

The Higher Education Workplace

Published by the College and University Professional Association for Human Resources Spring 2011



PERSPECTIVES

Provosts, Development
Officers and a Legislator
Share Thoughts on the
State of Higher Education



THIS WAY FORWARD

Fidelity can help show you the way to optimize your benefits.

Fidelity is proud to be a Premier Partner of CUPA-HR, and will continue to provide you the guidance and benefit solutions to help you emerge from these complex times.

Your goal is a benefits offering that creates more value. That's where Fidelity comes in.

- With guidance and strategies to make the next step clear and easy to implement, for you and your employees
- A breadth of retirement savings plan solutions that set your organization apart—and help you comply with changing regulations
- And exceptional service that can boost employee engagement and your program's efficiency

So turn to a company that helps drive success for more than 15,000 organizations and 22 million employees. Turn to Fidelity.

TO LEARN MORE, VISIT Fidelity.com/taxexempt

Turn here®



Perspectives

22 From Higher Ed to the House *Perspectives From a State Legislator*

Having spent years in finance, administration and governance in both higher education and state government, Hank Huckaby is in a unique position as a freshman member of Georgia's House of Representatives to provide the legislature with an insider's insight into the state of affairs in higher education. In an interview with CUPA-HR President and CEO Andy Brantley, Huckaby speaks candidly about a number of hot-button issues facing higher education today and how his higher ed experience is influencing his work in the House.

26 The Buck Starts Here *Perspectives on Institutional Advancement*

In this era of seemingly never-ending budget cuts and ever-increasing costs in higher education, institutional fundraisers are under immense pressure to bring in new dollars and secure reliable sources of funding. In this interview, two chief development officers discuss the challenges of their work and how the nature of that work has changed over the past few years.

30 Mandates and Missions *Perspectives on Academic Administration*

Finding ways to improve student completion rates and ensuring the accessibility and affordability of a college education have been priorities of the Obama administration. However, in this uncertain economy, that's not always been an easy task. In this interview, the provosts of two institutions share how these mandates, along with budget woes and the fallout from the economy, are impacting their work and their institutions.

Departments

3 A Word From the President and CEO

5 Briefs

- *Higher Ed Presidents Form Group to Give Voice to Underrepresented LGBTQ Population*
- *What Are the Top Challenges for College Presidents? Well, That Depends*
- *Endowments Beginning to Recover*
- *UC Santa Cruz Subject of Investigation by DOE'S Office for Civil Rights*

9 Fresh Ideas

Indiana University-Purdue University Fort Wayne program supports new-parent employees and their children's development

11 Wellness Works

Farmers' markets cropping up on college campuses

14 Green Campus

St. John's University embarks on a sustainability transformation

18 Community College Corner

An alternative to adjuncts at New Jersey's Ocean County College

36 On the Hill

A flurry of activity at the NLRB over the past 12 months has employer groups and Congress on alert

40 CUPA-HR Community

All things CUPA-HR

The Higher Education Workplace

Magazine Staff

Director of Communications **Gayle Kiser**
Managing Editor **Missy Kline**
Senior Graphic Designer **Jeremy Longmire**

2010-11 CUPA-HR Board of Directors

Chair	Mary Maher, University of Texas Health Science Center at San Antonio
Chair-Elect	Lauren Turner, Mount Holyoke College
Treasurer	Jane Federowicz, Rosemont College
Past Chair	Jack Giarusso, University of Massachusetts Lowell
President & CEO	Andy Brantley, CUPA-HR
Eastern Region Directors	Mark Coldren, Ithaca College David Trainor, Connecticut State University System
Midwest Region Directors	Gary Johnson, Drake University Patrick Rhoton, Mount Vernon Nazarene University
Southern Region Directors	Deborah Fillmore, Tulsa Community College Donna Popovich, University of Tampa
Western Region Directors	Amy King, University of Denver Kevin Price, Northern Wyoming Community College District
At-Large Directors	Lynn Bynum, Bellarmine University Betsy Rodriguez, University of Missouri System Linda Lulli, Bryant University

ADVERTISING INQUIRIES

Tel: 865-637-7673 • Fax: 865-637-7674 • E-mail: advertising@cupahr.org

The Higher Education Workplace is published three times a year by the College and University Professional Association for Human Resources, 1811 Commons Point Drive, Knoxville, TN 37932. Association dues paid by member institutions cover the annual cost for the *The Higher Education Workplace*. All changes in address should be sent via e-mail to memberservice@cupahr.org.

© 2011 College and University Professional Association for Human Resources; all rights reserved.

We're Blogging!

After a one-year hiatus, the CUPA-HR blog is back in action! We've moved to a new platform, redesigned the look and changed the name — it's now The Higher Ed Workplace Blog — and CUPA-HR leaders and staff members are blogging regularly.

Some of the topics recently covered: guns on campus, women in the workforce, higher ed business models, union issues, healthcare reform and more. Visit the new and improved blog at <http://blog.cupahr.org/>.

And don't forget we're also on Twitter. Several CUPA-HR staff members and former leaders tweet regularly about workforce issues, higher ed-specific news and HR-relevant topics. Check out [@cupahr](https://twitter.com/cupahr), [@andybrantley](https://twitter.com/andybrantley), [@kentag](https://twitter.com/kentag) and [@VaillancourtA](https://twitter.com/VaillancourtA).

And if you're attending CUPA-HR's Annual Conference and Expo this year, join in the pre-conference buzz on Twitter or just follow along ([#cupahr11](https://twitter.com/cupahr11)).

Fill the Silence!

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



I had the opportunity earlier this year to present at three higher education conferences — the PeopleAdmin Client Conference, the NACUBO Executive Leadership Symposium and the SunGard Summit. I used my sessions to engage higher education leaders in dialogue regarding the changing workforce in colleges and universities. Here's what we talked about:

The U.S. workforce is changing. The Department of Labor predicts fewer workers in almost one quarter of the 750 occupations it tracks, as the total NUMBER of jobs increases! MIT economist David Autor says that the U.S. labor market is “increasingly polarized, with growth at the high-skill, high-wage and low-skill, low-wage ends, and significant contraction of the vast middle.” The definition of unemployment is also changing. In January 2011, the Bureau of Labor Statistics (BLS) lifted its ceiling for recording how long people have been out of work from two to five years. According to the BLS, the average time a worker is unemployed has doubled to 34 weeks, and the government now calls 1.3 million people “discouraged workers” — people who are no longer looking for a job because they believe there are no jobs available.

What are the job growth areas for the U.S.? The key to answering this question is reflected in Autor's comments regarding high-skill, high-wage and low-skill, low-wage job growth. The BLS believes that we will see growth for positions such as home health, fast food counter clerks, security guards, janitors, lawn care workers, nurses, skincare specialists, sports coaches (I don't think they are referring to coaches with multimillion dollar contracts!), fitness trainers and public relations professionals. New occupations like solar photovoltaic installers and wind turbine service technicians are also expected to grow.

What are the job decrease areas for the U.S.? According to the BLS, positions on the demise include telemarketers (hooray!), bookbinders (my Nook is my travel companion now), postal service workers, textile-related engineers and once cutting-edge positions like desktop publishers.

What are the job growth areas for higher ed? Each group I spoke with mentioned jobs related to distance

education, positions to support international growth and outreach, fundraising professionals, positions to support grants and research, and some IT-related positions.

What are the job decrease areas for higher ed? When I posed this question in my presentations ... dead silence every time! The first time I asked this question, the silence made me want to fill it quickly (as is our tendency in awkward or uncomfortable situations). By my most recent presentation, I was actually hoping to again hear the silence to help me make a point. I was not disappointed.

It's always easier to think about growth areas or the new, next technology or innovation or the jobs we think our institutions need to help us move into the future. It's very difficult to look around our institution (or even our own offices) and question the long-term relevance of the role of some of our employees ... or maybe even the relevance of our own position! However, the talent and capabilities in our organization must meet our current needs AND position us for the future. When talent and capabilities in the organization cannot prepare us for what is next, we have to make necessary adjustments.

For this issue of *The Higher Education Workplace*, we interviewed two chief academic officers, a former chief financial officer and two chief development officers from different types of higher education institutions (special thanks to my colleagues at ACE, NACUBO and CASE for recommending these higher ed leaders). Incumbents in each of these positions play a vital role in managing the higher education workforce. For HR professionals to meet the current and future needs of our organizations, we must have a clear understanding of the roles each of these positions play and how HR can help meet their current and future challenges.



Andy Brantley | CUPA-HR President and CEO

70 Years of Tenure.

But We Don't Want to Rest on Our Laurels.

Our expert team consists of seasoned consultants and human resource practitioners with extensive experience in working with academic institutions, both public and private. We understand the culture, operations and mission of institutions, enabling us to quickly understand each institution's situation and needs.

At Sibson Consulting, we strictly maintain our objectivity and independence, and we are committed to working with institutions to develop responsive and creative solutions to actuarial, health benefits, compensation, performance management, communications, retirement and human resources needs. We are dedicated to serving as strategists, partners and analysts for all your institutional issues.

Sibson is proud to have maintained a long-standing partnership with CUPA-HR and is one of five Mary Ann Wersch Premier Partners.

To find out why leading organizations have trusted us as their consulting firm of choice for over 70 years, please contact Kelly S. Jones at kjones@sibson.com. Or visit our web site at www.sibson.com/highered.

 **SIBSON CONSULTING**
A DIVISION OF SEGAL

Higher Ed Presidents Form Group to Give Voice to Underrepresented LGBTQ Population

Last summer, nine gay and lesbian college and university presidents gathered with their partners at Roosevelt University in Chicago in what was to become the inaugural meeting of the LGBTQ (Lesbian, Gay, Bisexual, Transgendered and Queer) Presidents in Higher Education. In just a few short months, the group had grown to nearly 30 members, and in March of this year held its first official annual meeting at the American Council on Education (ACE)'s annual meeting in Washington, D.C.

As little as three years ago, only a handful of college presidents were known to be publicly "out" as gay. However, after *The Chronicle of Higher Education* published an article in August 2007 about three of them — Sean Buffington of the University of the Arts, Charles Middleton of Roosevelt University and Ralph Hexter, then of Hampshire College — five other university presidents came forward acknowledging their homosexuality. According to Middleton, after this, the network grew — out presidents found one another and the circle expanded to include not only college and university presidents but presidents of other higher education institutions and organizations, as well as their partners. And thus LGBTQ Presidents in Higher Education was born.

The founding members of LGBTQ Presidents in Higher Education are Middleton; Ralph Hexter, former president of Hampshire College and current provost and executive vice chancellor of University of California Davis; Ray

Crossman, president of Adler School of Professional Psychology; Theo Kalikow, president of the University of Maine, Farmington; Neal King, president of Antioch University Los Angeles; Les McCabe, president of the Institute for Shipboard Education/Semester at Sea; Katherine Ragsdale, president of Episcopal Divinity School; Charlita Shelton, president of the University of the Rockies; and Karen Whitney, president of Clarion University.



Pictured (from left to right) are the founding members of LGBTQ Presidents in Higher Education: Katherine Ragsdale, Charlita Shelton, Ray Crossman, Theo Kalikow, Chuck Middleton, Les McCabe, Karen Whitney, Ralph Hexter, Neal King

The mission of the group is simple: to promote leadership development for current and future gay presidents, support professional development for gay people at all levels of academe, and advocate for equity and diversity throughout higher education.

Although the newly organized group is just beginning

in earnest its work toward that mission, opportunity is already knocking — they were invited to present a panel session entitled "Inclusiveness in the Academy: Developing Leadership Opportunities for LGBT Individuals" at ACE's annual meeting in March, giving a unique voice to the conference agenda.

The group is now working to establish the framework for what it hopes to be a larger, more inclusive group of LGBTQ higher education administrators and industry professionals.



For more information on LGBTQ Presidents in Higher Education, visit <http://www.lgbtqpresidents.org/>.

What Are the Top Challenges for College Presidents? Well, That Depends

The fallout from the recession continues to manifest itself in myriad ways, especially in the higher education sector, which often lags a year or two behind other industries when it comes to realizing the full effects the downturn has had on “business as usual.”

So what current issues and challenges are keeping college leaders up at night? According to results from Inside Higher Ed’s Presidential Perspectives Survey, it’s all relative. The survey, conducted in January and February of this year and completed by 956 campus and system presidents, chancellors and chief executive officers, sought to identify key concerns that confront higher education leaders as their institutions try to emerge from the economic downturn. Not surprisingly, responses varied by institution type.

Presidents of public institutions identified budget shortfalls as their most pressing issue, followed by changes in state support and remediation/student readiness. In contrast, rising tuition/affordability ranks as the top challenge for leaders of private institutions, followed by competition for students and then budget shortfalls.

As for the strategies presidents are employing to address their institutions’ financial hardships, leaders at both private and public institutions have relied heavily on budget cuts (most of which were targeted, rather than across the board, and focused on administrative rather than academic savings). Many institutions have also relied upon tuition increases to relieve some of the financial strain, with nearly 50 percent of the presidents of public institutions and a quarter of the presidents of private institutions reporting tuition increases of more than 5 percent during the past three years.

Although data show that private institutions and public institutions have undertaken many of the same strategies for addressing their financial shortfalls, there are also stark differences in the utilization of other strategies. For instance, more than four times as many presidents of public institutions report the increased use of part-time faculty than private institutions. Public institutions were almost three times likelier than privates to increase student fees for campus resources and services. In

contrast, private institutions more often than public institutions utilized changes in benefits levels; created new, self-sustaining programs; increased endowment payout rates; and, in the starkest contrast, allowed the discount rate to rise in order to provide more financial aid (48.9 percent of privates vs. 2 percent of publics).

Presidents were also asked to rate the effectiveness of these various strategies. Four of the top six strategies that received the highest ratings involved new revenue generation (creating new, self-sustaining programs; launching/expanding online education programs; launching/expanding partnerships with other institutions; and increasing tuition).

Survey respondents conceded that there are several cost-savings strategies they would consider using absent the political ramifications of doing so. In aggregate, the top four “politically difficult” strategies all involve personnel issues: outsourcing services; altering retirement policies; altering tenure policies; and increasing teaching loads (with outsourcing being number one among presidents of public institutions and altering retirement policies taking the top spot among presidents of private institutions).

Although most are cautiously optimistic about their institutions’ recovery, higher education leaders certainly do not have their heads in the sand. Survey data reveal that campus leaders are well aware of the areas in which their institutions must improve. The majority of presidents surveyed give their institutions high marks on managing financial resources; the quality of their undergraduate programs; relationships with the community; and preparing students for future employment. However, most metrics referenced in the question fall below the 50 percent mark, particularly in the areas of student support services; recruiting/retaining talented faculty; ensuring the development of junior faculty; and using data to inform campus decision making.



To read more about the Presidential Perspectives survey, visit www.insidehighered.com/news/survey/president2011.

Endowments Beginning to Recover

Results from a recent study by NACUBO and Commonfund indicate that returns to endowments in higher education institutions rose sharply from 2009 to 2010. However, reflecting the legacy of the economic downturn, longer-term returns remain low.

The endowments of the 850 institutions surveyed for the 2010 NACUBO-Commonfund Study of Endowments showed an average return of 11.9 percent for the 2010 fiscal year, up from an average return of -18.7 percent for FY09. However, the average annual three-year return for these institutions was -4.2 percent; the five-year return was 3.0 percent; and for 10 years the average annual return was 3.4 percent.

This year's study found that returns were positive for all major asset classes except real estate, while last year only fixed income showed a positive return. The highest return this year came from domestic equities, which gained 15.6 percent. Fixed income gained 12.2 percent; international equities gained 11.6 percent; alternative strategies gained 7.5 percent; and short-term securities/cash/other gained 2.7 percent.

The effective spending rate for responding institutions averaged 4.5 percent, slightly higher than last year's 4.4 percent average rate. The highest rate, 5.7 percent, came from institutions with assets between \$501 million and \$1 billion. Institutions with assets over \$1 billion trailed closely behind at a rate of 5.6 percent. Institutions with assets under \$25 million had the lowest spending rate at 3.5 percent. Forty-five

percent of study participants reported increasing their spending rate in FY2010, while 27 percent lowered it and 25 percent reported no change. On average, 10.5 percent of survey respondents' FY2010 operating budget was funded from endowment, a drop from last year's 13.4 percent.

Allocations to major asset classes were largely unchanged from last year, with domestic equities at 15 percent; fixed income at 12 percent; international equities at 16 percent; alternative strategies at 52 percent; and short-term securities/cash/other at 5 percent.

While 42 percent of responding institutions reported a drop in gifts over the past year, 43 percent reported an increase in gifts (last year the numbers were 60 percent and 26 percent, respectively). While three-quarters of responding institutions reported carrying a debt, the average of which was \$181.5 million as of June 30, 2010 (up nearly \$14 million from the previous year), many institutions reported that they in fact lowered their debt level in FY2010. The increase in the overall numbers appears to reflect greater borrowing on the part of those institutions that did increase debt.

Said NACUBO President and Chief Executive Officer John D. Walda, "We are hopeful that good results in [this year's survey] can be repeated

for the current fiscal year, and thus return endowments to the solid footing needed to support the long-term missions of the institutions they support."

2010 NACUBO-Commonfund Study of Endowments

Average Annual One-, Three, Five, and Ten-Year Returns* for U.S. Higher Education Endowments and Affiliated Foundations for Periods Ending June 30, 2010

Size of Fund	1-year	3-year	5-year	10-year
	% N=817	% N=722	% N=672	% N=468
Over \$1 Billion	12.2	-3.5	4.7	3.0
\$501 Million to \$1 Billion	11.9	-3.9	3.6	3.6
\$101 Million to \$500 Million	11.9	-4.4	3.0	3.3
\$51 Million to \$100 Million	11.8	-4.3	2.7	3.3
\$25 Million to \$50 Million	12.0	-4.2	2.6	2.9
Under \$25 Million	11.6	-3.9	2.2	2.8
All Public Institutions	12.0	-3.9	3.0	3.3
Public College, University, or System	12.2	-3.2	3.7	3.6
Institution-Related Foundation	12.0	-4.0	2.7	3.2
Combined Endowment/Foundation	11.7	-4.5	2.7	3.1
Private Non-Profit College or University	11.8	-4.3	3.0	3.4
Average	11.9	-4.2	3.0	3.4
Median	12.1	-4.1	2.8	3.2
<i>Quartiles</i>				
75 th Percentile	13.7	-2.7	3.8	4.4
25 th Percentile	10.2	-5.6	1.9	2.4
<i>Relative Indices</i>				
S&P 500	14.4	-9.3	-0.8	-1.6
Russell 3000	15.7	-9.5	-0.5	-0.9
MSCI World ex U.S. (in U.S. \$)	7.5	-12.2	2.0	1.0
Barclays Aggregate Bond	9.5	7.6	5.5	6.5
CPI-U	1.0	2.1	2.6	2.8
HEPI	0.9	2.8	3.4	4.3

*Net of management fees and expenses.

Technical notes:
HEPI is the Higher Education Price Index, an inflation index designed specifically for higher education. It measures the average relative level of prices in a fixed basket of goods and services purchased by colleges and universities each year through current fund educational and general expenditures, excluding research. The HEPI and CPI-U indices come from Table A of the 2010 HEPI Update, published by Commonfund Institute.

Copyright ©2011 National Association of College and University Business Officers and Commonfund Institute

Average Annual Rates of Return*, Fiscal Years Ending June 30, 2010-2001

	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001
Average	11.9	-18.7	-3.0	17.2	10.8	9.3	15.3	3.7	-6.2	-3.3
Median	12.1	-19.1	1.7	21.5	15.3	14.0	17.5	4.7	-4.1	-2.7

*Net of all management fees and expenses.
About 96 percent of the institutions that participated in the 2010 NCSE provided rate of return data for the fiscal year ending June 30, 2009.
Data for 2008 to 2001 are from the 2008 NACUBO Endowment Study.

For more information on the 2010 NACUBO-Commonfund Study of Endowments, visit www.nacubo.org/Research/NACUBO_Endowment_Study.html.

UC Santa Cruz Subject of Investigation by DOE's Office for Civil Rights

The University of California, Santa Cruz, was notified by the Department of Education in mid-March of the investigation, stemming from a faculty member's complaint that a series of pro-Palestinian events crossed the line into anti-Semitism and created a hostile environment for Jewish students.

In a June 2009 complaint, Hebrew lecturer Tammi Rossman-Benjamin alleged that UC Santa Cruz administrators repeatedly failed to address concerns voiced by herself and students about academic departments and residential colleges sponsoring speakers and film screenings she described as "viciously anti-Israel" with campus funds. She also alleged that some professors use their classes to promote an anti-Israel political agenda and that these same professors fail to intervene when students are verbally harassed for defending the Jewish state.

UC Santa Cruz counsel Carole Rossi has stated that the university will cooperate with the investigation,

saying, "We not only look forward to fully participating in [the Office for Civil Rights'] review of the matter, we are confident that the agency will determine that the allegations are unfounded. Our campus is absolutely committed to the enforcement of policies that protect every individual from unlawful discrimination and harassment, and that value and support an atmosphere of personal and intellectual freedom."

Kenneth Marcus, former director of the DOE's Office for Civil Rights and current head of the anti-Semitism initiative at the Institute for Jewish and Community Research in San Francisco, said investigations into anti-Semitism bias are rare. "This is anything but the usual case," he said about the probe at UC Santa Cruz. "What they are investigating is the atmosphere throughout the university and raises very subtle questions about the definition of discrimination, the meaning of anti-Semitism and where the lines are between harassment and the First Amendment."

ADVERTISEMENT



"Sometimes I wish
I knew what you
were thinking..."

- Charlie Brown

MetLife helps close the gap between what you know
and what employees are thinking.

MetLife's 9th annual *Study of Employee Benefits Trends* takes a proactive approach to help you address post-recession changes. Statistics show employees place more value on benefit plans than employers realize, and this gap puts pressure on employee retention. MetLife's new study gives you the forward thinking you need to make strategic decisions about your organization's benefits programs.



Download our free study at metlife.com/study.



MetLife

Benefits for the **if** in life™

Supporting New Parents and Their Children's Development Through IPFW's New Parents Program

By Melissa Helmsing



IPFW Chancellor Michael Wartell (r) with program participant David Reynolds and his son

The Indiana University-Purdue University Fort Wayne (IPFW) New Parents Program was developed in 2008, when Chancellor Michael Wartell discovered an opportunity to welcome new babies into the IPFW family, promote kindergarten preparedness and demonstrate the university's support of work/life balance for its valued staff and faculty. The objective of this innovative program is to support the education and development of children from birth to age five by providing resources for parents to support them as their child's first teacher. As an institution of higher learning, IPFW maximizes its unique ability to offer a wide range of expertise and resources in a variety of ways to program participants and to the campus community.

"IPFW prides itself in being a very family friendly university, with benefits like paid parental leave and a stop-out program that allows faculty on the tenure track to take time off when there is an addition to their family," says Rose Costello, director of human resources at IPFW.

"The New Parents Program is yet another way for us to emphasize our commitment to family values."

In its inaugural year, the New Parents Program welcomed 18 babies. At the beginning of 2011, there were 58 babies and toddlers (and their families) in the program. Monthly contact with the families in the program is maintained through workshops, events and the delivery of educational materials and brochures intended to support educational, social, cognitive and behavioral development in young children. The educational materials include books and learning toys aligned with children's early childhood development and milestones. Workshops are led by IPFW faculty working in the fields of psychology, elementary education and cognitive development. Examples of these popular workshops include, "Promoting Positive Mental Health in Young Children," "The Impact of Daycare," and "Promoting a Healthy Lifestyle and Healthy Habits in Your Child." The workshops are open to all staff, faculty and students.

The program also offers several family-friendly special events throughout the year, including a summer picnic, a winter reception with professional family portraits, and a Pampered Parents event, where parents have the chance to relax and unwind with mini massages, hand



Parent and Professor Mohammad Al-hassan coloring with children

treatments and appetizers and are sent home with dinner for their family. “The families in our program really enjoy these events and appreciate the opportunity to network with other parents and share ideas and stories about their parenting journey,” says Costello. “Some have even shared phone numbers with each other and have traded babysitting.”

“For me, knowing that my employer supports my family life and contributes to my work/life balance helps me to be a better employee because I feel as if they truly care about this other part of my life.”

“We love the New Parents Program,” says participant Laurel Alberson, communications specialist at IPFW. “We have received so much helpful information regarding nutrition, development, learning, etc. for our youngest son. I am extremely grateful that IPFW offers and supports a program like this. Sometimes it seems as if families aren’t really supported in the workplace, so I was pleased to find that IPFW offered this type of program. For me, knowing that my employer supports my family life and contributes to my work/life balance helps me to be a better employee because I feel as if they truly care about this other part of my life.”

“The New Parents Program is another benefit IPFW provides which can’t be quantified in a monthly paycheck,” adds David Reynolds, business manager for IPFW’s Office of Student Affairs. “I definitely appreciate these types of meaningful benefits. In addition, it shows that IPFW understands the needs of its employees and is trying to help them achieve that ever-important balance between work life and home life.”

If you’re thinking of starting a similar program on your campus, here are some tips:

Welcome the new family member. When there is a new addition to an IPFW employee’s family, the program administrator delivers a welcome gift. These gifts can be as elaborate or as simple as your budget allows. “It really is the thought that counts,” says Costello. “At IPFW, we provide an IPFW onesie, literature on feeding and communicating with your infant, a baby toy and a book from the American Academy of Pediatrics. These items, along with a welcome letter and information about the

New Parents Program, are placed in a tote bag with the program logo.”

Take advantage of your current resources. Utilize campus resources and faculty to keep the cost of speakers down (many IPFW faculty speak at program events or conduct workshops at no charge). Hosting workshops over the lunch hour is a great way to offer the program to

employees while minimizing time away from their work. Provide lunch, or to keep costs down, host it as a brown bag series.

Compile and distribute free resources. Offer articles on topics relevant to early childhood development. Many excellent articles are available for free on the Internet. Check out www.zerotothree.org for the “Download of the Week” feature. Another excellent resource is www.naeyc.org. This organization offers brochures at an affordable cost — typically \$15 for 100 brochures on a variety of parenting topics.

Create networking opportunities. Offer a variety of events where program participants can network and share parenting experiences. Social events like picnics and outings to local attractions like the zoo are great for families.

IPFW’s New Parents Program has been an overwhelming success in large part due to the top-down support from university executives and administrators, starting with Chancellor Wartell. The university hopes in the coming year to share the program model with the Fort Wayne community at large.

“The New Parents Program can be adapted and implemented in a variety of ways to fit any budget, and it’s a great way to enhance employee engagement and promote work/life balance,” concludes Costello. 

Melissa Helmsing is training and New Parents Program administrator in the Office of Human Resources at Indiana University-Purdue University Fort Wayne. She can be reached at helmsinm@ipfw.edu.

Farmers' Markets Cropping Up on College Campuses

In the ongoing battle against escalating healthcare costs, much attention is being given by employers as to how they can positively influence the behavior and personal choices of their employees as it relates to health and wellness. Along these same lines, researchers at Brown University have recently begun a study of 24 New England-area companies to determine if eating healthy foods will keep workers on the job and help cut healthcare costs. Throughout the year-long study, produce stands selling fresh fruits and vegetables will be set up one day a week at all participating companies, making it easy and convenient for employees to stock up on healthy food items.

“The hope is that encouraging employees to eat more fruits and vegetables will eventually pay off in healthier employees and reduced insurance premiums,” says Kim Gans, research professor of community health at Brown’s Alpert Medical School. “These types of healthy eating programs have also been shown to improve morale and give employees a better perception of the company in terms of caring about their personal health.”

It seems that colleges and universities are catching on to this trend, as farmers’ markets selling fresh vegetables, fruits and local meat are making an appearance on campuses across the country.

University of Oklahoma-Tulsa

The University of Oklahoma-Tulsa hosted its first farmers’ market in the summer of 2009 in conjunction with a healthy campus initiative kick-off. Two years later, the OU-Tulsa Seed Sower Farmers’ Market is thriving. Every Monday from May through September, local farmers, growers and artisans gather on campus with a haul of fresh produce and herbs; hand-picked fruit; flowers and plants; homemade honey; local beef and more. There is no charge for booth space, and the event is promoted across the campus community and to adjacent neighborhoods.

Last year, there were 10 to 12 booths on any given Monday, and more are expected this summer.

“The whole idea of the market kind of grew out of a hallway conversation,” says Barbara Abercrombie, director of human resources at OU-Tulsa. “The university already had a number of healthy campus initiatives underway, and in discussing those in passing, someone said, ‘You know, it would be pretty cool to have a farmers’ market here.’ And so the seed was planted!”

It was decided that the market would be part of an institution initiative already underway to promote

healthier eating among students, faculty, staff and patients at the OU School of Community Medicine clinics. According to Abercrombie, the concept was easy to implement. “After we sorted through the logistics, we just started calling local farmers and already established farmers’ markets to gauge interest. The interest was there, so off we went.”

OU-Tulsa is now gearing up for its third annual Seed Sower Farmers’ Market. “We love providing this added, extra service for our employees and students, and it’s so easy to do (and costs us nothing!),” says Abercrombie. “And we are happy to be able to give back to

the Tulsa community by supporting local farmers and artisans.”

Lehigh University

Lehigh University’s farmers’ market has been going strong for nine years now. The Bethlehem Farmers’ Market operates on campus on Thursday afternoons from mid-June through early September. Last summer there were 12 vendors — the largest turnout yet — and this year’s market is shaping up to be even bigger.

In addition to local farmers, bakers and artisans selling their wares (there is no charge for booth space), the



Lehigh University Farmers' Market

market also features entertainment and special events almost every week. This includes giveaways like reusable bags and other earth-friendly goods; live music; and even alpacas (one of the faithful Bethlehem Farmers' Market vendors is an alpaca farm). The market also features theme days, including Fourth of July festivities and a harvest festival day in the fall.

"The campus community really appreciates the market, and our vendors love it, too," says Lauren Sammak, marketing specialist at Lehigh University. "It's just great to be able to buy fresh, buy local, and to be able to do it at your convenience during your workday or school day."

University of Tennessee-Knoxville

The impetus for the University of Tennessee-Knoxville creating a farmers' market on campus was twofold: to promote healthy eating to the campus community and also to provide hands-on, direct marketing experience to students who are interested in becoming small farmers. The market was started last year as part of a multidisciplinary internship program for UT students designed to stimulate interest in beginning farming and preserving farmland.

In this first iteration of the farmers' market, produce from the UT Organic Farm was made available to the UT community on a weekly basis. Student interns participated in all aspects of the market, from growing

the food to business planning to production to marketing. As word spread, attendance at the weekly markets grew, and by the end of the year, market organizers were looking at how to expand the concept for the coming year.

Enter the new-and-improved UT Farmers' Market, which will be held throughout this summer and early fall on Wednesday afternoons. The market is being coordinated by the UT Organic and Sustainable Crop Production Program and the UT Gardens, but involves participation by and contributions from many departments across campus. For example, students from the Culinary Institute will hold cooking demonstrations and will prepare a meal to be sold at the market each week; school of education students will lead children's activities; students from the Institute of Agriculture will offer gardening and food preservation tips; and entertainment will be provided by local campus talent.

"The student slogan for the market is 'Growing a Healthy University,' and this year we intend to grow a healthy university not only with fresh, local food, but through educational events and entertainment that strengthen campus and community interactions," says Annette Wszelaki, assistant professor and commercial vegetable extension specialist in UT's Department of Plant Sciences. "We hope the UT Farmers' Market will be THE place to be on Wednesday afternoons this summer!" 



University of Tennessee Farmers' Market

Looking for a
higher degree of
retirement plan
service?



**MARY ANN WERSCH
PREMIER PARTNER**

Consider ING.

With our long tenure in the marketplace, we deliver retirement programs designed to increase employee participation while streamlining plan administration. Whether serving as your sole provider or working cohesively with other providers, we offer investment choice, superior service and detailed financial education for your employees. And we make it easier for you to manage this important employee benefit.

Explore ING's retirement solution for higher education by calling Troy Dryer* at 512-554-7314.

You should consider the investment objectives, risks, and charges and expenses of the variable product and its underlying fund options; or mutual funds offered through a retirement plan, carefully before investing. The prospectuses/prospectus summaries/information booklets containing this and other information, can be obtained by contacting your local representative. Please read the information carefully before investing.

RETIREMENT • INSURANCE • INVESTMENTS



Your future. Made easier.®

*Registered Representative of ING Financial Advisers, LLC.

Products and services offered through the ING family of companies. Securities offered through ING Investment Advisers, LLC (member SIPC). Please log on to <http://ing.us> for more information regarding other products and services offered through the ING family of companies. Not all products offered in all locations. C00-0000-000 (10/10) 3015516.E.S-1

One Small Step for the Environment ...

One Giant Leap for St. John's University *By Lillian Dotolo and Thomas Goldsmith*



Students "fighting the green fight"

What if someone told you that the mark you leave on this world should be small; in fact, the smaller the better? Not a message you typically hear on a college campus ... but that's the theme at St. John's University when the discussion turns to sustainability. Making a big impact is not always a good thing, and when it comes to our impact on the environment, less is more. That's why St. John's, one of the largest Catholic universities in the country, has embarked on a sustainability initiative to make itself smaller.

Endorsed by the university's board of trustees and impacting all members of the university, the St. John's Sustainability Initiative (STJSI) depicts a bold and comprehensive approach toward environmental stewardship. "There is a growing awareness at the board level, as there is throughout society, that sustainability and conserving energy are very important priorities," says Thomas McInerney, chair of the St. John's University board of trustees. "Our primary function has always been education, but beyond that there is so much more a university can do."

Through a combination of programs, partnerships and activities, St. John's (whose three main campuses are located in New York City) has embarked on a sustainability transformation that it hopes will continue to have a significant, measurable impact and serve as a model for other higher education institutions across the country.

Campus Community Engagement

While its long-term commitment to educate young women and men about the environment dates back to 1973 when the environmental studies programs was created, current concerns about global ecological systems and sustainability have led the university to target a broad range of environmental initiatives. Among the most inspiring effects of these efforts have been the energy, excitement and commitment of members of the campus community.

"Grassroots efforts to engage students are the key to making a sustainability transformation," says Thomas Goldsmith, director of energy and environmental conservation at St. John's. "As administrators, we have the unique opportunity to provide the tools for student engagement — and we've done so quite effectively at St. John's."

One clear example of an engaged community can be seen in the results of the annual RecycleMania competition, a friendly 10-week tournament among colleges and universities nationwide to measure success in recycling and waste minimization. During its first competition in 2009, St. John's recycled 85,400 pounds of paper, cardboard, bottles and cans — about 28 percent of the university's total trash weight for the same period — and prevented 38 metric tons of greenhouse gas from being

released into the atmosphere. The installation of 4,000 recycle bins resulted in a 400 percent increase in on-campus recycling.

Another project that provides the type of tangible results that encourage participation is food composting and the student community garden. In 2009, St. John's installed its first in-vessel food composter and built an organic garden for growing vegetables, which are donated to St. John's Bread and Life, a soup kitchen in Brooklyn. Another benefit of this initiative is that it draws faculty to train students outside the classroom. In the annual Waste Characterization Study that is performed each Earth Day at St. John's Queens campus, full bags of trash are collected, weighed to measure volume, then opened and the materials separated and evaluated. If waste or recycling problems are apparent, a plan is developed to ensure future compliance.

"I feel that it is up to the students to make the biggest impact in greening the campus," says St. John's student Vida Pascual, who serves as co-president of the university's Earth Club. "And St. John's has provided its students ample opportunity to protect and respect the environment as part of our college experience."

Measurable outcomes cause participation in green initiatives to be both contagious and enduring. Whether it's the St. John's student sustainability coordinators working in tandem with administrators, student government and student clubs; or energy reduction competitions measured with a web-based dashboard; or trayless dining, the move-out food and clothing drive or the Getting Caught Green Handed weekly raffle (which rewards "green" behavior and actions), the St. John's community demonstrates daily what it means to be conscientious and responsible global citizens and stewards of our environment.

Green Partnerships

In addition to developing its own sustainability projects on campus, St. John's has engaged in partnerships with the New York City Mayor's Office of Long Term Planning and Sustainability, the New York State Department of Transportation, the United States Environmental Protection Agency, and the Association for the Advancement of Sustainability in Higher Education. Success of its sustainability projects is measured using the assessment instruments of these agencies, and include, for example, the Sustainable Endowment Institute's College Sustainability Report Card and the



Students at the food composter

Sustainability Tracking Assessment and Rating System (STARS).

“We have established clear energy conservation initiatives and have joined forces with key strategic partners in the Mayor’s Office, the EPA and other neighboring New York City universities, along with our own student body, to address concerns and environmental issues that we face in the world today,” says St. John’s University President Donald J. Harrington. “We are confident that the uniting of these partnerships will bring successful results, thus benefiting the university, the city and the people of New York, the environment and future generations.”

New York City’s PlaNYC 2030 Challenge

In April 2007, New York City Mayor Michael R. Bloomberg announced the PlaNYC 2030 Challenge, New York City’s long-term sustainability plan, which includes specific initiatives to “green” the city and reduce greenhouse emissions by 30 percent by the year 2030. The mayor followed up with a University Challenge to institutions to implement an accelerated timetable of 10 years to effect the reductions by 2017, and St. John’s responded with an aggressive plan to do so. Top priorities for St. John’s became establishing a sustainability office with dedicated staff to complete a greenhouse gas inventory and a technical study of how energy is used in buildings. St. John’s then developed a plan for repair/replacement and retro-commissioning, along with a capital investment strategy for greenhouse gas reduction through energy efficient projects valued at \$23 million with an overall eight-year payback and debt service paid from energy savings from the operational budget.

As a result of its conservation activities and with half of the energy projects completed, St. John’s now projects that it can reach its emissions reduction targets by 2014, three years earlier than prescribed by the mayor’s challenge. Mayor Bloomberg has praised St. John’s accomplishments, stating, “If you want to make a difference, you have to do your part every day — and St. John’s University [is at] the head of the class.”

MillionTreesNYC Initiative

Deepening its partnership with the City of New York and other nonprofit groups to promote the protection of the environment, St. John’s joined MillionTreesNYC, a city-wide effort to plant and cultivate 1 million new trees across the city’s five boroughs by 2017, jointly led by the New York Restoration Project and the New York City

Department of Parks and Recreation. So far, this initiative has led to the planting of over 1,000 trees on St. John’s three New York City campuses.

Partnership With the U.S. Environmental Protection Agency

In December 2008, St. John’s became the first private university to sign a memorandum of understanding with the EPA to acknowledge the university’s commitment to environmental stewardship and to outline specific sustainability initiatives that would demonstrate continuous improvement over a five-year period. This partnership includes initiatives to use coal ash as a replacement for some of the cement used in concrete structures and surfaces on the university’s campuses; purchase and utilize energy efficient and water efficient equipment whenever and wherever possible; reduce, reuse and recycle waste materials in large-scale landscaping; reduce energy consumption and implement safety enhancements in the university’s laboratories; and utilize clean-burning diesel engines for construction equipment.

Partnership With the New York State Department of Transportation

As a campus partner in Clean Air NY, St. John’s commits to keeping its students, faculty and staff aware of information related to air quality and pollution. The university also participates in Commuter Link, which promotes carpooling among students and staff and offers employees a commuter benefit that allows transit expenses to be paid with pre-tax dollars.

On the Right Path

While recognizing that we can always be “greener,” St. John’s University’s sustainability transformation to this point has enjoyed a number of successes that suggest that the university is on the right path to achieve its goals as it educates and graduates responsible global citizens and encourages all members of the university community to promulgate active participation and leadership in a future that is cleaner, safer and sustainable. 

Lillian Dotolo is human resources manager of employee communications at St. John’s University. She can be reached at dotolol@stjohns.edu.

Thomas Goldsmith is director of energy and environmental conservation at St. John’s University. He can be reached at goldsmi@stjohns.edu.

DIVERSIFIED

SEE WHY OUR **HIGHER ED** EXPERTISE MAKES US THE SMARTER CHOICE.

Looking for a single-provider retirement plan platform? You only need to know one name: Diversified. We're at the head of our class when it comes to converting, consolidating and administering retirement plans. After all, retirement plans are all we've done for over 50 years. To learn how we can minimize your institution's costs while helping your faculty and staff achieve a funded retirement, call 800-770-6797 or visit www.divinvest.com.



Adjunct Alternative or Union Busting? *By David Moltz*

Like many other community colleges, Ocean County College, in New Jersey, has a tenure-track faculty and a growing cohort of adjuncts. Under a new program, it is creating what it views as a middle ground, in which some of those off the tenure track aren't hired just course by course. They can be hired into 12-month positions as "lecturers," in which they are assured a full schedule for a year. They are also told explicitly that their jobs can't be converted to the tenure track.

The college's administration argues that these positions give them more staffing flexibility, and the local adjunct union applauds the move, saying that it offers the union's members the opportunity to receive more pay and benefits like health insurance, which those hired by the course don't receive. The local full-time faculty union, however, counters that the positions amount to "exploitation" and sees the administration's push to hire more full-time, non-tenured faculty as "union busting."

Jon Larson, Ocean County College president, said he does not appreciate that kind of branding, especially in light of current events. "Union busting is what's [been] going on in Wisconsin," he said. "It's laughable to say this is union busting."

When the college created these positions last year, Larson explained, the goal was efficiency. "What we were trying to accomplish has everything to do with productivity in higher education," he said. "We have to find ways to be of better service to our students. This introduces the productivity advantage to full-time teaching that we lacked. Our full-time employees have such an abbreviated work year. Colleges have had to fill in around the edges with part-time people."

This new hiring category, Larson hopes, may wean his institution off adjuncts who are hired course by course, and who currently outnumber full-time, tenured faculty nearly four to one.

In Defense of Flexibility

According to a recent job description, a "college lecturer" (the new position) is required to teach seven courses each in both the fall and spring semesters and two courses among the several summer sessions. Individuals hired to these 12-month positions must also hold seven office hours per week in both the fall and spring semesters and three office hours per week during the summer. By comparison, full-time, tenure-track faculty members



teach only 10 months a year — five courses in both the fall and spring semesters. They are only required to have five office hours per week.

Larson noted that new 12-month “college lecturers” receive compensation and benefits, including healthcare coverage, comparable to most full-time, tenure-track faculty who teach 10 months a year. He noted that starting pay is more than \$55,000 a year. To compare, adjuncts currently make \$2,100 per three-credit course at the college.

Richard Strada, Ocean County College vice president for instruction, said the course load and compensation for these 12-month instructors was based on a survey the college did of its full-time, tenured faculty members. He noted that many tenured faculty members at the college

education has. And it does so in a way we think does no harm.”

Unions Split Over New Positions

Patricia Demko, chemistry professor and president of the Faculty Association of Ocean County College, a New Jersey Education Association-affiliated union that represents the tenure-track professors, strongly disagrees. The union believes that these “college lecturers” should be in its bargaining unit — which to date the college will not accept. The college argues that the tenure-track unit is defined differently and that the lecturers can organize on their own.

“This 12-month position is union busting because, let’s face it, they will be all the new faculty hires,” Demko warned. “There will be no more 10-month, tenured faculty

“It seems the only people unhappy about [the 12-month, non-tenure track lecturer appointments] are the people who had a cushy deal. We understand [tenure-track faculty] are antsy and concerned about it, but this is a genuine effort to address a problem higher education has.”

teach more than five courses a semester, or choose to teach a few courses during the summer, and receive commensurate overtime pay. The average starting salary for a full-time, tenured faculty member at the college is in the low \$40,000s, Strada said, noting overload pay adds an average of \$15,000 to that total. This roughly equates to what the new lecturers will be paid. Also, like those of 10-month tenure-track positions, the salaries of 12-month “lecturers” increase the longer they are employed at the college.

Last fall, the New Jersey Public Employment Relations Commission denied a request from the full-time faculty union to stop the college from hiring in this category. Since then, the college has only hired two individuals as “college lecturers,” though it plans to hire more in the near future. “It seems the only people unhappy about this are the people who had a cushy deal,” said Larson, referring to the tenure-track faculty members.

“We understand they’re antsy and concerned about it, but this is a genuine effort to address a problem higher

in a few short years. There will be no more continuity and consistency in the faculty. That’ll get lost when you have a revolving door. It’ll just be all professors going from one year to another.”

Demko also has concerns about quality and whether a “college lecturer” who teaches seven courses in the typical semester will have the time to be an effective instructor and mentor. For example, she noted that, with this “onerous workload,” it might be hard for a professor to keep up with his or her discipline and the best teaching methods. “If one is to actually teach and be effective, it’s a lot of work,” Demko explained. “There’s a lot of prep that goes into putting a class lecture together or a class activity ... As far as the disadvantages are concerned, I think the end result will be that [courses taught by college lecturers] will be so watered down that they won’t even be college courses.”

Adjuncts at Ocean County College, however, take issue with Demko’s characterization, and back the college’s plan to hire more individuals in this new track. Michael

Zahler, an adjunct sociology instructor and president of the Ocean County College Adjunct Association, an independent union, said he would try to get as many of his adjunct colleagues hired as full-time college lecturers as possible.

“The adjunct union supports the administration in this,” Zahler explained. “The pay is better; they get medical benefits; and, frankly, they like the idea of it being non-tenure-track. I believe teachers and instructors should have to stay sharp and hungry to do a good job in the classroom and to get their contract renewed. I’ve always been against [tenure].”

“We’re looking for a mix, not to abolish any part of that mix. We want 10- and 12-month faculty, both tenured and non-tenured ... This is not an attempt to get rid of or to undermine tenure.”

The adjunct union, like the full-time union, is currently in contract negotiations with the college. Zahler said he believes his union’s support of the college on these “college lecturers” could pay dividends for other adjuncts. “We couldn’t stop this 12-month thing, even if we wanted to,” he said. “The point is, now, I have to go in with this. I do believe because we’ve acquiesced to this, it could make things easier for us in contract negotiations.”

Negotiations between the full-time faculty union and the college, however, have not been going smoothly. Currently, the parties are in mediation. One of the points of contention between the two is the college’s insistence on creating a 12-month position like the “college lecturer” on a tenure track. This would be a new slot, in addition to the 10-month norm.

“We think there’s a place for 12-month tenure-track positions,” Strada said. “We’re looking for a mix, not to abolish any part of that mix. We want 10- and 12-month faculty, both tenured and non-tenured. We don’t want to be absolutist about anything. This is not an attempt to get rid of or to undermine tenure. At the same time, though, we need to have some flexibility.”

Demko said the union is not necessarily opposed to the idea of 12-month tenure-track positions but stressed that the college has not put forth a detailed enough proposal for the union to take a stance. “We have concerns about workload and its impact upon quality of education, and those are terms and conditions of employment that need to be negotiated through the bargaining unit,” Demko said. “What we need to do is discuss the pros and cons and details of that, but they don’t want to talk details.”

A Model for Others?

Ocean County College officials and union representatives, no matter their view of these new 12-month positions,

agree that they will eventually become commonplace in higher education, particularly at community colleges.

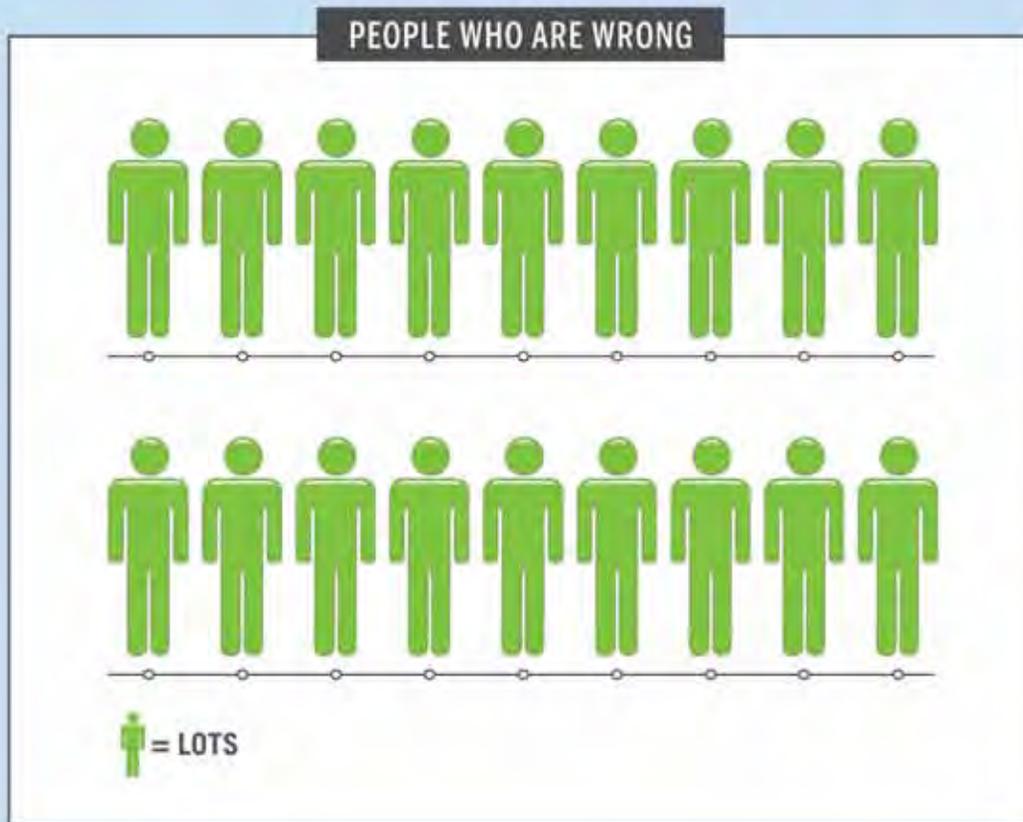
Some adjunct leaders outside of Ocean County, however, see this as problematic for the future of higher education. William Lipkin, treasurer of the New Faculty Majority, a national association representing adjuncts, and president of the New Jersey branch of the American Federation of Teachers, called the creation and use of these positions “exploitation.” He admitted he had not seen a model similar to the one being promoted at Ocean County College.

“If I were an adjunct there, I would jump at this opportunity,” Lipkin said. “If you had the opportunity to make 10 to 20 percent more, then why not? Still, as an advocate for equal rights in higher education, I would say that this is exploitation and that it has to be stopped. I could see if this catches on, all colleges will jump on this.” 

This article first appeared in the February 28 edition of Inside Higher Ed (www.insidehighered.com) and was reprinted with permission from Inside Higher Ed and the author, David Moltz.

IF YOU THINK ALL WE DO IS TIME & ATTENDANCE, YOU'RE NOT ALONE.

YOU'RE WRONG. BUT NOT ALONE.



VISIT [KRONOS.COM/STORIES23](https://www.kronos.com/stories23)

TO LEARN HOW ORGANIZATIONS OF ALL TYPES AND SIZES USE KRONOS TO MAXIMIZE THEIR WORKFORCE

We started by revolutionizing employee time tracking. 30-plus years of innovation later, our fully integrated suite makes it easy to do things like track employee time and set schedules. Streamline HR and payroll processes. Hire better people. And make better decisions. All the tools you need to manage your workforce, from the company that is proving **workforce management doesn't have to be so hard.**

TIME & ATTENDANCE SCHEDULING ABSENCE MANAGEMENT HR & PAYROLL HIRING LABOR ANALYTICS





Hank Huckaby is a freshman Republican member of Georgia's House of Representatives, but he's no stranger to state government. In 1973, he served as a senior policy planner for higher education for Gov. Jimmy Carter. He's also served as executive director of the Georgia Housing and Finance Authority, the first director of the Georgia State Senate Research Office, and the first commissioner of the state Department of Community Affairs.

In the early 1990s under Gov. Zell Miller, he oversaw the state Office of Planning and Budget, the highest financial planning position in the state government. He's also worked in higher education for a number of years, having served in the late 1960s and early 1970s as an administrator at Georgia State University and Gordon College.

In 1997, Huckaby joined the University of Georgia as the head of the Carl Vinson Institute of Government, which helps train legislators and other elected officials. In 2000, he became the university's senior vice president for finance and administration, a position he held until his retirement in 2006.

From Higher Education to State Government: Perspectives From a

Hank Huckaby has years of experience in finance and administration in both higher education and state government, which is serving him well as he's finding his voice and making his mark as a newly elected official in the Georgia State House of Representatives. As someone who well knows the inner workings of both academia and government, Huckaby is a wellspring of knowledge.

In a recent interview with CUPA-HR President and CEO Andy Brantley (who served as associate vice president and chief HR officer under Huckaby at the University of Georgia), he shared his thoughts on a number of hot-button issues, including the cost of higher education, the teaching-centric institution model, the economy and what's needed from today's institutional leadership.

Q Looking back at your time at the University of Georgia, how will your experiences "inside" higher education drive your work as an elected leader?

A My experience in higher education has a tremendous impact and influence on the work I'm doing in the House. I'm currently serving on the Higher Education Appropriations Subcommittee and on the Higher Education Committee. The fact that I have worked in both higher ed and state government certainly helps me to see both sides of the coin when it comes to certain issues, particularly budget and funding woes, scholarship legislation and continuing education initiatives.

I see and hear every day the growing frustration constituents and lawmakers alike have with the cost of higher education and the rate at which those costs are escalating. This is causing a lot of consternation

er Ed to the House

State Legislator

and uncertainty in the state of Georgia (and I know, too, around the country). The question is, how do we get a handle on these costs, particularly at public schools, and to what degree and at what level should state support continue? I think there are going to be some challenging discussions about this over the next few years. But I'm thankful that I do have experience on both sides of the fence, and I look forward to bringing that experience to the table.

Q What do you consider to be the most pressing workforce issues in higher education today?

A I think one of the most challenging issues, and one that's been simmering for a long time, is the increasingly cynical view of faculty teaching loads and the whole concept of teaching vs. research. And this is mostly an issue in public institutions. I serve on the board of trustees at a small private institution, and the teaching load there is four to five courses a semester, and that's just assumed because quality teaching is the school's mission. At large universities, a teaching load like this for tenured faculty members is unheard of.

At the new Georgia Gwinnett College [see sidebar], faculty are required to teach four courses a semester, and there is no tenure. In speaking with the college's president, I asked him, "How is that affecting your ability to recruit?" And he said, "We're inundated." So that tells me that there are a large number of individuals who want to teach, who see that as their life's work and aren't particularly interested in the research side of academia.

Georgia Gwinnett College's approach to teaching is certainly catching the attention of state legislators and the board of regents. It'll be interesting to see to what degree this model acquires greater support. I for one hope it's a precursor for what's to come on a broader basis.

Georgia Gwinnett College: A New Model

Location: Lawrenceville, Georgia (a suburb of Atlanta)

Established: 2006 (GGC is the first public, four-year liberal arts college to be founded in the United States in the 21st century and the first four-year public institution created in Georgia in more than 100 years)

President: Daniel J. Kaufman

Enrollment: 5,700 (and growing – the college saw a nearly 70% increase in enrollment from the spring 2010 semester to the spring 2011 semester)

Mission: Georgia Gwinnett College provides access to targeted baccalaureate-level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.

GGC is founded on two guiding principles: the innovative use of educational technology to enhance student learning and the commitment to an integrated experience that develops the whole person. Teaching and student engagement are the school's foremost commitments.

What's Different: Georgia Gwinnett College is different from most other public four-year institutions in many ways. Most notably, there is no tenure for faculty members at GGC. Quality teaching and learning is the college's focus. Every member of the GGC faculty and staff is devoted to student intellectual and personal development. Faculty members serve as teachers, advisors and mentors on academic, career and even personal matters.

This approach seems to be working — in the fall of 2010, the college's retention rate for returning sophomores was 75 percent (double the average rate for noncompetitive-admissions colleges in Georgia and on par with many competitive-admissions public institutions across the country).

Q Let's talk about the economy. In the private sector, it looks like things may be starting to turn around. Are state revenues beginning to rebound at all?

A They are slowly starting to rebound, at least here in Georgia. As is the case for most states trying to recover from the recession, we've got some things going our way and some things not going our way. The budget that we recently passed didn't include any cuts that weren't expected. If this recovery trend continues for the rest of the fiscal year, we'll be in a position for the first time in a few years to be able to make a meaningful contribution to the revenue shortfall reserve (the rainy day fund).

The downside is that the housing market in Georgia is still not rebounding. And we're still one of the top states in the country for bank closures. We are a long way from being in the clear, but we're cautiously optimistic.

Q As someone whose life's work has revolved around governing and budgeting, do you have any words of wisdom for higher education leaders on how to push through state budget reductions and keep moving their institutions forward?

A Communication is key. I know that may sound trite, but it is so important. Higher ed leaders need to be able to tell their stories to lawmakers, constituents and the campus community in a way that intuitively makes sense and opens up genuine dialogue about what it's truly going to take to do the job that needs to be done in higher ed. They need to be able to give strong evidence of the value of their institution as it relates to the overall economic wellbeing of their community, region or state.

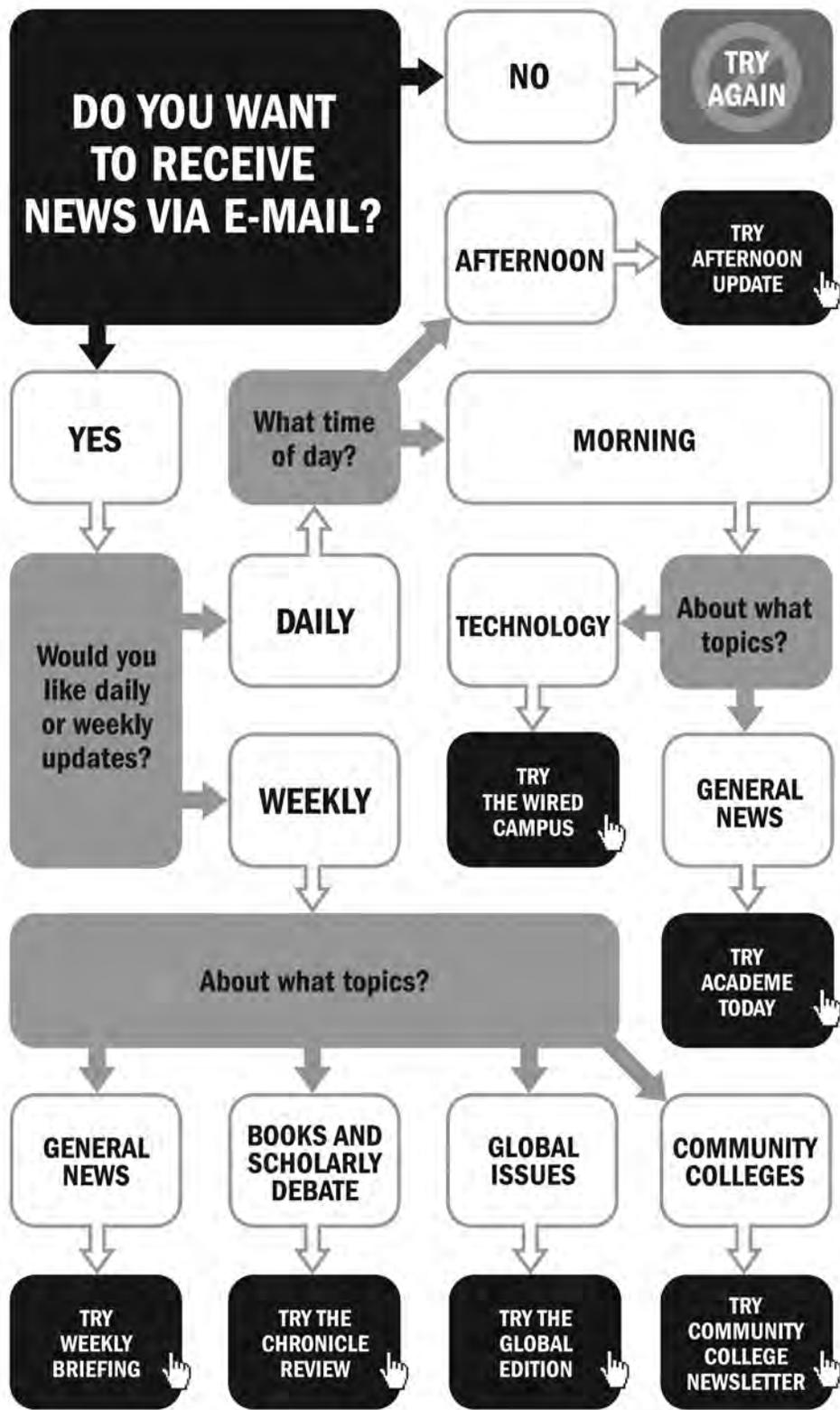
So many times those of us in higher education remain aloof to the political process and to the political environment (although since the recession hit, it seems more and more higher ed leaders are deliberately tuning in to those discussions). The bottom line is, the traditional academic mindset is going to have to change. Too often, higher ed leaders are just trying to preserve the status quo. But we need leaders who really understand the broader public policy agenda, who are willing to engage in genuine discussions of the needs of their institutions, and are willing to be open to new ideas and new models.

Again, Georgia Gwinnett College comes to mind. I really think this institutional model will open some eyes and gain strong support among policymakers.

Q What advice do you have for those of us working in human resources? How can we help our institutions and our employees get over the bump in the road?

A Just continue to provide good service and information. And be forthcoming about what may be around the bend. Due to many factors, it's likely that in most institutions the richness of benefits like healthcare and retirement are going to be tougher and tougher to maintain. I think we will increasingly begin to see the public sector adopting some of the policies and practices of the private sector, and that's just born out of fiscal necessity. And that's okay ... just make sure your institution's employees and leaders are in the know, all the time. 

 *In this interview, Huckaby also spoke at length about the issues surrounding defined benefits plans to which most public institutions are bound and contends that we must do a better job of educating employees on how to effectively manage their retirement funds. To read the full interview, visit www.cupahr.org/knowledgecenter/heworkplace.aspx.*



The Buck Starts Here

Perspectives on Institutional Advancement



Susan Kubik

Vice President for Institutional Advancement/Executive Director of College Foundation

Northampton Community College

Sue Kubik has had a long and successful tenure with Northampton Community College in Bethlehem, Pennsylvania. She joined the college in 1975 as external affairs assistant and the following year was tapped to serve as director of public information and alumni affairs. In 1981 she added executive director of the Northampton Community College Foundation to her title. The following year she became the director of institutional advancement, and in 1989 moved into her current role as chief development officer.



Sergio Gonzalez

Senior Vice President for University Advancement and External Affairs

University of Miami

Sergio Gonzalez has been with the University of Miami for 10 years. In his role as chief development officer, he oversees all of the university's development functions, as well as alumni affairs, communications and governance. Prior to joining University of Miami, he served as chief of staff for Miami-Dade County Executive Mayor Alex Penelas. He's also served as the director of the Miami-Dade County Mayor's Office of Job Creation and Welfare-To-Work and was the first executive director of the Miami-Dade County Homeless Trust.

Sue Kubik and Sergio Gonzalez work in two very different higher education environments — a community college in Pennsylvania serving 36,000 students a year, and a large private research institute in Florida with an enrollment of 16,000 and a \$618 million endowment. They also come from very different career backgrounds — she’s worked in higher education for 35 years; he came to higher education 10 years ago after having worked in state government and social services for many years. So how do these differences manifest themselves in how they each view the state of affairs of fundraising in higher education? We sat down with them to try and find out.



How have the challenges of fundraising in higher education changed over the past few years, especially since the recession took hold?

Sue Kubik: When I first started fundraising at Northampton back in the early 1980s, the practice was

“Development and fundraising operations are in many ways a different animal than other parts of academia.”

relatively unheard of in community colleges. But over the next two decades, as community colleges matured and their impact became better understood among donors and supporters, fundraising became easier and more intuitive.

And then the recession hit. But I think community colleges were affected differently than large colleges and universities by the economic downturn and subsequent decline in giving in that community colleges historically have not been receiving the big \$10, \$20, \$30 million gifts that are common in universities. Since we weren’t receiving these kinds of donations in the first place, we’re not feeling the impact of NOT having this revenue stream, as are many big universities.

Where I do think community colleges are feeling the effects of the recession in ways that universities may not be in terms of fundraising is in developing new donors.

Compared to larger four-year institutions, community colleges are still in infancy in terms of development and cultivating donor bases. It’s no secret that during times of economic hardship, donors tend to not only decrease their giving, but also limit it to institutions and organizations with which they are already familiar and have a relationship or to high-profile, high-visibility organizations. So for us at Northampton, it has become increasingly difficult over the past three years to expand our donor base.

Sergio Gonzalez: At the University of Miami, we’ve gone through two tough years after some banner years in fundraising and philanthropy. In times of economic distress, people tend to want to fund social services types of organizations, especially those in their own communities, and so this is some of what we’ve been seeing here for the past couple of years. However, over the past six months or so, things have started to turn around a little bit.

While donors still may not have the capacity to give that they had maybe three or four years ago, I think that they are starting to come to terms with their new levels of capacity and are feeling comfortable enough with that to begin giving again. We’re still not seeing the kinds of long-term pledges and major gifts that we were seeing before the downturn, but folks are starting to come back around.

Also, during the downturn, there was lots of talk among development people in higher education about fundraising “campaigns,” and if they would continue to exist as we’ve known them and in their current form. However, coming out of the slump, there have been no other mechanisms put in place to replace the traditional campaign. There have been subtle changes to the way

campaigns are carried out, but for the most part, it appears campaigns are still the go-to technique for large-scale fundraising.

Q Results of a recent survey by Commonfund and NACUBO show a significant return in institutional endowments (up 30 percent from 2009 to 2010). However, the same survey found that the average endowment still lags behind its pre-downturn standing in 2008. Is this along the lines of what you're seeing at your institution?

Kubik: Yes. And I just want to say that it's very encouraging that more and more community colleges are starting to participate in studies like these. It certainly helps with benchmarking and data mining. There are roughly 1,200 community colleges in the U.S., but only just over 100 participated in the most recent Voluntary Support of Education survey [*editor's note: the Voluntary Support of Education survey is the national source of information on private giving to higher education and private K-12, capturing about 85 percent of the total voluntary support to colleges and universities in the United States*]. We certainly need more two-year colleges reporting this type of information.

Gonzalez: Absolutely. I would add that giving is also following those same endowment parallels — up

significantly from a couple of years ago, but still not back to pre-downturn levels.

Q Sue, how do the nuances of fundraising in a two-year institution differ from those of fundraising in a larger university?

Kubik: The one big difference is that community colleges' donor bases tend to be local or regional, not national (aside from your Gates Foundations and such), whereas larger universities tend to have a donor base that reaches well beyond the communities in which they reside.

Another difference is that community colleges, in comparison to four-year institutions, do not receive much financial support from alumni. Northampton actually has one of the stronger percentages among community colleges of alumni giving, and ours fluctuates between 2-3 percent (that's the percentage of alumni who donate to the school). Our gifts tend to come instead from people in the community who believe in the mission of community colleges and who view the school as contributing to the overall wellbeing and livability of the community.

Community colleges also rely heavily on gifts from companies located in their area. In fact, corporate giving dominates many community college giving programs.

Q Sergio, how is fundraising in a large, private research university different from fundraising in a smaller institution, a two-year college or even a public institution?

Gonzalez: In larger institutions, you tend to see multi-generational relationships — families that have for years and will continue to give to certain institutions. As Sue mentioned, because of the relative youth of

“Institutions must start thinking about how to strategically position themselves so that there isn't an over reliance on any one revenue stream.”

community colleges, they've not been able to build those types of relationships. Additionally, also due to their youth, community colleges traditionally have not had as well established development programs, resources and staff that large universities have. Also alluding to Sue's comments, community colleges often have a tougher

time connecting with alumni, therefore making it more difficult to build that particular donor base.

Q Many institutions over the past few years have dipped into their endowments to support operations. What are your thoughts on this practice? How can institutions avoid taking this approach when other sources of funding are diminishing at such a rapid pace?

Kubik: I think first and foremost, you have to have leadership that really appreciates and understands endowment investing and stewardship as a long-term commitment. I think there's a human tendency, because we all have our own ideas of how best to invest our own retirement funds or savings or what have you, to let personal biases inform institutional finance decisions, but that obviously does not serve institutions well.

Having said that, I do think that one of the challenges going forward for all of higher ed is the notion of declining public support, which I think will make the temptation to dip into endowment money even greater. Institutions must start thinking about how to strategically position themselves so that there isn't an over reliance on any one revenue stream.

Gonzalez: It's a tough dilemma. During difficult economic times, institutions find themselves with limited ways of funding operations. As for dipping into endowments, I think that as long as the decision to do so is made in an educated and calculated way, it may be the right thing to do for some institutions.

In a perfect world, you obviously wouldn't want to divert endowment funds because you need those dollars there long-term to support the viability of the institution, but we all know it's not all black and white, especially as of late. If an institution feels that it's at a point where it can no longer sustain some of its core programs with other sources of funding, then using some of its unrestricted endowment money may be a sensible decision.

Q Do you have any advice for HR leaders on how the HR function can support the work of an institution's development function?

Kubik: A trend we're seeing in advancement in higher education is that salaries are going up, but the length of tenure for advancement positions is decreasing. Fundraising is an incredibly stressful job, especially during economic slumps. And I think one of the reasons we're seeing a decrease in tenure at this particular time is that individuals in these positions are getting discouraged and burned out; because of the economy, they're having to work harder and harder to get the same response that may have come much easier a few years ago.

To this end, I think there's an enormous role for the HR function in helping to maintain employee morale and cultivate campus culture. Community colleges and smaller institutions obviously can't compete with larger universities in terms of salaries, but we can compete by creating a culture that employees appreciate and value. Time and time again, research has shown that employees who feel valued and have a strong affinity for their workplace are less likely to leave, even in tough times.

Gonzalez: Flexibility, flexibility, flexibility. Development and fundraising operations are in many ways a different animal than other parts of academia — from how you measure success to how you recruit to how your workday is spent. If the human resources unit fully understands and embraces these nuances and takes them into account when developing job descriptions, making compensation decisions, developing performance appraisals and training programs, then the working relationship between development and HR can flourish.

And I want to echo what Sue said about morale building. During an economic downturn, when gift-giving slows, development people can really start to feel down about their ability to perform. If HR can step in and play cheerleader every now and again (or even just help advancement leadership to take on this role), I think that can go a long way toward restoring these employees' confidence. 

Mandates and Missions

Perspectives on Academic Administration



Ryan McCall
Vice President of Academic Affairs
Southern State Community College

Ryan McCall has served as provost of Southern State Community College in Hillsboro, Ohio since 2007. Prior to that appointment, he served for eight months as the college's dean of students and director of the South Campus. He came to Southern State from Shawnee State University, where he served first as an adjunct faculty member, then as assistant director of the school's 21st Community Learning Center (a federally funded program designed to provide academic enrichment opportunities for K-12 students, particularly those attending high-poverty and low-performing schools), and finally as director of Shawnee's Upward Bound program. McCall has worked in higher education for 15 years.



Suzanne Ortega
Provost and Executive Vice President
University of New Mexico

Suzanne Ortega has served as chief academic officer at the University of New Mexico for nearly three years. Prior to her appointment as provost and executive vice president in 2008, she served in academic leadership positions in several other institutions. She began her career in higher education in 1979 as an assistant professor at Vanderbilt University. In 1980, she joined the University of Nebraska-Lincoln as an assistant professor, rising through the ranks to become associate dean of graduate studies in 1995. In 2000, she joined the University of Missouri-Columbia as vice provost for advanced studies and dean of the graduate school, and in 2005 accepted the position of vice provost and graduate school dean at the University of Washington, a position she held until coming to the University of New Mexico.

Many institutional leaders, regardless of what kind of college or university they work in, have faced similar institutional and professional challenges in the wake of the economic downturn. However, chief academic officers find themselves faced with very different scenarios depending on the size and type of institution in which they work.

Lower cost institutions and community colleges are faced not only with decreased funding, but also with increased enrollment as more and more people either cannot afford to attend a large university or are realizing the value of two-year institutions in helping them gain new skills and competencies for an ever-changing workforce. Like community colleges, larger universities and state colleges are also seeing a decline in funding, but instead of seeing a jump in enrollment, many are experiencing a declining student population.

We spoke with two provosts, one from a small community college, the other from a public four-year institution, to gain a better understanding of how the fallout from the recession is impacting their institutions and their day-to-day and long-term work.

Q **What are the biggest challenges you face in your work, particularly in light of decreased state funding and the current economic situation?**

Ryan McCall: We've had a huge surge in enrollment over the past couple of years, going from 2,300 students at the end of the 2008-09 academic year to 3,700 students at the end of the 2009-10 academic year — that's a 62 percent increase in enrollment in just one year! So you can imagine that in and of itself has presented a whole slew of challenges, especially with funding sources remaining static at best.

It's been a constant struggle to ensure that we have faculty available to teach the extra classes we've had to add) Southern State Community College is in a rural area of Ohio where only about 10 percent of the population has a baccalaureate degree or higher, so trying to find qualified adjunct faculty to pick up all these extra classes has been quite difficult) and space available in which to hold these classes and money to fund all of this.

Suzanne Ortega: The decrease in state support is most definitely the University of New Mexico's (and my) biggest challenge — we are now in our sixth budget reduction. Because of this, we've had to reduce staff (we've actually replaced some regular, full-time staff with temporary, part-time staff) and have been unable to fill some faculty positions. I spend every day without respite thinking about the budget.

You can manage through and gain efficiencies for only so long and then you have to start asking, "What fundamental changes need to be made to the structure of the university? What compromises need to be made to protect core functions? How can we position ourselves to begin rebuilding?"

Q **What are the key drivers in your day-to-day work?**

McCall: The University System of Ohio has mandated that all of its schools operate on a semester system by 2012. SSCC currently operates on a quarter system, so much of my time is being spent readying for this conversion. I've also been spending a lot of time on program development. A large business in our area recently shut its doors, leaving 8,000 people out of work. So we've been trying to develop new programs that will enable these people to get back on their feet and re-enter the workforce. An ongoing driver for me is the myriad state and federal mandates for higher education and just making sure we stay on top of those. We've also been looking at making some changes to our faculty evaluation process, so that's been top of mind lately.

And then there's always the tyranny of the urgent — something that pops up that you're not expecting but that drives your work for the next day or week or month. And most of these "emergencies" stem from the surge in enrollment (for example, it's almost a weekly occurrence that we have issues with classroom space).

Baby Boomers are delaying retirement



**Rising
health care
costs a key
deterrent**

**Delayed retirements strain budgets
and challenge workforce renewal.**

The Emeriti Program can help you:

- Restructure retiree health benefits on a sustainable basis
- Add retiree health benefits to facilitate timely retirements
- Deliver retirement security to future generations



EMERITI[®]
RETIREMENT HEALTH SOLUTIONS

By Higher Education
For Higher Education

Ortega: My answer again would have to be budget issues ... that's a pretty sad commentary on the state of affairs in higher education, isn't it? Sometimes I think, "PLEASE, give me some other kind of emergency!" But budget DOES drive all kinds of things in my daily work — from the review and prioritization of our academic programs to our process of developing indicators of impact for all of our administrative support units and everything in between.

Another driver is that the state of New Mexico has indicated that it will, over time, shift from an enrollment-driven funding model to one that increasingly looks at student outcome (which in my opinion is a long-overdue paradigm shift). At UNM, we struggle with graduation rates; too few students are graduating in a reasonable amount of time. So with this new mandate coming down the pike, we've been spending a lot of time thinking about both the short-term administrative support services we're going to need as well as the longer-term advising and academic structures we'll need to ensure that more of our students are graduating in four to six years.

Q Ryan, the Obama administration has been fervently pushing for more affordable, accessible education opportunities. The president has made no secret of his desire for the U.S. to regain its foothold as the country with the highest proportion of college graduates, and he's put the onus on community colleges to help make this happen. How are these mandates and the administration's expectations of community colleges impacting your work?

McCall: The mission of SSCC is to provide accessible, affordable and high-quality education to the residents of its service area. So essentially, we've already been doing the work that the Obama administration would have us do. It is refreshing to know that the president believes in the mission of community colleges and endorses the role community colleges can play in moving the nation back to prominence in the realm of education.

Q Suzanne, how are the president's mandates for higher education in general impacting your work?

"Budget ... drive[s] all kinds of things in my daily work — from the review and prioritization of our academic programs to our process of developing indicators of impact for all of our administrative support units and everything in between."

Ortega: It is definitely gratifying to see the president's interest in and commitment to higher education, and his mandates certainly support what we've been trying to do all along. I am enormously proud of the progress we've made, even in tight budgetary times, to improve the quality of our advising. I'm enormously proud of our "graduation project," which is

focused on reaching out to students that have left the university with 30 hours of coursework or less to complete before graduation with the goal of bringing them back in to finish their degrees.

We've also made progress in identifying students that are on the road to graduation but who have not yet pre-registered (they've not yet dropped out, but we're concerned they may be moving in that direction), and we're undergoing exhaustive efforts to get them registered and help in any way we can with financial aid issues or other mitigating factors.

Then there's our Gateway Program, in which we're partnering with community colleges in our state to make sure that students who need remedial work or would benefit from smaller classes can still be admitted to UNM

with the provision that they complete this preparatory work at a community college. All of these programs fall into line with what the Obama administration is pushing for.

Q How do you balance the various and diverse needs of all your constituents — faculty, students, administrators, your governing board?

McCall: It's difficult to balance these often competing needs. My job above all else is to support student learning, and really, when it comes down to it, that's also the job of everyone who works in higher education. So when these groups seem to be going in completely different directions, I try to bring the focus back to our one shared objective — to enhance student learning and improve student outcomes. But even that can be challenging, because even though we all may be focused on that one objective, we all have different ideas on how to achieve this. For me, the key is communication — open and honest dialogue.

Ortega: I'll admit that we may not have always balanced all these needs very well. But I think over the last 18 months or so, we've made great strides. When there's a decision to be made and there are divergent views and ideas (and aren't there always?), we've begun forming committees consisting of constituents from all these various groups who then work together to lay the groundwork (I call it "clarifying and establishing decision rules"). They ponder questions like, "What is the desired outcome? What are the key questions we need to ask to get all the information we need to make this decision? How will we get those questions answered?"

I think involving constituents from the very beginning of the process helps to allay some of the uncertainties and doubts they may have. While different groups may

disagree about particular strategies or recommendations, we've had a lot of buy-in with this process because it's fair and transparent.

Q How can the HR function best support the work of an institution's academic function?

McCall: When I came to SSCC five years ago, there was no HR office. HR functions were divided up between various entities throughout the college. In 2008, the college hired its first full-time HR person, and we now have three people in the HR office. The support this group has provided has been invaluable (OK, that's my plug for the SSCC HR team!). Now to answer the question.

I think one area in which HR can provide much-needed support is in the search and hiring process — providing the support and tools we need to help us become better at ensuring we're selecting the right

people for the job. This can be as simple as something like offering training in writing job descriptions and conducting interviews. It's terribly expensive to realize three months out that you've hired the wrong candidate. So help us hire the right person, the right time.

Ortega: In my experience, faculty HR has always been separately administered from non-faculty HR; the hiring processes are similar but there are significant differences — different directors and different contract and evaluation processes. I think what we need to do better, particularly in this budgetary environment, is to think about where HR functions intersect with academic programs. Staff are not independent of academic programs, they are the glue for academic programs. And yet our separate policies and personnel processes seldom bring us together. I think we need to really explore how we can work better together and how our functions can converge for the good of the institution. 

What is ICE looking for in an I-9 Audit?

Where is E-Verify® required?

What are the new requirements
in the I-9 Handbook?

Got Questions?

Get Answers.

www.electronici9.com

Your I-9 and E-Verify® source for
expert advice, news and best practices.

Powered by the I-9 experts at

Guardian[™]
By **LawLogix**[®]



Subscribe to the Blog Today!

The First 500 readers to subscribe will receive a free gift.
Visit www.electronici9.com/CUPA for details.

877.725.4355 | www.lawlogix.com

The Leader in I-9 and E-Verify® Compliance Softwaresm



A Whirlwind Year at the National Labor Relations Board *By Josh Ulman and Christi Layman*

It has been a busy 12 months at the National Labor Relations Board. After more than two years with little activity, a whirlwind of commotion began at the Board in March 2010, when President Obama used his authority to make recess appointments of Craig Becker (D) and Mark Pearce (D). Pearce and Becker joined Chair Wilma Liebman (D) and Member Peter Schaumber (R). The Board was rounded out later in the year, when President Obama announced that Lafe Solomon would serve as acting general counsel and the Senate confirmed two of the president's nominees to the Board, Pearce and Brian Hayes (R). While Becker's nomination was rejected by the Senate, he continues to serve his recess appointment.

With the new members and a new general counsel, the newly formed and decidedly pro-labor Board dramatically increased its activity just as organized labor's agenda was grinding to a halt in Congress. The new and aggressive NLRB has many in the employer community concerned

that the agency will make dramatic changes to decades of settled labor law in an effort to reverse the decline in private sector unions; particularly now that the Employee Free Choice Act and organized labor's other legislative priorities have little chance of making it through Congress. If the past year is any indicator of future activity, those concerns are well founded.

NLRB Basics

The NLRB is comprised of a five-member board and a general counsel charged with enforcing and interpreting the National Labor Relations Act (NLRA). The NLRA, which was enacted in 1935, protects the right of employees in the private sector to join or refrain from joining a union and governs relations between most private employers and unions. Generally, the NLRB is composed of three board members from the president's party and two from the opposing party. Members are appointed by the president to staggered five-year terms. Since the Board

often operates with less than five members, and due to frequent disagreements over nominees, a quorum of three is sufficient to issue decisions.

The general counsel, appointed by the president to a four-year term, oversees a network of regional attorneys and investigators who investigate and prosecute charges that an employer or union violated the NLRA. Violations of the NLRA are known as “unfair labor practices.” The general counsel has unlimited authority and decides

Several other nominations are pending. The president re-nominated Becker in January hoping the Senate will confirm him to serve a full term, rather than the abbreviated term he is currently serving as a recess appointee. On January 5, the president also nominated Republican Terry Flynn to fill the Board seat vacated by former Member Schaumber. Flynn currently serves as Board member Hayes’ chief counsel. The Democratic leadership in the Senate has not yet acted on the

Unlike most other federal agencies which must announce new legal interpretations through the deliberate and often time-consuming rulemaking process, the [NLRB] may do so with every new decision it issues.

when to prosecute, settle or dismiss a charge with no right of appeal to the Board or a court. The Board interprets the NLRA through adjudication by reviewing decisions of administrative law judges on the cases brought by the general counsel. The Board’s representation section also conducts secret ballot elections to determine whether or not employees want to be represented by a union. Disputes over elections are settled by regional directors, but may be appealed to the Board.

The Current NLRB

The Board currently has four members (Republican Board member Peter Schaumber’s term expired in August of last year). Democratic member Wilma Liebman serves as the chair of the Board. Her term expires in August 2011. Democrat Mark Pearce and Republican Brian Hayes continue to serve the terms to which the Senate confirmed them last June. Democrat Craig Becker serves in a recess appointment which expires when the Senate adjourns its 2011 session (most likely December of this year). Finally, Democrat Lafe Solomon, who is a long-time employee of the Board, serves as the acting general counsel. On January 5, the president nominated Solomon to officially fill the general counsel slot, extending Solomon’s ability to remain in his acting role through 2011 and possibly longer.

nominations and may wait to do so until the summer when the end of Liebman’s term approaches, so they can fill that vacancy at the same time. When the Senate does take up the nominations, any package that includes Becker will meet significant opposition.

The Controversial Nomination

President Obama’s re-nomination of Becker has attracted widespread objections. Members of the business community have been particularly outspoken in their opposition, expressing concerns over Becker’s conflicts of interest from his previous role as counsel for SEIU and AFL-CIO and controversial positions he espoused in several published articles. Among other things, Becker has written that the NLRB should “eliminate the formal role of employers in union elections ... [and that this change] could be achieved with almost no alteration of the statutory framework.” In addition, Becker has advocated for severely limiting an employer’s ability to speak with employees about unions.

Many in Congress also have expressed concern with Becker. On February 1, all 47 Republican senators sent a letter to the White House voicing opposition to Becker’s nomination and calling on the president to withdraw it. The senators said that their concerns with Becker’s bias had not been alleviated since the president gave him a

recess appointment in March 2010 in “direct contravention of the will of the Senate.” They also said that during his 10-month tenure on the Board that Becker has “led the Board to re-open and reverse settled decisions, made discrete cases a launching point for broad changes to current labor law and used an 18-year-old petition to initiate a rulemaking proposal that likely exceeds the Board’s statutory authority.”

The Board’s proposed notice is identical to one the Department of Labor currently requires government contractors to post pursuant to President Obama’s 2009 executive order. The NPRM goes farther than the DOL requirement or other posting requirements, however, in that it would impose additional obligations on employers that regularly communicate with employees through e-mail or by posting information on an intranet or Internet site. Those employers would be required

While the [Board’s] frequent interpretations have often been criticized ... [it] rarely issues decisions which make watershed changes to labor relations. However, many believe that this is about to change.

Senate opposition to Becker is not new — last Congress the Senate failed to secure the 60 votes needed to move forward on Becker’s nomination, with a vote of 52 to 33. This Congress, the Senate is more rather than less conservative, so it is even less likely Becker will secure confirmation.

Rare Rulemaking

As the Board has increased its activity in the last year, one of the most significant and exceptional moves came on December 22 when it issued a Notice of Proposed Rulemaking (NPRM). While the Board has broad rulemaking authority, it has only successfully promulgated one substantive rule in its 75-year history — in 1989, the Board promulgated a rule on appropriate bargaining units in acute-care hospitals.

The new NPRM would require employers subject to the NLRA to post a notice in the workplace outlining employees’ right to organize and bargain collectively. According to the NPRM, if an employer fails to post the notice, it could be charged with unfair labor practices; time limits for filing of other unfair labor practices charges against the employer could be extended; and the Board may consider the employer’s lack of compliance as evidence of unlawful motive in other unfair labor practices cases.

under the NPRM to provide the notice electronically. In addition, if the employer has a significant number of employees that not proficient in English, the NPRM would require the employer to post the notice in the language the employees understand.

Many employers and other concerned parties have had several complaints with the poster, including its failure to inform employees of rights under right-to-work laws, their rights to petition to decertify the union and their rights to withhold payment of union dues not related to collective bargaining, such as any portion of dues that goes to political activity. Board member Hayes filed a dissent to the rulemaking, asserting “the Board lacks the statutory authority to promulgate or enforce” the NPRM. CUPA-HR filed comments along with 180 other organizations on February 22 expressing these concerns with the proposed rule.

This NPRM may not be the only one of its kind under this new Board. The NLRB hired an outside consultant in 2009 and 2010 to provide it with advice on rulemaking, leading many to believe we will see an increase in rulemaking activity from the Board.

Generally, however, the Board announces new interpretations of the law through adjudication, rather than regulation. Thus, unlike most other federal agencies which must announce new legal interpretations through

the deliberate and often time-consuming rulemaking process, the Board may do so with every new decision it issues.

As a result, frequent, albeit incremental, changes in labor law have become the hallmark of the Board, whose perspective on the appropriate balance between management and labor depends on which party controls the White House. While the frequent interpretations have often been criticized by labor and management alike, the Board rarely issues decisions which make watershed changes to labor relations. However, many believe that this is about to change.

On the Horizon

If the Board's activity in the last year is a harbinger of the future, the employer community's concerns over the NLRB are well placed. While the ever-changing makeup of the Board has always posed challenges for those trying to comply with the law, the volume and nature of the Board's recent activity indicates possible dramatic changes to

the nation's labor laws, which will impact union and nonunion employers alike.

The Board's activities are sure to draw the attention of many, including the new Republican-led House of Representatives, which has already begun increasing oversight of the NLRB, and the increased number of Republican senators, who have already taken a bold stand against one troubling nomination. Whether the focus of the Republicans in Congress tempers this Board remains to be seen. 

 *To read about some of the most significant cases pending before the NLRB — ones that have drawn attention and concern from employer groups and Congress alike — visit www.cupahr.org/knowledgecenter/heworkplace.aspx.*

Josh Ulman is chief government relations officer for CUPA-HR. He can be reached at julman@cupahr.org. Christi Layman is manager of government relations for CUPA-HR. She can be reached at clayman@cupahr.org.

—ADVERTISEMENT—



Find HR Products and Services

In the Higher Ed Buyer's Guide

The Buyer's Guide is a virtual marketplace featuring companies and services that support higher education human resources. Visitors to the Buyer's Guide website can search for companies, products or services; compare results; and contact companies that meet the needs of their institutions.

www.buyersguide.cupahr.org



Join In the Conversation!

CUPA-HR's new online member community is growing at a rapid clip — there are now more than 800 members and 34 groups focusing on specific areas of interest including community colleges and other two-year institutions, shared services, professional development, HR humor, a book club and more!

The Community (community.cupahr.org) provides a place for CUPA-HR members to interact with and engage one another 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. There's also a Twitter stream with HR and higher ed-related posts from CUPA-HR's most active tweeters, as well as a news feed that's continually updated with recent articles from *Harvard Business Review*, *Inside Higher Ed*, *The Chronicle of Higher Education* and other higher ed and business publications.



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



Community

CUPA-HR Featured Events

May 2011

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

May 18-20: Kentucky/Tennessee Joint Chapter Conference – Louisville, Kentucky

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

May 20: Greater Baltimore Washington Chapter Conference – Annapolis, Maryland

June 2011

June 2-3: Arizona Chapter Conference – Tucson, Arizona

June 8: Indiana Chapter Conference – Indianapolis, Indiana

June 16-17: Rocky Mountain Chapter Conference – TBD

June 22: Northern and Central California Chapter Conference – Belmont, California

July 2011

July 8-10: Association Leadership Program – Salt Lake City, Utah

July 13: Washington State Chapter Conference – Seattle, Washington



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

Welcome to CUPA-HR!

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

Institutional Members:

Alcorn State University
Augusta State University
Averett University
Black River Technical College
Chipola College
College of Biblical Studies
College of the Atlantic
Delta Career Education
Eastern Mennonite University
Eastern Wyoming College
Fayetteville Technical Community College
Graceland University
Granite State College
Illinois Institute of Technology
Illinois Valley Community College
Indiana Institute of Technology

Institute of American Indian Arts
International Institute for Restorative Practices
Laureate Education
Liberty University
Lubbock Christian University
Lyon College
McCormick Theological Seminary
Midlands Technical College
Northeast Texas Community College
Northeastern Illinois University
Randolph Community College
Saint Meinrad School of Theology
Salus University
San Francisco Art Institute
Southwestern Michigan College
Ultimate Medical Academy
University of California-Riverside

University of Central Arkansas
Virginia State University
West Virginia University at Parkersburg
Westminster College
World Learning School for International Training

Affiliate Members:

University of Texas MD Anderson Cancer Center
Woodward Academy

Student Members:

Lametric Bishop
Amy Schuckman

Registration Now Open

www.cupahr.org/conference2011

cupa·hr Annual Conference and Expo 2011

September 25-27 | Orlando, Florida



CUPA-HR Mary Ann Wersch Premier Partners

VALIC



Financial Services

SIBSON CONSULTING
A DIVISION OF SEGAL

ING 

Turn here™

Fidelity
INVESTMENTS

CUPA-HR Distinguished Partners

Aetna

Diversified Investment Advisors

Tier 1 Sponsors

SunGard Higher Education

Aon Hewitt

Tier 2 Sponsors

HigherEdJobs

PeopleAdmin

Kronos Incorporated

Vanguard

Standard Insurance Company

Tier 3 Sponsors

The Chronicle of Higher Education
Emeriti Retirement Health Solutions

UnitedHealthcare

Liberty Mutual

Peopleclick Authoria

Movers and Shakers

CUPA-HR Regional Awards _____

Lewis Benavides and the Office of Human Resources at Texas Woman's University received the Western Region's Excellence in Human Resource Practices Award.

The Boston Consortium for Higher Education's Healthy You Program received the Eastern Region's Fred C. Ford Award.

Charlene Brown, senior HR consultant at University of Arkansas for Medical Sciences, received the Southern Region's Meritorious Service Award.

Faith Burks, HR facilitator at the University of North Carolina Chapel Hill, received the Southern Region's Conference Scholarship.

Richard (Dick) Gartrell, who recently retired from his position as director of human resources at the University of Denver, received Lifetime Membership in the Western Region.

Ron Klepcyk, director of human resources at Elon University, received the Southern Region's Meritorious Service Award.

The Office of Human Resources at George Washington University received the Eastern Region's Excellence in Human Resource Practices Award.

Frank Montalvo, chief human resource officer at University of La Verne, received Lifetime Membership in the Western Region.

Barbara Smith, chief human resource officer at Carnegie Mellon University, received the Eastern Region's Diedrich K. Willers Award.

University of Louisville's Healthcare Integration Team received the Southern Region's Excellence in Human Resource Practices Award.

Jay Wisner, director of human resources at Norwich University, received the Eastern Region's Member of the Year Award.

Elias Zambrano, HR/training associate at Columbia University in the City of New York, received the Eastern Region's Emerging Leader Award.

Moves _____

William A. Fleming was recently named vice president of human resources for the 17-campus University of North Carolina system. He came to the UNC system from the University of North Carolina at Wilmington, where he served as assistant to the chancellor for human resources.

Deborah Hicks has been named senior vice president and chief human resource officer at Dana Farber Cancer Institute. Prior to this appointment, she served as CHRO and associate dean for human resources at Harvard Medical School.

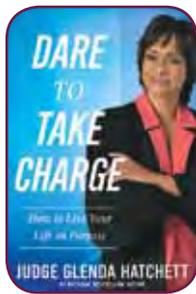
Promotions _____

Amy King was recently promoted to director of human resources at the University of Denver.

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

Recommended Reading

Dare to Take Charge: How to Live Your Life on Purpose *(by Glenda Hatchett)*

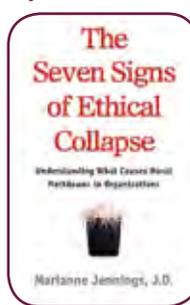


Whatever obstacles or fears one faces, Judge Glenda Hatchett's prescription is to write your own story in this life. In her latest book, she uses real-life stories from the courtroom and her personal life to counsel readers, showing them how to find their true purpose and gifts, be real about their reality and its potential outside of

challenging circumstances, and, above all else, to always be true to themselves.

Judge Glenda Hatchett is a keynote speaker at CUPA-HR's Annual Conference and Expo 2011.

The Seven Signs of Ethical Collapse *(by Marianne Jennings)*

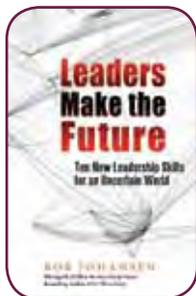


How do formerly ethical people — and organizations — descend into moral meltdowns? Marianne Jennings has spent a lifetime studying business ethics — and ethical failures. She takes her decades of findings and shows us in this book the reasons that companies and nonprofits undergo ethical collapse, and how we can

recognize the signs before it's too late.

Marianne Jennings was a keynote speaker at the 2011 Eastern Region Conference.

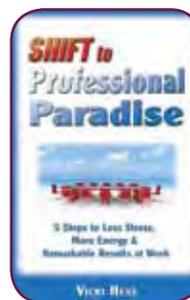
Leaders Make the Future: Ten New Leadership Skills for an Uncertain World *(by Bob Johansen)*



In this book, Bob Johansen (former president and CEO of the Institute for the Future) examines what forces will affect a leader's ability to lead in the next year, five years, 10 years and even further down the road. Johansen's 30-year career as a forecaster, exploring the human side of new technologies, informs this must-read book.

Bob Johansen is a keynote speaker at CUPA-HR's Annual Conference and Expo 2011. Conference attendees will receive a complimentary copy of his book.

SHIFT to Professional Paradise: 5 Steps to Less Stress, More Energy & Remarkable Results at Work *(by Vicki Hess)*



Are you still waiting for your boss, your organization, your coworkers or your customers to change because you think that when they get it right, then you will be happy? Vicki Hess argues in this book that it's up to you and only you to create the good life at work. With her simple, five-step SHIFT technique you can

permanently change unproductive thoughts, patterns, actions and habits so that you can experience less stress, more energy and remarkable results every day.

Vicki Hess was a keynote speaker at the 2011 Eastern Region Conference.



Accredited by over three million people

EmblemHealth understands the diverse needs of New York's colleges and universities. For years, we've been providing the faculty, administration and students of higher education institutions the plans and products that allow easy access to quality care.

We provide health care coverage to over three million people including customized benefit designs, student plans, wellness programs and online tools to help our members get healthy and stay well.

To find out more about EmblemHealth, contact:

Shawn McLoughlin
Director of Sales Operations
1-646-447-6865
smcloughlin@emblemhealth.com

Jerry Gallo
Director of Sales
1-646-447-5031
jgallo@emblemhealth.com

Offices located in New York City • Albany • Buffalo • Lake Katrine • Long Island • Syracuse


EmblemHealth[®]
www.emblemhealth.com

Proud corporate partner of


College and University Professional
Association for Human Resources



The Higher Education
Workplace

CUPA-HR
Centerpoint Commons
1811 Commons Point Drive
Knoxville, TN 37932