

The Higher Education Workplace

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Winter 2010-11



Out of Chaos

 VOL. 2, NO. 3



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Out of Chaos

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Although labor-management partnerships (and the benefits they bring) are well documented in the business world, they remain scarce in the higher education sector. The University of Michigan was successful in creating such a partnership, proving that it is possible to change a culture, increase trust and collaboration, and partner in progress, even with a long history of a traditional and complex bargaining relationship.

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The Higher Education Workplace

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Treading Lightly

At CUPA-HR, we're constantly looking for ways to reduce our environmental footprint, and we strive to use more sustainable resources wherever possible. As an example, many of our print materials are printed on recycled paper using soy-based ink, and many other communications are sent to you via e-mail, eliminating the need to use paper at all.

Now *The Higher Education Workplace* magazine can be added to our list of "green" publications, having been certified by the Forest Stewardship Council (FSC) as a

Chain of Command (CoC) publication. CoC is the process of tracking and recording the possession and transfer of wood and fiber from the forests of origin, through the different stages of production, to the end user. FSC certification allows us to avoid wood produced from sources that are socially and environmentally damaging and ensures responsible production and consumption.

So look for the FSC seal on the back of the magazine, and know that we are doing our part to tread a little lighter.

The 12 Days of ...

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



My youngest son, Caleb, is a freshman at the University of Tennessee and a member of the Pride of the Southland marching band. At their final home game of the 2010 season, the band performed a very funny version of “The 12 Days of Christmas.” For each of the 12 days, the band formed the letters to key words or made shapes to emphasize what “my true love gave to me.” Some of the things given by “my true love” were:

- More parking
- Lower tuition
- Free texting for all students
- Bowl game for the University of Tennessee football team
- Escalator for The Hill (the university’s signature building and many classrooms are located on “The Hill” section of campus)
- Same football coach next year (UT is on its third coach in as many years)
- Greatest marching band in the land (I’m pretty sure they were referring to UT’s band, but my University of Georgia degrees and my own experience as a University of Georgia Redcoat band member cause me to question this one)
- Best college fight song (Rocky Top is a pretty catchy tune)
- Peace on earth

I contrast this fun, light-hearted side of campus life to the side of campus life that many responsible for managing the higher education workforce have experienced during the last couple of years ... reduced budgets, outsourcing, downsizing, eliminating or streamlining programs and services, larger class sizes, fewer classes, larger teaching loads for faculty, more students to advise, fewer faculty and staff able to retire as planned, etc.

Some of these challenges have created chaos for many higher education institutions. My hope is that many institutions have been able to transform this chaos into productive energy that has enabled real, innovative change to occur. The following is a quote from CUPA-HR National Board Chair Mary Maher and provides some insight into her thoughts regarding the transition of chaos to productive outcomes:

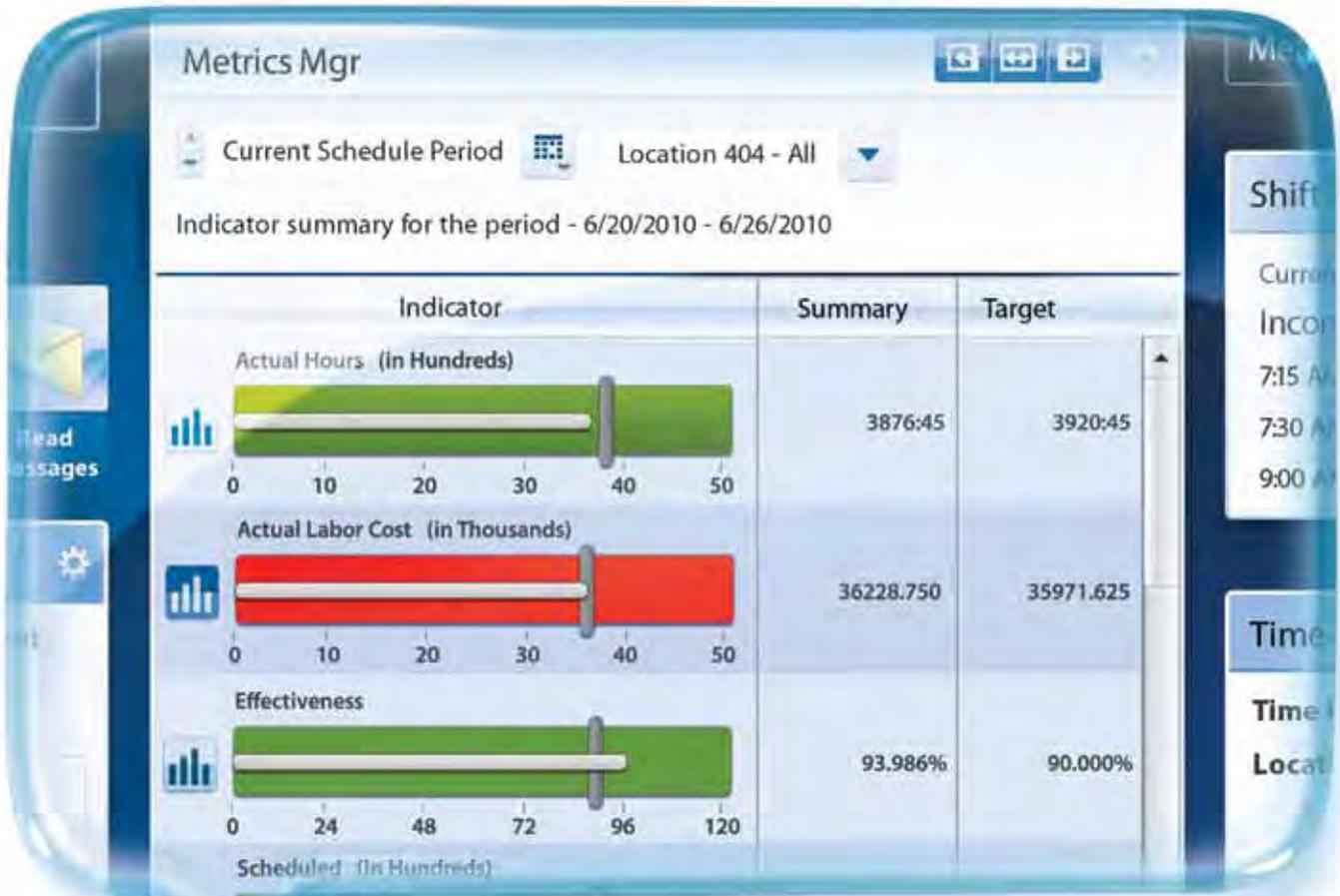
“Emergence in organizational theory is referred to as the complex process whereby the right person or idea emerges exactly at the right moment. Consider hundreds of birds flying off utility lines all at once and as if choreographed, find convergence ... a school of fish ... stampeding mustangs ... at exactly the right moment, they come together and create a unifying energy.”

This issue of *The Higher Education Workplace* includes three feature articles that emphasize the transition of potentially chaotic and divisive situations — a reduction in force, a rocky labor/management relationship, and outdated, labor-intensive business processes — into a unifying energy for the future. These articles describe just three of the innovative things that are happening at institutions across the country. I know that many of you, too, have implemented some innovative and creative programs and services that emphasize a new way of doing business, and we’d love to hear from you. Send an e-mail to CUPA-HR’s Chief Learning Officer Ken Tagawa at ktagawa@cupahr.org, or to Knowledge Center Content Manager Patti Couger at pcouger@cupahr.org and let us know what you’re doing to move your institution from “chaos to convergence.” I know your 12,000+ CUPA-HR peers from across the country will benefit from the information you share.

Finally, while I do not anticipate that many (or any) higher ed HR staff will take to the football field with their own version of “The 12 Days,” I do hope that you will remember to take time to enjoy the light-hearted side of your campus and working environment that makes our work in higher education so special and meaningful.



Andy Brantley | CUPA-HR President and CEO



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LGBT Individuals Report “Chilly” Campus Climate

Results of a recent survey of more than 5,000 lesbian, gay, bisexual and transgender (LGBT) individuals in colleges and universities show that LGBT students, faculty and staff feel that they face a lack of inclusiveness, more heightened safety concerns and an abundance of harassment and discrimination on campus.

The 2010 State of Higher Education for LGBT People, a research study conducted by Campus Pride (a national nonprofit organization working to create safer, more LGBT-inclusive colleges and universities), documented the experiences of students, faculty, staff and administrators who identify as LGBT at colleges and universities across the United States.

“National research has consistently shown that LGBT youth in kindergarten through high school encounter alarming rates of harassment, discrimination and bullying,” says Campus Pride Executive Director Shane Windmeyer. “But until now, there has never been a comprehensive national study to document what happens when these youth go to college.”

Some key findings of the study:

- Lesbian, gay, bisexual and queer (LGBQ) respondents experienced significantly greater harassment and discrimination than their heterosexual allies, and those who identified as transmasculine, transfeminine or gender non-

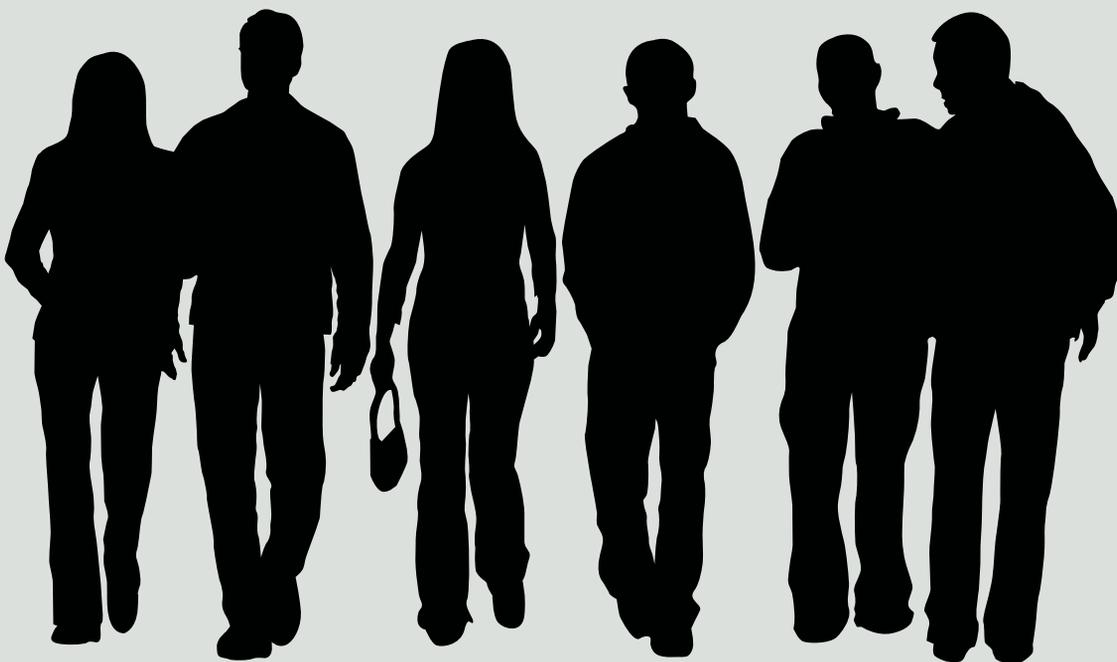
conforming experienced significantly higher rates of harassment than men and women.

- LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.
- Respondents who identified as transmasculine, transfeminine or gender non-conforming have more negative perceptions of campus climate when compared with those who identify within the gender binary.

Dr. Susan Rankin, an associate professor of education at Pennsylvania State University and lead author of the report says, “Unequivocally, the 2010 State of Higher Education for LGBT People demonstrates that LGBQ students, faculty and staff experience a chilly campus climate of harassment and less-than-welcoming campus communities.”

Windmeyer adds, “The results of this study are a clarion call to action for college and university administrators, educators, student leaders and elected officials. Now is the time to act. Colleges and universities have the responsibility to create safe learning environments for everyone, regardless of sexual identity or gender identity.”

To order survey results or download an executive summary, visit <http://www.campuspride.org/research/>.



What If Tenure Were to Disappear?

More than half of a small group of college presidents who were asked this question say not much would change on their campuses. This past summer, *The Atlantic* conducted a poll of 30 college and university presidents (representing 10 liberal arts and 20 research universities, six public and 24 private institutions) on a number of hot-button issues related to the future of higher education. One of the questions posed was: “How would your institution be affected if tenure were to be abolished?” Seventeen respondents answered “little would actually change.”

According to Emily Quanbeck, who presented the results of the poll in an article for *The Atlantic*, there is a fairly even split between respondents who support tenure and those who oppose it, though few feel very strongly either way. In a November 9 article, Quanbeck wrote: “Most are familiar with at least some of the hypothetical outcomes of abolishing tenure, though presidents who argue either for or against are diverse in their reasoning.”

Aside from those who answered “little would actually change,” responses ran the gamut. For example, several respondents said “the school would be able to hire new talent” while others said “the school would be unable to attract new talent.” Some said “schools would lose money” while others said “schools would save money.” Some answered “students would benefit from renewed diversity of professors” while a few said “the school would lose valuable faculty members and academic departments would suffer.”

“[Results of this poll show that] no particular negative or positive of tenure is a rallying cry for either side,” wrote Quanbeck. “Across the board, regardless of whether [or not] they support the institution [of tenure], the university presidents [we spoke with] agree that no single school could ever abolish tenure on a stand-alone basis without dramatic, negative consequences on the quality of academics, student life ... [and] the financial stability of the school.”

Georgia’s Public Colleges Adopt More Stringent Admissions Policy for Illegal Immigrants

The University System of Georgia (USG)’s board of regents recently approved a new tuition classification policy and new admissions guidelines which, among other things, will deny admission to undocumented students at state institutions that have had to turn away academically qualified, legal Georgia residents. The policy, created from recommendations from the board of regents’ commissioned Residency Verification Committee, sought to address three concerns: that the university system is being swamped by thousands of undocumented students; that Georgia taxpayers are subsidizing the education of these students through in-state tuition; and that undocumented students are taking seats in college away from academically qualified Georgians.

“The review of all students over the summer by our institutions answers the first two concerns,” says Regent James Jolly, who chaired the committee tasked with making the recommendations. According to Jolly, the review found only 501 undocumented students (out of 310,000 students system-wide), all of whom were paying out-of-state tuition. Still, beginning with the fall 2011 semester, all USG applicants will be subject to the new requirements.

Next fall’s admissions applications for USG institutions will include language outlining the legal penalties for “false swearing,” or knowingly providing incorrect information on the forms, and will require applicants to state whether they are seeking in-state tuition (which will help institutions in making a decision on whether or not additional residency verification is necessary). Additional policy language will require USG institutions to verify the lawful presence in the United States of any applicant that is admitted and will deny admission to any person not lawfully present in the United States to any USG institution which, for the two most recent academic years, did not admit all academically qualified applicants (there are five such institutions in the system: Georgia College & State University, Medical College of Georgia, Georgia State University, Georgia Institute of Technology and the University of Georgia).

“[The University System of Georgia] is an educational agency in the business of preparing individuals for careers requiring knowledge and skills; we are not in the immigration business, nor are we equipped to serve as the immigration authorities,” says Jolly. “However, these new policies do strengthen our ability to ensure proper tuition classification for all our students.”

New Data Indicate Educational Attainment Continues to Flat-Line, Particularly for Students of Color and Men

Young Hispanics and African Americans have made no appreciable progress in postsecondary attainment as compared to their older peers, and attainment rates have dipped for the youngest group (aged 25-34), according to a new report by the American Council on Education (ACE).

According to ACE's *Minorities in Higher Education 2010 – Twenty-Fourth Status Report*, these flat-lining attainment rates indicate that today's young adults are no better educated than the baby boom generation. The report summarizes trends in high school completion, college enrollment, college persistence, degrees conferred and higher education employment.

Among the key findings:

- Each generation of younger women in the United States is continuing to reach higher levels of postsecondary attainment, while the attainment levels of younger men are falling.
- The strides made by women are mostly driven by Asian Americans and whites.
- Younger whites (aged 25-34) have made strides past their older peers. However, their gains are not only smaller than those of Asian Americans, but also attributable only to women.
- Among all racial/ethnic groups in the United States, Hispanics — the fastest growing population — continue to exhibit the lowest educational attainment levels. Young Hispanic men lag behind Hispanic women, and the gap is growing wider.

Because of the worrisome nature of the low educational attainment levels among Hispanics, the report includes a special essay on this population. The essay analyzes characteristics of the Hispanic population, with a focus on Hispanic immigrants, to identify for policy makers and educators the unique challenges of and opportunities for improving the educational attainment of this group.

“Our nation stands at the intersection of bold new goals for educational attainment on one hand, and a pattern of low educational attainment for Hispanic students on the other,” says ACE President Molly Corbett Broad. “For the future of these students and of our nation, we must take this opportunity to act. The costs of leaving behind generations of the fastest growing population in this country are too great.”

Some Additional Findings

- Colleges and universities became more diverse during the past decade, with minority share of the student body rising from 25 to 30 percent and the white share shrinking from 68 to 59 percent. Minority enrollment during this period continued to become more concentrated in two-year colleges compared with four-year institutions.
- Enrollment rates for traditional college-aged whites increased from 31 percent in 1988 to 45 percent in 2008 (the largest increase) while rates for young African Americans rose from 22 to 34 percent. Hispanics had the smallest improvement over this timeframe, from 17 to 28 percent.
- From 1997-2007, the number of enrolled minority students of any age grew from 3.6 million to 5.4 million (52 percent) while the number of white students increased from 9.7 million to 10.8 million (12 percent).
- The total number of undergraduate degrees awarded increased 39 percent during the past decade, with minorities leading the growth in associate degrees. However, despite enrollment gains by minorities, in 2007, 66 percent of undergraduate degrees were awarded to white students.
- In 2007, women earned approximately 62 percent of all associate degrees and 57 percent of all bachelor's degrees. Among minorities, women earned 65 percent of associate degrees and 61 percent of bachelor's degrees.
- The number of master's degrees earned by women of color doubled from 1997-2007, and the number of doctoral degrees they earned increased 63 percent.
- From 1997-2007, minority representation in faculty, administration and presidential posts increased steadily, from 13 to 17 percent in faculty positions and from 14 to 18 percent in administrative positions. Minority share of presidential appointments rose from 8 to 13 percent from 1986-2006.
- As of 2006, women accounted for 23 percent of presidential posts overall, up from 10 percent in 1986.

*These key survey findings were reprinted with permission from ACE. To order the *Minorities in Higher Education 2010 – Twenty-Fourth Status Report*, visit www.acenet.edu.*

A New Approach to Take Our Daughters and Sons to Work Day

By Chris Sharp

The University of South Florida (USF) employs roughly 9,000 faculty and staff and is one of the 10 largest public research universities in the United States. Like many colleges and universities around the country, USF is struggling with the consequences of the recession: shrinking resources, overworked employees, and due to state budgetary constraints, little flexibility to offer pay increases employees had come to expect. In light of these factors, it became obvious to the university's human resource management team that in lieu of the ability to offer employees the financial rewards they deserve, it needed to offer them meaningful and engaging experiences.

Management readily agreed that USF could increase morale by fostering more of a work/life balance. One solution for improving employee engagement and work/life balance came in the form of an extraordinary event for the children and grandchildren of USF faculty and staff. This past April, 225 children ranging in age from 8-18 converged on USF's Tampa campus to experience a world of opportunity and possibility at the first annual Take Our Daughters and Sons to Work Day (TODSWD).

When researching other TODSWD events, the planning team found that most organizations follow a traditional event model: children convene to hear a speaker and to take a company tour, then the rest of the day is spent following their parents at work.

"We wanted something completely different from the conventional approach," says USF Vice President of Administrative Services Sandy Lovins. "We felt our employees and their children deserved a transformative experience, so we set out to create what we hoped would be a life-changing event for the families."

Unique, Interactive Experiences

The HR team began its event planning process with one simple concept: youth learn best through active,

engaging experiences. "Every idea we had for the day had to pass the kid test," says Lovins. "Would the kids have fun? Would it be memorable? Would it add value to their lives? We ran our ideas past our own children to get their opinions."

The concept of total interaction drove the planning team's mission. The children were able to participate in activities designed to showcase various career fields. The HR team enlisted 16 departments on campus to participate in career-oriented breakout sessions and campus tours. The

young participants, when registering for the TODSWD event, selected two "day in the life of" experiences that piqued their interest. In addition to the tour experiences, guest speakers kept the group engaged by giving speeches and conducting Q&A sessions.

The tours, combined with the involvement of high-profile guest speakers, led to some incredible moments. President Judy Genshaft kicked off the event by leading the kids in a university cheer. In a short speech that followed, she urged the attendees to follow their dreams, embrace their future and be all they can be. Coaches from the school's athletic program, including USF Head Football Coach Skip Holtz, showed the kids the value of training and discipline and demonstrated what the athletes do every day by directing them through agility drills.

Dr. Stephen Klasko, one of Florida's leading OBGYN doctors and the dean of the College of Medicine, had to cut his Q&A session short to keep the event on schedule because the kids were asking him so many questions about his experiences as a doctor. Other significant and memorable experiences came from the diverse breakout sessions. Most of the breakout sessions took place out in the university community in actual departments around campus, not in conference rooms.



More than 220 children participated in USF's first annual Take Our Daughters and Sons to Work Day

Campus tours targeted careers ranging from recreation to nanotechnology to anthropology and featured hands-on activities intended to actively engage the young students. One group filmed a simulated news broadcast on the Mass Communications tour and another played with Apple's iPad during the Information Technology tour. On the USF Health Center for Advanced Clinical Learning tour at the College of Nursing Simulation Center, children practiced with state-of-the-art human patient simulators which have been featured on NBC's "The Today Show."

On the Culinary tour, the group made pizza from scratch and decorated cakes, both of which were served to the other participants of the TODSWD event. A group that participated in the University Police tour learned what it takes to enforce the law, and the students later demonstrated critical self-defense techniques they were taught. On the College of Theatre and Dance tour, the participants choreographed a dance sequence which they performed in front of the parents and other children at the closing ceremonies.

Broad Career Possibilities

Universities provide an ideal environment to expose children to a wide range of career opportunities, traditional and less traditional. "In addition to experts in cutting-edge fields, USF boasts some of the best employees in non-academic careers, like our police, media groups and ROTC," says Lovins. "Through the TODSWD event, we wanted kids to discover two things: the fact that their parents work in a dynamic environment that extends past their departments, and that a world of opportunities awaits them when they join the workforce."

Some employees shared feedback on how the event has shaped their children's view of their futures. "I wanted my son to see more than just my four walls," says Yvette Blanchard, an academic program specialist for USF's engineering department. "I wanted him to have the opportunity to see other areas on campus and get the vision of what he wants to do when he grows up."

Blanchard's son says he now wants to pursue a career in athletics after learning how collegiate sports are managed when he toured USF Athletics.

TODSWD also promoted the importance of a college education for the children who participated. "It was very educational for them to get a grasp on what it takes to get to the college portion of their educational track and I think it makes them a little less intimidated at the thought of college," said a USF parent in a follow-up survey.

Donna Pepper, USF retirement administrator, said the experience shaped her daughter's college choice. "My daughter, who's planning to study engineering, had considered attending other universities, but after

experiencing the two engineering breakout sessions, she came home and said, 'I'm going to USF.' It was just incredible."

To ensure that the event appealed to the various interests of the children, the planning team explored the possibilities of participation with colleges and non-academic departments on campus where children could safely participate in "hands-on" activities and learn more about a particular career or occupation. Almost every department that was asked to participate did so despite the fact that the TODSWD event was held during late April, which is the end of the spring semester — one of the busiest times for academic institutions. The USF community readily stepped up to the challenge with great enthusiasm, interest and excitement.

A Unifying Campus Experience

The event was a collaborative effort in many ways, and it became clear that participating employees gained as much from the event as did the children. Departments that hosted breakout sessions or tours did a fantastic job preparing interactive experiences for the children and were appreciative of being included. The event was also a break from the regular day-to-day for those at USF who volunteered to chaperone the all-day event, and many



Two boys make a pizza on the Culinary tour

of the chaperones had a chance to explore parts of the university they'd never seen before. Comments on the evaluation surveys showed how positively the experience impacted employees.

Improved Family Relationships

Some of the impacts of the event could be felt immediately from families, while others were slower to surface. Shortly after the event, one parent approached a planning team member and said, "Thank you. My son had no idea what a long commute I had every day. He now understands that I'm not trying to nag him; there's a real reason to head out the door early!"

Since the event, other employees have shared their stories about how the event has impacted their children and their relationships. "We've heard everything from, 'My kid thinks I have the coolest job because of what she saw,' to stories of kids who were struggling in school but were so inspired by the day that they've committed to trying hard to get accepted into USF," says Lovins. "It's inspiring and deeply rewarding to be part of an organization that has made a notable difference in the lives of its employees and their children."

Assessing the Impact

To gauge the success of the event and to solicit ideas for how to improve upon it, the TODSWD planning committee created three surveys: one for the parents of the participating children, another for the tour presenters and a third for the chaperones. Some of the feedback:

"Both of my sons loved the morning presentations. I received a text from my 13-year-old that said, 'Wow, Mom! The presentations were really cool!' Coming from a teenager, you received very high praise!" – Parent

"[In the future] I would like to see something that ties the event to a grade or achievement in the student's class. An evaluation by the presenter or chaperone of their attentiveness and testing what they learned to report back as part of their grade." – Chaperone

"The students had a great time working behind the scenes of a studio and being the talent in front of the camera." – Tour Presenter

"I think a small presentation of some of the smaller unseen jobs on campus that make things work would help the kids understand where teamwork comes into play." – Chaperone

"My son had an awesome time and couldn't stop talking about his day when he got home." – Parent

"The children, especially the younger ones, were very enthusiastic about trying out our technology." – Tour Presenter

Create the Experience at Your Organization

In the planning and execution of USF's inaugural Take Our Daughters and Sons to Work Day, some valuable lessons were learned. Here are a few pointers if you're thinking of implementing a similar program at your institution:

- Make the planning experience interdepartmental. Diversity in thought can add dimensions and reduce the time burden on human resources.
- Set goals. The event is richer when you understand why you're hosting it.
- Recognize that eight-year-olds (USF's age minimum) and teens have varied interests and a limited ability to connect. Consider this difference and, where possible, tier some activities by age level. USF offered a few breakout sessions specifically for the older youth.
- Make sure no one is left out. USF charged a nominal fee of \$5 for each participating child to help cover costs, but generous employee donations covered the costs of children who otherwise would not have been able to participate.
- Remember that not all employees have children, but there are still children in their lives who would love to attend. USF opened its event to any child an employee wanted to sponsor: children, grandchildren, nieces, nephews, friends, neighbors.
- Get feedback from the kids and their parents and use it as a roadmap for the next incarnation of the event.
- Have fun! Make sure everything you do is thoughtfully planned for the kids to have an enriching, fun experience. Adults don't enjoy long speeches, and kids have even less patience for them. Make the focus engagement. Let the kids learn through participation in hands-on activities. 

*Chris Sharp is employee relations coordinator at the University of South Florida. For more information on USF's Take Our Daughters and Sons to Work Day, contact **Lorna Gibson** at lgibson@admin.usf.edu.*

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Helping Hands



One of CUPA-HR's objectives for the coming year is to put more focus on and energy into community service and outreach efforts. There are literally hundreds upon hundreds of thousands of people across the country that could use a helping hand, and while we obviously can't reach them all, we *can* do our part in our own communities. The CUPA-HR national office has already begun some community service initiatives (donating to a local food bank, buying holiday gifts for children in need) and plans to expand its efforts in 2011. We are also adding a new community service award to our National Higher Education Human Resource Awards for 2011.

As a kickoff to the association's commitment to social responsibility, we launched the first annual CUPA-HR Cares service project at the 2010 annual conference in New Orleans (many thanks to TIAA-CREF and HigherEdJobs for sponsoring the project). More than 100 conference attendees volunteered their time and talents to paint pre-drawn college logo murals that are now hanging on the walls of New Orleans area elementary, middle and high schools in the hopes of inspiring students



to attend college. Volunteers also assembled desk sets for students in need, thus providing them a personal study space and encouraging good study habits (many volunteers also tucked personal, handwritten notes with

inspirational messages inside the desk drawers for the children to find as they sat down to study at their very own desk for perhaps the very first time in their lives).

"As soon as I found out about the service project, I couldn't sign up fast enough," says Cindy Story, administrative manager at the University of Texas at Austin. "I know that in a lot of ways New Orleans is still reeling from the effects of

Hurricane Katrina, and this project provided me with an opportunity to give back to a city I so love (I used to live in New Orleans many years ago). It makes me smile every time I think about a child sitting at the desk I built for him or her, studying for a greater future and a better way of life."

"Our first CUPA-HR Cares service project was a huge success," says CUPA-HR National Board Chair Mary Maher. "We painted 45 murals and assembled 17 desks ... a great outcome for five hours of work and an inspiring group of CUPA-HR member volunteers! And we are thrilled that we were able to help, in even a small way, a community that has been through so much." 

Also while we were in New Orleans, CUPA-HR President and CEO Andy Brantley and National Board Chair Mary Maher traveled with representatives from Fidelity Investments to Batiste Cultural Arts Academy at Live Oak Charter School and presented the band program with \$25,000 worth of new instruments donated by Fidelity Future Stage[®], a program created by Fidelity Investments to support arts education in local communities throughout the country. The school's building, instruments and uniforms were severely damaged or destroyed in Hurricane Katrina, and due to the lack of funds, it had been unable to rebuild its band program.

How are you and your colleagues giving back to the communities in which you work and live? Does your college or university have an institution-wide community service initiative? Let us know what you and your team have done to lend a helping hand. Send an e-mail to communications@cupahr.org with the subject line "Giving Back."

Mount Vernon Nazarene University Employees Enjoy Free On-Campus Health Clinic

Colleges and universities across the country are casting their nets ever wider in an effort to find new and innovative ways to lower healthcare costs. Many have begun to focus their efforts more strategically on employee wellness, with a particular emphasis on preventive care. After all, at the most basic level of the healthcare equation, healthy employees = lower costs for employers.

As a way to encourage wellness among its workforce, Mount Vernon Nazarene University (MVNU) has opened an on-campus primary care clinic for employees. In addition to all the services one might find in a typical doctor's office setting (access to a physician for routine appointments and/or sick visits, laboratory testing, etc.), MVNU's clinic, operated by Novia CareClinics, also offers a 24-hour nurse phone line, access to more than 2,000 prescription medicines through an onsite pharmacy, and access to a personal health coach to answer questions and assist patients in complying with treatment regimens or medication — all at no cost to employees and their dependents who are enrolled in the university's health plan.

“The idea behind the clinic was to establish yet another relationship between the patient and the doctor, and to promote employee health and wellness initiatives on our campus,” says Patrick Rhoton, director of human resources at MVNU. “Because the clinic is located on campus, those employees who otherwise may not visit a

doctor regularly may be more inclined to do so due to the clinic's accessibility, ease of use and no-fee structure.”

Use of the clinic is, of course, voluntary. “Employees can still visit their primary physicians and specialists

and obtain their medications at the pharmacy of their choice,” explains Rhoton. “The clinic is just an additional benefit provided by MVNU. The employees I've spoken with who have utilized the clinic appreciate the fact that they have access to quality medical care without having to take chunks of time off work to get across town to an appointment. And of course the biggest selling point is that there are no deductibles or co-insurance to pay.”



The clinic is currently open 12 hours a week, with roughly 70 percent of available time slots filled each week (initial consultations are scheduled for 40 minutes; routine and sick visits are 20 minutes each). “The clinic has been very well received on campus,” says Rhoton. “In fact, we're hoping to expand operating hours in the spring.”

Since the clinic has only been open since August, it's too early to tell what kind of impact it might be having on MVNU's healthcare costs. “We won't have good, solid data for awhile, but I'm certain that it's helping to chip away at that bottom line.” ^{cupahr}

If you'd like to learn more about Mount Vernon Nazarene University's on-campus clinic, contact Patrick Rhoton at Patrick.Rhoton@mvnu.edu.

Here Comes the Sun

Solar Arrays Will Soon Supply Over 100 Percent of Butte College's Electricity Needs

Butte College, resting on a 928-acre wildlife refuge in Northern California, has been recognized over the last few years as a national community college leader in sustainability. By April 2011, the college will move to the head of its class — as the only college in the nation that is grid positive, producing more clean energy from sustainable onsite solar power than it uses.

The college recently received approval from its board of trustees to complete its Phase III solar project, which adds approximately 15,000 solar photovoltaic panels to its current 10,000 solar panels — which will ultimately make the college the largest solar producing college in the world. Butte will generate nearly 6.4 million kW hours per year — enough electricity to power 9,200 average-sized homes.

The new solar panels will be placed on rooftops across campus and will create covered parking areas and walkways. Some will also be mounted on the ground. The cost of the project is estimated at \$17 million, \$12.65 million of which is made possible by federal Clean Renewable Energy Bonds (CREBS), which are low-interest loans for clean energy projects. The remainder will be funded by the college.

“Once this solar project is complete, Butte College will provide enough clean renewable energy to cover all of our electricity needs and generate slightly more than we use, which will be a source of additional revenue for the college,” boasts Butte College President Diana Van Der Ploeg. “Sustainability is at the heart of everything we do. Being the first grid positive community college in the country demonstrates our commitment to the sustainable practices we’re modeling for our students and our communities.”

Van Der Ploeg credits the college’s transformation into a national leader in sustainability to student engagement both at the college and in the community, infusion of sustainability into the curriculum, workforce development focused on green jobs, LEED certified buildings, sustainable land use management, and operation of the largest community college student transportation system in California.

The first component of the Phase III solar project includes the construction of 13 new solar arrays containing 1,639 solar panels that will generate 450kW DC. “This project directly employs local people and local vendors and provides a huge economic shot in the arm for Butte County,” says Mike Miller, director of facilities, planning and management at Butte College. “In fact, a number of workers on this project are apprentices who went through the college’s solar installation training program.”

Butte’s solar projects are projected to save the college more than \$150 million over 30 years and allow for a yearly reduction of over 6.9 million pounds of carbon dioxide,

Butte College's Commitment to Sustainability

- Sustainability is included in the college’s mission statement and is one of five initiatives in the college’s strategic plan.
- Butte College was one of the first community colleges to sign the American College and University President’s Climate Commitment.
 - The college operates the largest bus transportation system for any community college in California, taking approximately 1,300 cars off the road each day.
- Butte recycles 73-93 percent of its waste and composts approximately 1,500 pounds of pre-consumer food waste per month.
 - This past spring, the college implemented training programs for displaced workers in areas such as solar photovoltaic design and installation principles, green building, solar hot water installation and design principles, and energy fundamentals.
- Butte’s agriculture department has gained organic certification on 26 acres where it grows fruit, hay and wine grapes.

27,000 pounds of sulfur dioxide, and 20,000 pounds of nitrogen oxide, which brings the college closer to its goal of becoming climate neutral.

In addition to the solar projects, the college has developed sustainability-related career and technical education programs; infused sustainability into existing curriculum; created a sustainability studies certificate; conducted numerous student-led green events and activities; developed and implemented a number of sustainability-related workforce development activities; and recycles more than 75 percent of its waste stream.

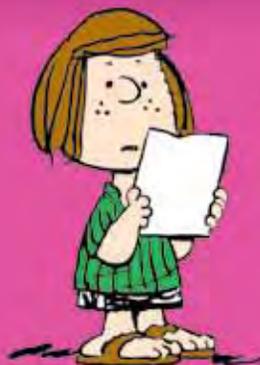


One of the many solar panel arrays at Butte College

Over the past several years, the college has earned a number of national awards for sustainability leadership. These include the Association for the Advancement of Sustainability in Higher Education 2009 Campus Leadership Award, the 2009 Environmental Protection Agency Green Power Partnership Award, the 2008 National Wildlife Association Campus Chill-Out Award, and several Leadership in Energy and Environmental Design (LEED) building certifications from the U.S. Green Building Council. 

CUPA-HR's online Knowledge Center offers several resources related to sustainability and green initiatives in higher education. For links to articles, websites, policies and programs, visit the Knowledge Center at www.cupahr.org/knowledgecenter.

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White House Hosts Summit on Community Colleges

On October 5, President Obama convened the first-ever White House Summit on Community Colleges. The summit, chaired by Dr. Jill Biden (wife of Vice President Joe Biden and a community college professor for 17 years), brought together community college presidents, faculty members and students, representatives from business and philanthropy, and federal and state policy leaders for discussions on how community colleges can help meet the

In President Obama's opening remarks, he noted that over the last decade, the United States has fallen from first to ninth on the list of developed countries with the highest number of young people with college degrees. "We are in a global competition to lead the growth industries of the 21st century," he said. "That leadership depends on a well-educated, highly skilled workforce. In the coming years, jobs requiring at least an associate's degree are going to

Over the last decade, the United States has fallen from first to ninth on the list of developed countries with the highest number of young people with college degrees.

job training and education needs of the nation's evolving workforce, as well as the critical role these institutions play in achieving the president's goal to lead the world with the highest proportion of college graduates by 2020.

Opening the summit, Dr. Biden stated that "community colleges are entering a new day. [They] are the largest, fastest-growing, most affordable segment of America's higher education system." She described community colleges as "uniquely American — places where anyone who walks through the door is one step closer to realizing the American Dream." She also praised the flexibility and innovation of two-year institutions and asserted that "countries around the world are looking at our community colleges as a model to increase workforce preparedness and college graduation among their own citizens."

"[C]ommunity colleges are ... giving real opportunity to students who otherwise wouldn't have it," Biden continued. "They are equipping Americans with the skills and expertise that are relevant to the emerging jobs of the future." She also noted that "[the] challenge is not just to get students into college, but to keep them there and to graduate them faster with the skills they need to succeed in the American workforce."

grow twice as fast as jobs that don't require college. And we will not fill those jobs — or keep those jobs on our shores — without community colleges."

Did You Know ...

That there are a bevy of resources for community colleges and other two-year institutions in CUPA-HR's online Knowledge Center? Resources like collective bargaining agreements, faculty diversity initiatives, succession planning documents, employment application forms, job descriptions, administrative leave policies, training tools and much, much more. Visit www.cupahr.org/knowledgecenter.

And in the new online CUPA-HR Community (a place where you can interact with and engage other CUPA-HR members in dialogue about important issues relating to higher education), there is a group set up specifically for community colleges and other two-year institutions. To join the CUPA-HR Community or the Community College Group, visit community.cupahr.org.

The remainder of the summit consisted of small group discussions on the challenges two-year institutions are currently facing and successful practices being used to address these challenges. According to reporters who were present at the meetings, topics included the importance of community colleges to veterans and military families (with General Mike Mullen, chairman of the Joint Chiefs of Staff, leading the discussion); complications of financial aid; and partnerships between community colleges and local business and industry. One of the highlights of the summit was The Bill & Melinda Gates Foundation's introduction of its new Completion by

president, the idea behind the new initiative is simple: "We want to make it easier to join students looking for jobs with businesses looking to hire. We want to put community colleges and employers together to create programs that match curricula in the classroom with the needs of the boardroom. Skills for America's Future will help connect more employers, schools and other job training providers, and help them share knowledge about what practices work best. The goal is to ensure there are strong partnerships between growing industries and community college or training programs in every state in the country."

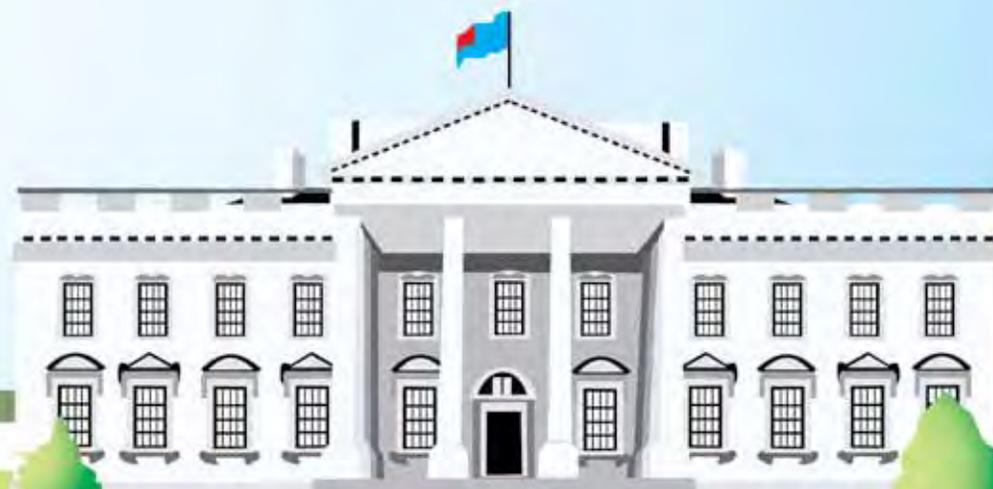
The challenge is not just to get students into college, but to keep them there and to graduate them faster with the skills they need to succeed in the American workforce.

Design initiative, which will award \$35 million in grants over the next five years to groups of community colleges to devise and implement new approaches to make the college experience more responsive to today's student, with the goal of dramatically increasing graduation rates.

The day before the event, President Obama announced his administration's Skills for America's Future program, an initiative designed to improve industry partnerships with community colleges and build a nationwide network to maximize workforce development strategies, job training programs and job placement. According to the

President Obama has said he would like to see community colleges produce 5 million graduates over the next 10 years. 

 For an overview of the White House Summit on Community Colleges, including video of the opening and closing sessions, visit www.whitehouse.gov/communitycollege. To learn more about the Gates Foundation's Completion by Design Initiative, visit www.completionbydesign.org. For more information on the Skills for America's Future initiative, visit www.skillsforamericasfuture.org.



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Better Together:

University of Michigan's Labor-Management Partnership

By Catherine Lilly, Sabrina
Garrett Owens and Kelle Parsons

Over the course of four years (2005 through 2008), a whopping 1,465 grievances were filed by members of the American Federation of State, County and Municipal Employees (AFSCME) Local 1583 against the University of Michigan (UM). At an estimated cost of \$650 per grievance, the impact of these activities approached nearly \$1 million in lost productivity.

And this price tag didn't even account for the cost of related churn by employees in HR and the local units, nor did it include the opportunity costs of focusing on frustrating grievances (often non-contractual) rather than moving forward strategically to meet the challenges facing the institution. UM supervisors and union stewards frequently characterized grievance hearings as suspicious, mistrustful and disrespectful. Even more troubling, employee surveys conducted at UM in 2005 and 2006 showed bargained-for staff to be the least satisfied, least engaged and least empowered of all employees.

In the spring of 2007, AFSCME leadership appealed directly to the UM board of regents for help. Grievances had been on the rise for several years, and frustrations were high on both sides of the labor relations table. In

short, the situation had become increasingly negative and complex. The university's executive vice president and chief financial officer responded to the board with a promise that the situation would improve and assigned human resource and organization development professionals to focus on developing a more positive relationship between the union and the university.

With the endorsement of AFSCME leaders, the associate vice president of HR also engaged the special expertise of a consultant in public sector labor relations from the Harvard University Kennedy School of Government. The consultant offered a vision of the benefits of a true partnership, stating, "Labor and management stay in collaborative relationships because they yield important results. Working together can lead to creative, empowered workforces, greater efficiency and higher quality."

Precedents

Adhering to the principle of "building on what's working," we began looking around our decentralized institution to see if there were any pockets of best practices from which to learn. We discovered that two grassroots collaborative efforts between unions and

management had emerged at the University Hospital a number of years earlier. These joint efforts had increased employee morale while decreasing voluntary turnover and grievances. Unfortunately, with changes in leadership on both the union and management sides, these programs were abandoned and the situations had returned to their previous states. However, positive principles had been established which we thought could be used to produce similar results.

We had also recently been engaged by a visionary leader to support a pilot project in Building Services, one of the larger AFSCME units, to use similar positive

As a result of these discussions, in early 2008, we convened and facilitated the Leadership Collaboration Group (LCG) with the purpose of developing a comprehensive university leadership approach to building a positive future with our AFSCME partners — a future representing the interests of all parties and grounded in the principles of collaboration and mutual respect. In initial cross-functional discussions, the leaders of the LCG affirmed the benefits of collaboration and identified that the purpose of meeting was to work with each other and union leadership to improve satisfaction, climate, local problem solving abilities and, ultimately, the productivity of staff represented by AFSCME in order

Would it be possible to gather all top managers of AFSCME-represented staff from across our silos and “scale up” our work together? Could we collectively collaborate ... with the AFSCME leadership on an organization-wide level?

organizational principles. As a first step in that project, union stewards and departmental supervisors participated in a retreat to begin building trusting relationships and mutual accountability. Together they established a surprisingly shared vision of the future toward which to work and agreed to begin meeting to implement an action plan. UM supervisors and union stewards alike observed the goodwill and positive energy resulting from working together in this way. All of these projects underscored for us the potential benefits that could result from these types of programs.

The Start of Something Good

In the fall of 2007, the labor relations consultant shared her findings with us and offered specific recommendations for how UM and the AFSCME local could work together, in the spirit of the previous joint efforts undertaken at UM, to reach our common goals. After hearing the consultant’s suggestions, we wondered: would it be possible to gather all top managers of AFSCME-represented staff from across our silos and “scale up” our work together? Could we collectively collaborate more proactively and consistently with the AFSCME leadership on an organization-wide level? Soon various campus, medical center, HR and OD leaders began to consider how these approaches could be used and this positive energy harnessed for the benefit of the institution as a whole.

to do an increasingly better job serving our university customers. The group represented the management and HR professionals responsible for the 2,400 AFSCME-represented employees at UM in three vice presidential areas and over 14 departments.

One challenge the leaders recognized from the earlier pilot programs was continuing these efforts regardless of turnover in university, HR or union leadership. The group recognized that although positive strides had been made with the incumbent union leadership, the AFSCME local elections were quickly approaching and management needed to remain neutral and continue working together on behalf of the university — as a management and HR group — regardless of union election outcomes. The group saw value in continuing to share best practices across departments, even if the current or future union leadership was unwilling to collaborate directly.

Partnering in Progress

As we expected, the 2008 elections did indeed bring about a change in union leadership, so representatives from the LCG quickly approached the new union leadership to begin building a positive relationship and explore possibilities for working together on a collaborative program. The initial meeting led to the creation of the “joint design team.”

The joint design team proposed a year-long Joint Education Program to be developed and presented

collaboratively, involving union representatives and supervisors of AFSCME employees. The proposal outlined the initial goals of improving local problem solving, building relationships and developing capacity for continuous improvement, with a short-term target of reducing grievances. The proposal included three rounds of training for all supervisors and union stewards, management “check-in” sessions and “back at the ranch” activities for conversations within work groups to engage the AFSCME-represented employees.

The LCG endorsed the pilot program proposal, and the top leaders from each of the three main UM units involved agreed to sponsor and support the program financially. The

design team — with representatives from HR and management, organization development specialists and union leadership — began working in earnest together to plan the initial kickoff sessions and year-long programming.



UM supervisors and union stewards building a “card palace”

2009: Pilot Sessions

Kickoff Training Sessions, January

Themes: Clarifying the Grievance Process, Building Relationships, Understanding Conflict Styles

Focusing on the goal of consistent contract interpretation, the design team agreed to feature an in-depth clarification of the grievance process at the first session. To be successful with this training objective, the team initiated a joint grievance process subcommittee to agree on contract language interpretation before presenting to the supervisors and union stewards. This effort was time-intensive for committee members, but well worth it in achieving clarity. It enabled the dialogue necessary to the delivery of a clear and agreed-upon message to all supervisors and stewards, presented jointly by a union leader and an HR leader. The AFSCME Local 1583 bargaining chair expressed her hope: “This is a very good beginning, and if each of us continues to invest in the relationship, it will grow into a more trusting and viable one.”

Second Sessions, May

Themes: Consistency in Work Rules, Further Clarity in Grievance Process, Meeting in a Box

Like many universities, work rules vary significantly between departments at UM. “Consistency in application of work rules” was selected as the key theme for the second round of training sessions. Since employees often change departments to advance pay grades, they often encounter very different work rules and are sometimes caught unprepared. In one unit, staff can show up an hour late with no discipline; however, in another unit, employees are “late” at 8:01 a.m.

The design team understood the different business requirements that necessitate different work rules, so they designed an engaging experiential activity called “Building a Card Palace.” The card palace activity asked participants at each table to build card “palaces” using a deck of cards, tape and

scissors. Each table had to create either a “royal palace” (face cards visible), a “people’s palace” (number cards visible) or a “design palace” (card backs visible). After the first round, some participants rotated tables, but were unaware that the table had a different rule. While some tables successfully oriented their new members to their table’s rules, others weren’t so successful. This activity sensitized all participants to the various situations in the university and more correctly reinforced the importance of clearly communicating expectations and rules to new employees.

The “meeting in a box” concept was introduced during the May sessions as a forum for bringing the messages of the Joint Education Program to the front-line staff. The team created for supervisors a packet of meeting information and a sample agenda, along with a facilitator guide for the meeting, which was to be held over the summer. The goals were simple but important: to share the “working better together” message with the front line, to ask staff for ideas on improving their work groups and to draft a vision for

working better together. Helpful resource documents that participants requested in the January sessions were handed out, including a simplified grievance process flowchart.

Third (Added) Training Sessions, August/September

Theme: Training for Revisions to AFSCME Contract

When the labor contract was signed in August after a speedy negotiation process, the design team quickly added sessions for contract training (originally forecast for November). For the first time in UM's history, the contract changes were presented jointly by a panel of both UM and AFSCME bargaining team members. This joint presentation to our mixed supervisor and union steward audience served to ensure that everyone was on the same page and led to significant improvements in consistent interpretation of contract language — a key goal of the Joint Education Program.

Fourth Sessions, November

Themes: Family and Medical Leave Act and Lessons Learned From "Meeting in a Box" Employee Engagement Activities

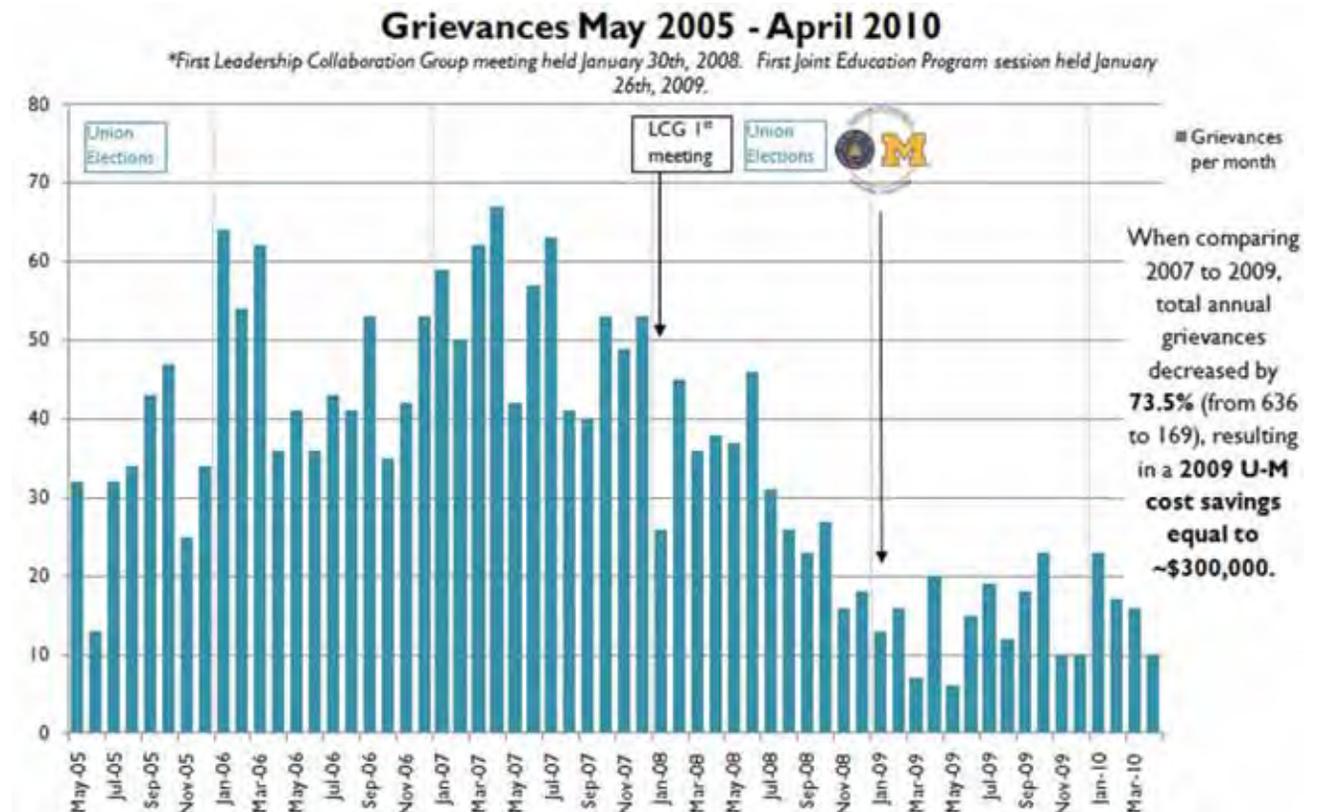
To wrap up the busy pilot year, the design team created two-part sessions focused on clarifying provisions of

the Family and Medical Leave Act (FMLA) and sharing experiences from the "meeting in a box" engagement activity. These staff meeting debriefings provided an opportunity to share ideas and discoveries between diverse departments. Experiences varied widely; some supervisors noted it was their first time holding a staff meeting, while others shared ideas for interactive role-playing opportunities they created for their staff.

Holding Ourselves Accountable by Measuring Results

Since proof of positive results is critical to growing and maintaining a successful program, measuring results was a key element in the design of our Joint Education Program initiative. Not only do positive results encourage top leadership to continue investing in the program, but they also provide program attendees and supporters with talking points and a sense of progress. The LCG jointly reviews progress on a series of metrics at each meeting.

By December 2009, grievances had begun dropping significantly. In just three years, grievances have fallen by 76 percent, resulting in \$300,000 in productivity savings across UM departments.



“Operationalizing” the Program for the Future

After the pilot year was complete, the joint design team proposed a continuation of the program to the Leadership Collaboration Group, which agreed to fund and support the program on an ongoing basis. The initial results that the Joint Education Program demonstrated were key to continued support.

Special Focus: AFSCME Contract Negotiations

After the May training sessions wrapped up, UM initiated contract negotiations with AFSCME.

The HR unit determined that an interest-based bargaining (IBB) approach to negotiations would be the most productive. This wasn't the first effort with IBB for UM and AFSCME; however, prior efforts had been terminated abruptly during challenging issues.

The university contracted with a local university labor expert who had an excellent reputation with both unions and employers to facilitate negotiations. Prior to beginning negotiations, the bargaining teams spent three full days in training learning the principles of IBB, which are: separate the people from the problem; focus on interests, not positions; generate options for mutual gains; and use objective criteria.

This collaborative approach to bargaining resulted in the successful negotiation of 33 issues in a record 16 sessions, all accomplished prior to the contract expiration date, which the union membership overwhelmingly supported during the ratification vote.

The bargaining team consisted of 25 staff members, so reducing the number of bargaining sessions also significantly lowered UM's costs in lost productivity. The lessons learned in the Joint Education Program set the stage for positive contract negotiations.

Additional Training Themes

In response to specific concerns from union leadership, the April 2010 sessions focused on harassment training. Leveraging internal campus resources, the design team utilized the UM office of institutional equity's Campus Commitment training for the supervisors and union stewards. Fall 2010 sessions focused on facilitation skills and were linked to another round of “meeting in a box” activities to engage front-line staff.

Keys to Success: Logistics Are Surprisingly Important

In a comprehensive culture change program like this one, logistics become a very important consideration, as everyone is paying close attention to the communication cues that signal true collaboration. We learned that, contrary to what the book might say, we sometimes do have to “sweat the small stuff.” Here are some examples:

- At the start of the program, we created a Joint Education Program logo to brand our activities. This logo appears on all of our materials, at our training sessions, on all of our communication and on our website. (Message: all players — HR, union and university management — are equally important to the success of this initiative. No single group is driving it.)
- To meet the goal of building high-quality relationships among union stewards and supervisors, all stewards attended each session during the early rounds of the program. One steward sat at each table of five to seven supervisors, and they rotated during breaks. This meant that all supervisors interacted with at least two stewards in every session. (Message: enabling shared experiences outside of the grievance table does build relationships.)
- Sessions are scheduled so that top campus leaders and union leadership can jointly welcome participants and highlight the importance of each session's content. (Message: our senior leaders on all sides are holding themselves, supervisors and stewards accountable to learn and apply information together.)
- For every round of programming, multiple identical sessions are held on different days and at different times, accommodating the business needs of various

departments. (Message: this is not a program scheduled for HR's convenience.)

- When the program design calls for any small-group activities, the design team pre-assigns participant seating using a max-mix principle. Max-mix provides for the "maximum mixture" or diversity of departments and viewpoints at each discussion table. (Message: A key to success is cross-department discovery, mutual support and participant sharing of successful practices.)

Lessons Learned

The success of the Joint Education Program thus far is due to many things. Like any major change project, getting the right people on board was, and still is, crucial to the success of the program. Encouraging committed,

and training sessions by all participants. This includes the 28-member Leadership Collaboration Group and the Joint Education Program design team and extends to the 80 percent participation level of all supervisors across the institution in the training and relationship-building programs. We have conducted a thorough stakeholder analysis and have committed to personally reaching out by all means necessary to keep everyone, everywhere engaged in the success of the program. Through continuous communication and engagement of many forms, we have kept the inspiration and promise of collaboration alive.

Challenges Going Forward

To avoid becoming the "flavor of the month" that our front-line staff and supervisors distrust, we face challenges in maintaining energy and momentum. As the

In just three years, grievances have fallen by 76 percent, resulting in \$300,000 in productivity savings across UM departments.

visible, high-level management sponsorship is crucial to ensuring that the program has the important university leadership that can't be provided by HR, training or OD professionals alone. Preparing for the unexpected obstacles is something we've (almost) mastered. We've overcome challenges from sudden sicknesses, ice storms, equipment failures, reluctant leaders, misinterpreted communication and pessimistic supervisors.

The creativity and resilience of the design team and the commitment of the sponsors has seen us through many difficulties. Long memories, vague contract language, unclear policy interpretations and lack of awareness of existing resources have been lurking variables in the challenge to truly collaborate. Creating joint subcommittees to resolve specific conflicts in advance of training sessions has been a successful strategy to maintain a united front.

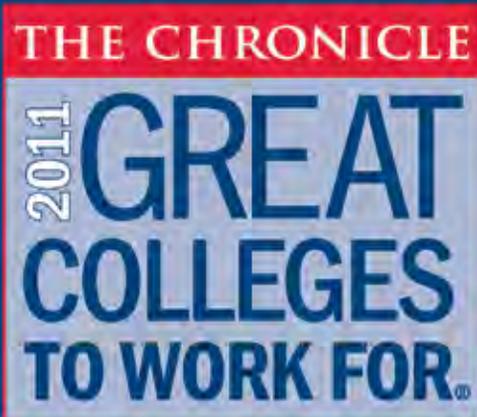
Finally, the program is achieving its goals through investing the time needed in communication, meetings

coordination of the program transitions to the next group of internal leaders, we must continuously plan for changes in leadership (on both sides) and orient these leaders to the culture and values we are building. Specifically, we are challenged to bring new AFSCME supervisors up to speed with the program, skills and expectations developed over the last two years. Our second AFSCME election in the spring of 2011 will bring a good test of our ability to provide continuity despite changes. 

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Shifting Gears Through Process Change

By Robert I. Lazer and Karen Robilotta



Pace University, a 100-year-old institution with six New York City area campuses, 13,000 students and 1,400 full-time faculty and staff, was at a crossroads in the summer of 2007. That's when Stephen J. Friedman assumed the presidency of the university and declared that a rapid, internal turnaround was needed to shore up Pace's financial footing, stabilize and grow enrollment, and improve the overall management of human resources and business processes to assure the university's reputation for academic excellence and capacity to thrive in the highly competitive New York higher education marketplace.

Upon taking the reins at Pace, President Friedman implemented an initial three-year plan called "Path to a Firm Foundation," and at the beginning of 2010 he announced a new five-year strategic plan for the university. A cornerstone of both of these initiatives, and the driving force behind Pace's efforts to achieve its goals of sustainability and competitiveness, is process change.

Why process change? President Friedman's assessment of the university's state of affairs found that there was a need for a more structured, disciplined and measurable approach to how work was being done and a need for more collaboration across the university and functions. So process change became a vehicle for university-wide culture change.

Blueprint for Success

Insightful. Knowledgeable. Helpful. Inspiring. Empowering. These are the words that Pace managers use to describe Christian N. Madu, Ph.D., research professor of management science in the Lubin School of Business, and William McGrath, senior vice president in the office of administration. An unlikely pair, Madu's tenure at Pace goes back 25 years, while McGrath is new to higher education. But together they have become architects of change.

Upon implementation of his “Path to a Firm Foundation” plan, President Friedman tapped Madu and McGrath to help introduce the concept of process change to the Pace community. Their work led to the creation of Pace’s Process Change Management Workshops, a series of six two-hour classes where participants (dubbed process change leaders) learn process mapping, benchmarking, metrics and a variety of diagnostic and problem solving tools to help implement process changes. For the initial series of workshops in the spring of 2008, McGrath asked Pace’s vice presidents to identify some of their high performing managers.

From this group, six participants were selected as the inaugural class, and each person was asked to come to the first workshop with a process in need of change.

keeping projects in line and on schedule, while Madu is the teacher, instructing workshop participants in change management methods. Although some workshop participants start out feeling that Madu’s methods can be somewhat painstaking and that the “process” of process change is arduous, as they approach the conclusion of their projects, they marvel at how sometimes the simplest changes bring the most exciting results.

Between workshop sessions, the process change leaders complete “homework” — facilitating stakeholder meetings, conducting benchmarking and preparing their status reports for presentation and discussion at the workshop. Upon completion of a successful process change project, the process change leader is “graduated.” There are several criteria for graduation. The project’s

The focus on ... change management [has] become a reflection of the new Pace culture — individuals are working harder, working more closely, breaking down silos and really starting to work as a team.

Participants were given one full semester to complete their projects, and with McGrath’s and Madu’s help, all six succeeded. Now, two years later, more than 50 process change leaders have participated in the process change management workshops.

Workshop Basics

Madu and McGrath have trained and deployed an ever-expanding team of Pace employees, representing every department in the university, to make significant changes to a wide variety of business and academic operations. One common theme is leveraging the use of technology — to speed up communication and make information readily available for improved and faster decision making. Another focus is on collaboration and teamwork between and among university departments and units.

In the process change management workshops, process change leaders learn how to 1) build a cross-functional team of stakeholders, 2) secure an executive sponsor, 3) benchmark with competitor institutions, 4) conduct focus groups, 5) map out the process for change and 6) show measurements of success in terms of cost savings and other improvements. McGrath is known as the taskmaster,

executive sponsor and Madu have to agree that the process change goals were successfully completed and had a measurable contribution to the university. Also before graduating, participants must present their projects to their cohort group and to the management council or subset of the executive leadership. Graduated process change leaders are recognized at the annual employee recognition ceremonies.

Stakeholder Involvement Is Key

The recognition of the need to involve key stakeholders in process change is an important component of success, and therefore a focus of the workshops. As the process change leaders identify and create stakeholder teams, they in turn teach their team members the merits of Madu’s and McGrath’s methods. These stakeholders are crucial to success because more often than not they are the ones who will actually be implementing the process changes. When a manager fully understands the process in need of change, the recommended changes to that process and why these changes are needed, it’s easier to get them to commit to the change and to help ensure that their charges understand and commit to the change, thereby overcoming (or at least lessening) resistance.

Supporting the Players

In addition to the workshops, process change leaders get support from other sources, as well. Each process change leader has an executive sponsor who is a member of Pace's management council (which consists of the top 25 university leaders). The executive sponsor helps to identify projects suitable for process change, nominates potential process change leaders, establishes project expectations for the leader and solicits appropriate support from other management council members. Executive sponsors also play a pivotal support role in that they provide ongoing coaching and mentoring to process change leaders, ask for and review progress reports, review and attend end-of-project presentations and attend recognition ceremonies.

A recent addition to the support network has been the introduction of change coaches. These change coaches are recruited from past successful process change leaders. Each current process leader is paired with a coach who listens, counsels and provides guidance to help the leader understand and overcome obstacles throughout the process change effort. The coach also provides moral support and attends presentations and recognition events. These coaches become ambassadors who share and spread their enthusiasm for process change.

HR plays a key role in Pace's process change initiatives. Under McGrath's leadership, HR is responsible for managing the overall "process" of process change, from soliciting and presenting process change project ideas to workshop scheduling, workshop facilitation, event planning, resource support and overall project monitoring and reporting. Also, as needed, HR offers training for process leaders in project management, presentation skills and meeting management.

A Learning Process

The last three years have been full of lessons for those of us involved in Pace's process change initiatives. As we reflect on the success of the process change initiative, we have come to realize that it has not been a static program, but has undergone its own changes.

So what have we learned? Perhaps the most important lesson we've come away with is that executive sponsorship of each process change project plays a crucial role in ensuring the project's success. The commitment and involvement of top leadership has made all the difference. We've also learned that soliciting feedback from participants and then actually using that feedback to improve and expand upon the workshops is of the

utmost importance. For example, many early participants requested that there be less lecturing and classroom teaching and more focus on the actual process change "process." As a result, Madu has adapted his workshops accordingly.

Success Stories

One of the first areas chosen for process change at Pace was placement testing. Before the process change effort, when incoming first-year students took a placement test to determine if they could achieve advanced standing in English or a foreign language, they were handed a blue book and a pencil. "They would look at us like we had four heads," exclaims Matt Bonilla, director of information technology at Pace. Susan Maxam, director of student success, agrees: "With those manual blue books, we were not in line with our benchmark schools. We needed to leverage technology to get our testing up to the level that our students expected."

The actual test-taking process wasn't the only thing that needed reworking. Placement testing was being done on an individual department level with the test results buried in file cabinets all over campus. "Everyone was working in silos and not working with each other," admits Bonilla. "Before we could construct any kind of electronic system, we had to get to the foundation of what the users needed and understand the process as it was, instead of rushing in to make a change that may not have had an impact." After extensive discussions with stakeholders, an electronic placement test was developed. The stakeholders then took the time to actually use the test themselves and provide feedback so the system could be adjusted to meet their needs. And after the incoming class actually took the new placement tests in the new electronic format, more changes were made.

The result? The new test saves several thousand dollars in materials and human resources, and students and faculty love the new process. "It's so much more user friendly," explains Maxam. "It's accessible (we have online access to data now), it's environmentally friendly and it takes less staff time to administer."

Despite the other demands of their jobs, Bonilla and Maxam are committed to keeping the test ahead of the curve. "Every year we will figure out how our benchmark schools are changing their processes so we can create ways to surpass them," says Bonilla. Adds Maxam: "That's one of the keys to success in Madu's model. You don't just complete a project and call it a day. It's continual assessment and improvement."

As a result of his experience as a process change leader, Bonilla believes he has grown personally and professionally, as he was exposed to a new set of skills, exposed to senior leadership and developed a vision of the kind of leader he wants to be. As evidence of his growth, Bonilla was recently recognized in the local community by being named to the city's "40 Under 40" list. He has been asked to lead a large customer service initiative at Pace, and also was tapped to lead the university's IT organization in its search for a new CIO.

Maxam also feels that her experience as a process change leader was transformative. "I now apply the concepts I learned in the process change workshops to every project in which I am involved," she says. "I have found that utilizing these techniques leads to better solutions and greater commitment from stakeholders."

Another process change success story is the university's non-salary payment and reimbursement program. Faculty and staff were not always aware of what forms and procedures were needed for this process. So Karen Buckwald, director of human resource projects, participated in the process change workshop and led her team in creating a user-friendly matrix that spells everything out in one place online. "All users need to do now is click on 'travel expense, meal, or lodging' for example, and the matrix shows them which form to use, what the account number is, and what procedure to follow for reimbursement," says Buckwald. "Any time we can make a process more streamlined, it definitely leads to an improved culture."

The staff separation process has also been significantly improved through process change. By leveraging technology, paperwork has been reduced by 100 percent. By eliminating levels of approval and adding crucial notifications via e-mail, workflow processes have been streamlined and overpayments to terminated employees have been reduced by 70 percent in the first year alone.

The Future

"We still have many processes at Pace that are paper intensive," admits McGrath. "But we've taken huge steps in the right direction and we will continue to identify processes that can be improved upon." The university's process change initiatives go beyond a transition to electronic processes. Identifying high performers, reducing the number of approvals needed, setting firm deadlines and prioritizing process change and continuous improvement in such a systematic, well organized way sends a bold new message to faculty, managers and staff about what it means

to work at Pace. As does the senior leadership's support and involvement in all manner of projects.

As the Pace University community continues to gain experience with and see positive results from the process change methodology, it is beginning the transition from tackling the "low hanging fruit" to taking on much larger and more complex issues. One such example is the recent office of administration customer service initiative. All the members of the process change team, comprised of representatives from six different office of administration departments, worked with Madu to identify opportunities for improved customer service and develop 16 separate initiatives to accomplish their goals.

"The cross functional teamwork is a major part of changing the management culture," says McGrath. "Workshop participants, and their colleagues throughout the university, have had new opportunities to solve problems together. As one workshop participant remarked, 'I've been at Pace for 15 years and there were so many people involved in our processes that I didn't really know and never had the opportunity to meet face to face before.'"

"Pace University is definitely moving in the right direction," proclaims Madu. "Every employee has the opportunity to contribute to and many have already seen the impact of their efforts for positive change. The focus on technological tools and change management have become a reflection of the new Pace culture — individuals are working harder, working more closely, breaking down silos and really starting to work as a team."

McGrath says he is firmly committed to continuing the process change efforts and believes it remains an imperative. "In addition to supporting the implementation of the new strategic plan," he says, "these projects lead to measurable improvement in work efficiency and effectiveness, a more pleasant and customer-focused experience for students, faculty, parents and staff, and the development of Pace's future leadership." 

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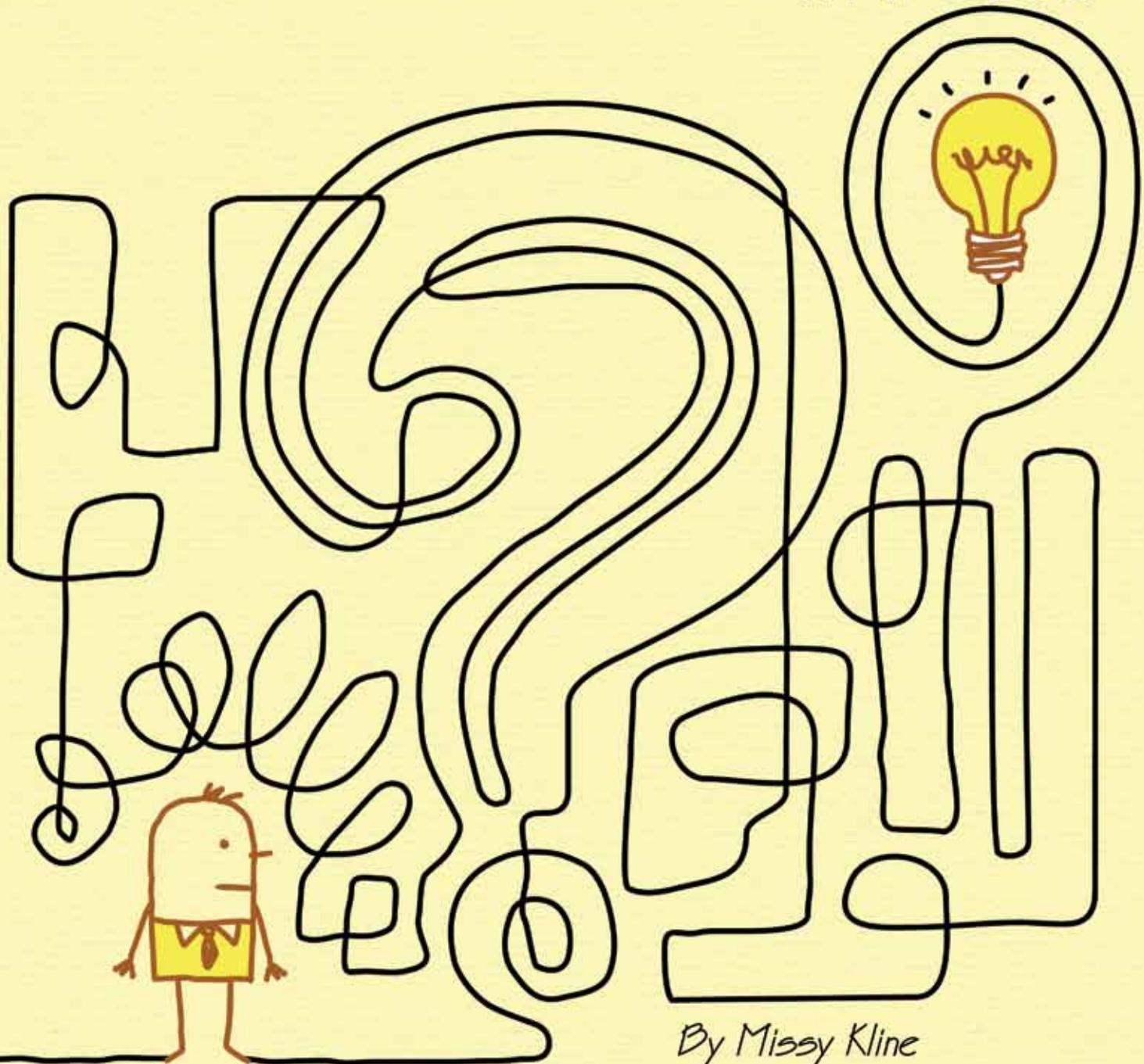
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Rethinking a Reduction in Force



By Missy Kline

In the spring of 2009, the University of North Carolina at Wilmington (UNCW) was faced with the elimination of 100 faculty and staff positions due to state-mandated budget cuts. At the time, 30 of those staff positions were filled. “The sentiment from administration was ‘We have these great people doing all this amazing work, and even though the budget says we can’t afford to keep their positions, we wanted them to at least keep a job,’” says William Fleming, assistant to the chancellor for human resources at UNCW. Chancellor Rosemary DePaolo fully supported HR in coming up with a plan to, where possible, reassign the people affected by the RIF into other positions at the university. This set the stage for an HR-coordinated initiative that would turn the traditional reduction in force (RIF) procedure on its head and keep 30 valued employees at UNCW.

First Steps

After the RIF mandate was handed down, UNCW vice chancellors were tasked with identifying functions and/or positions that could be eliminated in order to make

After this meeting, HR sprung into action. Whereas UNCW’s traditional RIF model was to notify the affected employees, give them a required notice period and then assign them to vacant positions throughout the university through priority re-employment, HR knew that this model needed to be tweaked for the new plan. Says Fleming,

“We realized that all 30 individuals may not opt for reassignment, in which case we needed to be well prepared for what needed to happen next for those employees.”

HR created a multi-tiered approach to assisting those particular individuals with re-employment, including providing detailed information about priority re-employment,

benefits and unemployment insurance; setting up meetings between the employee and classification analysts to discuss skill sets; and offering career mapping, assessment, resume preparation and other job search information through UNCW’s Career Center.

“We did not have funds to hire outplacement services so we utilized the resources available to us within the



At CUPA-HR’s annual conference this past fall, UNCW’s HR Office was presented with the association’s 2010 Excellence in Human Resource Practices Award

A key factor of this reassignment process was a focus on the “human” nature of employment. Sometimes, the “business” need of a campus ... drowns out the ... intangible human factors of key decisions.

the required budget cuts. “The vacant positions were a difficult loss for the university but at least in these cases individuals weren’t affected,” says Fleming. “But the loss of the 30 filled positions would impact lives.” Following the RIF mandate and the decision to try reassignments in lieu of layoffs, the chancellor called a meeting of all division leaders to set the direction for the initiative, with an emphasis on cooperation between and among departments and campus units.

university,” says Fleming. “The spirit of cooperation from all sections of campus was exemplary. And now we have a more thorough and employee-centric RIF process in place if we ever face another such scenario.”

Reassignment

Once the RIF process had been revamped, HR turned its attention to the reassignment initiative, shepherding the entire reassignment process from beginning to end.

Over a three-month period in the spring of 2009, UNCW instituted a hiring freeze and HR reviewed the skills of the 30 individuals in the positions identified for the RIF and then compared those skills and competencies with those required for vacant positions that still needed to be filled throughout the university. Once it was determined that there were reasonable matches, a detailed timeline was created for notifying each affected employee.

“We developed scripts for delivering the news to the individual and to his or her department, and created individualized information packets for each reassigned

reassignment work. However, it was understandably still a traumatic process for some — a few employees said they felt “uprooted;” they lamented losing their day-to-day connection with colleagues with whom they may have worked for years; and they worried about their ability to learn new skills and be successful in their new positions.

But overall, UNCW’s innovative response to the state-mandated RIF was generally well received across campus. HR and the chancellor received many unsolicited positive comments regarding the reassignment process from individuals reassigned, supervisors, vice chancellors and

By maintaining these 30 employees’ salaries and reassigning them to similar work, or to work that they had the skills to learn, we were able to minimize the trauma to both our employees and the university.

employee containing a notification letter, options regarding the reassignment, job descriptions and departmental information,” says Fleming. HR worked with divisional representatives and direct supervisors to notify the 30 affected individuals. The message was simple: the employee could choose to take the reassignment (at his or her current salary) or elect to be RIF’d and receive severance pay. All but one employee chose the reassignment option.

Says Fleming: “We were thrilled to be able to accomplish the same end result that an RIF would have produced but in a much more organizationally strategic and individually sensitive fashion. A key factor of this reassignment process, at its core, was a focus on the ‘human’ nature of employment. Sometimes, the ‘business’ need of a campus, particularly during tough budget times, drowns out the morale and other intangible human factors of key decisions. One saying that was oft repeated during this process was ‘there are faces and families behind these cuts.’”

Rave Reviews

To ensure the success of the reassignments to the extent possible, the chancellor gave the following charge to campus administration: she expected that both the “giving” and “receiving” departments would treat the transfer employee with dignity and respect and that they would commit to do everything possible to make the

others across campus impacted by the mandate. One supervisor said she could not have imagined finding a better employee even through a public search.

Outcomes

By taking a different approach and reassigning employees instead of simply letting them go, UNCW was able to fill open positions and still meet budget reduction requirements. “We were also able to gain a foothold in what would have been an otherwise unwieldy RIF scenario,” says Fleming. “RIFing 30 employees would have created a ripple effect throughout the campus for the 24 months of their priority re-employment period (which would have been based on years of service, etc. rather than best ‘fit’ for the employee and department). By maintaining these 30 employees’ salaries and reassigning them to similar work, or to work that they had the skills to learn, we were able to minimize the trauma to both our employees and the university. And HR was given a very public opportunity to show we can positively influence an outcome that has campus-wide impact.” 

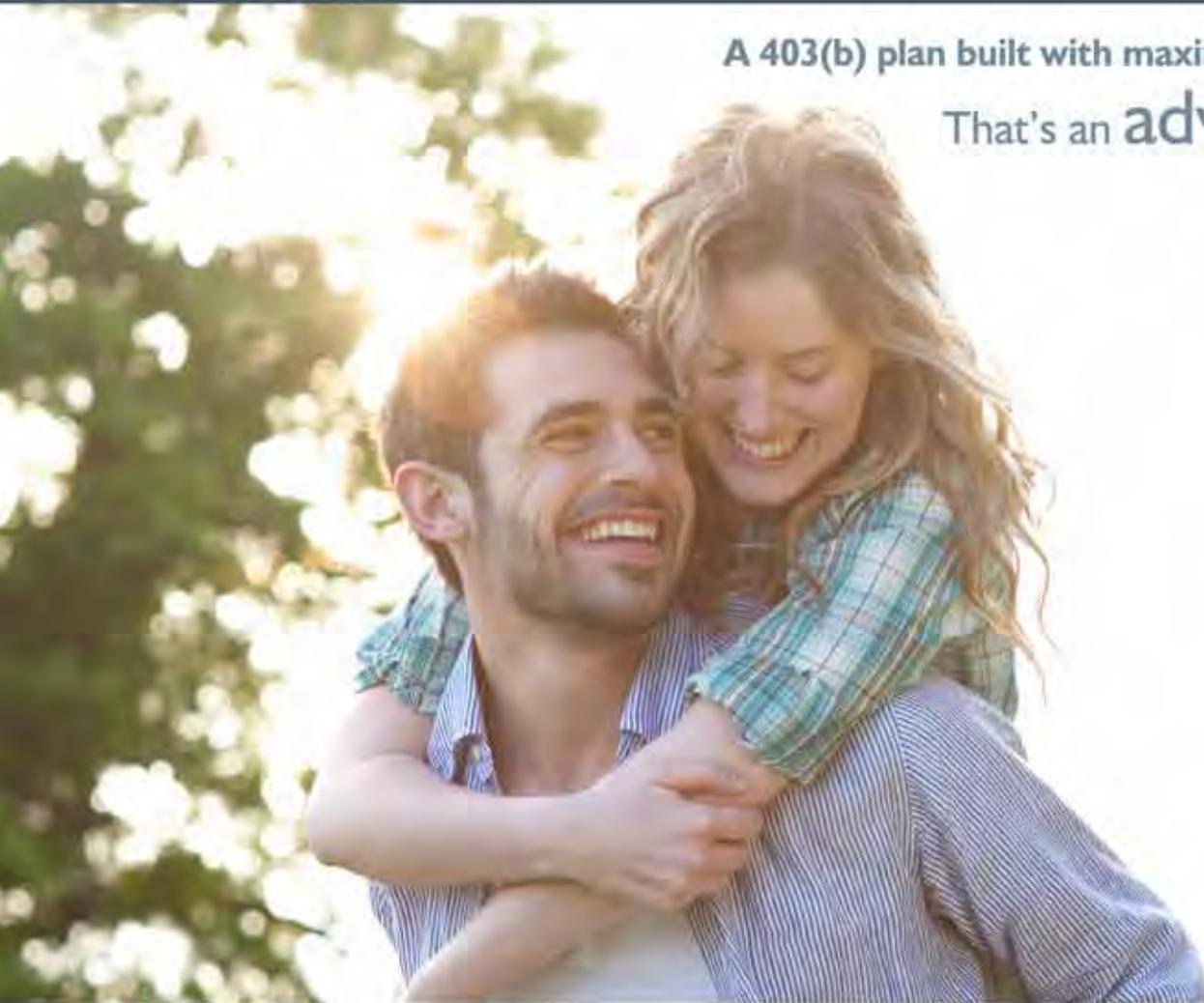
Missy Kline is managing editor of The Higher Education Workplace magazine. She can be reached at mkline@cupahr.org.

William Fleming, UNCW’s assistant to the chancellor for human resources, contributed to this article. If you’d like to learn more about UNCW’s reassignment initiative, contact William at flemingw@uncw.edu.

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2010 Midterm Elections and Their Impact on the 112th Congress

By Josh Ulman and Christi Layman

After two years of Democratic control of the U.S. House of Representatives, the U.S. Senate and the White House, historic Republican victories during the November 2 midterm elections have yielded a divided federal government, with each political party controlling a chamber of the 112th Congress. Republicans picked up 63 seats and control of the House and six seats and a more robust minority in the Senate.

Perhaps the most notable changes occurred on the state level, with Republicans winning 11 new governorships and at least 19 state legislative chambers. On inauguration day in January, 29 states will have Republican governors, 19 states will have Democratic governors and an independent will govern Rhode Island.

House of Representatives

The 63 victories provided Republicans with a majority in the House, with 242 Republicans and 193 Democrats. The Republican gains surpassed those of the 1994 midterm elections, when the GOP picked up 53 seats. In fact, this election brought the largest gains in the House since 1948, when Democrats won 75 seats.

November 2 was a particularly bad day for incumbents in the House, especially those that sit on the Democratic side of the aisle. Fifty-two Democratic incumbents lost their seats, while only two Republican incumbents lost theirs. Surprisingly, the losses spanned both new members that came in with the Obama administration two years ago as well as more senior institutional members.

Three prestigious committee chairs lost their seats in the Republican electoral wave: John Spratt (D-SC) of the Budget Committee, Jim Oberstar (D-MN) of the Transportation Committee and Ike Skelton (D-MO) of the Armed Services Committee. Other long-serving members like Allen Boyd (D-FL), Gene Taylor (D-MS), Earl Pomeroy (D-ND) and Chet Edwards (D-TX) also lost their seats.

In the 111th Congress, Democrats represented a broad spectrum of political

views, from more liberal to more conservative. However, the loss of more than 60 members of their caucus will make a significant impact in the diversity of Democratic viewpoints in this next Congress. Moderate “Blue Dog” Democrats, many of whom represent fairly conservative districts, were hit the hardest on November 2, losing 43 percent of their races. The loss of moderate members who were more willing to negotiate and work with members on the other side of the aisle may have a profound effect on whether the House can generate bipartisan legislation in the new Congress.

The demographics of Republicans in the House will also change when the incoming class of 87 freshman members is seated in January. More than 70 percent of the new

Republican Mark Kirk. Democrats also lost Pennsylvania Sen. Arlen Specter’s seat, which was won by Republican Pat Toomey. In addition, Wisconsin, Indiana and North Dakota all elected Republican senators and former House Majority Leader Roy Blunt won the Missouri Senate seat. Moderate Blanche Lincoln (D-AR) also lost her seat to Republican John Boozman. Lincoln, chairwoman of the Senate Agriculture Committee, was the only Senate committee chair to lose on November 2.

In Alaska, Republican incumbent Sen. Lisa Murkowski waged the first successful write-in campaign for a Senate seat since 1954. Murkowski lost the Republican primary to Joe Miller, who was backed by the Tea Party. However, Murkowski prevailed in the general election and on



Some provisions of the healthcare overhaul bill [like the 1099 reporting requirement] have bipartisan support for repeal or at least to make significant changes.



Republican members have backgrounds as state and local legislators, mayors, or former congressional aides or former members of Congress. The five members returning to Congress who had lost their seats in prior elections are Charlie Bass (R-NH), Tim Walberg (R-MI), Steve Pearce (R-NM), Steve Chabot (R-OH) and Mike Fitzpatrick (R-PA). Eight women will join the Republican freshman class, bringing the total number of female Republicans in the House to 24. Two African-Americans are also in the freshman class, Allen West (R-FL) and Tim Scott (R-SC). They will be the first African-American Republicans to serve in the House since J.C. Watts left in 2003 and the first from the Deep South since Reconstruction.

Senate

The impact of the midterm elections was less dramatic in the Senate. Thirty-seven of the 100 Senate seats were up for election this year; Democrats were defending 19 seats and Republicans were defending 18 and needed a 10-seat gain to win the majority. Republicans fell short of gaining the majority, but picked up six seats and retained all 18 seats they were defending this cycle. As a result, Democrats will continue to control the Senate in the 112th Congress, but with a much tighter margin of 53 to 47 Republicans. Democratic losses included President Obama’s former Senate seat, which went to Illinois

November 17 declared victory over Miller, though Miller challenged the results in state court and at press time the judge had not ruled on the case.

Party Leadership for the 112th Congress

Aside from new ratios in the House, there were also big changes in top leadership positions. Come January, Nancy Pelosi (D-CA) and John Boehner (R-OH) will trade roles, with former Minority Leader Boehner taking over as Speaker of the House and former Speaker of the House Pelosi stepping into the role of House Minority Leader. Boehner, a former chairman of the House Education and Labor Committee, is expected to draw on the committee process more substantially than his predecessor to give committee chairs more authority to craft legislation. Boehner has said he plans to deliver on Republican campaign promises and has already begun working to implement items in the Pledge to America, the governing document Republicans issued in the fall, which included plans to create jobs and repeal the healthcare reform law.

The relationship between Boehner and Pelosi is cordial but tense, which will offer an interesting element to each party’s efforts to work across the aisle on issues where bipartisan consensus should be found. Many expected Pelosi to step down after suffering such large losses on

November 2 and allow the current Majority Leader, Steny Hoyer (D-MD), to take the top House Democratic position. Hoyer is more moderate than Pelosi and is known for bringing all factions of the Democratic caucus together. Yet, with many of the moderate Democrats losing their seats, the remaining Democrats are likely to fall in line more closely with Pelosi. Hoyer will instead serve in the number two position in the Democratic caucus — House Minority Whip. In the Senate, the Democratic and Republican party leadership will remain largely the same.

A Look Ahead

The top priority for Congress and the White House going into this next Congress is going to be improving the economy and creating jobs. For some time Republicans have criticized Democrats for pushing the newly enacted healthcare reform law as their top legislative priority in the 111th Congress, while the economy got worse and their constituents lost their jobs. Now Democrats, and even the White House, have admitted that their messaging and the work they did do to address the economy did not resonate with voters. So hopefully, though the House and Senate may be working against each other on many issues in the upcoming Congress, with different parties driving two separate agendas, there will be some consensus and bipartisan efforts to address our nation's failing economy and decrease the unemployment rate.

Aside from the economy, the number of issues where Republicans and Democrats are likely to be inclined to work together may be very small. The Obama administration is expected to advance much of the remaining Democratic agenda from the last two years, including several workforce issues, through the regulatory process now that they will not have the numbers in the House or the Senate to move legislation forward. As a result, House Republicans are expected to focus heavily on congressional oversight of the Obama administration, issuing subpoenas, conducting investigations and requiring top administration and agency officials to testify before Congress on their activities in the executive branch.

Healthcare Reform

House Republicans have pledged for some time that if they won the House majority that they would work to repeal the healthcare reform bill passed by Democrats this past Congress. Passage of a full repeal through both the House and Senate is not likely, and would be vetoed

by the president anyway. However, Republicans are still expected to bring a full repeal vote to the House floor to send a message to the president and fulfill their campaign promises. Other efforts by Republicans to roll back parts of the bill or defund many aspects of the bill are likely to have some success.

Some provisions of the healthcare overhaul bill actually have bipartisan support for repeal or at least to make significant changes. One of these provisions is the 1099 reporting requirement, which is scheduled to take effect in 2012 and would require most businesses to file Form 1099s for every business-to-business transaction of \$600 or more for both property and services. This could potentially increase businesses' reporting requirements by nine times. This is expected to be addressed early in 2011.

Workforce Legislation

With many of the workforce legislative issues CUPA-HR has worked on intensely over the last four years, like the Employee Free Choice Act (EFCA), the Paycheck Fairness Act (PFA) and the Public Safety Employer Employee Cooperation Act (PSEECA) likely getting tripped up with more business-friendly members in the House, we expect to see legislative activity in this area slow considerably.

EFCA, a bill that would make it easier for unions to organize by virtually eliminating secret ballots as a method to determine whether a private-sector employer will be unionized and would allow government-appointed arbitrators to set the terms of an initial contract if the union and employer did not come to agreement within 120 days, is pretty much dead. The PFA and the PSEECA both failed to get enough votes in the Senate to overcome a Republican filibuster during the lame duck session, so it is extremely unlikely they would move forward in the 112th Congress.

The PFA would essentially require businesses to prove that any gender-based pay disparity is "job-related and consistent with business necessity." The bill would also make it easier to file action suits based on gender pay disparities and provide for unlimited liability for violations. The PSEECA would require nearly all state and local governments to allow collective bargaining with public safety employees including police, fire and emergency medical personnel over wages, hours and terms of employment. Public universities that employ police and EMTs would be affected.

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Community

Community Conversations

In September, CUPA-HR introduced its new online member community (<http://community.cupahr.org>), providing a place for CUPA-HR members to interact with and engage each other in dialogue about important issues relating to higher education. Community members can share documents and information, ask and answer questions in the forums, and find resources provided by other members to help navigate the challenges of managing the higher education workplace. Since its inception, the Community has expanded to more than 700 members and 32 groups that focus on specific areas of interest including community colleges and other two-year institutions, shared services, professional development, HR humor and a book club, among others.

Here are some of the queries that recently generated discussion in the CUPA-HR Community:



Will you share with me how your president's office is structured [at your two-year institution]? My president is considering an executive assistant-type position (more than the secretary/administrative assistant). Anybody have anything like that?



Do any of you have a policy prohibiting the use of synthetic marijuana? This seems to be an evolving hot topic.



Does anyone have a policy on harassment and bullying per the DOE letter of October 26?



Do you have an internal audit department or unit within your school? If so, might you be willing to share your organizational structure?



Our local and regional community is strongly encouraging us, as a private university, to consider accepting and enrolling undocumented students. Feedback in regards to institutional practices for this issue would be appreciated.

Visit www.cupahr.org/community.asp to learn how to get started in the online CUPA-HR Community.



CUPA-HR Featured Events

February 2011

February 4: Indiana Chapter Legislative Forum – Indianapolis, IN

February 11: Georgia Chapter Conference – Atlanta, GA

March 2011

March 27-29: Western Region Conference – Austin, TX

April 2011

April 8: Upstate New York Chapter Conference – East Syracuse, NY

April 10-12: Southern Region Conference – Little Rock, AR

April 15: Oregon Chapter Conference – Portland, OR

April 26-28: Eastern Region Conference – Uncasville, CT

April 28-29: Iowa Chapter Joint Conference With IACUBO – Ames, IA

April 28-29: Illinois Chapter Conference – Jacksonville, IL

May 2011

May 15-17: Midwest Region Conference – Indianapolis, IN

May 20: Utah Chapter Conference – Salt Lake City, UT



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.

Welcome to CUPA-HR!

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

Institutional Members:

Antioch University Santa Barbara
Bon Secours Memorial College of Nursing
Cayuga Community College
Franklin Pierce Law Center
Grace College and Seminary
Isothermal Community College
Lock Haven University
Marshall University
Monmouth College
Owens Community College
Presentation College
St. Catharine College

Texas A&M University – San Antonio
Union Graduate College
University of the West
Wesleyan College

Affiliate Members:

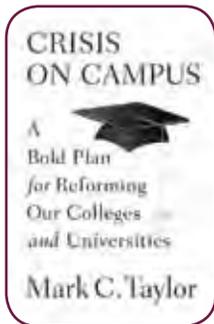
MD Anderson Cancer Center
New Jersey Education Association
The Lovett School

Student Members:

Ursula Pawlowski
David Ricciardi

Recommended Reading

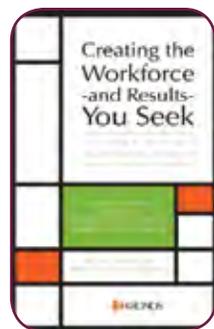
Crisis on Campus: A Bold Plan for Reforming Our Colleges and Universities (by Mark Taylor)



Could American colleges and universities be better served by turning tradition on its head? Mark Taylor, chair of the department of religion and co-director of the Institute for Religion, Culture and Public Life at Columbia University, certainly thinks so. In his latest book, Taylor questions all things sacred in higher education, from

tenure to the siloing of departments and units to the funding of endowments. He then shares his thoughts on how to “fix” higher education so that American institutions can remain sustainable and viable far into the future.

Creating the Workforce – and Results – You Seek (ed. Joyce O’Donnell Maroney)

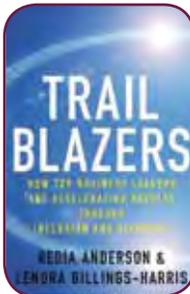


An insightful anthology written by some of today’s most distinguished thought leaders in human capital management (CUPA-HR President and Chief Executive Officer Andy Brantley is a contributing author!). Individually and collectively, the perspectives in this book address the “art and science” of workforce management and

provide a roadmap for growing and sustaining a cohesive foundation for managing an organization’s most valuable, and expensive, strategic asset.

Trailblazers: How Top Business Leaders are Accelerating Results Through Inclusion and Diversity

(by Lenora Billings-Harris)

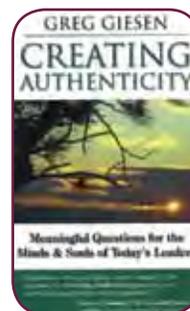


A look into the practices, metrics and research, as well as the anecdotal evidence, for building and sustaining workplace cultures that make strategic diversity and inclusion a business necessity. Focusing on concrete actions you can implement immediately, this insider guide profiles the best practices award-winning

companies have used on a sustained basis to transform their organizations.

Lenora Billings-Harris is a keynote speaker at CUPA-HR’s 2011 Western Region conference.

Creating Authenticity: Meaningful Questions for the Minds and Souls of Today’s Leaders (by Greg Giesen)



The most effective leaders are those who lead by a set of core values that reflect both who they want to be in the world and the contribution that they want to make. These leaders show up in all endeavors as the same person guided by the same principles. They truly want to make a difference in the world and in the lives of those

they touch. This book of 200 powerful, thought-provoking questions provides the avenue to help all leaders better understand themselves and who they are as leaders.

Greg Giesen is a keynote speaker at CUPA-HR’s 2011 Western Region conference.

Congratulations to Our Newest Honorary Life Members

As a show of appreciation for their dedication to CUPA-HR over many years and a nod to their professional achievements, four former CUPA-HR volunteer leaders have been granted honorary life membership in the association.

Jane Kinn Buser



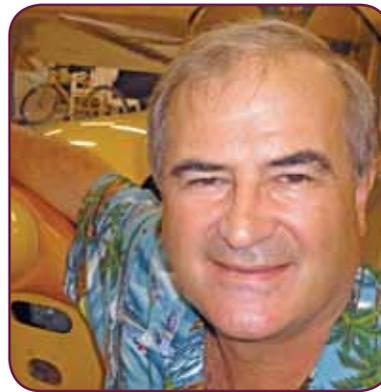
Early on, Jane Kinn Buser established a pattern of professional achievement that in 1973 led her to Boise State University. There, as executive director of human resource services, Jane has been a strong supporter

of the university's employees and has remained on the cutting-edge of the profession for more than 35 years. She has also been an important advocate for retirement issues and championed efforts that changed Idaho's state laws relating to those issues.

Jane has announced her plans to retire in early 2011. A member of CUPA-HR since 1974, Jane assumed her first leadership role as a founding member and the first chair of the CUPA-HR Northwest Region. She has since served in leadership roles at the regional and national levels, including two tenures on the CUPA-HR national board of directors from 1975-76 and 1995-97.

To all of her endeavors, Jane brings tremendous intelligence, insight and compassion. Her commitment to her community — both professionally and personally — demonstrate the spirit of CUPA-HR and this honor.

Jeffery G. Cargile



Jeffery G. Cargile recently retired from the University of South Carolina, where he served for 24 years as the director of human resource programs and services. In his more than 30-year career — with the University of South

Carolina and the state of South Carolina — Jeff's work contributed significantly to higher education HR.

Jeff emerged several years ago as a leader within CUPA-HR and has since served in many capacities for the association. In addition to his presentations at many CUPA-HR conferences, Jeff was a member of CUPA-HR's national board of directors from 1999-2001 and has been a National Program Committee chair as well as a member of the National Awards Committee. He most recently served on the association's Professional Development Advisory Board and the Communication, Outreach and Advocacy Committee.

Jeff not only gave his time and effort to CUPA-HR through leadership at the national level but also at the regional and chapter levels. For his service to CUPA-HR, Jeff has also received both the national and Southern Region Distinguished Service Award.

Charlotte A. Fugett



Charlotte A. Fugett's service to higher education evolved in 2007, when she transitioned from a 10-year career in higher education human resources at Pima County Community College District to the presidency

of the East Campus of Pima Community College. While serving in an HR capacity for the district, Charlotte was vice chancellor for HR and executive vice chancellor for administration. Prior to that, she was director of HR services at the University of Richmond from 1978-98.

Charlotte was the vice president for membership services on CUPA-HR's national board of directors from 1990-92 and served as chair for the 1993-94 fiscal year. In addition to her association contributions at the national level, Charlotte has also been active in CUPA-HR's Western and Southern regions. She was a regional representative on the Knowledge Center Task Force that helped create and launch CUPA-HR's online Knowledge Center and served in numerous leadership roles for the Southern Region.

Though her role in higher education has changed, her involvement in CUPA-HR continues. Charlotte has demonstrated a sustained commitment to the values and goals of CUPA-HR through her consistent participation, service and leadership and her willingness to share her wealth of knowledge with developing HR professionals.

Barbara G. Taylor



Barbara G. Taylor retired last year from her position as the associate vice chancellor for administration and human resources at the University of Arkansas. She first joined the university in 1974 as its director of human relations

and was the institution's first affirmative action officer.

Barbara has brought a tremendous amount of energy and enthusiasm to the organizations she serves, and CUPA-HR is no exception. Since 1998, she has served in numerous leadership positions at the chapter, regional and national levels, including chair of the national board of directors in 2006-07. Over the years, Barbara has made countless contributions to CUPA-HR. She was a frequent author of articles in the *CUPA-HR Journal* and other higher education publications, and she made numerous presentations at chapter, regional and national CUPA-HR events. She also played an integral role in the development and creation of CUPA-HR's online Knowledge Center.

Through it all, Barbara has exemplified a professionalism that is second to none. Barbara was also honored with the 2010 Donald E. Dickason Award, CUPA-HR's highest honor, which recognizes distinguished and continuing service to CUPA-HR.

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Nominees and Regulatory Agenda

As a result of the increased number of Republicans in the Senate, it will be much easier for Republicans to mount a filibuster on nominees. The president may be forced to put forth more mainstream nominees in positions at the Department of Labor, the National Labor Relations Board (NLRB) and the Equal Employment Opportunity Commission, as he will undoubtedly struggle to get some of his current choices confirmed. As a result, we expect to see a robust regulatory agenda, with action on issues such as Fair Labor Standards Act recordkeeping requirements and changes to regulations under the Family and Medical Leave Act and the Occupational Safety and Health Act.

The administration has also signaled that it intends to modify NLRB elections and become much more active within the Office of Federal Contract Compliance Programs. We also expect to see increased reporting requirements for employers facing union organizing campaigns and increased scrutiny of employer use of credit/criminal background checks.

Outlook

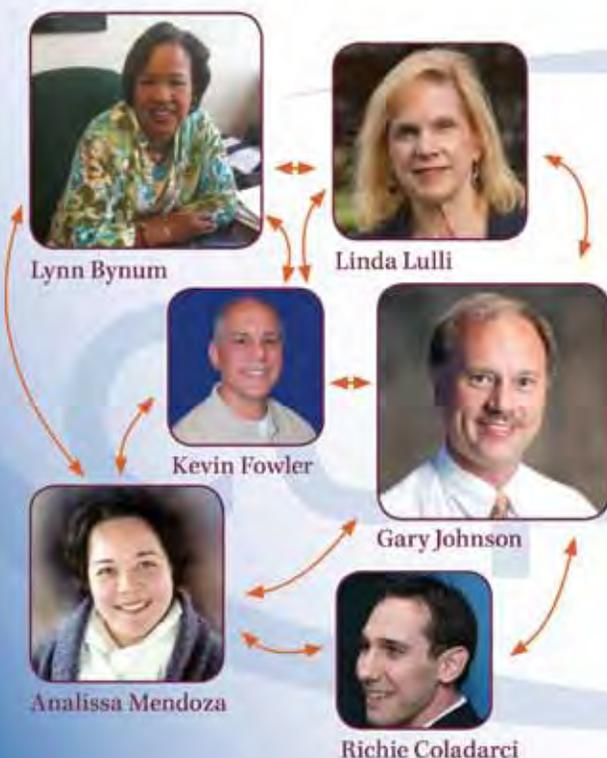
The day after the election, as traditionally happens in politics, the focus immediately switched to the next big

election two years from now in November 2012. President Obama's bid for a second term in office will influence everything considered by the upcoming Congress. One third of the Senate will again be up for election, but this time, because of large Democratic gains in 2006, Democrats will be defending 23 Senate seats while Republicans will be defending only 10. This reality will shape much of how the Senate approaches the 112th Congress.

Some Democratic members that may be seen as more vulnerable in 2012 may be willing to work with Republicans more than they would otherwise. However, this will also lead to some gridlock as members on both sides of the aisle will attempt to stand their ground on issues important to their base. So in the two years ahead, members of Congress and President Obama are going to have to strike a careful balance of voting and working for their base but also being seen as flexible enough to move our country and our economy forward or they will pay the price at the polls. Let the campaigning and posturing for 2012 begin!

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Christi Layman is manager of government relations for CUPA-HR. She can be reached at clayman@cupahr.org.



Get Connected

With CUPA-HR's New Online Member Community

How to Get Started:

1. Visit the Community home page at: <http://community.cupahr.org>
2. Log in using your Knowledge Center/ CUPA-HR login and password.
3. Click on My Stuff — your personal dashboard — and complete your profile.
4. Now you're ready! Connect with colleagues, join a group and be part of the CUPA-HR online member community.



THIS WAY FORWARD

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