

The Higher Education Workplace

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Fall 2010

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Higher Ed Mavericks

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The Higher Education Workplace

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We Won!

CUPA-HR's *The Higher Education Workplace* magazine has grabbed the attention of the association publishing industry, receiving Association Media and Publishing's Gold Award in the "Magazines: Most Improved – 50,000 or Fewer" category.

We submitted the Fall 2009 healthcare-themed issue of *The Higher Education Workplace*, along with a comparably themed issue of the now-defunct *CUPA-HR Journal*, to showcase the improvements made when we redesigned

our flagship publication, changing its name from the *Journal* to *The Higher Education Workplace*; broadening its scope and purpose; moving away from the more academic research-based format that was the *Journal* to a more lively, engaging and timely magazine format; and making the publication available to all CUPA-HR members, which expanded its circulation by more than 10,000.

We hope you enjoy this issue of our award-winning publication!

When the Status Quo Just Won't Do

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



This is the fifth issue of *The Higher Education Workplace* and it is, without a doubt, our most important issue to date. As we think about the challenges associated with managing the higher education workforce, it is absolutely essential that we understand the unique culture that defines our particular college or university while also being willing and able to jolt and challenge the status quo with needed innovation and new ideas.

Many of you are aware that CUPA-HR has undergone a significant transformation during the past several years. Changes include the move of the national office from Washington, D.C., to Knoxville, Tennessee, and the recruitment of some awesome national office staff; the change from five to four regions; drastic revisions to the dues structure; implementation of the online Knowledge Center (now the most frequently visited section of our website); a dramatic increase in our membership numbers (due to an increase in member institutions and the implementation of unlimited representatives for all member institutions); an increase from 23 to 41 chapters; building ownership (our national office was built two-and-a-half years ago and will be paid for by 2014); alignment of board work with the association's strategic initiatives and changes in national board structure; implementation of some incredible DataOnDemand tools for our salary and benefits surveys; increased revenues, including increased sponsor and exhibitor income; development of a stronger presence on Capitol Hill despite our move to Knoxville; and last but not least, the creation of this magazine — a fresh new format with key information to help you with your increasing challenges.

You have loudly and clearly let us know that we are definitely building a better resource to help you and your institution. And I know that you will continue to loudly and clearly provide guidance to us!

These significant changes and achievements occurred and will continue to occur because our volunteer leaders and national office staff understand that change is a constant and that we have to be willing to quickly make radical changes while also implementing incremental changes that better help us meet and anticipate the ever-evolving needs associated with higher education HR and management of the higher education workforce. We know that many colleges and universities are making significant, and sometimes controversial, changes to better meet student and community needs and to more effectively utilize limited resources.

For this issue of *The Higher Education Workplace*, we spoke with three campus presidents (Michael Crow of Arizona State University, Mark Huddleston of University of New Hampshire and Gary Forsee of the University of Missouri System) and a higher education thought leader (Mark Milliron, deputy director for Postsecondary Improvement-United States with the Bill & Melinda Gates Foundation). We chose to highlight these individuals and their accomplishments and institutional initiatives because they have been willing to make tough changes, challenge the status quo and increase accountability.

I hope that this issue of the magazine will challenge you to evaluate how you currently impact your institution and what you can do to help ensure that your campus is ready and willing to embrace any change needed to make the institution more viable for the long term.

A handwritten signature in black ink that reads "Andy Brantley". The signature is stylized and cursive, with a long horizontal line extending from the end of the name.

Andy Brantley | CUPA-HR President and CEO

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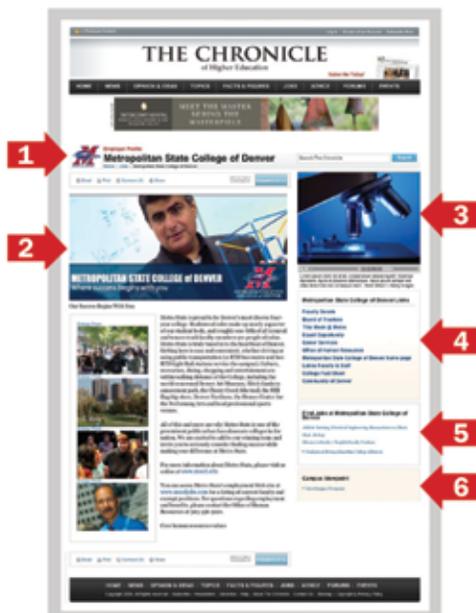
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Influx of Minorities Accounts for Largest Increase in Freshman Enrollment in U.S. Colleges and Universities in 40 Years

The recession-era boom in the size of freshman classes at four-year colleges, community colleges and trade schools has been driven largely by a sharp increase in minority student enrollment, according to a Pew Research Center analysis of new data from the U.S. Department of Education.

Freshman enrollment at the nation's 6,100 post-secondary institutions surged by 144,000 students from the fall of 2007 to the fall of 2008. This 6% increase was the largest in 40 years, and almost three-quarters of it came from minority freshman enrollment growth. From 2007 to 2008 (the first year of the recession), the freshman enrollment of Hispanics at post-secondary institutions grew by 15%, of blacks by 8%, of Asians by 6% and of whites by 3%.

Some of this minority enrollment surge is a simple byproduct of demographic change. In a nation whose population of youths is far more diverse than its population of adults, each new year brings a slightly larger share of minority teenagers into the pool of potential college freshmen. In addition, the first year of the recession was a time when young Hispanics, in particular, were completing high school at record rates. According to Census Bureau surveys, the Hispanic high school completion rate reached an all-time high in October 2008 at 70% (this is the share of all 18- to 24-year-olds who have completed high school). This was up 2.5 percentage points over October 2007 — a larger increase than for any other racial or ethnic group.

Minority college students tend to be clustered more at community colleges and trade schools than at four-year colleges.

continued on p. 6

Total First-Time, Full-Time Freshman Enrollment in Colleges, Universities and Trade Schools (Table 1)

	2008	2007	Freshman Enrollment Increase
Total	2,588,675	2,445,015	6%
Race/ethnicity			
White	1,520,507	1,481,925	3%
Hispanic	300,584	260,315	15%
Black	367,432	339,175	8%
Asian/Pacific Islander	146,802	137,996	6%
American Indian/Alaskan Native	25,163	24,703	2%
Nonresident alien	55,160	49,591	11%
Race/ethnicity unknown	169,603	151,310	12%
Two or more races	<u>3,424</u>	_____	
	2,588,675	2,445,015	
Level			
Four-year	1,609,299	1,554,729	4%
Two-year	857,781	774,641	11%
Less than two-year	<u>121,595</u>	<u>115,645</u>	5%
	2,588,675	2,445,015	
Institutional Size			
Under 1,000	278,801	278,448	0%
1,000 - 4,999	621,745	601,075	3%
5,000 - 9,999	446,491	428,157	4%
10,000 - 19,999	526,867	500,481	5%
20,000 and above	<u>714,771</u>	<u>636,854</u>	12%
	2,588,675	2,445,015	
Public vs. Private			
Public	1,740,766	1,642,889	6%
Private	847,909	802,126	6%
Not-for-profit	502,723	491,745	2%
For-profit	<u>345,186</u>	<u>310,381</u>	11%
	2,588,675	2,445,015	

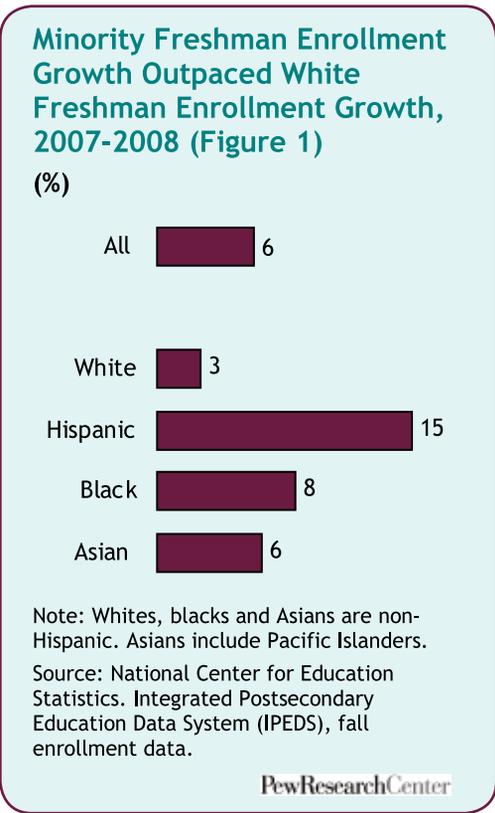
Note: Colleges, universities and trade schools includes all postsecondary institutions that participate in Title IV.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS), fall enrollment data.

Even so, the minority freshman enrollment spike from 2007 to 2008 occurred at all basic levels of post-secondary education. The makeup of the freshman class at the nation's less-than-four-year colleges and universities dropped from 55% white in 2007 to 53% white in 2008. Similarly, the composition of the freshman class at four-year schools dropped from 64% white in 2007 to 62% white in 2008.

The freshman enrollment boom has not been spread evenly across the nation's post-secondary institutions. Two-year institutions saw the greatest increase — 11%. By contrast, the increase at four-year institutions was just 4% and the increase at less-than-two-year institutions (trade schools) was 5%. Another category that experienced large freshmen enrollment increases from 2007 to 2008 was the private, for-profit institutions. Freshmen enrollment grew by 11% at these schools.

This executive summary of the Pew Research Center report titled "Minorities and the Recession-Era College Enrollment Boom" was authored by Richard Fry and first appeared on the Pew Research Center website on June 16. It was reprinted here with permission from Pew Research Center and the author. You can read the full report at <http://pewsocialtrends.org/>



Survey Shows **Female Faculty** Members **Less Satisfied With Their Jobs** Than Male Counterparts

A new report by the Collaborative on Academic Careers in Higher Education (COACHE) reveals evidence of major differences in work satisfaction between faculty in different academic areas and between men and women within many of those areas.

In a survey of untenured assistant professors at research universities, faculty members in the physical sciences and humanities were among those satisfied with the most aspects of their work lives, while faculty in education and the visual and performing arts were satisfied with the fewest aspects. Gaps in satisfaction between women and men were most prevalent in the social sciences. One theme recurring across academic areas was that men are generally more satisfied with their work than their female colleagues. Women provided significantly lower ratings in many disciplines for reasonableness of

scholarship; expectations for tenure; the way they spend their time as faculty members; the number of hours they work as faculty members; the amount of time they have to conduct research; their ability to balance work and home responsibilities; and whether their institutions make raising children and the tenure track compatible.

While previous COACHE research has shown that female faculty members tend to be less satisfied than their male counterparts, this comparison within academic areas gives a more detailed understanding of the issue. COACHE Research Director Cathy Trower said the results suggest that the gender differences seem not to be a function of a lack of a "critical mass" of women in certain fields, pointing out the large gap in satisfaction between genders in the social sciences. "The fact that these differences cut across disciplines and, in fact, are

most evident in disciplines in which women are relatively well represented is important to keep in mind as the associations that represent and support faculty look to address this problem,” Trower says.

While the report does not attempt to explain the reasons for differences between disciplines, COACHE Director Kiernan Mathews says they are being offered to highlight paths for further inquiry. “Our hope is that this analysis will lead researchers and disciplinary associations to drill down further to help universities shape policies at the department level and guard against problems likely to affect faculty in certain disciplines,” he says.

The complete survey report for the COACHE Tenure-Track Faculty Job Satisfaction Survey is available for download at www.coache.org.

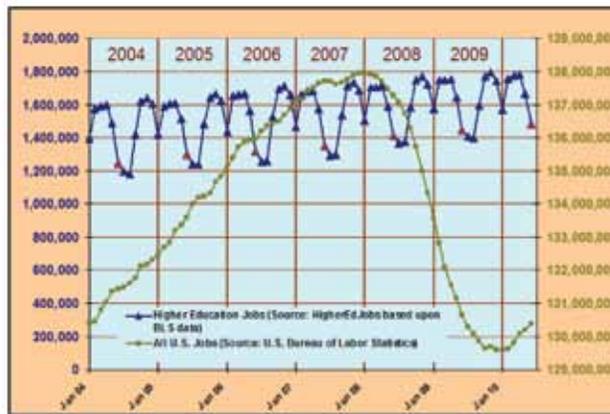
About COACHE

Based at the Harvard Graduate School of Education, COACHE is a consortium of over 150 colleges, universities and systems across North America committed to making the academic workplace more attractive and equitable for early-career faculty. COACHE gathers peer diagnostic data for chief academic officers to improve recruitment, retention and development of faculty at colleges and universities.

Job Openings in Higher Education Soar 36 Percent as Sector Continues to Outperform Economy

Higher education employment continues to follow stable growth patterns as overall U.S. employment recovered only slightly in the first half of 2010, according to a new report from HigherEdJobs.

From the first half of 2008 (the initial six-month period of the recession) to June 2010, higher education employment grew 4.2% while the total number of U.S. jobs declined 5.6%, or about 7.7 million jobs. Job postings in academia jumped year-over-year almost 36% in the first half of 2010 after declining by almost an identical amount in 2009, suggesting colleges and universities are continuing to fine-tune how they staff positions in response to the fluctuating economy.



and could now be declining. Colleges and universities had also shifted their emphasis toward recruiting academic faculty and away from administrative and staff hires during the recession. That trend appears to be reversing as well. The ratio of administrative and staff postings increased during the first half of 2010, suggesting institutions may be bringing back these jobs that they elected to leave vacant during the recession.

The HigherEdJobs report also found that hiring at community colleges continues to be robust, possibly due, in part, to

offering crucial training programs and curricula to retrain and re-educate workers for the new and emerging economy.

To view the complete Higher Education Employment Report, go to www.higheredjobs.com/documents/HEJ_Employment_Report_2010_Q2.pdf.

For-Profit Colleges Facing Growing Scrutiny From Obama Administration

The business practices of for-profit institutions have been under a microscope for some time now. The University of Phoenix's parent company recently paid nearly \$80 million to settle with the United States Department of Education against charges that it violated a federal ban to reimburse recruiters based on the number of students they recruited. In 2007, Corinthian Schools settled for \$6.5 million with the California Attorney General's office for using false salary and job placement information to persuade students to enroll. And in 2008, former employees of Atlanta-based American InterContinental University filed a federal lawsuit claiming that the school defrauded federal grant and loan programs and duped the agency that approved its accreditation.

There is also unrest among former students of some of these career colleges. After the Chicago-based Illinois School of Health Careers recently informed graduates of its Patient Care Technician program that they would not be able to take the state's certified nursing assistant exam because the program lacked the Illinois Department of Public Health's approval, four students filed a class-action lawsuit alleging that the college misrepresented the program, in which hundreds have enrolled since 2009. And there are countless "on the record" complaints by former students that they have graduated from these institutions with no useful job training or skills and with insurmountable debt.

As closely as for-profit colleges have been watched as of late, if a recently proposed Education Department rule is any indication, scrutiny of this industry is only going to intensify. On July 23, the Obama Administration released proposed regulations requiring for-profit institutions to better prepare students for "gainful employment" or risk losing access to federal student aid. The proposed rule comes on the heels of another Department of Education proposed rule that would require for-profit colleges to disclose job-placement rates and graduates' debt load and income.

To qualify for federal aid, the proposed regulations require that career colleges and training programs "prepare students for gainful employment in recognized occupations." The Department would define whether a program successfully prepares students for gainful employment using a two-part test: measuring the relationship between the debt students incur and their incomes after program completion; and measuring the rate at which all enrollees, regardless of completion, repay their loans on time. If a program graduated a large share of students with excessive debt-to-earnings ratios, it would be required to clearly disclose debt burdens to current and prospective students. The program could also become ineligible to participate in federal student aid programs.

The need for new rules has become especially acute in recent years as enrollment, debt loads and default rates have grown rapidly at for-profit colleges. The median federal student loan debt carried by students earning associate degrees at for-profit institutions in 2007-08 was \$14,000 – almost double the median debt for their peers at nonprofit institutions. In addition, while 88% of recent borrowers from nonprofit institutions and 80% of borrowers from public institutions were able to pay down the balance of their student loans in recent years, only 55% of borrowers attending for-profit institutions were able to pay off more than accrued interest.

United States Secretary of Education Arne Duncan has stated, "While career colleges play a vital role in training our workforce to be globally competitive, some of them are saddling students with debt they cannot afford in exchange for degrees and certificates they cannot use. These schools — and their investors — benefit from billions of dollars in subsidies from taxpayers, and in return, taxpayers have a right to know that these programs are providing solid preparation for a job. The rules we've proposed will help ensure that career college and training programs use federal student aid to prepare students for success."

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Young Dawgs UGA

Through a 2008 study, the University of Georgia (UGA)'s human resources division discovered that nearly 50 percent of the institution's workforce would be eligible to retire in the next 10-15 years. It was also discovered that the high schools in the university's county of operation have a graduation rate of approximately 53 percent. "Talk about an 'a-ha!' moment," says Tom Gausvik, associate vice president for human resources at UGA. "As soon as that data came back showing those parallel numbers, we immediately knew that we were onto something." Thus the creation of the Young Dawgs program, a regional workforce development initiative which serves to not only help meet the future workforce needs of UGA, but also to create a relationship with local high school students who may be interested in enrolling at the university.

Young Dawgs provides work-based internships for high school juniors and seniors who have post-secondary education aspirations, as well as students with technical abilities who are considering employment immediately after high school. "The internships focus on providing job experiences in fields relevant to the students' interests," says Gausvik. "Students plan a program of study that includes relevant courses for school-based learning, which also engages them in broad-based career exploration." The Young Dawgs program also works with area businesses to place students in internships outside the university.

Young Dawgs was first implemented in the summer of 2008, with 21 high school students participating in

6-week, half-day internships. The program now runs a full semester and also has a robust summer internship program. Since its inception, the Young Dawgs program has hosted over 250 students on the UGA campus. Internships are posted on the UGA job site and students are required to apply for the internships with cover letters and applications. Says Gausvik: "One of the goals of the program is to create a near 'real-world' job application experience for the students." Next, students are required to interview with their potential site

supervisors. Throughout the program, the student-supervisor relationships are monitored and mentored by HR staff. "In their roles as liaisons with students and supervisors, HR staff members have broadened their professional relationship skills beyond their normal HR consulting roles," says Gausvik.

For many students, the Young Dawgs program has been their first experience of any kind with the university, and numerous students have found areas of interest for future study

or work. "The UGA admissions staff has indicated that a relationship with UGA is a valuable asset for potential students; and job applicants — since they already have applicable work experience and a relationship with the university — tend to have a leg up as job candidates," says Gausvik.

As an added benefit, the Young Dawgs program has expanded the perspective of the HR organization related to workforce development. "Instead of hosting the traditional job fair for high schoolers (which, let's be



The Young Dawgs Program received CUPA-HR's 2010 SunGard Higher Education Innovation Award.

Young Dawgs Team pictured above from left to right: Jim Geiser, Becky Lane, Judy James. Not pictured: Tom Gausvik, Associate Vice President for Human Resources, University of Georgia

honest, typically gets us very few viable candidates), we are actively reaching out to these young people during the times in their lives when decisions are being made about their futures,” says Gausvik. “We are proactively helping to create a relationship between area high school students and the University of Georgia.” Further, the program has enabled HR to broaden its role as not only a recruiter of staff, but also in helping fulfill the larger mission of the institution by recruiting the best students.

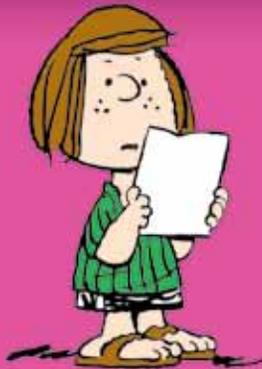
On the UGA campus, site supervisors have embraced their roles as mentors while they provide real-world work experiences in order to prepare students for a work environment. “We have many repeat work sites because the supervisors consider the experience gratifying and worthwhile,” says Gausvik. The Young Dawgs program is also garnering recognition from the community. In 2009, the program shared a top “Strengthening Our Youth” award with others championing youth development,

including world-renowned rock band R.E.M. Other support grants have come from local businesses and the new Athens Area Community Foundation.

“The Young Dawgs program really is a win-win for everyone involved,” says Gausvik. “Students gain valuable work experience while also getting a foot in the door at the university; participating supervisors enjoy their mentoring experiences and provide a glimpse into their career fields for potential students and future employees; and the University of Georgia gains visibility in the community, access to a new demographic of potential employees and access to a quality pool of potential students.” 

 If you'd like to learn more about UGA's Young Dawgs program, visit <http://www.hr.uga.edu/workdev/stcp/YD.html> or contact workdev@uga.edu.

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Redefining Professional Development at MiraCosta College

In most workplaces, professional development is considered just another part of the job. There are no rewards or accolades or incentives for honing one's skill set or furthering one's knowledge of the hot-button issues in his or her chosen profession. All too often, employees simply attend a conference, participate in a workshop, take a class or listen in on a webinar because it's required of them, and come performance review time, "annual professional development" is checked off as completed. As such, it's easy to see why many employees don't take professional development opportunities very seriously and why most do no more than the bare minimum expected of them. And it's also easy to see how neither the employee nor the employer has much of anything to gain from this kind of "professional development."

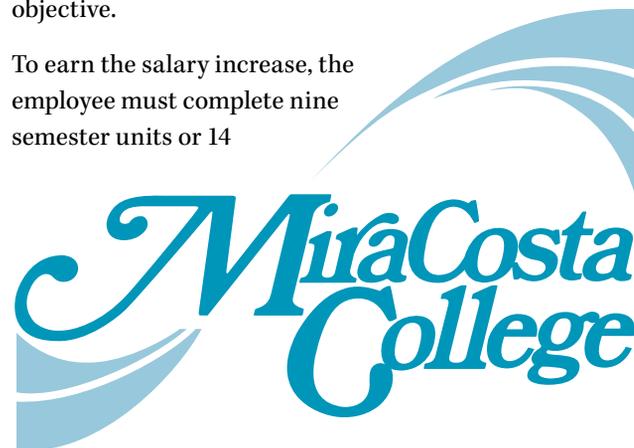
But San Diego's MiraCosta College has found a way to make professional development truly beneficial, for both the employee and the college. Under MiraCosta's Career Incentive Program, full-time, permanent, classified employees (who are not management level) are granted a monthly salary increase of \$100 upon completion of nine units of relevant, approved coursework within a five-year period. Employees working less than full-time receive a proportional increase based on the ratio of their employment to 40 hours. This salary increase is in addition to any other salary increases, including annual raises and cost-of-living increases. In 2008 (the latest year for which data is available), close to 21 percent of MiraCosta's classified employees either had completed or were working on a program.

Each eligible employee is allowed three career incentive award increases, but only one program may be completed within each five-year period. Employees who wish to participate in MiraCosta's Career Incentive program must complete and submit an application form, with their supervisor's signature, to human resources. First-time participants must also submit official transcripts of any previous coursework to avoid duplication and if applicable, an educational plan developed by a college counselor.

All Career Incentive program applications must include the school(s) at which the courses will be taken; course numbers, titles and descriptions; number of units of the courses to be taken; a brief written justification of why each course is job-related or career development-oriented; and how the completed coursework will benefit the MiraCosta College District. To apply for workshop/seminar credit, the employee must submit a brochure or flyer from the workshop/seminar, along with the completed application, and after the workshop/seminar is completed, a written report must be submitted within 60 days summarizing the material covered at the workshop/seminar along with evidence of attendance.

Courses suitable for the Career Incentive program must be related to the employee's current position or appropriate for the employee's declared career goal. A Career Incentive program may include both job-related courses (undertaken to acquire new or more advanced skills or knowledge beyond the skills or knowledge reasonably expected for entrance into the employee's current position and which will be clearly useful in the current position) and career development courses (undertaken to meet education requirements for another position existing or planned within the District and which the employee can realistically expect to achieve). Applicants for career development coursework must complete an assessment (an educational plan developed in consultation with a college counselor) of required coursework explaining how the employee intends to achieve the stated career goal/position's objective.

To earn the salary increase, the employee must complete nine semester units or 14



quarter units of college coursework or 30 units of high school coursework within a five-year period. Once an employee begins a program, the program's five-year timeframe continues whether or not the approved course or courses taken are completed or dropped by the participant. Any changes to an existing approved program (e.g., adding or dropping courses, changing goals) must be resubmitted to the Career Incentive committee for approval.

Participation in MiraCosta College's Career Incentive program must be on the employee's own time. No salary credit is given for coursework taken on District paid time or at the direction of the District. An employee desiring to enroll in classes during working hours must (1) discuss with his or her supervisor the course or courses desired and arrange for absence from duty for the time required to attend class; (2) make arrangements to have their duties covered during the period of absence; (3) arrange to make up lost time within the same workweek; and (4) submit a memorandum to HR setting forth the approved

changes in the work schedule and the beginning and ending dates thereof.

Once an employee has completed the five-year program, the salary increase becomes effective the first pay period following the end of the five-year period. If the employee completes the program in less than five years, the increase becomes effective on January 1, June 1 or August 1, following completion.

Now in its 23rd year (yes, you read that right ... 23rd year!), the Career Incentive program has redefined the meaning of "professional development" for many at MiraCosta College. For employees committed to strengthening their skill sets and acquiring advanced knowledge and expertise in their fields, the program offers up tangible rewards and the chance to advance into more senior positions at the college. For MiraCosta College, the program helps to enhance employees' value and contributions to the college while also creating a pool of readily available, accessible and qualified talent. 

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FROM ORDINARY TO EXTRAORDINARY

THE NEW AMERICAN UNIVERSITY



Driven. Bold. Gutsy. Confident. Tenacious. All words that could be used to describe Arizona State University President Michael M. Crow. Sustainable. Dynamic. Ambitious. Collaborative. Accessible. All words that could be used to describe his vision for the “New American University.” Not content to simply sit back and be part of the status quo, President Crow is leading

Arizona State University through a dramatic transformation. A transformation that has propelled it into the spotlight and earned it the distinction of being one of the top 100 universities in the world. A transformation that is lasting, impactful and meaningful in myriad ways. A transformation into the “New American University.”

“The United States has undergone massive economic, societal and cultural shifts over the past 50 years, but our higher education institutions have hardly changed at all,” says Crow. “With the New American University, we are reinventing higher education.”

The New American University

So what exactly is the New American University? It is an institution that is committed to excellence, access and impact. It pursues use-inspired research and is dedicated to community engagement. It simultaneously enhances student access to and student success in higher education. It gives its students a global perspective.

It links knowledge to action. It is ASU's vision for transforming higher education.

In its evolution toward the New American University model, ASU has undergone a colossal reorganization. "We have torn down walls between disciplines and encouraged collaboration among diverse units," says Crow. "We have

vision statement reads: "[We will work] to establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social and cultural vitality and health and well-being of the community."

"THE UNITED STATES HAS UNDERGONE MASSIVE ECONOMIC, SOCIETAL AND CULTURAL SHIFTS OVER THE PAST 50 YEARS, BUT OUR HIGHER EDUCATION INSTITUTIONS HAVE HARDLY CHANGED AT ALL."

altered the trajectory of the university and reevaluated the role that universities play in society, in the economy and in education at all levels. We are no longer willing or able to be just another generic university." Indeed, ASU's

Design Aspirations

ASU has adopted a set of eight core tenets to help guide that vision.

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- 1) **Leverage Our Place:** ASU draws inspiration and advances its research according to its environment and the need to develop local solutions to local issues. It strives to design sustainable urban development and to learn from its communities for the purpose of informing student learning and shaping faculty research.
- 2) **Transform Society:** ASU leverages its knowledge, talent and resources to create meaningful and positive social change. It also encourages new models for higher education that are designed to meet the needs of modern society.
- 3) **Value Entrepreneurship:** ASU promotes entrepreneurship on the individual and institutional levels and nurtures the application of knowledge for innovation and the creation of purposeful ventures.
- 4) **Conduct Use-Inspired Research:** ASU concentrates on the social implications of its research and shares knowledge that can inform critical decision making regarding society's most significant challenges.
- 5) **Enable Student Success:** ASU focuses on outcome-determined excellence and provides students with broad knowledge and experiences, the flexibility to build their own communities and the support and services to follow a clear path to graduation.
- 6) **Fuse Intellectual Disciplines:** ASU transcends traditional academic boundaries to take a problem-oriented approach that encourages intellectual collaboration and empowers students with a 360-degree view of issues and solutions.
- 7) **Be Socially Embedded:** ASU strengthens communities by participating in community dialogues and responding actively to community needs.
- 8) **Engage Globally:** ASU scales its local solutions for global impact, fosters local and international student experiences and builds diverse partnerships.

“These eight design aspirations drive all that we do,” says Crow. “By employing these strategies in our work, we’ve already accomplished a great deal.”

Progress

Since Crow joined ASU in 2002 and introduced the concept of the New American University, substantial progress has been made. More than 20 new colleges, schools and departments have been formed — some entirely new and others by melding existing entities. The most radical change to date in this area has been the merging of the departments of plant biology, microbiology and biology into one School of Life Sciences.

The New American University By the Numbers

- 20** ASU's research expenditures are in the top 20 among universities without a medical school
- 21** interdisciplinary schools have been established at ASU since 2002
- 97** new academic degree programs have been put in place over the past seven years
- 129** countries were represented by ASU students in 2008
- 131** new ventures have been created at ASU since 2005
- 537** locations throughout Arizona have collaborative partnerships with ASU
- 697** new tenured and tenure-track faculty have joined ASU since 2002
- 16,717** students have been added to ASU's student body over the last 10 years

Another example is the creation of the New Media Innovation Lab within the Walter Cronkite School of Journalism and Mass Communication, where students

of recent graduates from all disciplines as teachers in rural and urban schools each year through its Teach for America Program.

“WE ARE NO LONGER WILLING OR ABLE TO BE JUST ANOTHER GENERIC UNIVERSITY.”

from computer engineering, design, business and journalism come together to collaborate in creating new media. Their series of news-related applications for social networking sites has been widely distributed by Gannett Company, one of the largest media conglomerates in the nation.

To help meet the needs of Arizona’s rapid growth and the increasing demand for higher education, ASU has doubled its square footage, in part by building an entirely new campus in downtown Phoenix. More than 1 million square feet of new research space has been created. Major interdisciplinary research initiatives have been established. The Center of Science, Policy and Outcomes (a think tank dedicated to linking science and technology to desired social, economic and environmental outcomes) which Crow founded in Washington, D.C., was reestablished at ASU. Despite lacking a medical school, the university’s annual research expenditures have increased to more than \$300 million, placing ASU on par with MIT, UC-Berkeley and Purdue.

In 2004, the Biodesign Institute was created, bringing together leading scientists, clinical partners and industrial collaborators in an outcomes-focused approach. The Institute has attracted world-renowned researchers and major investments and has initiated a host of projects aimed at urgent, global challenges. Also in 2004, ASU established its Global Institute of Sustainability which serves to advance research, education and business practices for an urbanizing world. From the Institute grew the world’s first School of Sustainability, which grants both undergraduate and graduate degrees.

ASU has also strengthened its ties with the community over the past eight years, from providing valuable educational opportunities to Arizona’s large American Indian community (which also happens to be the state’s most underprivileged population), to helping facilitate the academic and career aspirations of Latinas through its Hispanic Mother-Daughter Program, to placing scores

In the End

The evolution of Arizona State University into President Michael Crow’s vision of the “New American University” has been a challenging process, but also a very rewarding one. “There have been plenty of critics and naysayers,” admits Crow. “I learned early on in this process that many in the higher education community aren’t ready to accept the fact that things simply must change in order for us to continue to remain viable. So imagine their disdain at change of this magnitude. But we forged ahead. We turned tradition on its head. And look where it got us. We ARE the New American University, and we couldn’t prouder.” 



Read more about Arizona State University’s New American University at <http://newamericanuniversity.asu.edu/>.



Michael Crow

You can learn more about President Michael Crow and his ambitious initiatives for ASU at <http://president.asu.edu/>. You can also follow him on Twitter (@michaelcrow).

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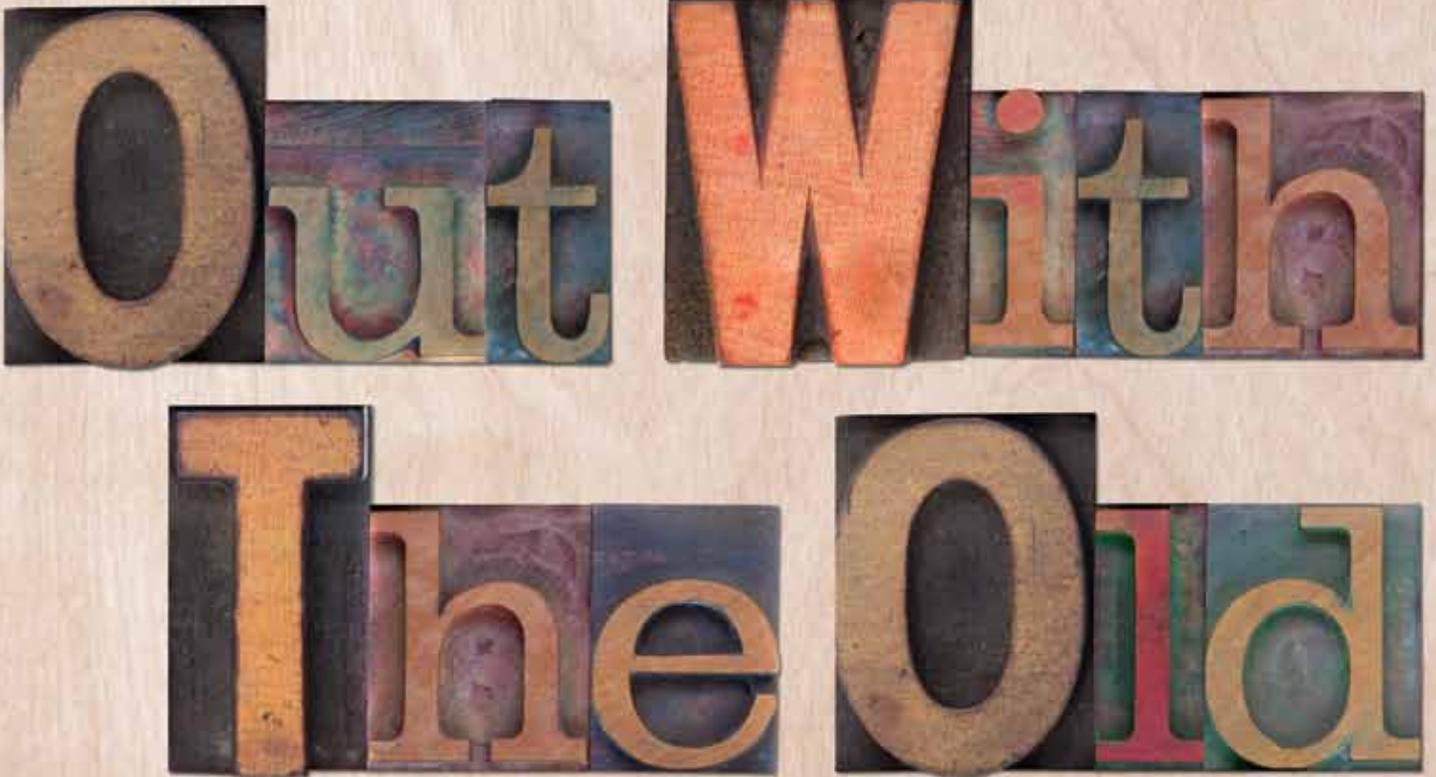


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Dr. Mark W. Huddleston, 19th president of the University of New Hampshire, came to the institution in 2007 and almost immediately began cultivating a grand vision for the future of the university. He calls the new strategic plan, which was the result of a collaborative effort and more than a year's work by hundreds of faculty, staff, students and business and community leaders, "Breaking Silos, Transforming Lives, Reimagining UNH: The University of New Hampshire in 2020." President Huddleston touts the plan as a "bold vision ... an audacious vision, one that says that what we do here at UNH in the next 10 years will provide a model for rest of higher education in America."

subjected, turbulence created by economic, political and demographic forces far beyond our control. The paradox is that to preserve that which we most prize, including our commitments to the values of discovery, engagement, resourcefulness, effectiveness and community embedded in our existing academic plan, we have to change."

Huddleston holds a deep-seated belief that UNH's "old" way of doing business was unsustainable. He provides the following example: In 1979, the cost for a New Hampshire family to send their child to the University of New Hampshire was \$2,750, which comprised approximately 16 percent of their household income. In 2009, a family living in New Hampshire would have spent 28 percent

“STUDENTS LOOK FOR DIFFERENT THINGS IN UNIVERSITIES TODAY THAN THEY DID EVEN FIVE OR 10 YEARS AGO, AND WE NEED TO BECOME MORE ADAPTIVE TO THESE DIFFERENT INTERESTS, NEEDS AND LEARNING STYLES.”

In presenting the new strategic plan to the UNH community this past February, President Huddleston remarked, "The reigning paradigm of higher education, hallowed and beloved though it is, is broken. It is not equipped to withstand the turbulence to which it is being

of their household income to send their child to UNH. If trends continue, in 2020 the cost to attend UNH will comprise over 40 percent of a family's household income. "Clearly," he says, "that's not sustainable."

According to Huddleston, this reality of unsustainability, not just at UNH but across higher education as a whole, leaves only two choices. “Either we change the paradigm through a creative combination of new revenue generation and meaningful cost containment, OR ... we go out of business,” he says. “We’ve got to find a way to remain viable in the face of a huge gap between cost and ability to pay that grows into a true chasm when one looks ahead more than a year or two. We have to get beyond asking our students and their families to work more days each year to pay our bills. And we have to get beyond asking one another simply to make do with less.”

UNH’s Path to Change

The “UNH in 2020” plan is built on five requisites for change intended to shift the cultural environment of the institution: (1) a deep commitment to interdisciplinarity,

effectively support faculty as they seek external funding for their research, scholarship and creative activities; a university policy on interdisciplinary schools was created; UNH recently announced new certificate programs in Sustainable Microenterprise and Development and Sustainable Politics and Policy, both focused on global concerns; the university has greatly expanded its overseas partnerships; the Faculty Senate has approved a change to the academic calendar through 2013, enabling a January term and providing time for face-to-face, distance and hybrid learning opportunities; several new multidisciplinary certificates and degree programs have been established; and much, much more is in the works.

In order to achieve the goals set forth in Huddleston’s strategic plan, UNH will need to undergo an unprecedented capital fundraising campaign. “Today, only a handful of universities are positioned to plan and

“THE TRULY INTERESTING AND GROUNDBREAKING THINGS GOING ON IN ACADEME ARE HAPPENING IN THE CRACKS, AT THE BOUNDARIES, BETWEEN AND AMONG DISCIPLINES.”

(2) a broadened definition of scholarship, (3) an enterprising spirit, (4) flexible allocation of time, and (5) a budget system aligned with strategic priorities. The academic components of the plan are expressed in 10 initiatives — initiatives aimed toward, among other things, translating UNH-generated intellectual capital into new ventures and new jobs for the people of New Hampshire; securing more funding for collaborative, innovative, enterprising research and teaching and learning ventures; positioning UNH as a global institution; and reinforcing the university’s commitment to inclusive excellence. The plan also includes initiatives for “brick and mortar” investments.

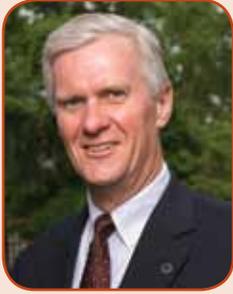
Several action items have already been undertaken in the six months since the plan was announced. Several working groups have been formed around the 10 initiatives and are making great progress. A few examples: a new position, director of research development, was created to strengthen the university’s ability to

execute a capital campaign capable of raising hundreds of millions of dollars — even a billion dollars — over the course of a decade,” says Huddleston. “The University of New Hampshire must now join that circle.

“With the UNH in 2020 plan, we have set a course that will transform the university,” he continues. “Reimagining our daily practices creates opportunities for creating and recommitting to institutional priorities, administrative structures and programmatic directions. Implementing the plan over the next 10 years won’t be easy or painless or without its bumps in the road. It will require, above all else, resolve and a steadfast commitment to change our culture. But I’m certain we can do that.” 



Learn more about UNH’s strategic plan and see a video presentation at www.unh.edu/strategicplanning/.



We spoke with President Huddleston about his “UNH in 2020” plan and about the state of higher education in general. Here’s what he had to say.

Q What are some of the key things that higher education as a sector needs to do to change and adapt in order to remain viable for the future?

A First and foremost, we’ve got to get our arms around the unsustainability issue. We’ve got to figure out effective ways to reduce our expenses and raise our revenues, but not at the expense of our students. We also need to recognize that the marketplace is changing rapidly — students look for different things in universities today than they did even five or 10 years ago. We need to become more adaptive to these different interests, needs and learning styles.

Q You have referred to the current higher education model as a 16th century model. How do we need to change this model for the 21st century student? What does a more effective delivery model look like?

A We need to make ourselves more available and more accessible. In other words, we need to be “open for business” on a much more regular basis. The standard academic calendar too often impedes rather than facilitates the achievement of our missions. We have to rethink ways in which time is allocated, academic credits earned, faculty and staff responsibilities fulfilled, and student aspirations achieved. And the epic advance in technology over the past decade adds a whole other dimension to the accessibility and deliverability debate. Today’s students are used to getting information in ways we never dreamed possible even 10 years ago. It just makes no sense to continue to deliver what we deliver in the same old ways.

Q You are a staunch supporter of breaking down the silos that have long existed in higher education. Why is this one of your main goals for UNH and how is the university moving forward with this task?

A I’m not sure who said it first, but I love the old saying: “The world has problems; universities have departments.” Higher education institutions were organized the way they were for very good historical reasons — disciplines

used to be pretty stable, with not a whole lot of new information added from year to year; therefore, the boundaries between disciplines were always kept pretty distinct. But this is no longer the case. Nowadays, the truly interesting and groundbreaking things going on in academe are happening in the cracks, at the boundaries, between and among disciplines. At UNH, we are committed to finding ways to leverage this new reality. If we can break down or even blur the lines between some of our departmental silos, we can provide so much more for our students, faculty and staff in the way of innovative and unique teaching and learning opportunities.

To this end, one of the things we have begun doing at UNH is “cluster hiring.” Rather than doling out hiring slots to individual departments based on typical criteria like who’s retiring from what position, we’ve made a commitment to hiring groups of people (research groups, typically) that cross the boundaries of individual disciplines. We have also identified four initial targets for the establishment of new interdisciplinary units: a School of Marine Science and Ocean Engineering; a School of Public, Community and International Service; a School of Earth System Science; and a Sustainability Academy.

Q Many people hear these kinds of messages about change and integration and think their jobs are going to be eliminated or that they could be replaced. What messages should we be sending to faculty and staff about the need to change the paradigm and how that change could impact them?

A It’s very difficult to “sell” change. There are both psychological and sociological factors at play. People like doing things the way they’ve always been done; they feel safe and comfortable in the familiar. This is especially true when it comes to these “departmental silos.” Departmental homes in higher education are like an old pair of slippers. Even when they’re worn and scuffed up and fraying around the edges, we’re reluctant to throw them out. Why? Because we’ve already broken them in and have developed a sort of emotional attachment to them. And we don’t want to have to break in a new pair. But if we can at least plant the seed and initiate these “de-siloing” discussions on our campuses, I think we can begin to address the fear and uneasiness that this kind of talk tends to elicit. And who knows? Maybe we can create a sea change.

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“For low-income and first-generation college students, the road to a degree is uneven, marked with detours and speed bumps: inflexible work schedules, remedial education, daycare costs, family responsibilities. And while evidence shows that fostering and maintaining academic momentum is the key to improving completion rates, our institutions have not responded to their students’ increasingly complex and diverse needs.” – The Bill & Melinda Gates Foundation

In a time of increasing challenges for higher education in the United States, the Bill & Melinda Gates Foundation has focused on some of the most critical issues facing our nation’s colleges and universities. When the Gates created the Foundation, they heeded the advice of Warren Buffett, a close friend and trustee of the Foundation. “Don’t just go for safe projects,” he said. “Take on the really tough problems.”

And that it has done. One of the Foundation’s top goals for its United States operations is to double the number of low-income adults who earn a postsecondary degree or certificate with true value in the marketplace by the time they reach age 26.

Why such a lofty goal? The Foundation’s mission sums it up: “We believe that every life has equal value and each individual should have the opportunity to live up to his or her potential. In the United States, the key to opportunity is education. Education is the great

equalizer. It enriches our lives, informs our choices, and prepares us for meaningful employment and to contribute to the communities in which we live.” To this end, the Foundation’s U.S. program is focused on two major objectives: ensuring that a high school education results in college-readiness and that postsecondary education results in a degree or certificate with genuine economic value.

“In times of economic distress like we’ve been experiencing for the past couple of years, it’s even more important to ensure that higher education — the pathway to possibilities that can break the cycle of poverty — is available and accessible to all who desire it,” says Mark Milliron, deputy director for the Gates Foundation’s postsecondary improvement initiative. “As a country, we’ve been doing a pretty good job of getting people to the starting line. But while college admissions look like America today, actual college graduates look like the America of 30 years ago.”

Keep an Eye on This One!



Dr. Mark Milliron, deputy director for Postsecondary Improvement with the Bill & Melinda Gates Foundation, is one to watch. He's an award-winning thought leader,

author, speaker and consultant well known for exploring leadership development, future trends, learning strategies and the human side of technology change. He works with universities, community colleges, K-12 schools, corporations, associations and government agencies across the country and around the world. In addition, he serves on numerous corporate, nonprofit and education boards and advisory groups; guest lectures for educational institutions nationally and internationally; and authors and moderates the Catalytic Conversations Blog. The University of Texas at Austin's College of Education recently honored him as a Distinguished Graduate for his service to the education field. In 2005, PBS named him the recipient of its annual O'Banion Prize for transformational work in support of teaching and learning. And in 2007, the American Association of Community Colleges (AACC) presented him with its National Leadership Award for his outstanding accomplishments, contributions and leadership. Keep up with Mark's exceptional work on his website (<http://markmilliron.com>) and on Twitter (@markmilliron).

Data from the National Center for Education Statistics (NCES) indicates that college enrollment has grown from 9 million students in the 1980-81 school year to more than 20 million in the 2007-08 school year. However, NCES data also shows that more than half of all college students will not earn a degree or credential. And when it comes to community college and low-income students, the numbers plunge. NCES data from 2006-07 reveals that only about one-quarter of African-American students who enrolled in a community college in 2004 graduated within three years.

"What this research has shown us is that we now need to shift our focus away from simply getting people into colleges and universities and more toward getting people to and through postsecondary education, raising the rates of credential completion," says Milliron. "To accomplish this goal, we must connect the millions of young Americans who have the desire and the will to get a college education with a way to get there. We need to help them get further faster, and at far less cost in terms of time and money."

Milliron notes that today's college student is far different than the college student of 25 years ago. "Sure, college campuses still have an abundance of what we think of as 'traditional' students," he says. "Those ages 18-23, who either still live at home with their parents and commute to school every day or who live on campus in dormitories or apartments; who have received academic or athletic scholarships or whose parents pay their tuition; who enter the university at age 17 or 18 knowing exactly what they want to study and the degree they wish to obtain and who take the required number of courses in the required amount of time between the hours of 8 a.m. and 5 p.m. Monday-Friday and obtain their degree in four to five years.

"But there is another, much larger segment of the population that doesn't fit into that mold," he continues. "These are our low-income students; students who either must work (research has shown that 75 percent of college students in the United States work while taking classes) or take out huge loans to pay their way through college. Many are older than the typical 'college-age' kid. Many have full-time jobs and families and other responsibilities. Many need remedial education before entering a mainstream college curriculum. And unfortunately, due to all these circumstances, the vast majority never completes a degree. This segment of the

higher education population has been steadily growing over the past decade, but our institutions have been slow to adapt to their needs.”

So the Foundation has taken it upon itself to begin to try to turn the tide for these types of students and potential students, and is doing so in three ways: by improving the performance of the postsecondary education system; by supporting

young adult success; and by encouraging U.S. leaders to commit to helping students complete their degrees. The Foundation believes that from the moment

students enroll in college, they should see a clear path to graduation and a career. However, despite a growing number of public and private providers in the postsecondary education system, little has changed in terms of how institutions design programs to meet the needs of their students, many of whom lack the skills needed to perform college-level work. The Foundation’s Postsecondary Success strategy addresses these issues by advocating for programs focused on completion while reducing the time and cost required to complete a credential.

To support young adult success, the Foundation is working to close critical information gaps, reduce the barriers that prevent students from learning, and reinforce students’ motivation to learn. “By doing so,” says Milliron, “we anticipate that more young adults will complete their postsecondary degrees.” Finally, the Foundation is focusing on investments that will inspire leaders, employers and communities across the country to embrace the goal of degree completion for America’s young people and make the time and financial commitments necessary to achieve it.

Since 2000, the Foundation has invested \$5 million in grants and scholarships to improve high schools, increase college readiness and increase college completion. It plans to spend up to \$3 billion more over the next five years. “We’ve done much, but there’s still much to be done,” muses Milliron. “We’ll know we’ve arrived when our institutions have momentum strategies firmly in place that will help students go further, faster and will help

them do so at a lower cost. The bottom line is that there is no time to waste. There is an economic and social imperative here for the quality of life of

Data shows that more than half of all college students will not earn a degree or credential ... and only about one-quarter of African-American students who enrolled in a community college in 2004 graduated within three years.

individuals. As President Obama has said, ‘Education is the civil rights issue of the day.’ By 2020, he wants America to regain its stronghold as the country with the highest proportion of college graduates in the world. But we can’t get there simply by putting a band-aid on the existing system. Instead, we must transform it together.” 



To learn more about the Bill & Melinda Gates Foundation’s Postsecondary Education initiative, visit www.gatesfoundation.org/postsecondaryeducation/Pages/default.aspx. Keep up with the Foundation’s work by following it on Twitter (@gatesfoundation), becoming a fan on Facebook (Bill & Melinda Gates Foundation) and reading the Foundation’s blog (www.gatesfoundation.org/foundationnotes/Pages/default.aspx).

Before taking the reins of the four-campus, 70,000-student University of Missouri System in late 2007, Gary Forsee enjoyed a long career in the corporate world. He spent nearly four decades in the telecommunications industry, and immediately prior to joining the university system

Like a company's shareholders, the university's broad set of constituents (faculty, staff, students, alumni and members of the public) want a clear, concise picture of how we're doing."

“Our accountability measures are derived from the strategy, vision and core values of the system as a whole, but are also designed to provide each of our four campuses with the flexibility to customize and tailor their metrics to fit their specific missions and goals.”

served as chairman and CEO of Sprint Nextel. “One of the most important lessons from my previous career that translates into my current role at the University of Missouri is the importance of accountability and transparency of our objectives,” says Forsee. “UM’s focus is on achieving the breadth of our mission and the outcomes required for us to be successful in each of those dimensions. Ensuring student success is an incredibly important part of our role in our state and our country as the workforce needs change in this global economy.

With this mindset, Forsee very quickly set out to establish a comprehensive set of performance objectives and accountability measures for the UM system.

The fruits of his labor? A compilation of 80 accountability measures that encompass all facets of the system’s mission — teaching and learning, research, service and engagement, economic development, and resource development and management — to help guide its efforts in the coming years. This Accountability Measurement System, designed to provide transparency



Ways to Measure Success

and accountability regarding the university's overall performance, is closely tied to the university's strategic plan and allows leaders, faculty and staff at all levels and on all campuses to translate their distinctive missions and aspirations into specific and measurable activities.

The 80 measures are divided up between the five parts of the university's mission: there are 31 measures under Teaching and Learning (subdivided into four categories: accessibility, retention and completion; affordability; quality learning experience/environment; and education foundation); nine measures under Research and Discovery (subdivided into two categories: externally funded research and advancing frontiers); seven measures under Community Service and Engagement (subdivided into four categories: meeting local, state and regional needs; outreach; continuing education; and healthcare); eight measures under Economic Development (subdivided into two categories: commercialization of knowledge and tech transfer of intellectual property); and 25 measures under Developing and Managing Human, Financial and Physical Resources (subdivided into four categories: attract, develop and retain talented faculty and staff; sustainability and flexibility in resource management; replenishment of physical and financial assets; and stewardship).

Each of the University of Missouri System's four campuses has different benchmarks for each measure and different three-year targets. "Our accountability measures are derived from the strategy, vision and core values of the system as a whole, but are also designed to provide each of our four campuses with the flexibility to customize and tailor their metrics to fit their specific missions and goals," says Forsee.

Here's how it works: Data is reported annually by each campus for each measure with some campus-specific measures also included. Each measure is accompanied by two years of historical data, the current year's data and data that represents a peer group average (to help each campus set its specific three-year targets). To assess progress, the results for each measure will be compared annually to the campus targets. The Accountability Measurement System was implemented in 2009, so results for the first year will be reported this winter.

"The whole focus of these measures is on what we're doing to help students succeed," says Forsee. "I think, once we see the results for the first year, we'll have areas where we're doing well and areas where we'll need to improve. Where we're doing well, we'll measure continual improvement. And we'll have timeframes for improving the other areas."

The measurement system is in and of itself quite impressive in its scope and reach. But perhaps even more impressive is that President Forsee has made it available on the UM System's public website. "What good are performance metrics if they are tucked away in a file somewhere, hidden from everyone but top administration?" asks Forsee. "Every single staff member, faculty member and administrator in the UM System has a role to play in helping to meet these goals, so of course they should be able to physically see what they're working toward. And, as a public, land-grant university, we are accountable to the state of Missouri and its people. They, too, should be able to see what their university is aspiring to, how it plans to get there and the progress it is making."

In addition to the university's performance management plan, Forsee and the four university system chancellors

One of the University of Missouri's top priorities in the coming year, and one of its 80 accountability measures, is to work toward finding ways to improve staff and faculty pay. "Our salaries aren't where we'd like them to be competitively," says Forsee. "In fact, the University of Missouri is under market in nearly every category for faculty and staff salaries, and there have been no salary increases in two years. Our workforce, for the most part, has been very supportive of not taking raises in order to protect and preserve jobs. Some have even offered to take salary reductions just to save their jobs. But enough is enough. They shouldn't have to be faced with that kind of decision." Forsee says the university will leave no stone unturned in trying to figure out how to award salary increases next fiscal year.

also have comprehensive performance plans in place. What they are still trying to work out is how to incentivize those plans. “Even though we don’t currently have a way to put compensation at risk, if you will, if our objectives aren’t met, we hope to be able to implement some kind of a reward system in the near future,” says Forsee. “In the meantime, I’m content to at least begin the process of creating a culture where we, as top leadership, set objectives and then do what we say we’re going to do and meet those objectives. If the university community sees that its leaders are willing to be held accountable, chances are they will follow suit.”

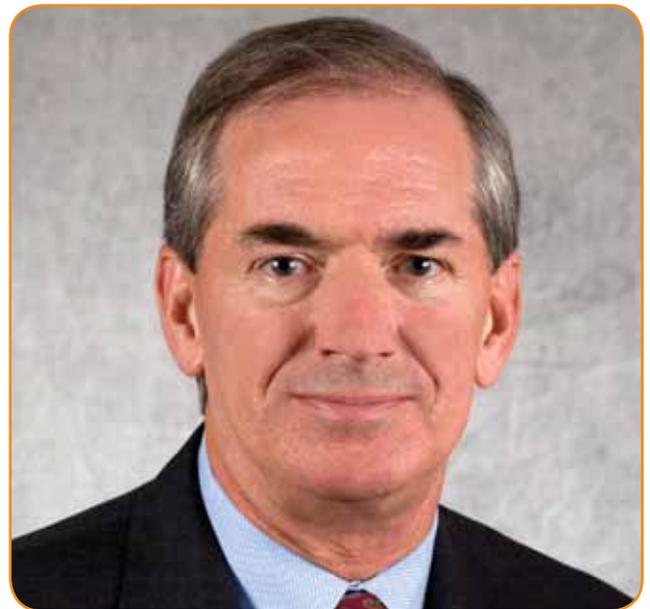
And in the true spirit of openness and transparency, Forsee has made his own performance objectives available to the public, too. “Since I’m putting the university out there, under a microscope, I thought it only fair to do the same for myself,” says Forsee. “Because the progress the university makes in the coming years is dependent upon the progress I make, and vice versa, the two sets of accountability measures (my own and the university’s) are somewhat intertwined.” Forsee’s performance objectives, as well as some broader objectives of the university that are tied in to his, are listed on the Office of the President’s website.

The Accountability Measurement System has been in place for a little over a year now, and President Forsee is quite pleased with how it has been received and with the progress that has already been made. “Feedback from the university community, as well as from outside constituents, has been 99 percent positive,” says Forsee. “I think people appreciate our openness and our willingness to be held accountable for our actions or our inactions. I know that the University of Missouri model isn’t a one-size-fits-all approach, but I would encourage other

university leaders to explore the concept of accountability on their campuses and look for ways to ramp up their own performance metrics.” 



To read more about the University of Missouri’s Accountability Measurement System, visit www.umsystem.edu/ums/about/accountabilitymeasures.shtml. To hear a recent interview with Gary Forsee on St. Louis Public Radio, visit www.stlpublicradio.org/programs/slota/archivedetail.php?showid=4014.



Gary Forsee is a featured speaker at the CHRO Summit at CUPA-HR’s Annual Conference and Expo 2010, where he will offer his unique insights on the higher education model and identify the issues and share the strategies and measures he is undertaking to prepare the University of Missouri System for the future.

In addition to the Accountability Measurement System, another of President Forsee’s pet projects is a new shared services initiative. In Forsee’s words, “the university over the last 10 years has admirably handled a number of budget challenges by continuing to ‘lean’ the organization. However, our university, along with other entities in both the public and private sectors of our economy, face a new long-term reality created by the recent economic downturn. Shared services is a vehicle to support the campuses and system to thrive in the context of this new reality.” He has assembled a team of 35 individuals within the UM System to lead the charge. The project is still in the early stages of research and data collection, but stay tuned ... Forsee has big plans.

Related Resources

In our four feature articles, we've touched on the issue of the sustainability of higher education's business model and the transformative changes that are being made to ensure its success over the long term. Here, we've assembled a few more resources on this topic.

Changing Higher Education (www.changinghighereducation.com)

Major changes occurring in the world are redefining the metrics of excellence for higher education. Lloyd Armstrong Jr., professor and provost emeritus at the University of Southern California, shares his musings in this blog.

The National Center for Public Policy and Higher Education (www.highereducation.org)

The National Center for Public Policy and Higher Education promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. As an independent, nonprofit, nonpartisan organization, the National Center prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education.

Business-Higher Education Forum (www.bhef.com)

BHEF is an organization of Fortune 500 CEOs, prominent college and university presidents, and foundation leaders working to advance innovative solutions to our nation's education challenges in order to enhance U.S. competitiveness. BHEF brings together an extraordinary coalition of corporate, academic and foundation members to influence public policy and inspire other corporate, academic and foundation leaders to act.

University of Virginia's Miller Center of Public Affairs' National Discussion and Debate Series (http://millercenter.org/public/debates/ed_econ and http://millercenter.org/public/debates/ed_cost)

Three years ago, the Miller Center of Public Affairs began its National Discussion and Debate Series as a way to encourage a vigorous, well-informed discussion on the national stage about the major issues of our time. Among this year's featured debates are "Education and the Economy," which explores the idea that to remain a world-class economic power, the U.S. workforce needs more college graduates, and "The Cost of Higher Education," which asserts that the higher education business model in the United States is indeed broken. By visiting the National Discussion and Debate Series website, you can watch videos of the featured debates and other forums and find related resources like white papers, reports and multimedia archives.

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A Look Back

CUPA-HR's chief government relations officer Josh Ulman and manager of government relations Christi Layman have been working diligently to monitor all the higher education and workforce-related legislation coming out of Washington and to make our voices heard on Capitol Hill. And even though the past year has been a whirlwind of reforms, regulations and rules, thanks to our strong presence in D.C., we've been able to stay on top of the issues most relevant to the work we do every day. Here's a recap of some of the big-ticket items that are being discussed or have come out of Washington over the past few months, and how CUPA-HR has responded.

Employee Non-Discrimination Act

The Employee Non-Discrimination Act would prohibit discrimination on the basis of sex orientation and gender identity. CUPA-HR supported a slightly different version of the bill last Congress. The House passed the bill in 2007 during the previous Congress, but neither body has moved forward with it yet this Congress. Democratic leadership does not appear to have the votes to bring the bill to a vote in committee or on the floor in either body of Congress, though it remains prominently on the agenda.

Healthcare Reform

Since President Obama signed healthcare reform into law on March 23, Ulman and

Layman have been working tirelessly to gain a better understanding of how the law applies to higher education and have been tracking administrative guidance as it is released. In May, Nancy-Ann DeParle, director of the White House Office of Health Reform, reached out to Ulman to make sure CUPA-HR membership understood the new requirements for higher education.

In June, CUPA-HR joined other higher education associations in meeting with DeParle and her staff to discuss concerns that the Patient Protection and Affordable Care Act (PPACA) would not allow student health insurance plans to remain in the individual market and would make them too expensive for colleges and universities to continue to offer. The administration said PPACA was not intended to adversely impact student plans and assured us that it would work with the higher education community to address concerns through agency interpretation and regulations.

Paycheck Fairness Act

Ulman and Layman continue to closely monitor the Paycheck Fairness Act. The Act would amend the Equal Pay Act to establish unlimited compensatory and punitive damage awards for plaintiffs. The bill also would require employers to affirmatively show that any pay discrepancy between a man and woman is based on a “bona fide” factor that is job related and consistent with business necessity, if the employees: (1) work for the same employer; (2) perform work of an equal level of skill, effort and responsibility; and (3) work for an employer’s facilities that are located in the same county/city or other similar political subdivision. The bill would also change the mechanism for class-action lawsuits under the EPA from one where potential plaintiffs would need to “opt in” to the suit to one where they would need to “opt out.”

As HR professionals, we all support fair and equitable pay for employees. CUPA-HR’s concerns with this legislation are the enforcement techniques and employer requirements. Therefore, we have signed on with other employer groups to letters of opposition to the bill, and Ulman and Layman have been making the rounds in the Senate to let lawmakers know of CUPA-HR’s concerns with the bill. The House passed the bill on January 9, 2009, by a vote of 256-163, as part of the Ledbetter Fair Pay Act. The Senate, however, opted to pass the Ledbetter Act without including the Paycheck Fairness Act, as there was not enough support to pass it at that time.

Senate Majority Leader Harry Reid (D-NV) continues to work to bring the bill up for a vote, on its own or as an amendment to a larger piece of legislation, and over the last couple of months has been actively whipping his caucus and moderate Republicans to try and garner the 60 votes he would need. The bill could be brought up at any point, but thus far it does not appear it has the support necessary.

Public Safety Employer-Employee Cooperation Act

On July 1, the Public Safety Employer-Employee Cooperation Act (PSEECA) was attached to the War Supplemental Appropriations Act, along with \$23 billion in other domestic spending, and passed the U.S. House of Representatives by a vote of 239 to 182. However, the Senate did not have the necessary support for the bill after the White House threatened to veto the House-passed bill over the rescission of some education programs used to help offset the domestic spending. The Senate instead removed the domestic spending, including the PSEECA, and sent a narrower version of the bill back to the House.

The Senate version passed the House and was signed into law, leaving the PSEECA still pending in Congress. The PSEECA would require nearly all state and local governments to allow collective bargaining with public safety employees including police, firefighters and emergency medical personnel over wages, hours and terms of employment. Public universities that employ police and EMTs would be affected. CUPA-HR, along with a growing list of more than 200 other organizations, has come out in opposition to the PSEECA.

Democratic leadership is expected to try and move the bill on its own or as an amendment to a different piece of must-pass legislation at some point this fall or following the election.

Graduate Student Collective Bargaining Legislation

CUPA-HR continues to monitor the status of graduate student organizing legislation and the prospects of the National Labor Relations Board (NLRB) readdressing the issue. The bill would amend the National Labor Relations Act so that teaching assistants at private universities have the right to collectively bargain. The bill has not received much attention thus far this Congress, but it now appears

that the NLRB will be taking the lead on the issue, rather than Congress. The NLRB has indicated that it will likely reconsider the *Brown* case, in which the Bush Administration NLRB determined that graduate students were primarily students and not employees, and therefore could not collectively bargain.

The United Auto Workers union hopes to provide the platform for the new Obama Administration NLRB to reverse the *Brown* decision by filing a petition with the NLRB seeking to represent some 1,800 grad students. CUPA-HR continues to work with the American Council on Education and other higher education organizations and lobbyists for specific universities in opposing the bill.

Family and Medical Leave Act

On April 26, the Department of Labor issued its semi-annual regulatory agenda in the *Federal Register*. One of the highlights included possible regulatory action on the Family and Medical Leave Act (FMLA). The first change made by the Administration came on June 22, when DOL's Wage and Hour Division issued an Administrator's Interpretation (AI) on the definition of "son or daughter" under the FMLA.

The FMLA entitles an eligible employee to take up to 12 workweeks of job-protected leave for, among other reasons, "the birth of a son or daughter of the employee and in order to care for such son or daughter," "the placement of a son or daughter with the employee for adoption or foster care," or to "care for a son or daughter with a serious health condition." The FMLA defines a "son or daughter" as a "biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is (a) under 18 years of age or (b) 18 years of age or older and incapable of self-care because of a mental or physical disability."

According to the AI, whether someone is "in loco parentis" under the FMLA depends on multiple factors, including, "the age of the child; the degree to which the child is dependent on the person claiming to be standing in loco parentis; the amount of support, if any, provided; and the extent to which duties commonly associated with parenthood are exercised." The AI states that "[e]mployees who have no biological or legal relationship with a child may nonetheless stand in loco parentis to the child [and that the] regulations do not require an employee

who intends to assume the responsibilities of a parent to establish that he or she provides both day-to-day care and financial support in order to be found to stand in loco parentis to a child."

Implementing Regulations for the ADA Amendments Act

With every seat on the Equal Employment Opportunity Commission (EEOC) now filled, the EEOC expects to issue a final rule this summer to revise its Americans with Disabilities Act (ADA) regulations and interpretive guidance implementing the ADA Amendments Act (ADAAA). CUPA-HR, along with the American Council on Education, filed comments last November on the EEOC's proposed rule asking the EEOC to clarify its position on transitory and minor conditions and when they qualify as disabilities. We also asked the agency to remove the "per se" list of disabilities it created in the regulations, as doing so is contrary to the individual assessment required under the ADA and ADAAA. Finally, we requested the EEOC remove from its final regulations changes it made to the major life activity of working, as they are confusing and Congress specifically instructed the EEOC not to make such a change.

Implementing Regulations for the Genetic Information Nondiscrimination Act

The Genetic Information Nondiscrimination Act (GINA) regulations were expected to be released by the EEOC months ago. GINA was signed into law in May 2008 and bars discrimination based on an employee's genetic information and regulates employer collection and maintenance of an employee's genetic information. The final rule is now expected this fall. Nonetheless, employers were still required to comply with the new law as of November 21, 2009.

Presidential Appointments

On June 22, the Senate cleared more than 60 stalled nominations by unanimous consent, including Mark Pearce (D) and Brian Hayes (R) to full terms on the National Labor Relations Board (NLRB). Many of the president's nominations had been stalled in the Senate for more than a year because of the controversy over the nomination of Craig Becker (D) to the NLRB. CUPA-HR

joined several letters to the Senate requesting a hearing on Becker's nomination and expressing concerns with the use of a recess appointment. The Becker nomination failed on February 9 to receive the Senate votes necessary for confirmation; consequently, President Obama used recess appointments on March 27 to put Becker and Pearce on the Board.

Unlike nominations confirmed by the Senate, recess appointments are valid until the end of the next session of Congress — which, in this case, was December 2011. Now Hayes and Pearce will serve terms until December 16, 2012, and August 27, 2013, respectively, and Becker's recess appointment will expire when the Senate adjourns in 2011. Before their NLRB appointments, Pearce was a labor attorney in private practice in Buffalo, New York, and Hayes was a Republican labor counsel in the U.S. Senate.

With these latest confirmations, the NLRB returns to a full five-member board.

The president also gave recess appointments on March 27 to four stalled nominees to fill vacancies at the EEOC. Jacqueline Berrien (D) was appointed to serve as chair; Chai Feldblum (D) and Vicki Lipnic (R) were appointed as commissioners; and David Lopez (D) is now general counsel. The Senate Health, Education, Labor and Pensions Committee approved all four nominees on December 10, 2009. Berrien previously served as associate director-counsel of the NAACP Legal Defense; Feldblum was a professor of law at the Georgetown University Law Center; Lipnic was the U.S. Assistant Secretary of Labor for Employment Standards during the Bush Administration; and Lopez served as a supervisory trial attorney in the EEOC's Phoenix district office. 

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Overheard in the Forums

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

As part of your personnel requisition process, do you have a template, guidance document or questionnaire that you provide to supervisors by way of guiding them in how to present their business case for justifying the position?

To help supervisors budget for new positions, do you have a rate that you assign per employee that covers employment taxes and benefits? How do you calculate it?

Contractor or employee?
We are looking at these two options for paying students (other than work study) or non-university individuals for very short-term, one-off assignments that will range from a few hours to maybe two weeks.

Does anyone use a set number of maximum days [for sick leave] that is allowable for professional/administrative staff? We are having some difficulty with staff using an abundant amount of sick time but find it hard to discipline them without any limit in place.

Our institution normally offers our hourly paid employees a cost-of-living increase each July. Each year we review the CPI increase or decrease. Thus far [as compared to this time last year] there is an increase of up to 3.9%. Are your institutions providing an annual increase to your employees this year? If so, how much?

I'm trying to do a quick survey of what small private colleges are doing relative to tuition waiver programs for dependents.

Does your university have a probationary period of employment? If so, would you be willing to share those policies and procedures?

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.

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Community

Movers and Shakers

CUPA-HR Regional Awards

Ball State University's Human Resources Department

received the Midwest Region's Successful Practices Award.

Yohna Chambers, director of human resources at James Madison University, received the Southern Region's Distinguished Service Award.

Linda Dodd, director of human resources at Butler County Community College, received the Eastern Region's Member of the Year Award.

Drexel University's HR Team, consisting of Megan Weyler, Lindsay Snyder and Chris Shields, received the Eastern Region's Fred C. Ford Award.

Shelby Fritz, manager of academic HR at University of Washington-Tacoma, received the Western Region's Roadrunner Award.

Charlotte Fugett, president of the East Campus of Pima County Community College, was awarded Lifetime Membership in the Western Region.

Jack Giarusso, executive director of human resources at University of Massachusetts-Lowell, received the Eastern Region's Diedrich K. Willers Award.

Heather Kidd, personnel director for data integrity at Minnesota State Colleges and Universities, received the Midwest Region's Minnesota Chapter Distinguished Service Award.

Chris McClendon, manager of human resources for Alabama Cooperative Extension System, received the Southern Region's Distinguished Service Award.

Analissa Mendoza, senior manager of total rewards at University of Texas Health Science Center at San Antonio, received the Western Region's Roadrunner Award.

Patrick Rhoton, director of human resources at Mount Vernon Nazarene University, received the Midwest Region's Outstanding Service Award.

Kate Sheeran, director of human resources for the finance division at Columbia University, received the Eastern Region's Emerging Leader Award.

University of Delaware's HR Office received the Eastern Region's Excellence in HR Practices Award.

University of North Carolina-Wilmington's Human Resources Department received the Southern Region's Excellence in HR Practices Award.

University of Texas Health Science Center at San Antonio's Office of Human Resources received the Western Region's Excellence in Human Resource Practices Award.

Degrees

Kelly J. Samson-Rickert, human resource and benefits manager at Shenandoah University, recently received her doctorate degree in organizational leadership from Shenandoah.

Promotions

Erma Johnson Hadley has been named chancellor for the Tarrant County College District in Fort Worth, Texas, making her the first woman and first African-American chancellor of the district. She most recently served as vice chancellor for administrative and community services at Tarrant County College.

Retirement

Jeff Cargile retired on June 30 from his position as director of human resources at University of South Carolina-Columbia.

Been promoted? Retiring? Moving to another institution? Received an award?

Send your announcements to communications@cupahr.org.

And the Award Goes To ...

Congratulations to this year's recipients of CUPA-HR's National Higher Education Human Resource Awards! These annual awards recognize service and commitment to CUPA-HR and innovation in the profession. The awards will be presented at CUPA-HR's Annual Conference and Expo 2010 in New Orleans this fall.

Barbara G. Taylor, recently retired associate vice chancellor for administration and HR at the University of Arkansas, is the recipient of this year's **Donald E. Dickason Award**. This award is CUPA-HR's highest honor and recognizes distinguished and continuing service to CUPA-HR during a period of 10 or more years, including service in a variety of leadership roles at all levels of the organization, as well as excellence in the field of higher education HR administration. Thanks to the generous support of award sponsor TIAA-CREF, CUPA-HR is pleased to present a \$4,000 contribution to the endowment or scholarship of Barbara's choice.

Hosea Long, associate vice chancellor for HR at the University of Arkansas for Medical Sciences, is the recipient of this year's **Distinguished Service Award**. This award is given to a CUPA-HR member who has provided outstanding service to the association through constituent activities, such as service in governance or leadership roles or through professional development contributions in support of the association. Thanks to the generous support of award sponsor Kronos Incorporated, CUPA-HR is pleased to offer a \$3,000 contribution to the endowment or scholarship of Hosea's choice.

Dr. Edna Breinig Chun, vice president for HR and equity at Broward College, and **Alvin Evans**, associate vice president for HR at Kent State University, received the **Kathryn G. Hansen Publication Award**. Edna and Alvin are being recognized for their book *Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education*.

The Human Resource Office at the University of North Carolina-Wilmington received the **Excellence in Human Resource Practices Award**. This award honors the achievements of college and university HR professionals or teams in improving the quality of programs and services on their campuses through effective HR

administration practices. With the institution facing the elimination of 100 positions (30 of them filled) as a result of budget cuts in 2009, the HR department sprung into action, instituting a hiring freeze, reviewing the skills of the 30 individuals identified for the reduction in force and comparing them with vacant positions within the university, and then successfully reassigning all 30 employees to new positions. Thanks to the generous support of award sponsor VALIC, CUPA-HR is pleased to offer a \$2,000 contribution to an endowment or scholarship at UNC Wilmington.

Community College of Philadelphia's HR Dashboard Team received the **SunGard Higher Education Innovation Award** in the medium budget category and the **University of Georgia's Young Dawgs Program** received the same award in the large budget category. The SunGard Higher Education Innovation award honors a team's or an individual's demonstrated HR innovation. The innovation can be technological in nature, based in process improvement, a novel partnership that advances the profession, or a new approach to an HR department's current challenge and must advance or contribute to the overall excellence of the HR profession. Thanks to the generous support of award sponsor SunGard Higher Education, each recipient's institution endowment or scholarship fund will receive \$3,000.

The Community College of Philadelphia team received the award for its creation of a flexible HR dashboard that allows real-time delivery of data pertinent to leadership decision making by providing both summary and detailed information concerning employment, salary, benefits/benefit cost, diversity-related data and more. The Young Dawgs Program provides work-based internships for high school juniors and seniors who have post-secondary education aspirations, as well as students with technical abilities who are considering employment immediately after high school.

Recommended Reading

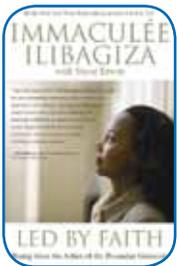
Left to Tell: Discovering God Amidst the Rwandan Holocaust (by Immaculee Ilibagiza)



In 1994, 22-year-old university student Immaculee Ilibagiza's idyllic world was ripped apart as Rwanda descended into a bloody genocide. Ilibagiza's family was brutally murdered during a killing spree that lasted three months and claimed the lives of nearly 1 million

Rwandans. Incredibly, Ilibagiza survived the slaughter. For 91 days, she and seven other women huddled silently together in the cramped bathroom of a local pastor while hundreds of machete-wielding killers swarmed their village. It was during those endless hours of unspeakable terror that Ilibagiza discovered the power of prayer and faith. She emerged from her bathroom hideout having discovered the meaning of truly unconditional love — a love so strong that it enabled her to seek out and forgive her family's killers.

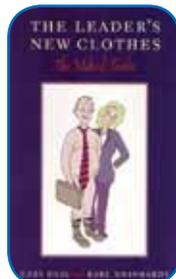
Led By Faith: Rising From the Ashes of the Rwandan Genocide (by Immaculee Ilibagiza)



In her second book, Immaculee Ilibagiza takes us with her as her remarkable journey continues, recounting how — as a naïve and vulnerable young woman, orphaned and alone — she struggled to survive and to find meaning and purpose in the aftermath of the genocide. She finds herself having to fend off sinister

new predators, seeking out and comforting scores of children orphaned by the genocide, and searching for love and companionship in a land where hatred still flourishes. She finally flees to America to begin a new chapter of her life as a refugee and immigrant, and discovers a new life that was beyond her wildest dreams as a small girl in a tiny village in one of Africa's poorest countries. You won't soon forget Ilibagiza's story of unimaginable terror and heartache, and the faith, forgiveness and renewal of spirit that followed.

The Leader's New Clothes (by Gary Heil and Karl Meinhardt)



In today's business world, leadership that can successfully win the hearts, minds and passion of employees continues to be an elusive target. While many other qualities can encourage and promote short-term results, authentic leadership is the only means of motivating and inspiring a team

long-term. This reality tale describes one CEO's journey in becoming an authentic leader. The story is full of corporate humor on its way to a climax that highlights the Naked Truths guidelines for leaders of every level, intent on building inspired teams through authentic leadership.



Immaculee Ilibagiza and Gary Heil are keynote speakers at this year's Annual Conference and Expo 2010, to be held September 20-22 in New Orleans. Their books will be available for purchase at the conference and each will hold a book signing after their session.

CUPA-HR Featured Events

September 2010

September 20-22: CUPA-HR Annual Conference and Expo 2010 – New Orleans, Louisiana

September 24: Upstate New York Chapter Conference – East Syracuse, New York

October 2010

October 1: Northern New England Chapter Conference

October 8: Oregon Chapter Conference – Newberg, Oregon

October 8: New Jersey Chapter Meeting – Rutgers University

October 13-15: Kentucky Chapter Conference – Berea, Kentucky

October 21-22: Illinois Chapter Conference – Danville, Illinois

October 21-22: Missouri Chapter Conference – Osage Beach, Missouri

October 27-29: North Carolina Chapter Conference – Wrightsville Beach, North Carolina

October 28: Tennessee Chapter Conference – Memphis, Tennessee

November 2010

November 5: Lone Star Chapter Conference – Austin, Texas

November 7-8: South Carolina Chapter Conference – Columbia, South Carolina

November 19: New Jersey Chapter Joint Meeting With ACEnet – Rutgers University



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.

With Gratitude

We would like to extend our sincere thanks and appreciation to the three board members who completed their terms on CUPA-HR's national board of directors on June 30. These directors each gave freely of their time and talents, and each made tremendous contributions to the association over their past few years of service on the board. You will all be sorely missed!



Kirk Beyer

Director of Human Resources
Gustavus Adolphus College



Ron Klepcyk

Director of Human Resources
Elon University



Warren Tolley

Director of Human Resources
Flathead Valley Community College



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