

The Higher Education Workplace

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**HR's Role in Making Our Institutions
More Diverse, Inclusive Places to Work**



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The Higher Education Workplace

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The Journey Starts Here

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



Generally speaking, strides have been made over the past decade or two to increase the diversity of the student body in higher education. Look around most campuses in the United States and you'll find students of different races, ethnicities, religions, sexual orientations ... the list goes on. Most campuses have also put into place programming and resources to help students embrace and celebrate the differences among people.

Unfortunately, the same can't necessarily be said for the higher ed workforce. While institutions have created affirmative action plans to document "progress" as defined by the federal government, there is still much work to do to help our employees truly understand how the convergence of different perspectives, different viewpoints and different experiences is part of what creates and drives institutional excellence. We must strive to create a diverse, inclusive environment at all levels and in all sectors of our institutions ... and HR must lead or help lead these efforts.

To this end, CUPA-HR has created a diversity, equity and inclusion position statement and action plan to drive our work (and we hope yours) in this important area. Why is this work so important and why now?

A changing higher education environment. The workforce is changing. Our higher ed employees are becoming more diverse on a broad range of dimensions (gender, sex, sexual orientation, language, age, ability status, national origin, religion, race, ethnicity, heritage, etc). Those who manage and develop the workforce need to be prepared to address the environmental factors that influence performance and affect employees' overall wellbeing.

The changing role of higher ed HR professionals. At every institutional level, leaders who manage and develop the higher ed workforce need assistance in improving employee performance in such a rapidly shifting environment. The workforce and the student bodies of campuses are changing rapidly, yet many who are positioned to influence performance at various levels are stuck in the mid-20th century mindset that some talent can be dismissed while other talent should be valued.

This mindset serves neither employers nor students well, nor does it help build the interpersonal and performance competencies that all individual employees need and the capacities for agility that higher education institutions need to thrive in an increasingly complex world.

The evolving position of higher ed HR professionals to lead this work. This work is familiar to some and unfamiliar to many higher ed HR professionals. It is familiar in that we have always provided talent development opportunities to our employees around compliance with affirmation action laws. However, a clear and unabashed focus on diversity, equity and inclusion to advance institutional excellence may be unfamiliar to some. CUPA-HR seeks to instill a new mindset within our employee communities with the "Inclusion Cultivates Excellence" position statement and action plan. The new mindset is one of commitment to our values and beliefs that by providing guidance, every employee has the capacity to perform at high levels.

We must do this work because it is needed now and because we can. It is because we sit at a crossroads in every institution that every employee comes across that puts us in a position to take a leadership role and proactively influence action now. The expertise and assistance that higher ed HR professionals are best suited to provide differs at different levels within our institutions, so we must equip ourselves now to provide the best guidance possible to all employees to make certain that our institutions achieve their excellence goals and remain vital well into the future.

We invite you to review CUPA-HR's "Inclusion Cultivates Excellence" plan (www.cupahr.org/diversity/Inclusion_Cultivates_Excellence.pdf) and provide any feedback you would like to share with us. To read more about CUPA-HR's work in the area of diversity, equity and inclusion, visit www.cupahr.org/aboutus/diversity.asp. E-mail your comments and suggestions to diversity@cupahr.org. We look forward to having you along on our diversity and inclusion journey!



General Public, **University Leaders** Share Their Thoughts on **Value, Quality** and **Mission** of Higher Education

In two recent Pew Research Center surveys — one a telephone survey taken among a nationally representative sample of 2,142 adults, the other an online survey of 1,055 college and university presidents done in association with The Chronicle of Higher Education — the two groups shed some light on their views related to the purpose of college, who ought to pay for it and whether today’s students are getting their money’s worth — and they don’t necessarily agree on all fronts. Here are some findings.

Survey of the General Public

Cost and Value

A majority of Americans (57 percent) says the higher education system in the United States fails to provide students with good value for the money they and their families spend. An even larger majority (75 percent) says college is too expensive for most Americans to afford. At the same time, however, a majority of college graduates (86 percent) says that college has been a good investment for them personally.

Monetary Payoff

Adults who graduated from a four-year college believe that, on average, they are earning \$20,000 more a year as a result of having gotten that degree. Adults who did not attend college believe that, on average, they are earning \$20,000 a year less. These estimates by the public are very close to the median gap in annual earnings between a high school and college graduate as reported by the U.S. Census Bureau in 2010: \$19,550.

Why Not College?

Nearly every parent surveyed (94 percent) says they expect their child to attend college, but even as college enrollments have reached record levels, most young adults in this country still do not attend a four-year college. The main barrier is financial. Among adults ages 18 to 34 who are not in school and do not have a bachelor’s degree, two-thirds say a major reason for not continuing their education is the need to support a family. Fifty-seven

percent say they would prefer to work and make money, and nearly half say they can’t afford to go to college.

Split Views of College Mission

Forty-seven percent of those surveyed say the main purpose of a college education is to teach work-related skills and knowledge, while 39 percent say it is to help a student grow personally and intellectually; the remainder assert that both missions are equally important. College graduates place more emphasis on intellectual growth; those who are not college graduates place more emphasis on career preparation.

Survey of Presidents

Right or Wrong Direction

Sixty percent of college and university presidents surveyed say the system of higher education in this country is headed in the right direction, but a substantial minority — 38 percent — say it is headed in the wrong direction.

Declining Student Quality

A majority of college presidents (58 percent) say public high school students arrive at college less well prepared than their counterparts of a decade ago; just 6 percent say they are better prepared. Fifty-two percent of the presidents surveyed say college students today study less than their predecessors did a decade ago; just 7 percent say they study more.

We’re Not Number One

Only 19 percent of college presidents say the U.S. system of higher education is the best in the world now, and just 7 percent say they believe it will be the best in the world 10 years from now. Most presidents — 51 percent — describe the U.S. system as one of the best in the world.

Who Should Pay

Nearly two-thirds of college presidents (63 percent) say students and their families should pay the largest share of the cost of a college education. Not surprisingly, just 48 percent of the public agrees; the remainder would prefer

that the bulk of the cost of a college education be borne by the federal government, state governments, private endowments or some combination therein.

Split Views of College Mission

Presidents are evenly divided about the main role colleges play in students’ lives — just over half say it is to help them mature and grow intellectually, while 48 percent say it is to provide skills, knowledge and training to help them succeed in the working world.

Most heads of four-year colleges and universities emphasize the former; most heads of two-year and for profit schools emphasize the latter.

 To read the full survey report, “Is College Worth It?,” visit <http://pewsocialtrends.org/2011/05/15/is-college-worth-it/>.

New National Commission to Help Reshape the Future of Community Colleges

For only the third time in their 110-year history, community colleges are preparing to take a holistic look at their broad and continuously evolving mission with the recent formation of the landmark 21st Century Commission on the Future of Community Colleges.

The commission was appointed by the American Association of Community Colleges (AACC) and comprises 36 individuals who represent a broad array of constituencies and expertise from education, business, policy and communications. The group will work to examine the challenges and opportunities confronting the nation’s largest and fastest growing higher education sector.

“We have very intentionally selected commissioners who bring diverse viewpoints and backgrounds,” says AACC President Walter G. Bumphus. “That includes a few friendly critics who have consistently challenged community colleges to increase accountability and improve student outcomes.”

Over the next 10 months, the 21st Century Commission will meet in person and virtually to examine the community college mission in light of current economic realities. President Obama has challenged community colleges to graduate an additional 5 million students by 2020, at a time when beleaguered state budgets have resulted in drastic cuts in state funding to the colleges.

“We do not intend to be timid or superficial in confronting the hard choices and need for innovative thinking our leaders face in the coming decades,” Bumphus says. “We will focus the collective intellect of the commission on such issues as use of disruptive technologies to speed

learning and the redesign of structures, calendars and processes to better match the needs of our increasingly diverse student population. We will also not shy from criticism, such as our perceived need to be all things to all people.”

Guiding the commission’s work will be three nationally-known experts on community colleges who will serve as co-chairs: San Diego Community College District Chancellor Emeritus Augustine Gallego, Cuyahoga Community College President Jerry Sue Thornton, and Dr. Kay McClenney, director of the Center for Community College Student Engagement and former chief operating officer for the Education Commission of the States.

Community colleges currently enroll close to half of all U.S. undergraduates. Enrollments have surged by double digits over the last two to three years, reflecting a deep and lingering U.S. recession and persistently high unemployment rate that has caused families to seek lower-cost college alternatives and workers to throng to the classroom for new skills or careers.

The new commission marks the third such effort to realign the community college mission to reflect national needs and changing times. The Truman Commission (1947) challenged higher education to provide universal access based on its belief that then-junior colleges could broaden and further democratize their mission by becoming community colleges. Four decades later, the AACC Futures Commission set forward a reform agenda designed to strengthen the comprehensive mission the Truman Commission originally proposed.

Telework Hits a Roadblock

Telework proponents recently received some disappointing news, when WorldatWork released a study that found fewer employees teleworked last year than in previous years. But most viewed the decline as merely a bump in the road on the way to greater workplace flexibility — and nothing more. Indeed, they continue to be bullish about the outlook for telework going forward.

For the first time since it began tracking telework practices in 2003, WorldatWork, a Scottsdale, Arizona-based HR association, reported that the number of people who worked from home or at a remote location declined by 7.5 million people between 2008 and 2010 — from 33.7 million to 26.2 million. The decrease was especially severe for contract workers, whose numbers declined from 16.8 million in 2008 to just under 10 million in 2010.

As might be expected, telework advocates were disappointed to see the drop. Some say, however, that it's not surprising, considering the high unemployment rate of the past few years and heightened employee anxiety over job security. Rose Stanley, work-life practice leader for WorldatWork, says the recession has taken a toll on jobs, including those for teleworkers. At the same time, Stanley says, the tough job market has raised the level of worker anxiety. Despite efforts by the association to demonstrate to its membership that face time isn't relevant to business results, many employees continue to wrongly equate more manager face time with a greater degree of job security, she says.

To combat this, Stanley says, more training is needed. She points to a 2010 WorldatWork survey that found very few companies providing telework training, especially for managers. "The more you train, the better off you'll be," she says, adding that employers with a more "flexibly embedded culture" tended to have lower turnover.

Chuck Wilsker, president and CEO of TelCoa in Washington, agrees that high unemployment is probably the main reason for any decline in the number of teleworkers. But he's also not convinced that the findings — which showed the typical teleworker to be a

40-year-old male college graduate — accurately reflect the state of telework today. More often than not, Wilsker says, companies will let non-teleworkers go before they let teleworkers go. "One of the reasons employers [downsize] is to save on overhead, and non-teleworkers cost employers more in lights, air conditioning [and] coffee," he says. He also notes that the study fails to fully factor in people who telework on an ad-hoc basis. "Many organizations say they don't offer telework," he says, "but have a whole lot of people already doing it."

Gil Gordon, president of Gil Gordon Associates, a telecommuting consultancy in Monmouth Junction, N.J., agrees. "Many organizations have this notion of working on the go or working in a mobile environment so well established these days that they don't see themselves as doing anything special," he says. "If you went to an organization 20 years ago and asked them what was going on in telework, they probably had a pretty good idea because they wrote it into their policies. But now, people can work from so many different locations that the distinction between people working on the go and those who are not is almost invisible. If you ask people if they ever worked from home, they'd say yes," Gordon says. "But they'll also tell you that their companies don't allow them to telework."

Gordon believes the "horse is out of the barn." Exceptions aside — such as companies with extreme security concerns — "the idea that organizations today can keep workers within the four walls of the office is passé," he says. Gordon adds that it shouldn't be overlooked that the WorldatWork study also found that the frequency of those already teleworking one day per week or more increased during the past two years — from 72 percent in 2008 to 84 percent in 2010.

"This suggests to me that people and organizations that are doing it are doing it well," he says.

This article first appeared in Human Resource Executive Online on July 14 and was authored by David Shadovitz. It was reprinted here with permission from Human Resource Executive.



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Silos Belong on Farms: Wake Forest University's Professional Development Center Brings Together Faculty and Staff for the Good of the University

By Andrea Ellis

When I took my history of higher education course in graduate school, I did not fully appreciate what I was learning, until I realized colleges and universities are still struggling with many of the same challenges several centuries later. Sometimes, in order to understand the present, you have to go back in time.

The earliest American institutions were known for their religious connections and focus on theology. They later faced the ever-changing demands of a business that went beyond the institution's administration of faculty and deans. With the rise of "university management," staff members, or administrators, were hired to manage the operations of the institution. This created a rivalry between faculty and staff members around the issue of who had ultimate control and led to a struggle for equality between these two groups, as faculty felt they should be in command, and staff felt that they should be treated equally to faculty. Sound familiar?

Now, centuries later, institutions across the country continue to address the struggles that accompany faculty and staff working in different silos. Whether it's due to history, the nature of one's job, lack of interaction, or a blatant misunderstanding for what the "other side" does, it has led to significant challenges within higher education.

When Wake Forest University announced its strategic plan in 2006, several components focused on breaking down these silos by encouraging professional development and interdepartmental collaboration. One of the many ways these strategic goals are being met is through the Professional Development Center and its

leadership development programs that foster interaction and communication by educating faculty and staff in one classroom.

In the fall of 2007, research began to determine what types of professional development were occurring across campus. Interviews, focus groups and surveys revealed abundant professional development opportunities, but a lack of communication between departments, both academic and administrative. And a perceived sense of territorial issues seemed to prevent interdepartmental collaboration.

Upon these findings, a 12-member advisory board was created — consisting of administrators, faculty

members and staff — to create an avenue for collaborative professional development between and among all facets of the workforce. The board helped determine available campus resources and where there were gaps in professional development opportunities. The group was challenged to create the ideal resource with a mission of serving the entire campus. After considerable research, networking and planning, the Professional Development Center (PDC) was launched in March 2008.

Now, three years later, the PDC is a valued resource among faculty, staff and administrators, offering more than 1,100 unique classes each fiscal year.

An Unprecedented Approach to Professional Development

The PDC is a comprehensive personal and professional resource with a focus on providing faculty and staff across campus with opportunities to develop and grow in a holistic manner. Classes are offered in numerous



Wake Forest University staff and faculty members participating in the Leadership Development Program

areas, including health and wellness, finance and legal, diversity and inclusion, academic, technology, leadership and management. The concept is based on the “hub and spoke” approach. When visiting the PDC website (www.pdc.wfu.edu), it appears that it is one Center. On the home page of the website, a visitor sees all the opportunities available, including classes, events, conferences, workshops, etc. However, on the back end of the site, over 50 different departments are instrumental in creating these opportunities.

The database operates off of proprietary software created by PDC team members. Software features include class registrations, automated e-mail reminders, food preference selection, paying via credit card and automated surveys. The PDC software also allows the department offering the event to keep records of attendees, automatically creates an e-mail roster, indicates class limits, develops automated waitlists and collects requested data per the department, among many other features.

The PDC is unprecedented in many ways. The Center reports to both the offices of the provost and the vice president for administration and finance (through human resources). Originally, the PDC only reported to HR. However, in year two of the Center’s existence, the office of the provost agreed to fund half of the director’s salary and made significant contributions to other funding. This was a pivotal move, as reporting to the office of the provost gave the PDC credibility with WFU faculty.

Another unique aspect of the PDC is the faculty-staff programming opportunities. Wake Forest already offered successful management programs through HR for first-time managers. However, the university lacked programs for its middle-management and higher level administrators. Without new programs, the aforementioned silos would continue to cause disconnect and dissatisfaction amongst WFU’s administrative leaders.

We were of the mindset that if the leaders on campus had a better appreciation for the value and differences between faculty and staff, perhaps this understanding would spread across campus and help to begin breaking down these harmful silos. To this end, we created two distinct programs designed to facilitate more communication between faculty and staff members: the Leadership Development Program and the Aspiring Leaders Program.

Leadership Development Program

Launched in the fall of 2009, the year-long Leadership Development Program (LDP) focuses on leadership and management for faculty chairs and senior administrators. Participants in the first year of the program were nominated by a member of the university’s executive cabinet and then were required to submit a formal application for consideration (applications are now accepted not only via nomination but also directly from applicants without a nomination).

The program includes monthly sessions that focus on critical leadership/management topics, a 360-degree evaluation, multiple leadership and personality assessments and individual coaching. The curriculum accommodates different perspectives unique to Wake Forest, such as an appreciation for its culture, alignment with the strategic plan and a focus on university challenges.

The LDP is facilitated by a renowned world-class provider, thus representing the university’s investment in and commitment to leadership skills development. Participants (10 faculty members and 10 staff members divided into four work teams) are tasked with projects that align to WFU’s strategic plan, thereby providing an environment in which to partner with other leaders across campus and contributing directly and significantly to the priorities of the university. LDP participants are also given the opportunity to help shape future LDP initiatives.

Participants also work in teams on capstone projects provided by the Cabinet. Projects for the first year of the program — community engagement, improving campus communication, work-life balance and sustainability — focused on best practices analyses and recommendations on higher education topics. In addition to assigning each of the four teams a topic, an administrator (topic expert) was also appointed to each group to provide advice or assistance. At the end of the program, the teams presented their findings to the Cabinet.

The university and several of the past program participants continue to move forward on these projects, which include new health and wellness initiatives, enhanced communication mediums, opportunities to gather monthly to learn about different facets of the university at an event called “Campus Connections,” and many new sustainability projects. After tremendous

interest and success in its first year, the program is now offered every other year to ensure it remains prestigious and competitive.

Aspiring Leaders Program

The Professional Development Center's other leadership initiative, the Aspiring Leaders Program, is geared toward tenured or permanent faculty members and staff members with a minimum of five to seven years of experience who show leadership potential. Six classes focused on critical leadership and management skills are offered throughout the academic year on a monthly basis to a cohort of 10 faculty members and 10 staff members.

Because the focus of this program is on developing leaders and teaching participants about the nuances and culture across campus, all classes are taught by internal talent within the schools of business and communications

faculty and staff members individual coaching sessions, group coaching, mediation and coach training.

Lastly, since the PDC has become "the" resource on campus for development needs, it has also brought about the opportunity to expand organizational development internally at Wake Forest. In addition to the offices of the provost and VP for administration and finance, the PDC has been an organizational resource for several other Cabinet members and their teams. By using internal resources, along with a short list of reputable, local partners, the PDC has helped enhance the community and the effectiveness of departments across campus, and has greatly reduced the cost of such services.

The success of the PDC could not have been realized without the continued support, resources and the dual reporting structure that are provided by the offices of the

Interviews, focus groups and surveys revealed abundant professional development opportunities, but a lack of communication between departments, both academic and administrative. And a perceived sense of territorial issues seemed to prevent interdepartmental collaboration.

and the finance and human resources departments. Gathering internal talent for the program helps build interdepartmental collaboration, gives faculty members who lead sessions a chance to share their expertise with other campus community members, and imposes no financial burden, as faculty members donate their time (a maximum of one day per program).

Aiming High and Thinking Boldly

As the PDC and its programs have achieved remarkable success, we continue to move forward with several new innovative ideas and offerings. After realizing the success of the Leadership Development and Aspiring Leaders programs, a third program, Cultivating our Organization to Realize Excellence (CORE), launched in August 2011. This program is based on newly established university competencies and focuses on the general community, offering a wide variety of courses to help develop and retain faculty and staff. Another relatively new facet of the PDC is the creation of a Coaches Consortium that offers

provost and VP for administration and finance. Other essential players are the PDC advisory board (which has expanded and now has a subsidiary PDC technology board) and the many faculty and staff who give of their time and talent.

Personal and professional growth is part of the culture at Wake Forest University. In a recent WFU commencement speech, President Nathan Hatch advised graduates to "aim high and think boldly." The PDC and its programming will continue to live by this philosophy with the creation of innovative and unique approaches to developing Wake Forest faculty and staff. 

Andrea Ellis, Ph.D., NCC, is director of professional and leadership development at Wake Forest University. She can be reached at ace@wfu.edu.

Middle Georgia College's Partners in Excellence Program Benefits Local Schoolchildren, Community at Large

Part of the mission of Middle Georgia College, a small residential school located in rural south central Georgia, is to maintain a legacy of community support services by creating a campus environment of civic engagement that improves the overall quality of life within the communities the college serves. And since nearly a quarter of the population of Cochran, Georgia — the city in which the college is located — falls below the poverty line, opportunities abound for the school to make good on this mission.

To facilitate this civic engagement and community support, the college developed an institutional policy which provides all college employees an opportunity to participate

in volunteerism and community service as part of their institutional responsibilities. Since this policy was implemented in the fall of 2009, several off-campus service programs have emerged. One of the most popular of these programs is Partners in Excellence — a partnership between Middle Georgia College (MGC) employees and the local primary, elementary and middle schools.

Components of the program include a reading initiative (in which MGC employees visit the local primary schools once a week to read to students); a mentoring initiative (in

which MGC employees mentor elementary and middle school students throughout the school year); and an awards initiative (in which college employees prepare and present certificates for superior academic performance and citizenship to students at the primary and elementary

schools). The Partners in Excellence program has also served to provide the students of this small, rural community, many of which come from families with limited financial resources and no college education, with a connection to higher education.

“Many students in the Bleckley County public school system have no knowledge of or interaction with anything related to higher education,” says Middle Georgia College President Michael Stoy. “No

one from their family has attended college; no one talks about it; the option isn't even on the table. But through the Partners in Excellence program, we've been able to increase awareness and stress the value of a college

education to these families. We've been able to let the children know that yes, college can be a real option for you.”

And Dr. Stoy is more than just talk — he's one of the program's most faithful participants. For the past three years (since the program's inception), he has made weekly visits to the local elementary school to read to the



Middle Georgia College President Michael Stoy surrounded by students in the kindergarten class of Bleckley County Primary School, where he has been a volunteer reader for three years

In recognition of its Partners in Excellence program, Middle Georgia College has been chosen as the first recipient of CUPA-HR's new Community Service and Outreach Award. Rooted in the association's ongoing commitment to service and volunteerism, the Community Service and Outreach Award was created to recognize the efforts of institutions to engage their employees through community service and outreach. Thanks to the generous support of Fidelity Investments, CUPA-HR is pleased to offer a \$10,000 contribution to Middle Georgia College's endowment.

giving back

kindergarten class. He also personally presents honor roll students with certificates of achievement through MGC's awards program, and he's been integral to the mentoring program, championing the cause and encouraging other MGC employees to participate.

"We are tremendously thankful for the participation shown by Middle Georgia College to our mentoring program," says Gretchen Wilson-Tuck, Safe Schools Healthy Students Mentoring Program coordinator. "Statistics show that mentored children tend to stay in school, avoid drug and alcohol abuse and violence, and have lower pregnancy rates. The exceptional mentors from Middle Georgia College not only take time out of their work routines to meet with their mentees on a weekly basis, they also invest in the children, not only by spending time with them, but also by giving from their hearts."

"All of the volunteers participating in the Partners in Excellence program have made a personal connection

with the students," says Dr. Stoy. "We don't view our participation as part of our job, but rather as a special event that we look forward to each week. We can all see the difference we are making in the lives of the students we are working with, and that makes everybody feel great."

Dr. Stoy is pleased with the success of the Partners in Excellence program thus far and hopes to see it grow in the future. "The goal of the program is to provide educational resources to strengthen elementary and middle school student academic performance and achievement, and we've seen concrete evidence that we're meeting this goal," he says. "I have high hopes that we can successfully continue and even expand upon the program in the future, and I know our schoolchildren and community will continue to benefit from this partnership." 

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Wellness in Motion: A Healthy Lifestyle Program for Duquesne University Employees

By Ryan Dawson

Wellness in Motion is a joint venture between Duquesne University's office of human resource management and its Mylan School of Pharmacy. Launched in 2010, the program aims to increase employee participation in the many wellness-related activities and services available at Duquesne. Through Wellness in Motion, the university has provided tools, expertise and incentives to help employees improve their personal wellness — physically, mentally, emotionally and spiritually — over their lifetime. Participation in this initiative is free of charge to all full-time employees and is offered as part of the university's benefits program to improve the overall health and quality of life of Duquesne's workforce.

Among the program's innovative components are:

Medication Therapy Management

Medication Therapy Management (MTM), sponsored by the Mylan School of Pharmacy, is a pharmacist-directed wellness management program that assists employees with chronic health conditions such as high cholesterol, asthma, depression, chronic pain, acid reflux and diabetes. Through private and confidential consultations with pharmacists from the Center for Pharmacy Care, employees review their medications to prevent and resolve adverse drug reactions and drug interactions, reduce the use of unnecessary medication and develop an action plan to improve their overall health. This program is not intended to replace regular physician visits. Rather, Duquesne pharmacists work in partnership with the employee's physician to ensure optimal health through the best use of medications and lifestyle modification.

Participants in the MTM program gain a better understanding of the medications they take; receive continual guidance with their prescribed treatment; save on copayments (if they are covered by a university healthcare plan); and can incorporate other behaviors to enhance the benefits of medication management therapy.

Participation in the program is completely voluntary and confidential. No personal information about the employee or his or her medical information is provided to department managers or other Duquesne employees.

Since the program's inception, the following positive results have been achieved:



- No program participants with asthma or depression had an ER visit or hospital admission, thus resulting in reduced healthcare costs to both the employee and the university;
- 87 percent of active participants with depression reduced their PHQ-9 scores;
- 81 percent of active participants with high cholesterol lowered their LDL levels;
- 86 percent of active participants with diabetes lowered their HbA1c levels, and half of these participants lowered their number to <7.

Wellness Vouchers

Beyond the immediate personal benefits that engaging in wellness activities provides, full-time employees who participate in Wellness in Motion programs are eligible for financial incentives. Employees use wellness vouchers, available on the university's intranet, to log their participation in a university-sponsored screening and assessment, lunchtime series, pharmacy initiative, recreation center program or off-campus wellness activity. Recent university program offerings include:

- Individual and group weight-loss challenges;
- A lunch and learn program on "Exposing Exercise Myths;"
- An employee summer golf league;
- Employee-only exercise classes in the university's recreation center;
- A walking challenge encouraging employees to take 10,000 steps a day;
- Personal nutrition coaching;
- Financial workshops on budgeting; and
- A reduced fee to join the Weight Watchers at Work program.

wellness works

Vouchers are completed by employees and submitted monthly to the benefits office which conducts random drawings and awards \$50 gift cards. All monthly winners are also eligible for a grand prize drawing of \$1,000.

Since the program was launched in February 2010, we have had 250 winners, with a total of \$23,000 in incentives awarded.

Know Your Numbers Campaign

New for 2011, all employees enrolled in university medical plans have the opportunity to earn a \$250 reward for participation in a new wellness campaign: Know Your Numbers.

Duquesne University believes knowing important numbers like blood pressure, glucose (blood sugar), cholesterol and body mass index (BMI) is one of the first steps an employee can take to play a more active role in his or her health. Knowing these numbers will help employees learn about their risk for developing chronic conditions and create an action plan to control their risk factors in order to live a long, healthy life.

The Know Your Numbers campaign requires employees to complete a confidential wellness profile and a general health screening of BMI, cholesterol level, blood pressure and blood glucose level at the Center for Pharmacy Care. The screening is performed at no cost. Employees who complete both components of the program and submit their documentation by a certain date receive a \$250 award in their next paycheck.

A Much Appreciated Effort

Duquesne University employees have time and again expressed their satisfaction with and appreciation for the Wellness in Motion program. Participant feedback on the various components of the program has been overwhelmingly positive, and we continue to hear how much our employees appreciate the time and effort the university puts into wellness-related programming. 

Ryan Dawson, PHR, is associate director of human resources at Duquesne University. He can be reached at dawsonr@duq.edu.

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Unity College Places Sustainability Front and Center With Leading-Edge Campus Projects

By Mark Tardif and Jesse Pyles

Unity College is a small, private liberal arts college in rural Maine offering majors and minors within a broad environmental curriculum.

We take sustainability seriously, as it's built into our mission as a college (after all, we are known as "America's Environmental College"). We not only teach all our students to be stewards of the environment through the environmental stewardship curriculum, but we teach them the analytical tools they need to think critically about the multiple viewpoints surrounding the complicated environmental challenges of our time.

We are committed to being a sustainable campus. From our custodians cleaning green to our students retrofitting cars to run on used grease from the cafeteria, we walk the talk. In 2007, our president, Mitch Thomashow, signed the American College and University Presidents Climate Commitment (ACUPCC). The commitment is a pledge that we will go "carbon neutral" as soon as we can. President Thomashow has also taken a leadership role on the national stage, by serving on the steering committee of the ACUPCC. We are also one of the only colleges of our small size to have a paid, full-time sustainability coordinator working to minimize the environmental impact of our institution.

So how do we do this? In myriad ways!

TerraHaus



In August, Unity College opened the doors of TerraHaus, the first student residence hall on an American college or university campus built to passive house specifications, the most

energy efficient building standards in the world. Taking part of its name as a nod to the Passivhaus approach developed in Germany, TerraHaus will be home to 10 students for the 2011-12 academic year.

The completion of TerraHaus came just two years after another groundbreaking structure was completed at

Unity, the net zero home of the president called Unity House. Built as a prototype, Unity House was designed as part of Massachusetts Institute of Technology (MIT) Open Prototype Initiative and received LEEP Platinum Certification.

TerraHaus will be a showcase for Unity College in a variety of ways, with the 10 students who live in the residence hall signing contracts to educate themselves about the sustainability features of the hall. They will regularly participate in curricular and co-curricular sustainability efforts aimed at spreading the word about the passive house concept.

"We believe it's important for Unity College students to live sustainably as they learn about sustainability," notes Professor Doug Fox. A Unity College class taught by Fox participated in the actual design of TerraHaus, an unusual hands-on exercise and learning experience. Input was also sought from and given by Unity College faculty, staff and the student body. Within the next few years, Unity plans to build two near exact replicas of TerraHaus, both of which will also serve as student dorms.

TerraHaus was funded primarily through a grant received in June 2010 from The Kendeda Fund. The grant was awarded for construction of a "cottage-style" residence based on principles of passive house design. The project entails an educational component involving Unity College students in the design, construction and monitoring of the facility through curricular and co-curricular activities.

Sustainability Fellow

Over the past decade, significant work has been undertaken to build new buildings to the highest possible energy performance and to reduce the energy intensity of older campus buildings. Despite these efforts, maintenance and sustainability staffers knew that energy conservation and efficiency opportunities remained, yet they lacked the time for a comprehensive audit of campus buildings.

Enter Unity College's first-ever sustainability fellow, supplied through the Rocky Mountain Institute's

Accelerating Campus Climate Initiatives program. Among the sustainability fellow's tasks: evaluate the campus building stock, establish mechanisms for tracking space/building energy use, evaluate low-cost efficiency and conservation opportunities, bundle projects across campus for ease of financing and implementation, and ensure that all campus energy projects provided educational opportunities for students, staff and faculty.

The new fellow certainly had her work cut out for her. Determining energy consumption by building came down to counting every fixture in every building. Energy consumption by a typical student was calculated by surveys. Building users gave tours of building usage patterns, explained quirks and shared their energy conservation goals. It was a long process of determining what we had before calculating what we could save.

In the end, it was determined that Unity could save between 10 percent and 60 percent of energy consumed in each campus building with a combination of boiler efficiency upgrades, insulation, air sealing and modest behavior changes. The energy audit found 180 projects that should be undertaken across the 20 campus buildings — projects that are estimated to cost \$700,000, but will conservatively save the campus 25 percent of its energy costs.

Campus Garden Program



Unity College recently received a \$75,000 grant from Boston-based Jane's Trust to support our efforts to grow a community food network in Unity. The funds are being used to increase campus and community food production by investing in infrastructure upgrades and personnel.

In recent years, on-campus food production has increased with a focus on providing high-value produce for use by dining services for summer programs and fall special events. These efforts have developed alongside a renewed academic interest in food and farming, as our agriculture, food and sustainability major has taken root in the Center for Sustainability and Global Change. Summer garden

positions have been filled by students for the past few seasons, and a number of campus departments — notably dining services, facilities and academics — have strengthened the summer garden program with budget support, sweat equity and garden knowhow. Often, food produced in our campus gardens that cannot be used in our cafeteria is donated to a local food pantry for distribution to its clients.

Last year, students in an environmental citizen course built a barn near the main campus garden, providing much-needed storage and processing capacity for food produced on campus, and students from another class built a root cellar to increase cool storage for crops. These projects have increased our capacity to produce and distribute food on campus and in the community, but nothing has bolstered our food program more than last growing season's introduction of Veggies For All.

Veggies For All is a community agriculture project that works to relieve hunger by growing vegetables for those in need. The Veggies For All project began in 2007 and moved its headquarters to Unity College in 2010. This past year's production yielded more than 15,000 pounds of squash, cabbage, carrots and more for distribution through the regional food pantry.

The integration of Unity's campus garden program with Veggies For All is a natural fit. Veggies For All provides more opportunities to engage our students in sustainable agriculture and connects our campus to the broader community in meaningful ways. Unity College offers Veggies For All administrative support and access to infrastructure, volunteers and resources that allow the project to serve more people.

What's It All For?

So why do we take sustainability so seriously at Unity College? Because the climate really is changing, there is a rapid loss of biodiversity and there are countless other environmental challenges that are now a part of our reality. We want to be prepared to face these issues as a college, and we want our students to be leaders in facing these issues. At Unity College we "Think Sustainably, Work Sustainably and Live Sustainably." 

Mark Tardif is associate director of college communications at Unity College. He can be reached at mtardif@unity.edu. Jesse Pyles is sustainability coordinator at Unity College. He can be reached at jpyles@unity.edu.

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Community College Officials Swap Notes on Common Worries and Challenges *By Scott Carlson*

Community college administrators at the annual meeting of the National Association of College and University Business Officers in July gathered for what amounted to a group therapy session: to confess anxieties and offer encouraging stories to their peers as they discussed some of the major challenges facing two-year institutions.

The themes would be familiar to most people who work in or watch the sector: budget pressures and increasing demand, the temptations and perils of expanding into four-year programs, the competition from for-profit colleges. In the interest of encouraging a frank discussion, *The Chronicle* agreed to maintain the anonymity of the participants, while relaying some of what they discussed.

The conversation started with a focus on remedial work. “Students coming to us are increasingly underprepared,” said one participant from a mid-Atlantic state. She said

that his college had set up co-advising programs with the University of South Carolina and Winthrop University. “The idea is to get them thinking about us but also thinking about the final destination,” he said.

The problem of transferring credits between two-year and four-year colleges was also a point of discussion. Administrators from Alabama and Utah said that institutions in their states had worked out good transfer agreements. One administrator asked how many people in the room came from colleges that had made a big push in online education or were planning to make that push in the next five years. Surprisingly, less than half the people in the room raised their hands. Another attendee from a mid-Atlantic state said that the withdrawal rate in online courses at her college was alarmingly high.

“A lot of students think it is going to be easy, that they aren’t going to have deadlines, and that they can

The themes would be familiar to most people who work in or watch the sector: budget pressures and increasing demand, the temptations and perils of expanding into four-year programs, the competition from for-profit colleges.

some institutions in her state were looking at more customized remedial programs that home in on the needs of specific students, rather than running them through a battery of courses that they might not need. “We are being overwhelmed by remedial requirements, and we feel that the students are just not successful” because they lose momentum before they get through the review courses, she said. “At the same time, our value in society is being pushed toward how many completers you have.”

Some officials said they had found that students were testing at higher levels after arriving at the community colleges than they were in high school, and therefore needed less remedial help than predicted.

Others said that they were working closely with four-year colleges to help students plan for the transition to four-year institutions. One administrator from South Carolina

participate whenever they want ...” she said. “We have tried to put an educational program in place to get students to know what to expect.”

The participants also discussed the added costs of offering online courses. Several in the room said that their institutions levied additional fees on students for online courses. At one college, students were given the opportunity to decide how to use that fee, and they voted to devote most of it to hiring two additional technology help-desk employees.

Online education seems to have brought efficiencies to allied health programs. An administrator from Oregon discussed his college system’s approach to programs with limited demand, like radiation technology. The colleges use online education to make one institution in the system the home base for the program. The various

colleges might have only a handful of students each in radiation technology, but they collect them through online learning.

“It’s a very successful program because we are not oversaturating the market anywhere,” he said, adding that the colleges can temporarily suspend the program if demand for radiology technicians falls. “We watch what the turnover is in the statewide field. We only create enough graduates to fill the areas that need to be filled.”

The discussion moved to colleges that aspired to start four-year programs. One Florida institution, located far from any state four-year colleges, had started several four-year programs and saw high demand. Another Florida institution, located close to a state university, was also starting four-year programs — but they were in areas that the state university had jettisoned, so there was no competition between the two institutions.

Both Florida representatives said their institutions had made conscious decisions to get faculty members to teach both upper- and lower-division courses. If some faculty were allowed to teach only upper-division courses, “that

would bifurcate the institution and was something we wanted to avoid,” the administrator said.

Finally, some participants fretted about growing competition from for-profit colleges. Others said that the for-profits’ prices were much higher than those of the community colleges, and that therefore competition was not a concern. An administrator from Illinois said that three for-profit colleges had opened near his institution recently, giving his college reason to examine some of its own policies and procedures.

“They are very good at getting people in the door and getting people the financial aid and loans that they need,” he said. “Some brag that within an hour they can get you enrolled in classes. I don’t know if anyone here can brag about that.” In that sense, he said, the competition was good for his institution, because the for-profits were showing how “our models make people jump through a lot of hoops, and those hoops might not be necessary.” 

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**Leadership
Environment in
Higher Education**

By Edna Chun and Alvin Evans

What is the day-to-day work climate like for diverse administrators in higher education? For our new book, *Diverse Administrators in Peril: The New Indentured Class in Higher Education* (Paradigm, October 2011) we conducted in-depth research on the experiences of diverse administrators and probed the dimensions of the collision between everyday work experiences and asymmetrical systems of power. Using ethnographic research techniques, we have chronicled the persistence of deeply-rooted patterns of subtle discrimination through the narratives of administrators in public and private research universities. We use the analogy of “indentured servitude” to portray the tenuous

they may have encountered in formal processes such as compensation, advancement, performance evaluation and discipline; 3) the mental and physical impact of perceived discrimination; and 4) specific strategies that administrators have adopted or implemented to overcome behavioral and organizational barriers.

Survey Process

For purposes of the study, we contacted administrators in public and private research universities in all geographic regions at the level of director and up and invited them to participate in an online survey. Due to the distinct challenges faced by university presidents as well as the

Nearly 85 percent of the top-ranked positions in doctorate-granting institutions are held by whites and 66 percent are held by males.

and uncertain employment conditions of administrators who typically function in “at will” employment relationships without security or stability.

Unlike faculty whose careers promote individualistic accomplishments solidified through the tenure process, university administrators usually work without employment protection to support the success of the entire institution. Due to their lack of protection by unions, civil service requirements or tenure, administrators at higher levels in the educational hierarchy usually serve at the pleasure of an executive officer or the president. In difficult budget eras, faculty often call attention to the number of administrators and their salaries, based upon a view of administrative positions as in competition with the purposes of the instructional enterprise. Yet many are unaware of the continual balancing act involved in the daily work lives of administrators or the constant barrage of challenges posed by their precarious employment conditions.

Our qualitative research study explored four primary questions: 1) whether and how diverse administrators experience subtle, covert and/or overt discrimination in their work environments; 2) what organizational barriers

significant body of existing research on presidents, we chose not to include them in this study.

Our primary initial point of contact was chief human resource officers, and we asked them to participate in an online survey and to connect us with other administrators on campus. Following completion of the online survey, we invited respondents to participate in a follow-up interview. The interviews provided a rich resource and detailed commentary on the working environment in the research university. Our survey sample was diverse and balanced in terms of race, ethnicity, gender and sexual orientation. The sample reflected a high level of educational attainment and included representation from all major divisions of the university.

Research Findings

The research findings document the shape of discriminatory experiences — i.e., how variation is produced in institutional processes that control access to opportunity, resources and career success. For example, significantly higher levels of mistreatment due to race were reported by African American administrators when

compared to white administrators. African American administrators also rated their own degree of decision-making authority compared to the level of their position as significantly lower than white administrators. Similarly, Hispanic administrators reported their decision-making authority as lower than white administrators.

In the book, we share specific accounts that illuminate the interactions, behaviors and processes that serve as the medium for subtle discrimination. One example: a high-ranking white female academic administrator relates how earlier in her career her supervisor had combined bullying with unethical demands toward her. Since the supervisor

frustration in their roles due to uncertainty about the extent to which their work was genuinely supported. The interviews also underscore the lack of psychological safety in the work environment. A number of minority and/or female interview respondents expressed genuine fear and concern about sharing their stories, due to the potential for retaliation or retribution. As a result, we have eliminated identifying factors from the narrative accounts.

Our study documents the persistence of a covert system of subtle discrimination in the administrative ranks that has replaced the more blatant forms of oppression characteristic of the pre-Civil Rights era. This system

[The] chief diversity officers and affirmative action officers [we] interviewed ... expressed frustration in their roles due to uncertainty about the extent to which their work was genuinely supported.

had the ear of the administration, she felt her only choice was to leave the institution. The female administrator clearly believed it to be a case of gender discrimination and knew that her supervisor really wanted a male in her role. Lack of support from supervisors, differential treatment, lack of participation in decision making, bullying and forms of emotional tyranny including threats and psychological domination were some of the concerns reported by the diverse administrators in our study.

The interview narratives in our study reveal that the contours of subtle discrimination are remarkably similar, irrespective of institutional prestige, public/private university status and geographical location. And due to the relative isolation of diverse administrators, the impact of discriminatory experiences is significantly intensified. Diverse administrators are not always aware of the commonality of their experiences, since they are often the “solo” individual representing diversity in upper-level administration.

Ironically, chief diversity officers and affirmative action officers interviewed for the study expressed

is reinforced and reenacted in institutional settings through cumulative, everyday micro-inequities — small, repetitive, yet difficult-to-prove acts of exclusion and marginalization. Exclusionary behaviors, acts and events exact a particularly high personal and professional toll upon diverse administrators. And the precarious employment conditions of administrators provide an opportunity structure for the exercise of discriminatory behaviors and practices.

Take, for example, the account of one study participant, an African American female administrator. She describes how her supervisor described her in an open university meeting:

‘Oh, I don’t mean you. You’re different, you’re an Oreo.’ ... I said to him, ‘I think most people would recognize that as being a racial slur.’ And he says, ‘Oh I don’t mean that. You’re one of them that has common sense.’ That was when I asked him to please stop talking because any more compliments from him might really upset me ... A couple of days after that meeting, I went and talked to him [about what he had said] and used that as a teachable instant.

She proceeds to describe how her supervisor continued to single her out, sometimes calling her late in the evening to give her work assignments due early the next day. The stress she experienced due to the need for constant vigilance was, in fact, life threatening. As she reports:

When I had that discriminatory supervisor, I had extremely high blood pressure. I was on three medications. They were at the maximum dosage and my blood pressure was still uncontrollable. My doctor kept telling me I needed to quit my job because ... I was going to have a stroke or heart attack because my blood pressure was so high. [Since being] terminated ... I don't take any medication. It was clearly the stress from that job.

Key aspects of this survey participant's story are echoed in a number of other narratives in the study. Her experiences reveal the severe mental and physical toll arising from discriminatory treatment. In fact, an emerging body of research identifies perceived discrimination as a unique and chronic stressor, creating differential vulnerability to risk factors that affect health outcomes.

The minority stress model developed by leading researchers is an important construct that captures the

double standards with severe consequences for missteps and the need for constant vigilance in response to day-to-day micro-inequities and micro-incursions.

For example, one administrator we interviewed — a black affirmative action officer — describes how his new white male supervisor did not value his years-long experience and dismissed his expertise, despite his documented record of exemplary service. The administrator explains that he felt he was measured by a different standard, having to perform better and be better in every transaction. Due to the significant stress he experienced, he chose early retirement from the university.

An important focus in our exploration of the leadership environment in the research university is the demographic context of university leadership. Nearly 85 percent of the top-ranked positions in doctorate-granting institutions are held by whites and 66 percent are held by males. The only exception to this pattern is the chief diversity officer position — 70.8 percent of these positions are held by African-Americans, with white incumbents holding 12.3 percent.

A significant body of empirical findings over the last two decades has examined the explanatory potential of relational demography on workplace outcomes,

Lack of support from supervisors, differential treatment, lack of participation in decision making, bullying and forms of emotional tyranny including threats and psychological domination were some of the concerns reported by the diverse administrators in our study.

incongruence between a stigmatized individual's needs and the social structures and discriminatory behaviors that deplete and exceed adaptive resources. Diverse administrators interviewed for our study report the cumulative stress arising from their multi-marginality and the need to perform and succeed in the university environment. Their accounts reveal the application of

supporting the proposition that those in power tend to prefer others similar to themselves. Researchers have documented the intensification of the similarity-attraction paradigm and in-group preference at higher levels of the organization as job responsibilities become more consequential, non-routine and amorphous.

Best Practices and Future Recommendations

In our study, diverse administrators made no bones about the challenges they face in gaining the respect and authority associated with a high-level position with responsibility for supervision of largely majority staffs. As one African American female administrator explained:

We don't control things we should control ... It's a guessing game. I don't have much say in my own budget; hiring—very limited in determining what the level of the position should be; serving on committees—there are some committees that [someone in] my position should represent, [however], I don't even know if I will get an opportunity to be there, nor am I participating in the discussions that would [inform] that decision ...

Within the university environment, we note the absence of attention or acknowledgement of the influence of relational demography upon the career success of diverse administrators. Our study also includes an extensive analysis of how differential treatment can occur in the processes of hiring, promotion and advancement, compensation, and discipline.

We also studied the role of bystanders and the tendency of majority group members to make light of harassing acts or to explain them as isolated incidents. As a white male academic administrator perceptively explains, majority group members on his predominantly white campus perceive discriminatory incidents as isolated events and frequently imply that women and minorities are over sensitive. As he states:

... they have it in their heads ... that racism, homophobia and gender discrimination don't really exist here. And so, there's always an explanation as to why so-and-so said this ... 'Oh well, you know him', ... or 'oh that's just an isolated incident.' [But] [t]hese isolated incidents keep happening over and over again ...

The belief in a just system causes some bystanders to blame the victims of discrimination. And we see through the survey's narrative accounts how acts of subtle discrimination escape institutional notice under the cloak of meritocratic justification. The administrative system itself contains few, if any, safeguards to protect diverse administrators from such exclusionary treatment.

The overarching purpose of our research is to assist university leaders, human resource and diversity officers, faculty and key governance groups in the development of more inclusive, empowering leadership practices that replace hierarchical, coercive models and reflect the democratic purposes of higher education. Diverse administrators themselves expressed the hope that the study would contribute to the improvement of their working conditions and would increase awareness of the challenges they face.

A number of human resource professionals in our sample articulated their desire to influence the change process. Yet, surprisingly, only a few HR professionals offered examples of systemic approaches, initiatives or programs they have implemented to counteract the impact of subtle discrimination in organizational processes and campus culture. This finding may be due to the often secondary role of human resources in the organizational hierarchy as well as the lack of explicit identification of diversity issues as a human resource responsibility. One prominent HR professional noted the lack of acknowledgement of subtle discrimination by HR practitioners that hinders efforts to correct existing practices.

The poignant yet courageous testimonials of diverse administrators point the way to needed structural, cultural and behavioral changes that will strengthen employment stability for administrators and ensure their retention. Since talent is the driver of institutional vitality, these changes will not only enhance the success of diverse administrators, but will immeasurably contribute to the dynamism, viability and competitiveness of our American institutions of higher education. 

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Windows and Mirrors: A Rookie's Perspective

By Lauren Turner

Some important yet simple wisdom that I took from a speaker at a conference I recently attended is that there are many benefits to be derived from purposefully engaging in activities in and about which you know very little or have little experience (the speaker called these learning opportunities “spending time as a rookie”). Whether in athletics, academics or life, opportunities to grow and succeed are rooted in identifying and committing to goals that stretch our hearts, minds and bodies. Setting goals that require us to exercise our whole selves ensures that we remain vibrant and vital.

Two professional experiences recently have put me squarely in the rookie category and have created opportunities for me to develop my understanding of and appreciation for how a climate which fosters diversity and inclusion is foundational to an institution's achievement of excellence. I am grateful for these opportunities and how they have continued to inform my personal and professional growth and bolster my optimism that we are on the path to achieve and sustain more inclusive higher education institutions and that every member of a community can make a difference in this endeavor.

Five Colleges, Inc.

Five Colleges, Inc., is a consortium of five Western Massachusetts institutions — Mount Holyoke College (a small, private liberal arts college for women), Amherst College (one of the top private liberal arts colleges in the

nation), Hampshire College (a private liberal arts college known for its alternative curriculum), Smith College (another private college for women) and University of Massachusetts Amherst (a large, public research university and flagship campus of UMass). The consortium promotes academic and administrative collaboration through shared use of educational and cultural resources and facilities and joint departments and programs.

When I served as director of human resources at Mount Holyoke College, I worked collaboratively with HR, training and development, equal employment opportunity, affirmative action and diversity colleagues at the other institutions which comprise Five Colleges in the development and delivery of hundreds of community outreach and professional development programs. Over many years, we individually and collectively engaged in initiatives to support our desire to create more diverse and inclusive communities.

These initiatives included conducting surveys and focus groups to assess the workplace climate; engaging committees in helping to identify barriers to inclusion; participating in community job fairs; engaging with local community service agencies to better understand how our institutions were viewed by local communities of color; hiring staff to support community outreach initiatives aimed at improving the perception of our

institutions as prospective employers; and conducting professional development workshops for supervisors and non-supervisors to raise awareness about and understanding of issues of diversity and inclusion.

Through this process, we heard many stories about challenges in the workplace and about how issues of diversity often play out in less-than-productive ways

Many people just aren't fluent in how to effectively manage and engage a diverse workforce, especially when we consider diversity as including race, gender, religion, class, sexual orientation and other dimensions of social identity.

for all parties involved. Most often at the root of these challenges is the fact that many people just aren't fluent in how to effectively manage and engage a diverse workforce, especially when we consider diversity as including race, gender, religion, class, sexual orientation and other dimensions of social identity. The gap in knowledge and skills persisted despite the fact that for years we had been offering workshops that focused on the development of skills in order to be inclusive. Success of this approach was further hampered by the fact that participants would attend a workshop to learn new skills, but often return to the workplace and not practice or sustain the use of these new skills.

On reflection, we imagined that we might achieve more success if we focused workshops and learning on fostering authentic personal engagement — an activity in which everyone can be fluent and which is an essential building block to creating an inclusive climate.

Five College Intergroup Dialogue Initiative

In January 2009, a reconfigured Five Colleges training and development collaborative in partnership with the diversity directors from the five colleges spurred interest in a new initiative modeled after the Intergroup Dialogue (IGD) program that was initially introduced more than 20 years ago and which was used primarily with students at the University of Michigan.

From the Association for the Study of Higher Education's Higher Education Report Series article "Intergroup Dialogue in Higher Education: Meaningful Lessons About Social Justice" (by Zúñiga, Nagda, Chesler and Cytron-Walker), IGD is defined as "a highly relational program aimed to increase cultural competency in the workplace and to create more respectful, engaged and inclusive campus workforces by bringing campus employees

together to reflect on their social identities within complex systems of advantage and disadvantage and support them in exploring commonalities and differences of perspective and experience."

Research data shows the impact that sustained open and authentic dialogue within a group of diverse participants can have on the participants, specifically relating to

empathy and appreciation for others. Studies have shown that this empathy often translates to respect and understanding and can serve to transform personal and professional relationships. Five Colleges IGD collaborators wondered what sort of impact this work could have at the workplace and in work groups; hence, the introduction and then evolution of the Five Colleges IGD Initiative.

The IGD planning team partnered with a faculty member in the Social Justice Education Program of the University of Massachusetts Amherst School of Education in the development of an IGD learning sequence to be offered to selected individuals across the Five Colleges campuses. I was a participant in this learning sequence, which included four distinct and progressive steps:

- (1) Three-day **IGD Institute** held in June 2009, the curriculum for which included an introduction to the principles of IGD, instruction on the tools and methods used to facilitate dialogue and several practice dialogue opportunities. More than 60 faculty and staff members from across the five institutions and across many functional areas participated in this inaugural IGD Institute. Participants were assigned to pairs with the goal of pairing individuals across differences (e.g., male/female, white/person of color, etc.). IGD practice sessions with "home" institution groups were held throughout the summer and into early fall 2009 to further prepare our IGD pairs to facilitate dialogues.
- (2) A "**Day of Dialogue**" hosted across all five campuses in fall 2009. Each of the five campuses hosted multiple two-and-a-half hour dialogues on four different topics (race and ethnicity, gender, class/rank, and religion). These dialogues

were facilitated by our newly trained IGD facilitators. An invitation to participate was sent to all faculty and staff by a member of senior leadership at each of the institutions. Planners and facilitators were clear and reasonable about what a participant could expect to accomplish in a pilot two-and-a-half hour dialogue and communicated that these dialogues were intended to introduce members of our communities to the concept of IGD and to provide them with an opportunity to have a brief IGD experience.

- (3) Participants in the IGD Institute were then invited to register for a **Six-Week Sustained Dialogue** to be held in spring 2010 with the assistance of trained IGD facilitators from the UMass Social Justice Program. These sustained dialogues were intended to provide the opportunity for participants to further hone their understanding of IGD concepts and their facilitation skills and to develop their understanding of social justice issues — both intellectual and emotional perspectives (e.g., what do I know or not know about social justice issues; how am I privileged or disadvantaged; what issues “push” my buttons; etc.). Thirty faculty and staff continued on this IGD progressive learning sequence by participating in the six-week sustained dialogue.
- (4) In spring 2011, five of these newly trained sustained dialogue IGD pairs facilitated a **Six-Week Sustained Dialogue** themselves — two hosted at Mount Holyoke College with trained MHC facilitator pairs (myself and my IGD co-facilitator being one of these pairs), and three hosted by Five Colleges with mixed facilitator pairs from across the other four campuses.

Feedback from the Five Colleges community about the IGD program continues to be encouraging — noting positive effects on both employees and campus climates. The planners continue to evaluate the IGD learning sequence and to develop plans for further applications for the IGD model and other programming which supports the institutions’ strategic priorities to be more diverse and inclusive.

Participating in the Five Colleges IGD learning sequence, which culminated in my becoming a trained sustained IGD facilitator (although I’m still very much a rookie

at IGD), was a transformative experience for me both personally and professionally. I’ve always regarded myself as a person committed to diversity, equity and inclusion. But this experience caused me to question my knowledge and beliefs, raised my awareness of the assumptions and judgments which I make because of my experiences, and called me to action to challenge myself to take responsibility for learning more about issues of social justice, to be open to feedback and to be accountable to check myself and my behaviors and assumptions.

The IGD program helped me to recommit to my life-long journey toward better understanding issues of social justice and to contributing my efforts toward creating and sustaining equitable and inclusive workplace practices — and to impacting positive change within my broader sphere of influence.

University of Massachusetts Lowell

This past spring, after more than 30 years at Mount Holyoke College, I assumed the position of associate vice chancellor for human resources and equal opportunity and outreach at the University of Massachusetts Lowell. UMass Lowell is one of the five universities which

Interested in learning more about the Intergroup Dialogue concept? If you’re attending CUPA-HR’s Annual Conference and Expo this fall, be sure to register for the “Race and Ethnicity Intergroup Dialogue” preconference workshop. Participants will have the opportunity to examine the Mount Holyoke program and will explore individual identity and group membership; issues of commonalities; and differences, conflicts and ways of working together within and across racial identity. Other intersecting social identities such as socio-economic class, gender, religion and sexual orientation will also be included in the dialogue.

You can also learn more about UMass Lowell’s framework for diversity and inclusion in the “Transforming Higher Education Institutions Using Multicultural Organizational Development” preconference workshop.

Visit www.cupahr.org/conference2011/preconference.asp for more information.

comprise the University of Massachusetts system. Other campuses include Amherst, Dartmouth, Boston and Worcester/Medical.

This professional move was attractive to me for reasons beyond the ordinary. I was excited about joining the university because it was apparent that UMass Lowell was an institution that was on the move. Enrollment had grown to over 14,000 — an increase of more than 30 percent in just three years. This unprecedented growth presented many challenges and way more opportunities than this article could begin to enumerate, but which the university is leveraging and building upon in support of its vision for the future, which is “to differentiate the university by its excellence in student recruitment and retention, teaching and learning, internationalization, inclusiveness as a community and more.” The job specifications for the AVC for HR/EOO clearly articulated the university’s strategic priority and vision for creating a truly inclusive campus community and called for the new AVC to bring demonstrated successful expertise in supporting the university toward achieving this vision.

The institution’s 2020 Strategic Plan for the Next Decade states, in part, that “... a commitment to diversity in all of its complexity will be a core institutional value at UMass Lowell. This commitment will be grounded in the understanding that diversity is inclusive of all identities, including those of race, class, gender, sexual orientation, religion and ability status. By 2020, the university will have developed a campus community where all will feel appreciated, respected, connected, valued and engaged with the larger life of the campus.”

Energized by an impactful culminating professional experience (co-facilitation of a sustained IGD on race and ethnicity) during my last six weeks at Mount Holyoke College, I joined UMass Lowell with clear intent and resolve to engage the community in working to create that inclusive campus climate. I knew that accepting this new job would give me the opportunity to engage broadly with the UMass Lowell community in creating a high performing, inclusive and great place to work. UMass Lowell’s mantra is “Learning with Purpose.” At the origin of this is the belief that for a community to be truly diverse and inclusive, all of its members must feel welcomed and engaged, and for this to be true, all of its members must be engaged in the process of continuous, life-long learning. What I’ve come to realize in just a short time is that members of the UMass Lowell community live and work this vision every day as demonstrated from the chancellor’s public

commitment to inclusion to the way the community is working collaboratively through this period of heightened change and growth.

To support effective engagement and create a true learning community, the climate and culture needs to acknowledge and celebrate differences and permit and support open dialogue across these differences both in the classroom and across the institution. The workplace and learning environment also relies on the fact that we have the right people assembled with the requisite skills, experience and diverse perspectives to inform the work. Our workplace cultures are shaped by norms and are reinforced by policies that, intentionally or not, can have exclusionary impacts on certain groups. Often when a diverse and inclusive climate exists, awareness is raised about the need to change policies and practices, especially in the realm of human resources, i.e., hiring protocols, performance management, etc. The rubber hits the road when we in human resources can support our institutions in being diverse and inclusive.

Renewed Resolve

I want to share another relevant bit of wisdom passed on to me by diversity and inclusion consultant Alma Clayton-Pederson, whom CUPA-HR has engaged to assist with the development of its position statement on diversity, equity and inclusion, that speaks to the importance of educational institutions providing both “windows” and “mirrors” in support of their learning communities. This notion presumes that all learners need to have “mirrors” (people who look, think and have similar experiences as them) and “windows” (people who look, think and have different experiences than them) so community members can engage and understand perspectives similar to and different from their own.

In closing, participating in the Five Colleges Intergroup Dialogue initiative and taking on the challenges of a new job and being a rookie again after 30+ years of experience in higher education HR is invigorating and has created for me an amazing opportunity to evaluate my surroundings anew, without assumptions, and with a commitment to excellence and inclusion through diversity in teaching, learning and living — all with clear focus, intent and purpose. 

Lauren Turner is associate vice chancellor for HR and equal opportunity & outreach at University of Massachusetts Lowell and chair of the CUPA-HR board of directors. She can be reached at lauren_turner@uml.edu.

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Advancing Diversity: CUPA-HR's Call to Action



After many months of research, dialogue, information gathering and writing and rewriting, CUPA-HR is proud to introduce its “Inclusion Cultivates Excellence” position statement and action plan, which are designed to guide our efforts, and yours, in promoting and advancing diversity and inclusion in the higher education workplace.

What Exactly Is Diversity, Equity and Inclusion?

“When starting work on the position statement in the summer of 2010, the board of directors had a discussion about diversity, and we all had different ideas and different definitions of what the words “diversity,” “equity” and “inclusion” mean,” says CUPA-HR board member and diversity and inclusion task force member Linda Lulli. In light of this, the board agreed to use the definitions created by the Association of American Colleges and Universities:

- **Diversity:** Individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability, as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning.
- **Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.
- **Inclusion:** The active, intentional and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect in ways that increase one’s awareness,

content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

Once these definitions were agreed upon, the board and diversity consultant Alma Clayton-Pedersen began their work in earnest to create a concrete position statement and actionable goals to support the statement.

Position Statement – Inclusion Cultivates Excellence

After several incarnations of the position statement, and after feedback from attendees at all four of this year’s region conferences, CUPA-HR’s position on diversity, equity and inclusion stands as this:

Our Core Values and Beliefs

CUPA-HR values diversity, advocates inclusive and equitable practices and engages its members in establishing a culture in higher education that welcomes, learns from and celebrates differences among people. CUPA-HR recognizes that a commitment to diversity, equity and inclusion is essential to achieving excellence for our association and our member institutions.

Our Shared Institutional Responsibility

Higher education human resource (HEHR) professionals, and others responsible for managing the higher education workforce, directly affect institutional excellence by fostering individual commitment to and engagement in building a diverse, equitable and inclusive community. This means that we all must work together to build institutional capacity and individual capability, to shape culture and to cultivate supportive and inclusive learning environments that advance organizational effectiveness and success.

Our Unique Position to Provide Leadership

HEHR professionals are uniquely positioned to, and therefore must, provide leadership for institutional

efforts to expand the opportunities and address the challenges created by the changing workforce and the local, global and environmental forces prompting those changes. CUPA-HR programs and services will include resources to develop the knowledge, skills and cultural competence that members need to help institutions manage these significant opportunities and challenges. CUPA-HR programs and services also will help members explicitly replace barriers of discrimination, exclusion and bias (both conscious and unconscious) with inclusive and equitable practices. The role of higher education to develop the talent and capabilities of the future global workforce makes this work imperative.

Our Call to Action

This statement has been broadly vetted by U.S. and international CUPA-HR members. To specify the proactive commitment of CUPA-HR to excellence through diversity, equity and inclusion, the board of directors and staff have engaged members in developing an action plan to ensure that this statement is supported by clear and definitive actions by the association and by its members. CUPA-HR will periodically assess our efforts to make certain they yield positive results, and we will update our action plan annually to confirm that our commitment is sustained.

Action Plan – Not Just Lip Service

“Because it’s so easy for these types of statements to be met with fanfare and excitement and good intentions, only to then turn into simply lip service, we needed to find a way to ensure that we all followed through on our intentions,” says CUPA-HR chair-elect and diversity and inclusion task force member Lynn Bynum. Thus the action plan, which includes several goals and clearly articulated action items that need to be undertaken to achieve what’s laid out in the position statement. (Visit www.cupahr.org/aboutus/diversity.asp to learn more about the action plan.)

Why Is This Work Important, and Why Now?

“The framework and the landscape of higher ed is changing at a rapid pace,” says Bynum. “Our communities

are becoming more diverse and, in turn, our campuses are becoming more diverse. For these reasons, and so many more, it’s critical that diversity and inclusion remain a focal point for our institutions.” Adds Lulli, “All institutions aspire toward excellence, and to move toward that excellence, diversity and inclusion must be part of the conversations we’re having, and we need to be having these conversations on a regular basis.”

As for CUPA-HR leading the effort, the “why now” is easy. “As an association, in the past we’ve had goals and programs set around diversity and inclusion, but we’ve never said outright, “This is a priority. This is our stance on diversity and inclusion and here’s why and here’s what we’re going to do to advance our goals,”” says task force member Mark Coldren. “With this position statement and action plan, we hope to be THE voice on diversity, equity and inclusion regarding the higher ed workforce.”

We’re In It Together

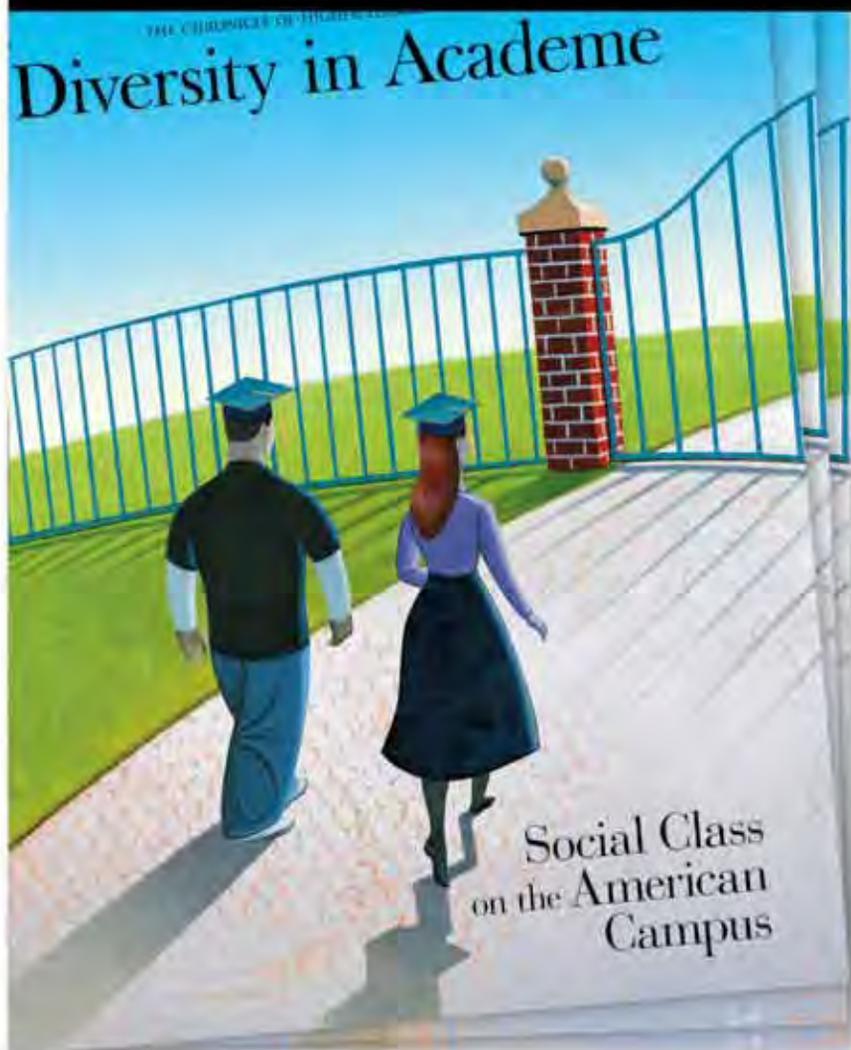
Diversity, equity and inclusion are critical to driving organizational excellence, and the belief in these principles must be part of the fabric, framework and culture of an organization. CUPA-HR is committed to helping you instill these principles at your institution, create this culture on your campus and lead these efforts at your school. We know that many campuses are already doing great work to create diverse and inclusive work environments. We sincerely hope you will join us in this effort. We invite all CUPA-HR members to review the Inclusion Cultivates Excellence plan (which can be found at www.cupahr.org/aboutus/diversity.asp) and provide any feedback you would like to share with us at diversity@cupahr.org. 

 *For additional resources on diversity and inclusion in higher education, including readings, statistics, institutional diversity initiatives, training programs and more, visit the Diversity and Inclusion section of the CUPA-HR Knowledge Center at www.cupahr.org/knowledgecenter/topic_diversity.aspx.*

For a discussion of diversity, equity and inclusion issues in higher education with three people who are on the front lines every day — Anita Jenious, director of equal opportunity, affirmative action and disability services at Vanderbilt University; Jeffrey Milem, associate dean for academic affairs and distinguished professor in leadership for education policy and reform at The University of Arizona; and Sharon Parker, assistant chancellor for equity and diversity at the University of Washington Tacoma — visit www.cupahr.org/knowledgecenter/heworkplace.aspx.

DIVERSITY IN ACADEME

A SPECIAL REPORT



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Coming in the September 30 issue of The Chronicle, the Diversity in Academe special report will feature news articles on topics like diversity initiatives in an increasingly global environment, data on diversity within academe, and programs striving for diversity.

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- How globalization affects diversity in the United States and abroad.
- Relevant data on diversity within academe.

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Erma Johnson Hadley A Champion

Tarrant County College District Chancellor Erma Johnson Hadley is no stranger to pushing boundaries and testing limits. This self-described “little girl from Leggett” came of age in a small, rural Texas logging town in the pre-Civil Rights era. Although her family didn’t have a lot of money (“we were very, very poor,” she says), she nonetheless found her way to college (Prairie View A&M) and became the first African American from her community to earn a college degree. Thus began her life of “firsts.”

Among these firsts: In 1969, she joined the newly opened Northeast Campus of Tarrant County College (TCC) as a charter faculty member (she would stay with the college for the next four decades – and counting); four years later she became the college’s first equal opportunity officer and first female director of personnel. She also served as TCC’s first female and first African American vice chancellor for human resources and vice chancellor for administration. In March 2010, she was appointed chancellor for the Tarrant County College District – the first woman and the first African American to serve in that role, as well. She was also the first African American woman to serve as chair of three high-profile boards in North Texas — the Dallas/Fort Worth International Airport board of directors, the Tarrant County Hospital District board of managers and the North Texas Commission.

Throughout her career, Hadley has enjoyed many honors and successes. During her tenure on the TCC faculty, she was voted “Outstanding Teacher” for the Northeast Campus’s Business Division. She was appointed by former Texas Governor George W. Bush to the Texas Governor’s Committee on Volunteerism and by former Texas Governor Bill Clements to the Trinity River Authority of Texas. In 2010, she was inducted into the Texas Women’s Hall of Fame and was recognized by the Fort Worth Business Press among its 2010 Great Women of Texas.

As evidenced by her numerous accomplishments both professionally and personally, Hadley is hard working, determined, driven and, most of all, thankful for the opportunities she was given (and proud of the opportunities she made for herself). Knowing full well that not all minority groups have access to these same kinds of opportunities, Hadley has dedicated her career to championing diversity and inclusion, especially at Tarrant County College.

We recently spoke at length with Hadley about her early life, her career, her long list of “firsts” and her commitment to diversity and inclusion. Here’s what she shared with us.

Q Let’s start at the beginning. You grew up in small, rural Leggett, Texas, and were the first African American from that community to graduate from college. How does it feel to lay claim to that feat, and to what do you attribute your determination and success in those early years of your life?

Johnson Hadley Champion for Diversity

A When I was in the sixth grade, I went on a field trip with the 4-H club to the historically black Jarvis Christian College. It was the first time in my life that I had been outside of Leggett. It was while I was on that field trip that I realized that there are other things out there in the world besides my small little town.

As I went through middle school and got into high school, one constant was a little voice in my head that was telling me that I could someday be one of those college students I saw that day on that trip. And I was very lucky to have had people all along the way who helped me and guided me, and for that I'll be forever grateful. I'm especially indebted to my high school economics teacher and her husband.

They are the ones who first told me that I could go to college. I'll never forget, I went home that day and told my mother that I wanted to go to college and she said, "Well Erma Jean, I don't know the first thing about college, so I'm afraid I can't help you do that." And I said, "That's okay. Mr. and Mrs. Gibson said they'd help me." And that they did — they delivered applications to me, they helped me fill out financial aid paperwork, they took me to visit local colleges.

And it didn't hurt that I was as determined as could be. In Leggett back in the 1950s and 60s, it wasn't unusual for girls my age to drop out of high school, get married and have babies (and not necessarily in that order!). I knew from early on that I wanted more than that for my life.

Q **You've been with Tarrant County College for more than 40 years and have served in a number of capacities. Can you tell me a little about your history with the college?**

A How much time do you have? It's a long story! But I'll give you the abbreviated version. After I earned my bachelor's degree from Prairie View A&M, I went on to Bowling Green State University, where I earned a master's in business education. After graduating from Bowling Green, I joined the newly formed Northeast Campus of Tarrant County College in 1969 as a charter faculty member. When I came on board, I was one of only four minority faculty members (three African Americans and one Hispanic). The student population at that time was 99.9 percent white, so this white vs. minority ratio in the faculty population really didn't surprise me.

However, just because it didn't surprise me didn't mean I wasn't going to try and do something about it! After mentioning to my president that we needed more people of color on the campus, he asked me to help bring them in. So I started doing some unofficial recruiting for the Northeast Campus. About four years later, the district office decided it needed to have someone in the downtown office to help with federal regulations (affirmative action plans, etc.), and my name was brought up. Needless to say, that's where I ended up in 1973, serving as the college's first equal opportunity officer and assistant director of personnel. It was in this role that I wrote TCC's first affirmative action plan and helped to change some of the more draconian and outdated policies to try and create more equality in recruiting, hiring, promotions, etc.

Eighteen months after I took on the role of EE officer and assistant director of personnel, the director of personnel resigned, so I moved into that position. That was the first time in my career that I was actually afraid that I might fall flat on my face. Here I was, an instructor by trade,

who after four years of teaching was cast into this newly-created equal opportunity officer position, and then a year-and-a-half later was suddenly director of personnel! I had been working on my doctorate degree in higher ed administration and teaching, and I had to stop taking classes toward that degree and learn, on the fly, all things personnel. It was a scary but exciting time in my career.

I guess I got the hang of the whole personnel thing and must have done a fairly good job, because a few years later

A It has been a great experience, but I'd be lying if I said it was all smooth sailing. I've met plenty of resistance, from the time I was in the classroom all the way up until I was appointed chancellor last year.

When I was serving as equal opportunity officer, there were many people "against" me, and I know part of that was just the nature of the beast in that particular job, but another part of that resistance was because of my color and the fact that I held that title as an African



Tarrant County College - Trinity River Campus

I was named vice chancellor for human resources, then vice chancellor for administration (where the college foundation was added to my list of responsibilities). In 2009, the chancellor resigned, and I was named interim chancellor; then in the spring of 2010 I was named chancellor, and here I am today.

Q **It sounds like your experience at TCC has been a great one, with not many bumps in the road. Is this the case, or did you face challenges, both as a female and as an African American, as you were rising through the ranks?**

American woman. In fact, the chancellor would often get anonymous notes about me and the work I was doing, all voicing displeasure of course. Luckily he saw these attacks for what they were and took them with a grain of salt.

When I was named vice chancellor, one of my Caucasian colleagues said to me, "Erma, you've been doing all this work with equal opportunity and affirmative action all these years at TCC, and you know full well that you don't deserve this job. You know that the first vice chancellor of this school should be a white woman. There are so many more white students at this college than African American students, so why do you get the opportunity to lead this school before a white woman does?" And I found

that this kind of thinking was typical. The only thing atypical about it was that it was said *to* me, while most of the things said were said *about* me.

There were also plenty of naysayers when I was named chancellor. One point of contention, especially among faculty members and certain members of the community, was that I did not hold an earned doctorate. As I mentioned earlier, when I took on the role of director of personnel, I had to walk away from my doctorate studies and I never completed my degree. But if it wasn't the lack of a doctorate causing the angst, it would've been something else ... of that I'm sure.

But I like to think that these roadblocks and my reaction — or lack thereof — to them has helped move the college forward. I never got defensive; I never let the negativity affect me personally or affect my work (in fact, it made

diversity in the student body than any of the others, and the leader of that campus has been keenly focused on making her workforce mirror the student body to the greatest extent possible. Recently, I was looking over statistics for our five campuses and I found that that campus — the one with the greatest percentage of people of color and of low-income students (and the one with the most diverse workforce) — leads the pack in graduation rates, persistence rates, success at getting students out of remedial courses, etc. I don't think this is coincidence. I think diversity in the workforce has a direct effect on student outcomes.

And diversity is so much more than race, ethnicity and gender. One example: one of my staff members called me recently to let me know that she had completed interviews for a fairly high-level administrative position on her

I strongly believe diversity and inclusion in every segment of the campus population benefits every segment of the campus population, and the better we are at it, the better we are as an institution.

me even more determined). I know it's all part of a process and I hope I've led by example to create a more understanding, cohesive and inclusive culture at TCC.

Q In your work at TCC over the years, you've been an upfront and outspoken champion for diversity and inclusion, both as it relates to students and to staff and faculty. What are some of the efforts you've undertaken in this area?

A Probably my most recent big accomplishment in this area is that when I was appointed interim chancellor in 2009, one of the first things I did was create the office of institutional diversity and in 2010 appointed an associate vice chancellor for institutional diversity. Creating this office was an important step in helping TCC look at diversity from a holistic perspective — staff, faculty, students, administrators — and in helping to get our diversity-related mission and goals out in front of the campus community.

In recruitment and hiring at TCC, diversity is a mainstay. It's ingrained in our culture and our mindsets, and we're reaping the rewards. One of our campuses has more

campus. She said there was a very diverse pool of about seven candidates that she had been considering, but that the person who in her opinion was the best fit for the job just so happened to be a white male who also happened to be over the age of 60. I told her without hesitation, "If he's the best fit for the job, hire him." This is also diversity in my eyes, because many organizations would shy away from hiring someone who is likely only five or so years from retirement. Another example of our diversity efforts: we just proposed to our board of regents to expand our equal opportunity policy to include language specific to the gay, lesbian and transgender community.

On the student side, I'm also very proud of our efforts to recruit more minority students, especially in our selective admissions programs (until recently, the makeup of these programs was 98 percent Caucasian). We have a very large Hispanic and African American population and a growing Asian population in Tarrant County, so we needed to expand our student population to be more inclusive of these groups and others.

I strongly believe that diversity and inclusion in every segment of the campus population benefits every segment of the campus population, and the better we are at it, the better we are as an institution.

Q What advice can you offer on how HR people can champion the diversity, equity and inclusion cause and lead these efforts on their campuses?

A First of all, you must be brave. And you really have to see yourself as a leader. You have to believe in what you're doing and in your ability to make things happen, because many times you may be the only person who is truly championing that cause. When I was serving in the role of equal opportunity

Additionally, I'd say that in order to lead these efforts on your campus, you must also be focused. When you're working in the areas of diversity and inclusion, it's easy to get sidetracked — people have agendas, people have misgivings, people have personal biases — and these sorts of things can derail you in your work. You must also be able to work effectively and diplomatically with “both sides” — employees and leadership. You need to be upfront with both of these groups and make sure that they know what their roles are in the institution's diversity and

Just because your institution has a diversity statement or even an action plan, utopia isn't going to arrive overnight. It's very much a journey.

officer here at TCC, I knew that the vice president and the chancellor were both on board with and supportive of what I was doing, but they never really voiced that to me or to the campus community. They never got out there and talked about TCC and our efforts in that respect. Instead, they relied on me to do it. Why? Because for whatever reason, they didn't feel comfortable being that voice. I've never had anyone, neither my superiors nor my charges, be truly out front and vocal in support of the work that I've done in diversity. So it sometimes felt as if I were alone in my endeavors. And that was OK ... I pushed on.

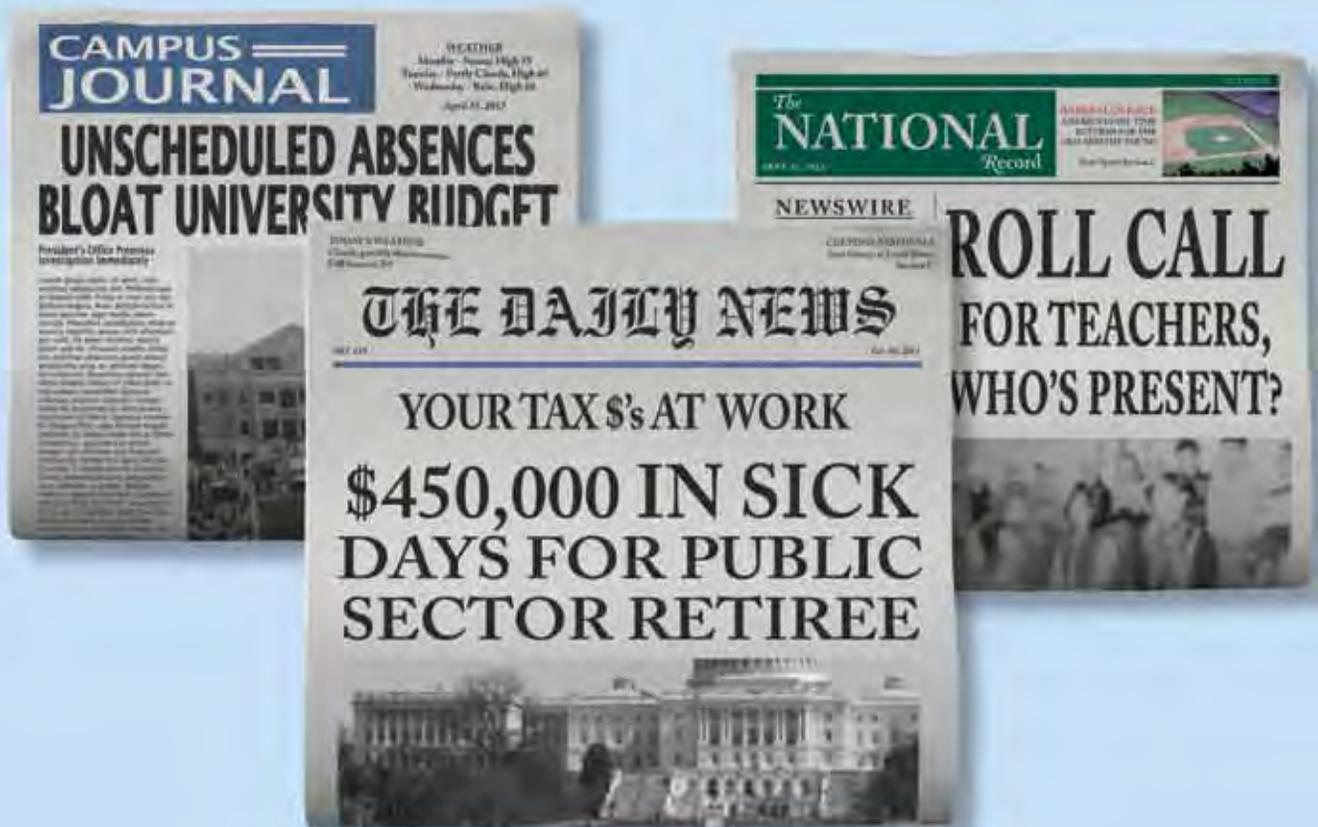
inclusion efforts, and also help them understand that just because your institution has a diversity statement or even an action plan, utopia isn't going to arrive overnight. It's very much a journey.

It's a delicate balance and it's tough work. And no, you can't do it by yourself, just one person or just one department. But I guarantee that the institutions that are at the forefront in diversity and inclusion have strong HR people that are leading the charge. 

We're thrilled to welcome Erma Johnson Hadley as a keynote presenter at CUPA-HR's annual conference this fall in Orlando. For more information, visit www.cupahr.org/conference2011.

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Year In Review

Congress and various federal agencies have been busy this year, proposing and enacting several workplace- and workforce-related policies and laws. Here's a roundup of the latest legislation and regulations impacting the higher ed workforce and a recap of some of CUPA-HR's advocacy efforts.

Legislation

Legal Workforce Act

On June 14, the chairman of the House Judiciary Committee, Lamar Smith (R-TX), introduced the Legal Workforce Act (H.R. 2164). The bill would require every employer to use e-verify for new hires and many employers (including public employers and government contractors) to use e-verify for existing employees (the latter within six months of enactment). H.R. 2164 contains a relatively strong preemption provision and a safe harbor for good faith compliance. It also includes a pilot program

on biometrics. The mandate would be phased in over two years. Large employers (10,000+ employees) would need to comply within six months; employers with 500-9,999 employees would need to comply within 12 months; those with under 500 employees would be given 18 months to comply; and employers with less than 20 employees would be given two years.

CUPA-HR is working with lawmakers on minimizing the burdens of verification of current employees (including additional time). We have also expressed concerns that many of our visa holders may not get social security

numbers soon enough to be run through the system and are talking with lawmakers and their staff to see if there is a workable resolution. The committee held a hearing on the bill on June 15 and was expected to mark up the bill before they adjourned for the August recess. However, in addition to the Judiciary Committee, the bill was also referred to other House committees, and jurisdictional issues and concerns over the reverification provision have slowed the progress of the bill. It is unclear when the bill will next be considered by the committee, but September is the soonest a markup would be scheduled.

Repeal of Expanded 1099 Information

Reporting Requirements

On April 14, President Obama signed a bill repealing the expanded 1099 information reporting requirements signed into law last March as a part of the Patient Protection and Affordable Care Act. CUPA-HR signed on to a letter to Congress this fall urging repeal of the provision. The expanded 1099 reporting requirement, which was scheduled to take effect in 2012, would have required most businesses to file Form 1099s for every business-to-business transaction of \$600 or more for both property and services.

There was bipartisan support for repeal after it was discovered that the 1099 provision could potentially increase businesses' reporting requirements by nine times. The 1099 requirement was included in the PPACA originally because it was projected to raise \$17.1 billion dollars over 10 years so it offset significant costs of the healthcare reform bill.

Employment Non-Discrimination Act

The Employment Non-Discrimination Act (ENDA, H.R. 1397/S. 811) was reintroduced in the House by Rep. Barney Frank (D-MA) and in the Senate by Sen. Jeff Merkley (D-OR) on April 6 and 13, respectively. ENDA would prohibit discrimination on the basis of an individual's actual or perceived sexual orientation or gender identity in decisions regarding hiring, firing, compensation and other terms, conditions or privileges of employment. ENDA would apply to employers with 15 or more employees, but includes an exemption for religious employers and armed forces.

Many employer groups, including CUPA-HR, expressed concern with the EEOC's rulemaking authority under the bill after the agency issued over-expansive proposed regulations under the Genetics Information

Nondiscrimination Act and the ADA Amendments Act. For example, CUPA-HR members would be particularly impacted if the EEOC used the regulatory process to make substantive changes to the bill's religious institution exemption. CUPA-HR supports the spirit of this legislation and remains open to supporting the bill, depending on the form it ultimately takes.

Congressional action on the bill seems unlikely in the near future. The Senate may hold a hearing or a vote on the bill next year depending on the perceived value in motivating the Democratic base for the 2012 election, but there is no chance of passage this Congress.

Paycheck Fairness Act

The Paycheck Fairness Act (PFA, H.R. 1519/S. 797) was reintroduced on April 12 by Rep. Rosa DeLauro (D-CT) and Sen. Barbara Mikulski (D-MD). The PFA would essentially require businesses to prove any gender-based pay disparity is "job related and consistent with business necessity." The bill would also make it easier to file class action suits based on gender pay disparities and provide for unlimited liability for violations.

CUPA-HR strongly supports the concept of equal pay for equal work, where pay decisions are uninfluenced by irrelevant and discriminatory factors such as age, gender, race, religion, color, national or ethnic origin, disability, military status or sexual orientation. However, the PFA as proposed could have unintended consequences that restrict employers' flexibility to compensate employees based on valid, relevant differences such as cost-of-living differences among geographic locations, different work responsibilities within similar job categories or prior documented performance history.

Due to concerns about the scope of the legislation's language, including increased potential for class action suits, unlimited punitive damages to employers and the implication that employers are assumed guilty (of gender-based pay disparity) until proven innocent (by having to document conclusively that any differential is "job related and consistent with business necessity"), CUPA-HR opposed the bill as drafted.

If Senate Majority Leader Harry Reid (D-NV) does bring the bill up for consideration this Congress, it likely will not occur until closer to the 2012 elections, as Democrats see this as a key issue for women voters. The bill is not expected to pass this Congress.

Public Safety Employer-Employee Cooperation Act

The Public Safety Employer-Employee Cooperation Act (PSEECA) remains a priority for organized labor and Senate Democratic leadership. PSEECA would require states to provide collective bargaining rights for state and local firefighters, police and EMTs. The legislation would require the Federal Labor Relations Authority, which is now responsible for overseeing labor relations for federal employees, to establish criteria based on principles in the bill and require each state to meet these criteria. This would not only require states that do not have collective bargaining laws for firefighters, police and EMTs to enact such laws, but would force most, if not all, others states to amend their existing laws to meet the new criteria.

Public universities that employ police and EMTs would be affected. CUPA-HR opposes the bill, believing this issue should be addressed at the state level without a new federal mandate. The Republican-controlled House is not expected to support or consider the bill, so if it does move this Congress, it would likely be inserted by the Senate into a larger bill, like an appropriations bill.

Tax Parity for Health Plan Beneficiaries Act

Sen. Chuck Schumer (D-NY) and Rep. Jim McDermott (D-WA) have re-introduced the Tax Parity for Health Plan Beneficiaries Act (S. 1171/H.R. 2088), which would remove some federal tax inequities that exist for employer-sponsored health coverage provided to non-spouse, non-dependent beneficiaries.

Federal tax law has not kept up with the increase in employers offering health benefits to domestic partners of employees, requiring nearly a 50 percent increase in payroll tax obligations for these employees compared to similarly situated co-workers with spousal coverage. The discrepancy in taxation between spousal coverage and domestic partner health coverage forces employers to create and maintain separate systems for income tax withholding and payroll tax obligations, placing a significant administrative burden on employers. This legislation would remove these federal tax inequities and will permit a Voluntary Employees' Beneficiary Association (VEBA) to provide full benefits to domestic partners or other non-spouse, non-dependent beneficiaries without endangering an employer's tax-exempt status.

This year's legislation is largely unchanged from last year's bill, and the House and Senate bills will once again track

one another. The only modifications that have been made are: (1) a slight change in the title (to the Tax Parity (as opposed to Equity) for Health Plan Beneficiaries Act), (2) some non-substantive redrafting necessitated by passage of the healthcare reform act last year, and (3) the addition of a new provision requested by several employers to make clear that 401(h) accounts, which are accounts attached to defined benefit pension plans that can be funded to finance retiree medical benefits, can be used to finance health benefits for the domestic partners (and other non-spouse, non-dependent beneficiaries) of retirees.

CUPA-HR is a member of the Business Coalition for Benefits Tax Equity, a group of employers and business trade associations supporting the proposed legislation.

Public Employee Pension Transparency Act

Rep. Devin Nunes (R-CA) and Sen. Richard Burr (R-NC) have introduced the Public Employee Pension Transparency Act (H.R. 567 and S. 347), which would establish federal accounting and disclosure standards for state and local public pension plans and ban any federal bailouts. It would also prohibit state and local government from issuing tax-exempt bonds if they fail to comply with the new standards.

Proponents of the bill, like the U.S. Chamber of Commerce and anti-tax groups, believe it will allow citizens to "accurately judge the performance of the state and local authorities in managing the public trust." However, others feel it would create a worrisome precedent regarding federal regulation of state and local governments and taxation of their bonds. Nunes originally introduced the bill at the end of last Congress, drawing opposition from the National Association of Counties, the National Leagues of Cities, the National Association of State Retirement Administrators and the National Council on Teacher Retirement, as well as the American Federation of State, County and Municipal Employees (AFSCME).

A hearing was held on the bill on May 5 in the House Ways and Means Subcommittee on Oversight.

Regulations

Comments on Certain Employer Provisions of PPACA

On May 3, the Treasury Department and Internal Revenue Service issued a request for public comment on issues relating to the shared responsibility provisions included in the Patient Protection and Affordable Care Act that will

apply to certain employers beginning in 2014. The notice requested input from the public on several issues that will affect employers in advance of issuing a proposed rule; it does not constitute guidance.

Specifically, the Treasury and IRS sought comments on the penalties for failure to offer affordable coverage and the definitions of employer, employee and hours of service. They were also seeking comments on the best method to determine if an employee is full-time, how to determine if an employer is a large employer and how the 90-day waiting period for group health plans should be interpreted. CUPA-HR signed on to two different sets of comments — one with the Society for Human Resource Management and the other with the Employers for Flexibility in Health Care coalition — that were submitted on June 17.

Proposed Regulations of Student Health

Insurance Coverage

On April 12, CUPA-HR joined other higher education associations in filing a community comment letter on the Department of Health and Human Services proposed regulations on student health insurance coverage under the Patient Protection and Affordable Care Act (PPACA) and the Public Health Service Act. The proposed rule would define “student health insurance coverage” as a type of individual health insurance coverage and, pursuant to section 1560(c) of the PPACA, specify certain PPACA and Public Health Service Act requirements as inapplicable to this type of individual health insurance coverage.

The rule would apply the same consumer rights and protections to student health insurance coverage as other plans that fall under the PPACA, including the Patient’s Bill of Rights. Insurers would no longer be able to impose lifetime limits on coverage, drop coverage due to unintentional mistakes on an application or deny or exclude coverage for students under age 19 because of

a pre-existing condition. Under the rule, student health plans would be allowed to have annual dollar limits on essential health benefits of no less than \$100,000 for policy years beginning before September 23, 2012. Plans beginning after that date would need to comply with the PPACA’s annual limit restrictions of no less than \$2 million.

Student health plans affected by the rule are: plans that are provided by a college or university through a health insurance company; only available to enrolled students and their dependents; and available regardless of the student’s health status. The higher education community has worked closely with the White House on this issue since the webinar CUPA-HR organized with the White House on healthcare reform last summer.

Incentive Compensation Regulations for College and University Employees

The U.S. Department of Education has eliminated safe harbors on incentive compensation for institutional employees engaged in the recruitment or admission of students, or in making decisions regarding the award of student financial aid. The new rules took effect July 1. On May 24, CUPA-HR co-hosted a webinar on the new rules with the National Association for College and University Attorneys. 



Several other agencies, including DOL, EEOC and NLRB, have also recently enacted or updated numerous workforce- and workplace-related regulations and rules. To read more about these, including changes to the FMLA, changes to the reporting requirements for employers facing union organizing, final implementing regulations for the ADAAA and more, visit www.cupahr.org/knowledgecenter/heworkplace.aspx.

Additionally, all webinars mentioned in this article are archived and can be accessed at www.cupahr.org/webinars/index.asp.

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Congratulations to Our Newest Honorary Life Members

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

Richard (Dick) Gartrell



Dick Gartrell recently retired from the University of Denver, where he served for 12 years as director of human resources. Among his most noted accomplishments at University of Denver: the development of a benefits philosophy

which provides guidance for the institution's benefits programs; the creation of a web-based benefits enrollment program; and the development of a compensation philosophy and implementation of a new comprehensive compensation program.

Over a successful and highly respected 40+ year career in higher education, Dick served in a number of HR positions at several institutions, including Biola University, Arapahoe Community College, Meharry Medical College and Wayne State University.

Dick has been involved with CUPA-HR since the early 1970s. He was instrumental in the creation of the association's Colorado Chapter in the late 1970s and served as its first president. He also served as president of the Michigan Chapter; on the SouthWestern Region board of directors (now known as the Western Region); in several positions (including chair) on the Midwest Region board; as treasurer and chair on the national board; and on a number of CUPA-HR committees and task forces. He was instrumental in creating and developing the code of ethics which guides the work of the CUPA-HR board of directors and national office staff. Dick has also received numerous awards from the association over the years.

Barbara Smith



Barbara Smith retired from her position as associate vice president for human resources at Carnegie Mellon University in July after 22 years of service with the institution. During her tenure, Barbara transformed the

university's human resources function from a collection of personnel business operations into a leading higher education human resources department. She introduced the university's flexible benefits, paid time off and short-term disability programs and inaugurated the university's Learning and Development Program, including the Women Supporting Women mentoring program (which is now named in her honor). In 2009, she received the *Pittsburgh Business Times'* first-ever Human Resource Leadership Award.

Barbara served in leadership roles within the Eastern Region of CUPA-HR for several years. She served on the Eastern Region board of directors from 1999-2005, including one year as chair. She also has received numerous awards from CUPA-HR, including the SunGard Higher Education Innovation Award and the Eastern Region's Fred C. Ford Award in 2008 for Carnegie Mellon's New Employee Orientation program; the SunGard Higher Education Innovation Award in 2005 for the university's benefits self service functionality; and the Fred C. Ford Award in 2000 for the institution's Interactive Theater training program.

Movers and Shakers

2011 CUPA-HR National Higher Education HR Awards Recipients

Austin Community College received the SunGard Higher Education Innovation Award.

Dakota State University received the SunGard Higher Education Innovation Award.

Ron Klepcyk, director of human resources at Elon University, received the Distinguished Service Award.

Middle Georgia College received the Community Service and Outreach Award.

Purdue University received the SunGard Higher Education Innovation Award.

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

Allison Vaillancourt, vice president for human resources at The University of Arizona, received both the Donald E. Dickason Award (CUPA-HR's highest honor) and the Kathryn G. Hansen Publication Award.

Moves

Edna Chun recently joined University of North Carolina Greensboro as associate vice chancellor for human resources. Prior to this appointment, she served as vice

president for human resources and equity at Broward College.

Lauren Turner recently joined University of Massachusetts Lowell as associate vice chancellor for human resources and equal opportunity and outreach. She came to UMass Lowell from Mount Holyoke College, where she served as director of human resources.

Promotions

Richie Coladarci was recently promoted to vice president for human resources and organizational development at St. Francis College.

Jane Federowicz was recently promoted to assistant vice president for human resources at Rosemont College.

Kimberly Jones was recently promoted to employee relations specialist at The University of Memphis.

Retirements

Robert (Bob) Foldesi retired in June from the human resources consulting profession. Prior to his consulting activities, he worked for more than 30 years in higher ed human resources.

Beth Krueger retired in July from her position as director of human resources at Ferris State University.

Jeanne Shader retired in August from her position as executive director of human resources after 30 years of service with Community College of Allegheny County.

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

CUPA-HR Featured Events

September 2011

September 25-27: Annual Conference and Expo 2011 – Orlando, Florida

October 2011

October 13-14: Illinois Chapter Conference – Macomb, Illinois

October 18-20: West Virginia Chapter Conference – Roanoke, West Virginia

October 20-21: Missouri Chapter Conference – TBD

October 20-21: Rio Grande Chapter Conference – Ruidoso, New Mexico

October 21: Upstate New York Chapter Conference – East Syracuse, New York

November 2011

November 3: Northern New England Chapter Conference – TBD

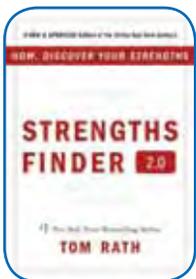
November 4: Southern California Chapter Conference – San Marino, California



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.

Recommended Reading

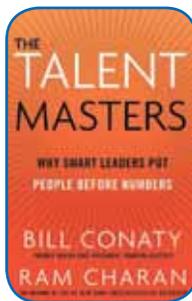
StrengthsFinder 2.0 (by Tom Rath)



Do you have the opportunity to do what you do best every day? Chances are, you don't. All too often, our natural talents go untapped. From the cradle to the cubicle, we devote more time to fixing our shortcomings than to developing our strengths. In this new and improved version of Gallup's popular 2001 online assessment

StrengthsFinder, you'll find a new and upgraded edition of the StrengthsFinder assessment (which will help you discover your top five strengths); a personalized Strengths Discovery and Action-Planning Guide for applying your strengths in the next week, month and year; 50 Ideas for Action (10 strategies for building on each of your top five themes); and much more.

The Talent Masters: Why Smart Leaders Put People Before Numbers (by Bill Conaty and Ram Charan)



In their new book, corporate guru Ram Charan and long-time General Electric CHRO Bill Conaty reveal how successful companies and organizations stay on top by developing leaders at every level. Hailed as the definitive book on talent, *The Talent Masters* reveals specifics on how companies regarded as world-class base their stellar performance on their systems for finding and nurturing leadership talent and why deep knowledge and intimacy with your talent and a systemic rhythm of reviews are the foundation for creating a steady, self-renewing stream of leaders for all levels of an organization — from first-line supervisors to the CEO.

With Gratitude

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



Jack Giarusso
Executive Director of Human Resources
University of Massachusetts Lowell



Amy King
Director of Human Resources
University of Denver



Patrick Rhoton
Director of Human Resources
Mount Vernon Nazarene University

Welcome to CUPA-HR!

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

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Berkshire Community College
Big Sandy Community and Technical College
Brown Mackie College – Northern Kentucky
Burlington College
California College of the Arts
Career Education Corporation
Carnegie Mellon University in Qatar
City University of New York New York City College of Technology
City University of New York School of Law
Clackamas Community College
Clark State Community College
Colorado Heights University
Concordia University
Creighton University
Delta School of Business & Technology
Dunwoody College of Technology
East Central Community College
East Georgia College
Fisk University
Florida State College at Jacksonville
Gateway Technical College
Hannibal-LaGrange University
Hazelden Graduate School of Addiction Studies

Henry Ford Community College
Hopkinsville Community College
Jamestown Community College
Jewish Theological Seminary
Judson College
Kalamazoo College
Kean University
Kentucky Christian University
Kentucky Wesleyan College
Lander University
Martin Methodist College
McMurry University
Memphis Theological Seminary
Metropolitan State University
Middle Tennessee School of Anesthesia
Millsaps College
Mississippi College
New Hampshire Institute of Art
Otis College of Art & Design
Parkland College
Pennsylvania Institute of Technology
Post University, Inc.
Providence Christian College
Quinebaug Valley Community College
Rockford College
Salish Kootenai College
San Francisco Art Institute
San Jose State University
Seminary of the Southwest
Snow College

South Georgia Technical College
Spartanburg Community College
State University of New York College at Oneonta
State University of New York Maritime College
Texas State Technical College West Texas
University of Alaska Southeast
University of Minnesota-Twin Cities
University of North Texas System Administration
University of the Rockies
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
Waldorf College
Winston-Salem State University

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School and College Organization for Prevention Educators (SCOPE)
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Kecia Brown McManus
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