democrats fearing backlash from businesses in their district asked their leadership not to bring up a vote on EFCA unless the bill has first passed the Senate.

EFCA supporters currently do not have the 60 votes needed to defeat a filibuster in the Senate. A group of senators, including Tom Harkin (D-IA), Sherrod Brown (D-OH) and Mark Pryor (D-AR) have been trying to craft an alternative. The latest effort reportedly would remove the card check provision, replacing it with quick elections.

Thus far these efforts have not secured support of the 60 senators needed to move the legislation.

Myopic focus early in the year by Democratic policymakers on securing 60 votes for EFCA detracted from other labor and employment priorities. When it became clear by mid-summer that EFCA was deadlocked and Congress and President Obama should focus on other labor priorities, the debate over healthcare reform had already begun to swallow everyone's time and attention, leaving little hope for enactment of any additional labor and employment legislation in 2009.

A Renewed Push in Year Number Two

Next year, however, healthcare will be behind us, and it appears that some in Congress hope this will allow greater focus on the labor agenda in 2010. Sen. Harkin is the new chairman of the Senate Health, Education, Labor

and Pension (HELP) Committee, which was previously chaired by Kennedy. Harkin says his top goal remains the Employee Free Choice Act or some alternative to EFCA, but he and other congressional Democrats are also eyeing many other significant labor bills. More details about those bills follow.

Public Safety Employer-Employee Cooperation Act

In 2010, if not before, Congress likely will pass the Public Safety Employer-Employee Cooperation Act. The legislation would require states to provide collective bargaining rights for police (including most campus police), firefighters and EMTs employed by states (including public colleges and universities) or municipalities with 25 or more full-time employees and populations of over 5,000. The impact would be felt particularly by southern states, where public employers have no duty to recognize or bargain with unions. The legislation would require the Federal Labor Relations Authority to establish criteria based on principles in the bill and would require each state to meet these criteria.

Not only would states that do not have collective bargaining laws for firefighters, police and EMTs be required to enact such laws, but others states may also

need to amend their existing laws to meet the new criteria. Public universities that employ police and EMTs would be affected. The House easily passed the bill last Congress and the Senate passed by a large margin a cloture vote to proceed. But debate in the Senate ultimately stalled because of disputes over the number of amendments that should be considered.

Congress has not acted on the Public Safety Employer-Employee Cooperation Act yet this year, but with strong support in both the House and the Senate, its enactment is likely once the debate on EFCA is resolved. It is also possible that sometime late in the 2009 session, this bill could be passed as an amendment to another larger piece of legislation moving through Congress.

Protecting America's Workers Act

Preliminary hearings this year have already set the stage for Congress to take up the Protecting America's Workers Act (PAWA) next year. PAWA would amend the Occupational Safety and Health Act (OSHA) to increase employer penalties for repeated willful OSHA violations, including felonies where repeated violation led to an employee's death or serious injury.

Under the bill, the Occupational Safety and Health Administration would be required to investigate all cases of death or serious injury of two or more employees, allow workers and their families the right to challenge reductions in fines to employers, and update whistleblower protections. The bill would also expand coverage to state, local and federal employees. PAWA is a priority for Democrats and in all likelihood will be voted on by the House and possibly the Senate in 2010.

Healthy Families Act

The Healthy Families Act (HFA) is also a major priority for Democrats. HFA would require public and private employers with 15 or more employees to use an accrual system where workers earn one hour of leave for every 30 hours worked, up to a maximum of 56 hours (seven days) to care for themselves and/or their family's medical needs. The leave could be taken intermittently, and the employer would have limited ability to demand notice or verification. CUPA-HR has been actively communicating with Congress to explain the problems with such mandates.

The House held a hearing in an Education and Labor Subcommittee earlier this year likely leading to a vote in the House and possibly in the Senate sometime in the 111th Congress. It was expected that further debate

would occur this fall with the start of the flu season as proponents of the bill called for more paid sick leave. However, job losses and a focus on healthcare have made it difficult for members to call for immediate action. While there are enough votes to pass HFA in the House, it remains unclear whether there is enough support in the Senate to secure the 60 votes needed to end debate on the bill.

Still Filling Key Roles

The Obama Administration also has been slow to fill vacancies at key agencies. We expect extensive activity on this front in late 2009 and early 2010.

National Labor Relations Board

Many stakeholders are closely watching the National Labor Relations Board (NLRB) with President Obama's nomination of Craig Becker. The president nominated Becker and Mark Pearce to fill two vacant Democratic seats and Brian Hayes to fill the remaining Republican position on the Board. Becker is currently counsel for the SEIU and the AFL-CIO; Pearce is a union-side labor attorney; and Hayes currently serves as Republican labor counsel to the HELP Committee. Prior to his work with the HELP Committee, Hayes was in private legal practice for over 25 years as a management-side labor attorney.

The Becker nomination has slowed the confirmation process for all three nominees, even while the NLRB languishes with only two members on the five-member Board. Many employer representatives, including CUPA-HR, and Republican senators requested a hearing on Becker's nomination because of concerns with his current role as counsel for SEIU and AFL-CIO, as well as his controversial views published in several articles. The hearing request was denied and the Senate HELP Committee approved the package of all three nominees out of committee by a vote of 15-8 in October.

However, the fate of the nomination is uncertain because Senator John McCain (R-AZ) has promised that he will put a hold on Becker's nomination if and when it reaches the Senate floor. The Board has also found itself in the middle of a legal controversy as questions have arisen on whether the two-member board had the legal authority to issue rulings over the last 22 months while they had three vacant seats. The U.S. Supreme Court has announced that it will now weigh in on the issue.

Equal Employment Opportunity Commission

As with the NLRB nominations, President Obama did not begin announcing his nominations for the Equal

Employment Opportunity Commission (EEOC) until July, when he named Jacqueline A. Berrien to be chair of the EEOC. Berrien is currently the associate director-counsel of the NAACP Legal Defense and Educational Fund and was previously a staff attorney with the American Civil Liberties Union. In September, Chai Feldblum, a professor at the Georgetown University Law Center, was nominated for a vacant Democrat commissioner slot, and the last Republican nominee, Victoria A. Lipnic, was finally named in early November. Lipnic served as assistant secretary of labor for employment standards for the Bush Administration from 2002 to 2009.

President Obama also nominated P. David Lopez, a supervisory attorney for the EEOC who worked as a special assistant to the EEOC chairman during the Clinton Administration, to be the commission's general counsel. The Senate will likely speed up its consideration of the nominees now that all the commissioners and the general counsel have been named.

Outlook

The largest obstacle to enacting many parts of President Obama's labor agenda may be timing. Many of the most controversial pieces of legislation do not poll well and would be particularly dangerous for many senators and representatives to consider too close to the November 2010 midterm congressional election. With the healthcare debate likely spilling into 2010, and with climate change, immigration reform and financial regulatory reform legislation pending, the calendar is quite full, causing the window of opportunity for Congress to work on the labor agenda to continue to shrink. 

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Christi Layman is manager of government relations for CUPA-HR. She can be reached at christi@ulmanpolicy.com.

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Community

Overheard in the Forums

Here are some of the queries that recently generated discussion in CUPA-HR's online forums (including the CompSIG listserv):

We have an exempt, salaried employee who is requesting two hours of vacation for four days. If he is working at least a six-hour day, are we not prohibited from docking his pay for the other two hours?

How do you distinguish whether a position is an assistant or associate vice president? What are the defining variables?

How are you classifying your assistant coaches? What guidelines are you using to do so?

When an employee takes a leave of absence, how long does your institution hold his or her position?

For those of you who provide tuition remission benefits for employees and dependents, are employees/dependents who receive tuition remission benefits required to pay student fees?

Does your institution cover the costs of processing immigration paperwork such as visa renewals, green cards, HTB, etc. for your current employees who are not legal citizens of the U.S.?

Does your institution provide formal or informal financial assistance to faculty members seeking a Ph.D.?

Have any of your institutions implemented or planned to implement any radical changes to leave, absence and other policies to help mitigate the expected spread of the H1N1 virus?

CUPA-HR's forums have several focus areas, including benefits, compensation, employee relations, organizational development, wellness, recruitment, selection and retention, and more. To access the forums, log in to the Knowledge Center at www.cupahr.org/knowledgecenter, click on the "Forums" menu tab, click on "All Forums" and then subscribe to the forums in which you'd like to participate.

Movers and Shakers

CUPA-HR 2009 National Higher Education HR Awards

Craig Gardner, director of human resources at Salt Lake Community College, received the Distinguished Service Award.

Gary Johnson, associate director for human resources at Drake University, received the Excellence in Human Resource Practices Award.

Jackie R. McClain, who retired in June from California State University-Chico, received Honorary Life Membership in CUPA-HR.

Stewart Mixon, chief operations officer for the Medical University of South Carolina, received CUPA-HR's highest honor – the Donald E. Dickason Award.

Jeff Mudrak, director of human resources at Transylvania University, received the Distinguished Service Award.

Kathleen Reddick, professor and director of the Management Program at the College of St. Elizabeth; **Kevin Smart**, director of employee relations and training at Central Michigan University; and **Allison Vaillancourt**, vice president for human resources at The University of Arizona, received the Kathryn G. Hansen Publication Award.

Kristi A. Yowell, training and development manager at Towson University, received the SunGard Higher Education Innovation Award.

East Carolina University's Career Banding Implementation Team received the SunGard Higher Education Innovation Award. The team is led by **Nonie Garcia**, director of classification and compensation, and also includes **Susan Gerlach, Deborah Hall, Damian Locklear, Jennifer Muir, Pattie Woolard and Ashley Worthington**.

The Ohio State University's Faculty Analytics Dashboard Team received the SunGard Higher Education Innovation Award. The team is led by **Laura Gast**, senior research consultant, and **Ken Orr**, resource planning analyst.

Degrees

Mindy Williamson, HR specialist at Mount Vernon Nazarene University, received her master's degree in management in July from Mount Vernon Nazarene University.

Promotions

Vickie Lackman, vice president of human resources at Bates Technical College, has been tapped to serve as acting president of the college until an interim president is appointed.

Recognition

Belmont University's Office of Human Resources won top honors in the eighth annual HR Excellence Program hosted by the Middle Tennessee Society for Human Resource Management and the Nashville Area Chamber of Commerce.

University of San Diego's Onboarding Program (The First-Year Employee Experience) was awarded the San Diego Chapter of the American Society of Training and Development's PEAK Performance Award.

Retirement

Alan Chesney will retire at the end of the year from his position as executive director of human resources at the University of Tennessee.

Kitty McCollum retired in October from her position as associate vice president for human resources and university benefits at the University of North Carolina System.

Barbara Taylor will retire in December from her position as associate vice chancellor for human resources at the University of Arkansas.

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



Honorary Life Membership in CUPA-HR
Jackie R. McClain

Honorary Life Membership is the highest honor for recognizing retired CUPA-HR members who have demonstrated a lifetime commitment to the higher education human resources profession. Jackie R. McClain is the 2009 recipient of Honorary Life Membership in CUPA-HR.

Throughout her 30+ year career, Jackie has served in senior HR positions at several prestigious institutions, including the University of Missouri-Columbia, University of Missouri Central Administration, University of Kansas Medical Center, University of Kansas, University of Michigan, California State University System Office and California State University-Chico. Through her vast knowledge of and unwavering dedication to the higher ed HR profession, Jackie has gained the admiration and respect of countless peers and colleagues.

For more than 25 years, Jackie has also been a fixture in the CUPA-HR community. Most notably, she served as chair of the national board of directors in fiscal year 1999-2000 and was a recipient of CUPA-HR's highest honor, the Donald E. Dickason award, in 2003. As an author, a presenter, a volunteer leader and a mentor, she has given freely of her time and talents to our association. Jackie retired in June from California State University-Chico, and we welcome her as an honorary life member of CUPA-HR!



A Shining Star Retires
Barbara Taylor

We'd like to wish all the best to one of higher ed's (and CUPA-HR's) shining stars in her retirement. After a stellar 40-year career in higher ed, Barbara Taylor will retire in December from her position as associate vice chancellor for human resources at the University of Arkansas.

Over the course of four decades, Barbara enjoyed vast and varied experiences within higher education. She taught 19th century British literature and some of the first women's studies courses in the U.S. at the University of Wisconsin-Whitewater. She co-founded UW's Women's Studies Materials Center for the Women's Caucus for the Modern Languages and helped develop some of the university's earliest affirmative action plans. And she served as the University of Arkansas's first affirmative action officer.

Barbara has been a cherished member of CUPA-HR since the late 1980s. Her many association leadership roles have included co-chairing the CUPA-HR Foundation; serving for six years on the Southwest Region board of directors (including a term as chair); and service on the national board, which she chaired in the 2006-07 fiscal year. She also has served on a number of association committees and task forces, and she chaired the Location Task Force, which was instrumental in relocating the national office from Washington, D.C. to Knoxville, Tennessee.

Recommended Reading

The Side-Yard Superhero (by Rick Niece)

In his autobiography, Rick Niece, president of the University of the Ozarks, recounts the colorful characters of the small Midwestern town in which he grew up, and how the bonds he formed and the adventures he had still serve as inspiration for him today. The first book in this trilogy recounts the special friendship between Niece and Bernie Jones, a boy confined to a wheelchair due to cerebral palsy.

Change By Design (by Tim Brown)

A blueprint for creative leaders seeking to infuse design thinking — an approach for creative problem solving — into all facets of their organizations, products or services to discover new alternatives for business and society as a whole.

How Did That Happen? Holding People Accountable for Results the Positive, Principled Way (by Roger Connors and Tom Smith)

Businesses fail, leaders don't lead, managers don't manage, and the people we count on for the results that affect our own performance don't follow through, leaving us asking, "How did that happen?" This book by the authors of *The Oz Principle* offers a proven way to eliminate "surprises" caused by a lack of personal accountability, gain an unbeatable competitive edge and enhance performance by holding others accountable the positive, principled way.

Leaders At All Levels (By Ram Charan)

This book introduces the concept of a leadership "gene pool" and shows how organizations can discover just what "DNA" they need to succeed, detailing how to uncover the hidden leaders in an organization; when and where to bring in fresh talent; and how to coach, measure and reward leadership.

For a quick online read, check out the new updates to ***You Can Get There From Here: The Road to Downsizing in Higher Education*** by Barbara Butterfield with Susan Wolfe. First published by CUPA-HR in 1994, this book has proven quite popular and over the years has helped countless higher ed HR professionals navigate the rocky terrain of downsizing. And now, at a pivotal time, thanks to the generous support of Sibson Consulting, A Division of Segal, Butterfield is updating the book — with five chapters now available in the Economic Downsizing Resources section of CUPA-HR's Knowledge Center (log in to the Knowledge Center at www.cupahr.org/knowledgecenter, click on the Toolkits menu item, click on Economic Downturn Resources, then select Economic Downturn Resources Toolkit). If you are facing a reduction mandate, or think that mandate may be coming down the line, this book is a must-read.

Featured Book

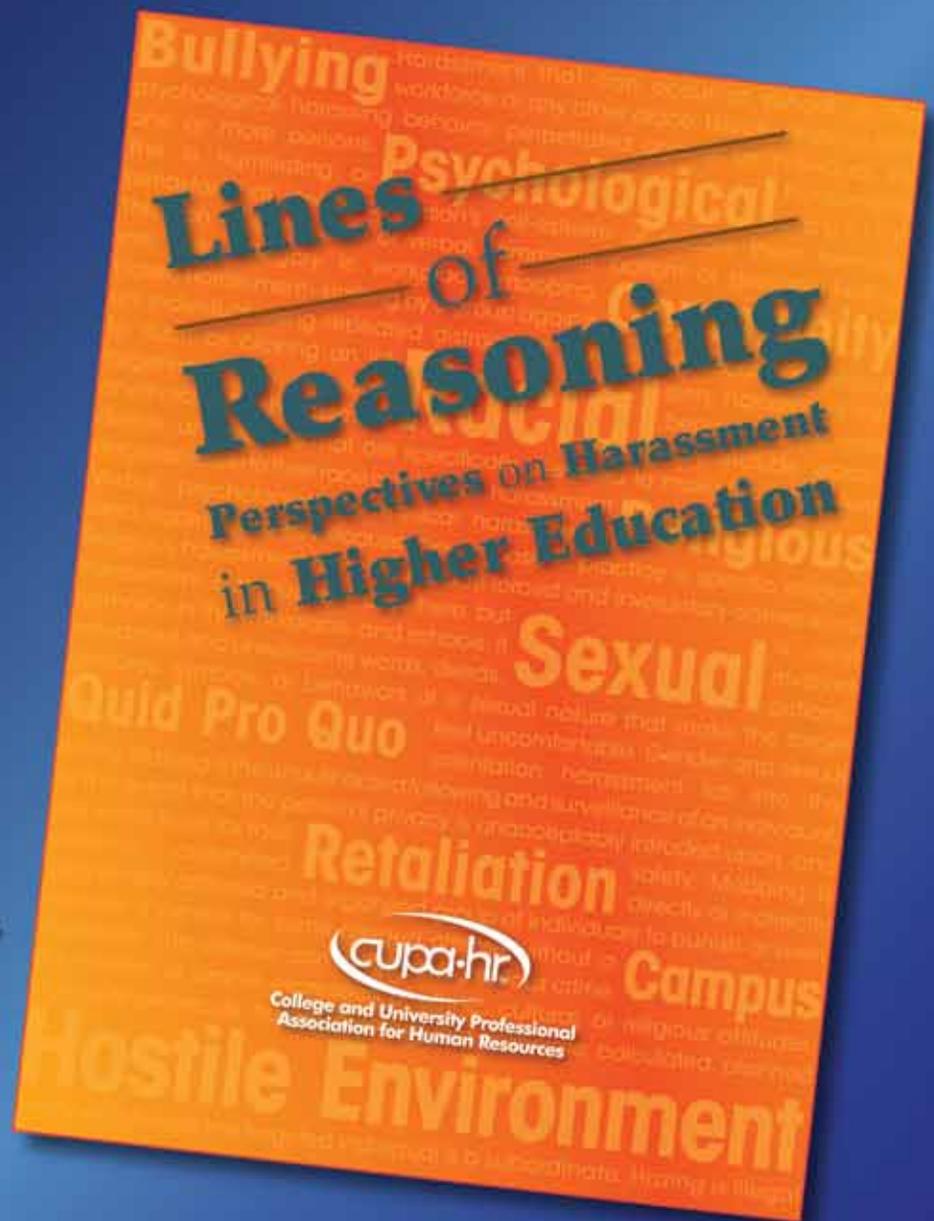
The Control Freak Revolution: Make Your Most Maddening Behaviors Work for Your Company and to Your Advantage (by Cheryl Cran)

Being a control freak can actually be a good thing, as chief executive officers and other top brass tend to look for leaders who can successfully use control to increase employee and team effectiveness. And many workplace challenges can be met with ease when you are able to control and influence others to perform at the highest levels possible. This best-selling, practical, no-nonsense guide will teach you in seven easy steps how to become a successful "control freak" leader.

Author Cheryl Cran is a keynote speaker at CUPA-HR's 2010 Western Region Conference

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CUPA-HR Featured Events

February 2010

February 5: Georgia Chapter Conference – Morrow, Georgia

February 19: Lone Star Chapter Meeting – The Woodlands, Texas

March 2010

March 12: Southern California Chapter Meeting – TBD

March 21-23: Western Region Conference – Portland, Oregon

April 2010

April 8-9: Rio Grande Chapter Conference – Ruidoso, New Mexico

April 9: Southern New England Chapter Meeting – Worcester, Massachusetts

April 11-14: Midwest Region Conference – Minneapolis, Minnesota

April 20: Indiana Chapter Meeting – Indianapolis, Indiana



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.asp for a full listing.

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The graphic features a central, glowing phoenix with its wings spread wide, set against a dark background. The text is rendered in a bright, glowing orange and yellow font that matches the colors of the phoenix's flames.

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