

The Higher Education Workplace

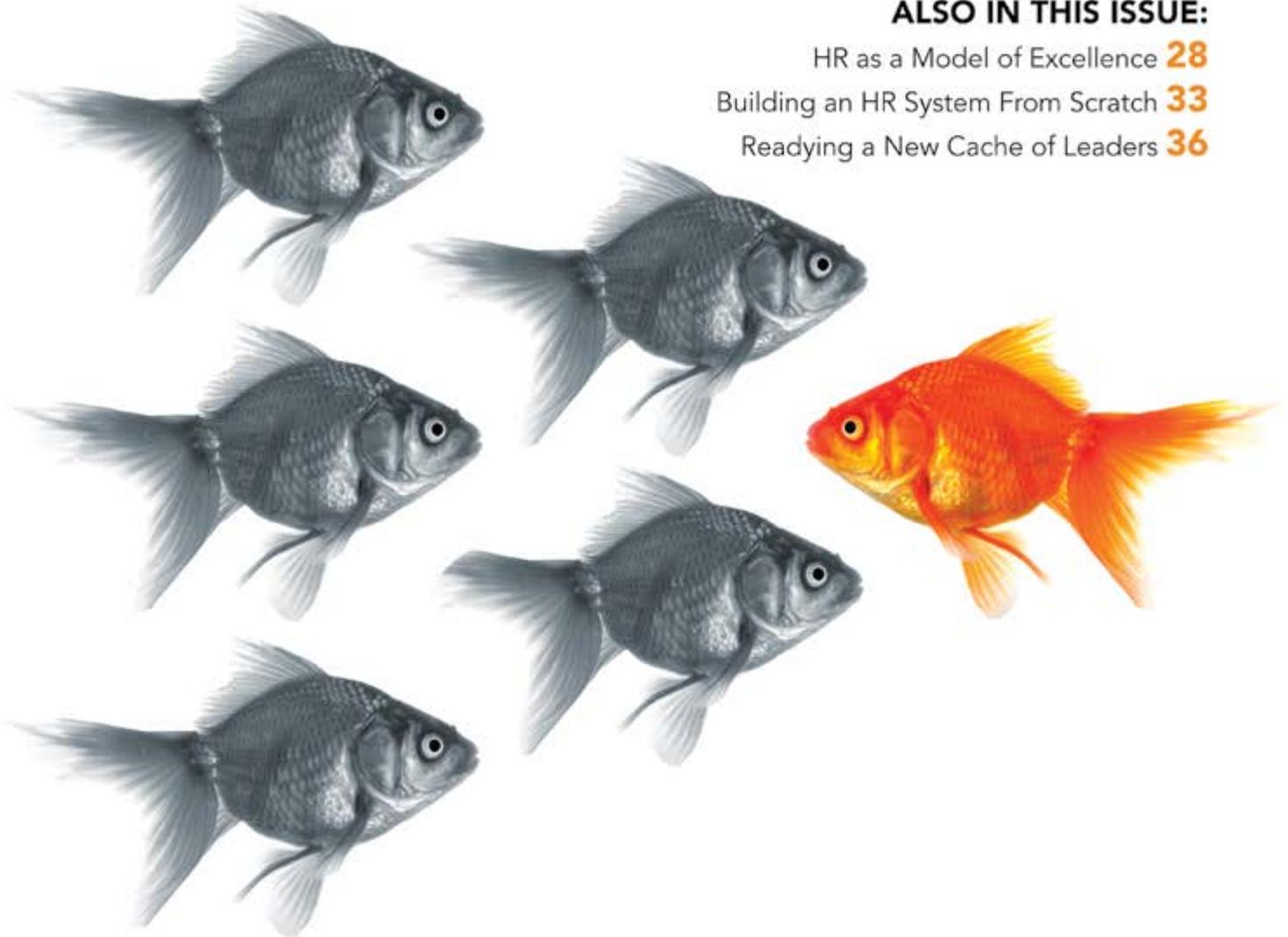
Fall 2012

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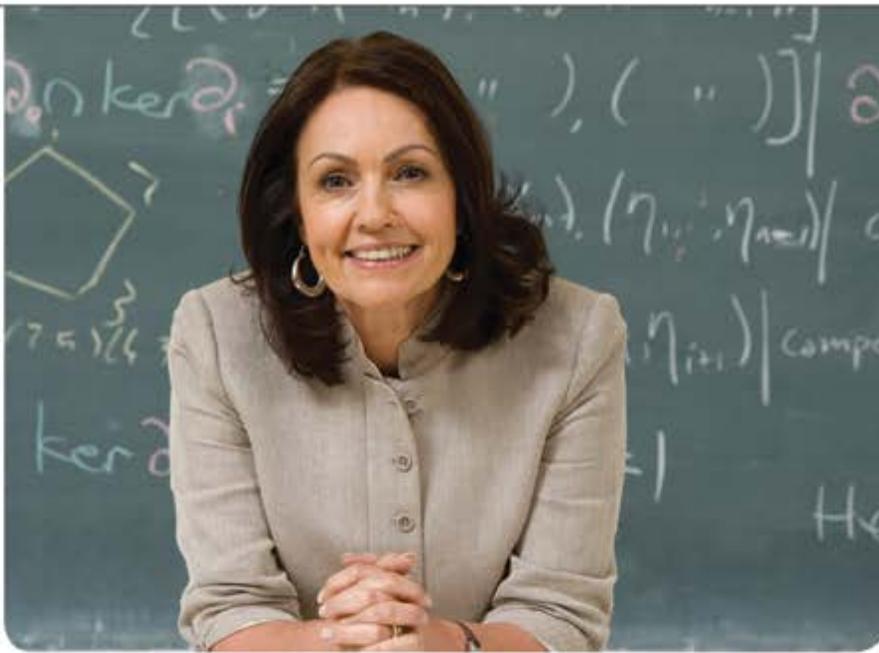
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A New Direction

How One HR Leader Set the Stage for Change at
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For human resources in higher education, business as usual no longer cuts it, especially if HR aims to position itself as a valued strategic partner to institutional leadership. By following a deliberate organizational change process, Baylor University HR was able to dramatically improve the productivity and perception of its function and now serves as an example to other campus departments of what it means to be a high-performing contributor to institutional excellence.

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The Higher Education Workplace

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HR Transformation Resources

This issue of *The Higher Education Workplace* is all about HR transformation — positioning our HR organizations as strategic partners and contributors to organizational excellence and creating an HR function that goes well beyond policymaking and rule enforcing. In addition to the articles in this issue of the magazine, we've compiled several HR transformation resources in the HR Transformation Toolkit in the CUPA-HR Knowledge Center (www.cupahr.org/knowledgecenter). Here you'll find a definition of "HR transformation," examples of best practices, links to articles and videos on the subject and more. And if your HR organization has recently undergone a significant transformation, we'd love to hear about it! Contact us at communications@cupahr.org and share your story.

HR Transformation ... Didn't We Do That Already?

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



As many of you know, I served as a volunteer leader of CUPA-HR for many years before accepting the president and CEO role in July 2005. The highlight of that volunteer experience was serving as chair of the board of directors in 2000-01 and the opportunity to lead the program planning efforts for the 2000 annual conference. The theme we chose for the conference was “Human Resources in Transition.”

Fast forward to the focus of this issue of *The Higher Education Workplace*, the work of one of our board committees and the theme of this year’s annual conference, “Revolutionary Action. Engage. Lead. Transform.”

Kind of begs the following questions: If HR was in transition in 2000, why are we trying to transform it in 2012? Were we not successful in 2000? Have we not been transitioning and transforming HR during the last 12 years? I think the best answer to these questions is “yes and no” (what a great HR response!).

At our recent national board meeting and Association Leadership Program, we focused on HR transformation as a key discussion/action topic. Our volunteer leaders from across the country came up with great examples of what HR leaders can do to facilitate HR transformation. Here are just a few of them:

- Create a culture where every employee takes responsibility for leadership and success of the college or university.
- Create a culture of accountability, consistency and fair play.
- Rethink the employment relationship — changing from a cookie cutter culture to one that more clearly recognizes employees as individuals.
- Create a workplace that fully embraces different perspectives, viewpoints and experiences as drivers to institutional excellence and long-term viability of the organization.
- Implement true succession planning so that our boards of trustees see the talent pipeline higher ed is

creating as the primary pipeline for future campus leaders.

The recent Freeh report regarding Penn State University also provides compelling recommendations regarding the importance of creating “an atmosphere of values and ethics-based decision making” and the important role for HR in the transformation of Penn State and, in my opinion, many other institutions across the country. Some of the HR-related recommendations in the report include:

- Upgrade the position of AVP of HR to a vice president position reporting directly to the president.
- Separate the university’s HR office from the university’s finance and business organization.
- Assign all HR policymaking responsibilities to HR and limit the ability of individual departments to disregard the university’s HR policies and procedures.
- Provide HR with full access to executive compensation information and utilize HR, in conjunction with the university budget office, to benchmark and advise the administration and board of trustees on matters of executive compensation.
- Establish a policy to ensure that all police reports alleging criminal conduct by students, faculty and staff are reported to HR.

The bottom line regarding the transforming roles for HR that our volunteer leaders outlined and the transformation outlined in the Freeh report is that HR transformation is not about “HR” at all. It is about the leadership roles our institutions need for us to perform. Of course our HR roles have transitioned during the last 12 years, but they need to continue to transition and transform to meet the ever-changing needs of our campuses — and this means doing a whole lot more than serving as the “health and happiness patrol.”

The question for each of us as higher ed HR professionals is, “Are we willing to constantly transition and transform our roles to be the leader that our institution needs for us to be?”

New ACE Study Assesses Current State of Internationalization at American Higher Education Institutions

The American Council on Education (ACE) defines internationalization as “the efforts of institutions to incorporate global perspectives into teaching, learning and research; build international and intercultural competence among students, faculty and staff; and establish relationships and collaborations with people and institutions abroad.” Since 2001, ACE has been mapping internationalization at U.S. institutions, analyzing progress and trends over time and identifying future priorities. More than 1,000 institutions (two-year and four-year, public and private) participated in the 2012 edition of *Mapping Internationalization on U.S. Campuses* (studies of the same name were also done in 2001 and 2006).

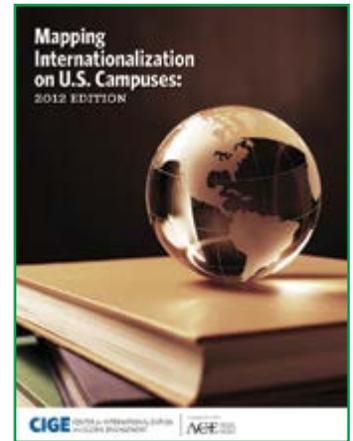
The survey examined institutions’ global efforts across six critical areas based on ACE’s definition of comprehensive internationalization: articulated institutional commitment; administrative structure and staffing; curriculum, co-curriculum and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships.

Among the key findings:

- Ninety-three percent of doctoral institutions, 84 percent of master’s institutions, 78 percent of baccalaureate institutions, and approximately 50 percent of associate’s and special focus institutions perceived that internationalization has accelerated on their campuses in the past three years.
- Among institutions that reported an accelerated focus on internationalization in recent years, 40 percent have implemented campus-wide policies or guidelines for developing and approving partnerships or assessing existing partnerships.
- At institutions reporting an accelerated focus on internationalization, funding for these efforts over the past five years has either increased (47 percent) or remained steady (27 percent).
- Fifty-one percent of responding institutions’ mission statements refer to international or

global education, and 52 percent of institutions reported that internationalization is among the top five priorities in their strategic plans.

- Slightly more than half of the institutions surveyed said they have developed global learning outcomes for students. Twenty-eight percent of institutions require undergraduates to take courses featuring global trends and issues, a slight increase from the 2006 study. But there has been an 8 percent decrease in the institutions that require undergraduates to take courses that primarily feature perspectives, issues or events from countries or areas outside the United States.
- The percentage of institutions with an undergraduate foreign language requirement has steadily declined across all sectors. While a majority of doctoral, master’s and baccalaureate institutions still have these requirements, only 20 percent of community colleges and 12 percent of special focus institutions do. Among institutions with a language requirement, most require only a year of study.
- The percentage of institutions that factor in international experience, background and interests when hiring faculty jumped from 32 percent in 2006 to 68 percent in 2011, but the same such consideration is generally not given in the promotion and tenure processes.
- Funding for faculty to travel to meetings and conferences and to study or conduct research abroad has declined. Forty-eight percent of institutions pay for international conference travel, down from



56 percent in 2006, and 31 percent fund research abroad, down from 39 percent five years ago.

- Nine in 10 doctoral institutions give scholarships for study abroad, while approximately two-thirds of master's and baccalaureate institutions and one quarter of associate's and special focus institutions provide these opportunities. However, 42 percent of institutions reported no study abroad by their 2011 graduates.
- During the 2010-11 academic year, 153 institutions operated degree and/or certificate programs delivered outside the U.S. for non-U.S. students, up

from 101 in 2006. An additional 49 institutions were working to develop these types of programs at the time of the survey.

- Twenty-seven percent of institutions have some type of joint degree, dual/double degree or certificate program with overseas partners.
- Of the responding institutions, 43 operated a branch campus in 2010-11, with 20,000 students enrolled at those sites.

To read more about the Mapping Internationalization on U.S. Campuses (2012 Edition) study, visit www.acenet.edu.

Defending Gay Studies

A new minor in a sociology department sounds like a pretty innocuous development. And the headline on a blog post last week from the president of the University of Louisiana at Lafayette was labeled simply “New Minor in Sociology.”

But the president, E. Joseph Savoie, was defending the new minor because it has come under attack by some social and political groups in the state, which question the minor because it is in LGBT (lesbian, gay, bisexual and transgender) studies. The minor is the first in the state, although some tracks in Tulane University's major in gender and sexuality studies may offer more of an emphasis on LGBT studies. Tulane is a private institution, however, and less vulnerable to political scrutiny.



The Louisiana Family Forum, which calls itself the “voice for traditional families” in the state and has considerable political influence in parts of Louisiana, denounced the minor, and that in turn prompted a series of newspaper articles in the state (some of them featuring comments denouncing the university) and statements from some politicians.

“Formerly, aberrant behavior among individuals was regarded with shame. Today, UL Lafayette proudly offers a degree in immorality. Louisiana Family Forum is disappointed in this misuse of public and student tuition funds. UL's advocacy for alternative lifestyles will

certainly be met with opposition from taxpayers, tuition underwriters and other key UL supporters,” says the forum's statement.

The forum also is questioning the website for the new program, which is fairly minimal, with listings of courses one would need to take to qualify for the major. “The

university's web page for the new LGBT minor clearly omits facts and statistics which demonstrate the medical, physical and emotional dangers of a lifestyle which is counter to Louisiana values.”

U.S. Rep. Jeff Landry, a Republican, sent a letter to Savoie saying that future graduates of the university may not be able to be proud of the institution because of the new minor, KLFY News reported. The letter said that

the new minor “fails to provide an economic benefit to the participants or financial sense for the taxpayer.” (The minor is made of up currently offered courses taught by current faculty members, so university officials have said that it has no new expenses.)

The minor requires students to take two courses focused on gay studies: Introduction to LGBT Cultural Studies and Gender Across Cultures. Then, students must take three more courses from among a range of offerings in the liberal arts disciplines, but the courses must have some LGBT content in them, so some sections of a course might

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not qualify while others would have enough content to be relevant to the minor.

In his statement on the controversy, President Savoie noted that while critics have called the minor a “degree,” that’s inaccurate. As is the case with all minors, they do not replace the major as the field in which students are awarded degrees. He argued that the minor is consistent with offerings of other colleges and universities and will help students.

“LGBT studies have been an academic area of study in the United States for nearly 50 years and exist at some 200 universities in the United States in a variety of forms as courses, minors or degree programs,” Savoie wrote. “Rooted in sociology, studies of human subgroups help prepare students for careers, such as counselors, personnel directors, teachers, social workers, criminal justice professionals, healthcare providers, managers and those involved in pastoral care. Regardless of our personal feelings, as an academic institution, the university is obligated and committed to, within the law, the discovery

and dissemination of knowledge, the protection of individual and group rights, and the preservation of religious and academic freedoms.”

DeAnn Kalich, a sociology professor who is coordinating the minor, said via e-mail that she agreed with the president’s post and that she did not want to comment on the criticisms of the program. But she said that it was important to offer instruction in this area. “People who are LGBT are a cultural minority that faces institutionalized and individualized discrimination. To offer factual education to interested students about violence, hate crime, bullying in schools, HIV/AIDS, legal issues and other topics of global importance is to prepare them for the issues of the time,” she said.

This article was authored by Scott Jaschik and first appeared in the July 16, 2012, issue of Inside Higher Ed. It was reprinted here with permission from Inside Higher Ed.

Appeals Court Rejects Student’s Lawsuit Over Alleged Harassment by Professor

Student workers who are sexually harassed on the job do not enjoy a higher standard of protection under federal employment law than do workers in other employment settings, a federal appeals court recently ruled.

The case involves Southern Illinois University at Carbondale, which the U.S. Court of Appeals for the Seventh Circuit concluded is not liable for an undergraduate student’s claims of sexual harassment by a prominent emeritus faculty member who was also a major donor. In a 2-to-1 opinion, a three-judge panel of the appeals court rejected claims by the student under federal employment law that Southern Illinois created a hostile work and educational environment. It also dismissed the student’s assertions that the university retaliated against him for complaining about alleged harassment by the professor, Cal Y. Meyers. Meyers died in March at 84 after a 50-year career at Southern Illinois.

In the fall of 2007, during his freshman year, the student worked in the chemical stockrooms of the building that housed the chemistry department. At that time, Meyers, then 79, was director of the Institute for Interdisciplinary

Research in Organic and Medicinal Chemistry, founded in 2000 with a \$2.5 million donation from him.

According to the student, Meyers harassed him on at least three occasions. After the first encounter, the student notified his supervisor, who offered to accompany the student to talk with someone about it. The student declined. After the second episode with the professor, the student’s mother arranged a meeting with the chair of the chemistry department, who in turn notified the university’s vice chancellor for research and graduate dean.

At that point, noted Judge Gary S. Feinerman, writing for the majority, university officials emphasized to the student that the accused professor was a scholar and donor of “great stature” on the campus. But the officials also set in motion an appropriate response to the student’s harassment claims.

A prompt investigation of the professor’s behavior concluded that he had indeed violated the university’s sexual harassment policy. Meyers was reprimanded and later banned from the campus for failing to comply with the university’s demands.

In July, the appeals court upheld a district court's conclusion that Southern Illinois had dealt with the student's allegations appropriately. The university's response was "reasonable" and "on par" with those of employers in several other key sexual harassment cases, Judge Feinerman wrote. Nor did the alleged harassment rise to the level that would have required "drastic" action — a same-day investigation or termination. Thus, the university's response was carried out in a timeframe appropriate to the circumstances.

In a dissenting opinion, Judge Kenneth F. Ripple said that while Southern Illinois's response might have been sufficient in most workplaces, student workers are unique because of their "special relationship" with the institution.

"An institution of higher learning assumes special responsibilities for all students, but especially

undergraduate students, who undertake such a formative educational experience within its walls," he wrote. "A breach of that trust, even in a work environment, can have dire consequences to a neophyte in the halls of higher education. If sexual harassment occurs, and especially if the perpetrator is a faculty member, the university has a responsibility to implement a remedy that restores the victim's ability to work comfortably and effectively as a student worker."

The student's lawyer said that her client had not yet decided whether to appeal Tuesday's ruling.

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Mentoring Pays for All Involved

The notion that mentoring leads to rewards for the employees being mentored is pretty intuitive. But a recent report from New York-based Catalyst suggests it's also good for the one doing the mentoring, and for the business itself.

The study, *High Potentials in the Pipeline: Leaders Pay It Forward*, finds those who mentor and build up protégés experience greater career advancement and even receive higher pay than those who don't — an average \$25,075 more between 2008 and 2010 than non-mentoring workers. (The report was based on the responses of 742 people surveyed online who had graduated between 1996 and 2007 from M.B.A. programs at 26 leading business schools in Asia, Canada, Europe and the United States.)

Why the higher salary? Catalyst, in its release about the findings, poses it "may be that developing other talent creates more visibility and a following within the organization for the high-potentials who are doing the developing, which leads to greater reward and recognition for the extra effort."

The study also finds those who have been successfully mentored in their past are more

prone to give back by helping others succeed. The men and women studied who are more likely to be developing others have, themselves, received developmental support (59 percent) versus those who have not received this type of support (47 percent). And of those most likely to mentor, more women (65 percent) than men (56 percent) choose to go this route. What's more, 73 percent of the

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briefs

women developing new talent are developing women, compared to only 30 percent of men.

“This report dispels the misconception that women’s career advancement lags behind men’s because they don’t pay it forward to other women,” says Ilene H. Lang, president and CEO of Catalyst. “The notion that women executives are queen bees who are unwilling to support other women needs to be put to rest.”

People who choose to mentor others also tend to be the high performers who understand the goals of an organization and the importance of bringing the right kind of talent into key roles. Of those respondents currently “paying it forward” by coaching and mentoring, 64 percent are in senior executive or CEO positions versus those at non-managerial levels (30 percent).

Ann Rhoads, president and founder of PeopleInk, an Albuquerque, N.M.-based consulting firm focused on corporate and values-based cultures, thinks that level of leadership among mentors is precisely what’s behind the higher pay finding.

In her work with organizations, she has found that “the ones who are mentoring are the higher-performing people. They have the attitudes and the competencies. When you ask for volunteers for mentors, you get people who are knowledgeable, who know everything about what makes the company unique and where it wants to go,” which, of course, pays huge dividends for the organization.

“Mentors who volunteer aren’t the ones who talk badly about the organization” says Rhoads. “They’re also probably the more aggressive players, so of course they’re going to be the people who are more noticed for their talents. They’re also very caring and they even get back to the protégés’ bosses and help them make decisions about that employee.”

Organizations reluctant to establish mentoring programs are missing out on key opportunities to create cohesive, productive and aligned cultures in which high-performers, including mentors and their protégés, are firing on all cylinders, according to Rhoads.

And it doesn’t even take that much time out of the mentor’s schedule — a common fear among reluctant leaders. “We’re talking about meeting for breakfast or lunch or dinner or maybe just coffee,” she says. Remember too, she adds, “high-performers are the ones who will get their jobs done.”

In her estimation, she says, mentoring “is fast-forward learning. When you are fast-forward learning — mentoring by definition — you are being open and transparent and supportive of learning [for the greater common, organizational good]. Whenever you do that, you have more qualified people in the organization.”

This article first appeared in Human Resource Executive Online on July 3, 2012, and was authored by Kristen B. Frasch. It was reprinted here with permission from Human Resource Executive.

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A Culture of Customer Service

North Carolina Central University (NCCU) has always enjoyed a stellar reputation as an intimate, affordable, top-ranked HBCU. As one of the South's leading liberal arts institutions with a highly competitive and respected law school, a student/faculty



NCCU employees participate in a QSI training session.

ratio of 14:1 and more than 135 degree concentrations, it's easy to see why enrollment has grown by leaps and bounds during the past 10 years. However, for all the reasons NCCU is beloved and esteemed by students, faculty and staff, there was one area in which that sense of pride was not felt — customer service. Despite its myriad successes, the institution had been troubled for several years by negative feedback from students, alumni and university employees regarding internal customer and support services.

In fact, in a 2000 survey of NCCU students, faculty, administrators and staff relating to student success and retention, “service excellence,” “concern for the individual” and “campus climate” were consistently rated low. Survey respondents indicated that they felt that poor internal customer service negatively impacted student recruitment, retention and success rates. This customer service disconnect so concerned NCCU Chancellor Charlie Nelms that, in the fall of 2007, he established the Quality Service Initiative (QSI) in the human resources training department. As part of this

initiative, he also included “improved customer service and internal communications” as one of the priorities in the institution’s 10-year strategic plan.

Quality Service Initiative

The QSI is a dedicated individual and team effort toward achieving a culture of service at NCCU that will assure the university’s continued success in recruiting, retaining and graduating its primary customers — its students. The QSI aims to create a respectful, responsive and encouraging environment for students, faculty and staff and provides an organizational focus on quality, customer satisfaction, teamwork and leadership. The QSI team, which consists of two HR consultants and a director, delivers customer service training to all departments across campus. In addition to general, across-the-board training (sessions include Building a Culture of Excellent Customer Service, Teambuilding, Serving the Difficult Customer and more), the QSI team also focuses on concerns and issues that are unique to each department or function.

The QSI team utilizes several tools and resources to enhance customer service on campus, including suggestion boxes and online forms to solicit feedback from constituents; mystery shoppers and mystery callers; a QSI website; web-based customer service training; a freshman class survey on their experience with customer service on campus (conducted after completion of one semester); QSI presentations for faculty and staff institutes, freshman orientation, and student organizations; a tie-in to performance management (every NCCU employee is held accountable for customer service and it is addressed as a key objective for each employee’s annual review); and individual action plans to help improve processes and enhance the delivery of services.

The QSI has several guiding principles. Among them: all NCCU employees are expected to greet the customer promptly and courteously; give their undivided attention to the customer; ask questions to determine the customer’s needs; listen carefully and empathize with the customer’s concerns; provide knowledgeable, relevant and accurate information; summarize to check for understanding; act or agree on a clear course of action; try to exceed expectations; ask questions to check for satisfaction; follow through; apologize when appropriate; and thank the customer and offer further assistance.

Positive Results

The QSI aligns directly with NCCU's strategic plan, which is a blueprint for the university to continue to be successful and remain competitive. The initiative is also instrumental in helping to achieve the goal of increasing student retention and graduation rates. As the QSI team continues to conduct training and promote excellent customer service across the campus, feedback from students, faculty, staff and other constituents indicates that positive changes are being seen in attitude and customer service.

Indeed, a culture change has begun to emerge across the NCCU campus. A follow-up to the 2000 survey was conducted in 2009, with results indicating that constituents' experiences with customer service on campus have vastly improved. Another survey will be conducted in September of this year to again gauge improvement and identify areas in which work still needs to be done.

"NCCU's QSI initiative exemplifies training/organization development practice as a strategic component of human

For its Quality Service Initiative, North Carolina Central University's human resources department received CUPA-HR's 2012 Excellence in Human Resource Practices Award. Thanks to the generous support of VALIC, NCCU received a \$2,000 contribution to an endowment or scholarship fund of the HR team's choice.



resources," says Norma Petway, director of training/organization development and QSI at NCCU. "Offering effective and efficient training, like we've done with the QSI, is a tool for improving productivity and assisting the university with its strategic plan. Customer service is a behavior that has a direct effect on goals and objectives, and it will most certainly affect the bottom line."

"As a triple alum of NCCU, I am proud of the positive changes brought about by the Quality Service Initiative," says NCCU law student Tomasi Larry. "I had the esteemed honor to serve as student body president in 2007-08 and chief executive counselor of the Graduate Student Association in 2009-10. My experiences in these leadership capacities helped me to understand firsthand the great challenge that my beloved school faced regarding quality customer service. However, with the implementation of the QSI, I began almost immediately to notice improvements in customer service. Members of the NCCU community are now eager to serve, and I'm witnessing a new culture in which excellent customer service is the standard and all members of the campus community are treated with dignity, pride and respect."

Adds Jeremy Faulk, assistant director for conference and guest services in NCCU's department of residential life: "In my position, I have a strong commitment to provide quality customer service at all times. I am always eager to find ways to increase our knowledge of innovative ways to keep our customers happy, and the QSI training did just that. In fact, the QSI challenges each and every member of the Eagle community to strive for quality service to enhance the legacy of NCCU." 



To learn more about NCCU's Quality Service Initiative, visit the QSI website at <http://web.nccu.edu/administration/QSI/index.php>.



NCCU employees participate in a teambuilding exercise as part of QSI training.

Are your Stars Ready to Fly?

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Investing in Equity

Rice University is located in Houston, Texas, which due to its proximity to Mexico, Central and South America, makes the city a cultural melting pot for many diverse Latino-based populations. Rice's Kinder Institute for Urban Research monitors Houston's growing and diverse population and found that in 2008 the city's Latino population outgrew the Anglo population. Rice has also seen an uptick in recent years of Latino students and employees.



A group of Latino employees at Rice University listen to a presentation on saving for retirement.

With this increase in Latino employees, it came to the attention of Rice's benefits administrators that this population was lagging behind the general employee population in two areas: retirement savings and wellness. Rice's human resources organization promptly set out to discover why this was and how to remedy the situation.

Retirement Savings

Rice identified the need to target its Latino employee population in 2003 after noticing lower participation rates and awareness of financial planning and worked to develop targeted programs to help penetrate cultural and language barriers. These programs are still continuing and even expanding as the university builds on this population's trust and successes.

"Our efforts started internally, offering benefits and other HR information both orally and written in Spanish," says Elaine Britt, director of benefits and compensation at Rice

University. "Some of our techniques evolved over time as we learned the specific preferences of this population." For example, it was quickly realized among Rice's benefits team that the Latino population generally prefers oral communication for discussing personal issues like money and health. "They prefer to form a relationship with an individual and once they trust that person, they then trust their word," says Britt. "This is very different from the usual modus operandi, as our non-Latino population tends to prefer written communication over an oral discussion and usually wants things documented and in writing for their records."

The benefits team then partnered with outside vendors to implement Spanish-specific programs and materials for Rice's Latino staff members, including biannual retirement planning seminars and one-on-one sessions with financial advisors held on campus and presented in Spanish. Other targeted campaigns include Spanish-language posters/flyers; e-mails to supervisors and communication through word of mouth and supervisor endorsement of the sessions; in-person talks to targeted groups; and working with management to authorize time off from work duties for employees to attend programs.

Thanks to the benefits team's targeted retirement savings communications, Rice's Latino employee population is better educated on the nuances of saving for the future (some of these staff members were not even aware that Rice was providing funds toward their retirement, and now they are not only managing these funds, but also saving their own funds toward their retirement goals). Additionally, as a result of the program, savings rates have increased among the institution's Latino employees. In fact, Rice's Latino population is now exceeding the non-Latino population in participation in the institution's voluntary 403(b) program.

Health and Wellness

Armed with data finding that Hispanics/Latinos are almost twice as likely as non-Hispanic whites to be diagnosed with diabetes, Rice's benefits team also targeted the university's Latino employees for diabetic education, including measuring blood glucose, and education on healthy eating and lifestyle changes to

inclusion cultivates excellence

manage and prevent Type II diabetes. Through this initiative, 23 percent of Rice's Latino employee population was identified as either diabetic (and unaware that they had an ongoing health issue) or pre-diabetic.

Thanks to the diabetes program, the benefits team, in partnership with the university's wellness provider, was able to intervene and assist this population in managing blood sugar and improving overall health. In addition, the university's health risk assessments are now offered in Spanish.

Enabling Success

When thinking about the ways diversity, equity and inclusion are encouraged in higher education, recruitment efforts are often top of mind. However, the success of employees once they are part of an institution also needs to be considered. The health and financial

wellbeing of faculty and staff members are critical to their job performance and therefore their success, and in the long run, critical also to the success of the institution.

"The targeting of health and financial programs to Rice's Latino population has engendered a greater sense of loyalty to the university among these employees," concludes Britt. "These staff members now know that Rice truly cares about their personal health and wellbeing. At the end of the day, we simply want these employees to have the same chance for success as our non-Latino employees, and now that we are speaking their language, literally, this helps to level the playing field." 

For its Latino-targeted benefits and wellness initiatives, Rice University received CUPA-HR's 2012 Inclusion Cultivates Excellence Award.

Inclusion Cultivates Excellence Award

This CUPA-HR award recognizes and celebrates institutional initiatives and programs that have made a significant impact with respect to inclusive and equitable workplace practices, particularly those that have brought about cultural change throughout the organization. The institution selected for the award receives a \$5,000 contribution to its endowment, thanks to the generous support of PeopleAdmin.

In addition to Rice University, several other institutions were nominated for this year's Inclusion Cultivates Excellence Award. The commitment of these institutions and the work they're doing to foster a diverse, inclusive and equitable workforce in higher education is an inspiration.

Auburn University – Diversity Initiative: Diversity Strategic Plan
Central Michigan University – Excellence Through Inclusion
Duquesne University – Minority Development Internship Program
Johns Hopkins University – Campus Conversations on Diversity and Inclusion
Maricopa Community College District – MOSAIC: Maximizing Our Strengths as an Inclusive Community
Miami Dade College – Diversity Commitment
Raritan Valley Community College – HR Professional Development Diversity Initiatives
University of Central Florida – Leadership Enhancement Program
University of Kentucky – Humanity Academy and UK@Work
University of Virginia – Office of Equal Opportunity Programs
Valencia College – Circles of Belonging



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Feeding the Hungry

As part of its mission, Adelphi University in Garden City, New York, is committed to making a difference in the lives of fellow Long Islanders. To this end, Adelphi's office of human resources plans and coordinates several campus-wide community service projects each year. Two of these projects — a day of service at a community farm and a food drive and day of service at a local hunger relief organization — have become annual events that Adelphi employees look forward to every year.

A Day at Hobbs Farm

Bethel Hobbs Community Farm is the last African-American family farm on Long Island. Currently owned and operated by Bethel AME Church, it provides fresh local produce to Long Island's needy through a network of local food pantries and programs. In addition to several acres of crops grown and harvested for community members in need, the farm also has 24 individual garden plots on which families can tend their own gardens. Through its Education Garden, groups and individuals are invited to participate in growing fresh produce for the hungry while participating in educational activities.

In July 2011 and again this past June, more than 70 Adelphi employees and their families spent a hot summer day at Hobbs Farm weeding, picking vegetables, moving mulch piles and packing vegetables for distribution.

A diverse subset of employees from many different departments — administration, executive, union, faculty, coaches, hourly, part-time and full-time — volunteer for these projects, as do students.

Change for the Hungry

Adelphi's Change for the Hungry project benefits Long Island's Island Harvest food bank. Island Harvest collects surplus food from more than 800 local restaurants, caterers, farms and other food-related businesses and distributes it to a network of close to 570 soup kitchens, food pantries and other places where those in need can



Adelphi employees and students arrive at Island Harvest food bank, where they spent the day sorting and packaging food.

access it. This past March, nearly 50 members of the Adelphi campus community gathered at the Island Harvest warehouse to sort and package thousands of pounds of food for Operation: HOPE, a special program which delivers food and necessities to veterans and active duty personnel and their families.

Additionally, employees and students donated a total of \$2,500 to purchase a 40,000 pound truckload of food which Island Harvest used to supplement more than 52,000 meals for Long Islanders in need. "Nearly 100 percent of our food is donated; we just cover the transportation costs," says Joan Flynn, volunteer and community relations manager at Island Harvest. "Adelphi's sponsorship of an incoming load of food enabled us to limit our spending costs and thus direct our

funding toward strengthening our education, outreach, member services, volunteer training, food rescue work and more."

A Group Effort

Both the day of service at Hobbs Farm and the Island Harvest project are truly campus-wide efforts. Both events are developed and coordinated by the office of human

resources in conjunction with a committee of employees representing several different areas on campus. Adelphi's marketing department donates the t-shirts employees wear on the days of service; the treasurer's office funds the food, work gloves and transportation costs; and more than 10 departments hosted collection jars for the Island Harvest project this past spring.

A diverse subset of employees from many different departments — administration, executive, union, faculty, coaches, hourly, part-time and full-time — volunteer for these projects, as do students. Family members are also encouraged to participate. "Many Adelphi employees who have participated in these projects have also contacted these organizations personally to volunteer on a more

regular basis," says Jane Fisher, manager of employment, employee & labor relations at Adelphi University.

The service projects also have served to bring the university community together. "Many of our employees, by the nature of their work, don't often have a chance to interact with others outside of their departments," says Fisher. "By taking part in these campus-wide volunteer projects, employees are able to meet and mingle with fellow employees they may otherwise have never come in contact with, and many have made new friends and developed lasting bonds." 

For its community service efforts, Adelphi University was a nominee for CUPA-HR's 2012 Community Service and Outreach Award.

Community Service and Outreach Award

This CUPA-HR award recognizes the efforts of institutions to engage their employees through community service and outreach. The institution selected for the award receives a \$10,000 contribution to its endowment, thanks to the generous support of Fidelity Investments.

Congratulations to East Carolina University's Servire Society for being selected as the recipient of this year's Community Service and Outreach Award. ECU and the Servire Society were featured in the Winter 2011-12 issue of *The Higher Education Workplace* magazine.

In addition to Adelphi University and ECU, several other institutions were nominated for this year's award. The commitment of these institutions and the work they're doing in their communities are inspiring and, in many cases, life-changing.

- Adrian College – Pink Zone Basketball Game
- Agnes Scott College – Community Day
- Alfred State College, SUNY College of Technology – Animal Shelter Collaboration
- Aultman College of Nursing and Health Sciences – Igniting a Passion for Science
- Bloomsburg University – Flood Recovery Efforts
- Dallas County Community College District – Day of Service
- John Wood Community College – Holiday Food Drive
- Lake Region State College – Team Against Cancer
- Maryville University of St. Louis – Maryville Reaches Out
- Mercyhurst University – "Phil Up Your Bowl" Chili Cookoff
- Murray State University – Regional Stewardship and Outreach
- St. John's University – Vincentian Mission Certificate Program
- University of Alabama at Birmingham – School Supply Drive and Day of Service
- University of California, Los Angeles – One Bus, One Cause
- University of Florida – Superior Accomplishment Award Program
- University of North Carolina at Chapel Hill – Carolina Campus Community Garden
- Utah Valley University – Summer University Day of Service
- Valencia College – Learning Day 2012
- Walsh College – Blackwell Institute Tutoring Program & Outreach

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PureWellness! at University of Hartford *By Lisa Belanger*

Four years ago, the University of Hartford (UH), like many other higher education institutions, was feeling the pinch of ever-increasing healthcare costs. The health and wellness of our campus community, as well as the continually escalating cost of healthcare, became an institutional priority for us. We knew that it was time to begin to take an active approach to engage the university community in wellness.

Starting Slow

Since an organized wellness initiative had never been a top-of-mind priority at UH before, we started slow. In 2008, we introduced the general concept of wellness on campus. At that time, we primarily focused on providing motivation, support and activities to help educate faculty and staff regarding healthy choices. A Wellness Committee was formed and charged with developing and delivering a series of campus wellness initiatives. The committee (chaired by a member of the HR staff) designed, implemented and delivered a variety of programs, including education and self-awareness workshops as well as a series of fun and valuable campus initiatives and activities.



Fall 2010 Wellness Cup winning team

Culture Change

Two years into the wellness initiative, we recognized that more was needed to address the various health concerns that were prevalent within our campus community. We began concerted efforts to not just offer programs and services, but to actually begin to build and foster a culture of wellness on campus. Demonstrable steps were taken, including the re-engineering of the Wellness Committee and formally incorporating the responsibility of wellness advocate into an existing HR generalist staff position.

In May 2010, a wellness survey was distributed to our faculty and staff, asking questions ranging from “how often do you make a conscious effort to invest the time needed to take care of yourself (e.g. exercise/eat right)?” to “would you participate in a formal wellness program if employees who participate in the program were charged lower health insurance premiums than

non-participating employees?” In addition, the office of human resources development also reached out to nearly all campus departments and colleges to conduct informational workshops on the new direction of wellness and associated wellness initiatives being offered to our faculty and staff. These programs and initiatives included the following:

Annual Fall Hawk Walk/Run Challenge. Each fall, participating faculty and staff form teams and wear pedometers to track the numbers of total steps taken daily. Competing against other teams, participants report their total number of steps to their team captain weekly. The winning team receives the Wellness Cup which, like the Stanley Cup in professional ice hockey, is passed from winning team to winning team each year.

Wellness Bingo. Participating employees completed a BINGO card denoting the completion of simple wellness activities (such as attending a zumba or spin class, sleeping at least seven hours at night, walking two miles, gardening or donating blood) that they completed over the course of

the month and competed against one another for prizes.

Healthy Cook-Off Luau and Healthy Holiday Cook-Off. Participating employees prepared a healthy dish and submitted the recipe and our faculty and staff who attended the cook-off sampled the food and voted for their favorite recipes. The individual with the most votes won a three-month subscription to a healthy cooking magazine.

Fit for Life Challenge. Participating employees earned one point for every 20 minutes of exercise and bonus points for trying a wellness activity that was new to them. At the end of the challenge, individuals with the most points won a prize.

Health and Wellness Bucket Lists. In line with the theme of the movie “The Bucket List,” we challenged our faculty and staff to focus on doing simple things aimed to increase overall wellbeing. Bucket list activities allowed participants to set goals for increased personal gratification, such as walking to a co-worker’s desk

instead of e-mailing, parking their car farther away from the door they enter for work, eating fruit for dessert, taking the stairs instead of the elevator, drinking water instead of soda, being conscious of portion sizes, reading an article on health/wellness or smiling and laughing often.

Wellness Webinars. We offered faculty and staff the opportunity to attend webinars to learn more about topics like stress management, nutrition, cancer prevention and hypertension.

Weight Watchers on Campus. We've hosted four successful Weight Watchers campaigns by offering "at work" meetings and bringing the Weight Watchers experience to campus. A trained leader conducts weekly meetings where participants benefit from the proven advantage of group support from fellow Weight Watchers members and coworkers.

We were so pleased with the feedback from our wellness survey and the participation in our wellness initiatives that we decided it was time to implement a formal wellness program which would supplement the efforts we were already providing to our campus community.

PureWellness!

In September 2011, UH President Walter Harrison announced the introduction of the university's first formal wellness program, called PureWellness!. This voluntary program (offered through a third-party administrator) is available to faculty and staff and their spouses/same-sex partners who are enrolled in UH's group medical insurance plan. The program provides participants with an individual, personalized, confidential online wellness portal which is accessible 24 hours a day, seven days a week.

The PureWellness! program enhances UH's wellness culture by providing additional education and support to participants in an effort to help them maintain and/or improve individual health and wellbeing while reducing potential health risks. More than 640 individuals (45 percent of those eligible) elected to participate in the inaugural program. The program criteria for year

one included a biometric health screening; an online health risk assessment; enrollment and completion of one wellness workshop; and completion of one wellness webinar.

In addition, participants are offered both online and telephonic exercise and nutrition counseling as well as other wellness events and activities within the online portal and on campus. For those that chose to participate this first year, the university is absorbing the increase in their medical insurance premiums as long as they remain compliant with the program criteria.

To help move our efforts along, we applied for and were awarded a \$20,000 grant from the CIGNA Foundation, a foundation committed to enhancing the health of individuals and families and the wellbeing of the communities in which they live and work. This grant focused on four aspects/quadrants of wellness: nutrition, general fitness, smoking cessation and stress management. We've begun using these funds to subsidize costs associated with these quadrants, including providing programs, speakers, tools (such as pedometers) and resources to further engage the UH community to take an active role in their overall wellness and the wellness opportunities around them.

So Far, It's a Success

We have been overwhelmed thus far (in a good way!) with the results of our wellness efforts. Along with the positive feedback we have received regarding the PureWellness! program, other campus events (such as wellness webinars, stress management seminars and our weekly cardio circuit training class) have proven very popular and have brought our faculty and staff together, further enhancing our culture of wellness and community on campus. We plan to continue to foster this newfound culture of wellness and look forward to the results of these efforts – more control over our healthcare costs, but more importantly, a healthier, happier and more productive workforce. 

Lisa Belanger is executive director of human resources development at University of Hartford. She can be reached at belanger@hartford.edu.

Progressive Practices in Sustainability at University of Arizona

By Nancy Rogers and Joseph Abraham

Developing and implementing sustainable practices in a university with roughly 39,000 students and 14,000 faculty and staff could seem daunting to some. But University of Arizona (UA) President Robert Shelton has deemed this initiative important enough to dedicate the necessary resources and manpower to help the university become a leader among higher education institutions in sustainability and renewable energy.

History

In 2007, President Shelton established the Campus Sustainability Committee. Comprised of interested and engaged administrators, faculty, staff and students, the committee advanced several campus-wide sustainability initiatives and accomplished several on-campus projects. In 2009, students presented Shelton with a proposal to establish a sustainability fee to accelerate and expand student-involved environmental sustainability activities on campus. In early 2010, Shelton included additional funding for sustainability programs in his recommendations for tuition and fees, which the board of regents approved in March 2010.

During the summer of 2010, Shelton convened a team of students, faculty and administrators to produce a set of recommendations for the appropriate institutional structures to build on current successes, position UA to move forward in a coordinated manner that enhances the work that many were already doing, and set the direction for future progress. In October 2010, a reorganized campus sustainability structure was implemented. That structure includes a university-wide Office of Sustainability, the President's Advisory Council on Environmental Sustainability, and the student-led Green Fund Committee.

Office of Sustainability

The Office of Sustainability coordinates environmental sustainability programs, initiatives and communication across the university, working with students, faculty and staff to ensure that UA continues to be a leader in sustainability among its peers. In addition to engaging with business and student affairs units, as well as student groups and clubs, the Office of Sustainability coordinates the activities of the Green Fund Committee

and works closely with the President's Advisory Council on Environmental Sustainability.

President's Advisory Council on Environmental Sustainability

The Council provides guidance and advice to the president on high-level issues regarding UA's leadership in environmental sustainability as it pertains to campus design, student engagement, operations, education, research and outreach. This group also is responsible for identifying university-wide sustainability priorities and establishing goals and working groups to accomplish those goals; working with the Green Fund Committee to align the Committee's project funding decisions with the university-wide sustainability priorities identified by the Council; advising the Office of Sustainability to execute



University of Arizona's School of Landscape Architecture and Planning created a riparian area which uses recycled water from the building's refrigeration unit.

and successfully accomplish projects and programs aligned with the priorities and goals identified by the Council; and gathering information and feedback from the university community.

The Council is made up of representatives from several campus constituencies, including business affairs; student affairs; external relations; research; the Office of Sustainability; the student body; the Tucson community; UA's water sustainability program; parking and transportation services; and several academic units, including the College of Architecture and Landscape Architecture, the College of Engineering, the College of Science, and UA's Institute of the Environment.

green campus

Green Fund Committee

This 10-member student committee selects and allocates funds for UA's Green Fund projects. The Green Fund creates opportunities for students and employees to test innovative solutions to challenges in renewable energy, energy and water efficiency, waste reduction, and environmental sustainability education, research and outreach. The Green Fund is funded by a \$24 fee per student per year, paid as part of tuition. In the 2011-12 academic year, 20 projects were funded.

A Gold Rating for Sustainability Efforts

Earlier this year, for its campus-wide sustainability efforts, UA was awarded a gold rating from the Association for the Advancement of Sustainability in Higher Education. Some of the UA programs cited in the award include the Green Course Guide, which lists more than 1,200 UA courses that relate to sustainability; the Green Fund; UA's car and bike sharing programs; solar panels on many buildings, including the completely covered roof of a parking garage; Compost Cats, a program in which organic waste is collected from the student union and transformed into useable compost; and the UA Campus Recreation Center expansion project, which was awarded Leadership in



Student nutrition club volunteers help at the Perk Up at the Park employee wellness event.

Energy and Environmental Design (LEED) Platinum Certification from the U.S. Green Building Council.

Land Grant Cooperative Extension and Water Conservation

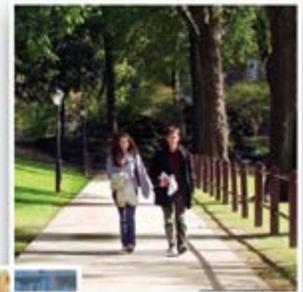
UA is a land-grant university, and the College of Agriculture and Life Sciences gears many of its classes toward sustainable farming, ranching and harvesting of natural resources. The Master Gardeners and other cooperative extension services model sustainability in every Arizona county through classes, workshops and community outreach. With Tucson's annual rainfall at 10-12 inches a year, it takes creative planning to develop a beautiful campus in such an arid climate. Water harvesting, xeriscaping (which uses rocks and drought-tolerant native vegetation) and recycling of air

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conditioning water to form a pond are evidence of the care taken to develop a beautiful and sustainable campus.

Food and Nutrition

UA's Employee Wellness and Health Promotion (EWHP) team (a sub-division of human resources), dining services and campus health services are in the process of developing a food ranking system that considers the nutritional quality of foods served in the student union restaurants and also the sustainability of the food (such as where it is purchased; how it is prepared, packaged and served; and the use of water and energy in sanitation and disposal of food waste). The three divisions also collaborate with the Consumer, Environment & Sustainability Initiative, housed in UA's Norton School of Family and Consumer Sciences, which contributes to an understanding of the intersection of health, wellness and sustainable practices.

EWHP also sends interested UA employees regular e-mails regarding strategies for healthy, sustainable nutrition, including community gardens, container gardening at

home, local farmer's markets and community-supported agriculture. Simple ways to quickly prepare healthy nutritious foods at home while decreasing energy use and packaging are featured on EWHP's website.

Fitness and Carbon Footprints

Engaging employees in physical activity can help to improve their health while decreasing their carbon footprints. Several walking guides have been developed featuring tours of the campus (which also happens to be a designated arboretum). EWHP organizes monthly Wednesday Walks, which sometimes include a member of the university's senior leadership in the walking group. UA employees also are encouraged to participate in a yearly walking campaign through Walk Across Arizona.

Well University Partnership

EWHP is a founding member of a grassroots, university-wide movement, the Well University Partnership (WUP), which plans health and sustainability events on campus. In October 2011, WUP organized a week-long celebration of Food Fest (a national movement to promote food systems that are healthy, sustainable and just) on the UA campus. Food Fest included healthy food tastings (including UA's own mesquite bean bread, which was made by harvesting the plentiful bean pods from campus mesquite trees and milling them into flour) and cooking demonstrations; a showing of the film "Forks Over Knives" and an expert panel discussion on the film; health screenings for UA employees; and an event highlighting the new UA Community Garden.

Leading By Example

Environmentally friendly practices just make sense, as we live and work in a world of finite resources. The University of Arizona has chosen to pursue this goal through its architecture, landscaping, recycling efforts, food choices, gardening opportunities, wellness efforts and education. It is our hope that as our employees bear witness to UA's myriad sustainability efforts, they will be moved to do their own part in helping to make our Earth a little greener. 

University of Arizona's Online Sustainability Resources

Visit these websites to learn more about UA's sustainability efforts:

UA Life & Work Connections

<http://lifework.arizona.edu>

Office of Sustainability

<http://portal.environment.arizona.edu/campus-sustainability/office-of-sustainability>

Consumer, Environment & Sustainability Initiative

<http://cesi.arizona.edu/about.html>

Walk Across Arizona!

<http://cals.arizona.edu/walkacrossaz/>

Mesquite Bean Project

<http://www.facebook.com/UAMesquiteHarvest>

The Green Course Guide

http://portal.environment.arizona.edu/academics/green_course_guide

The Green Fund

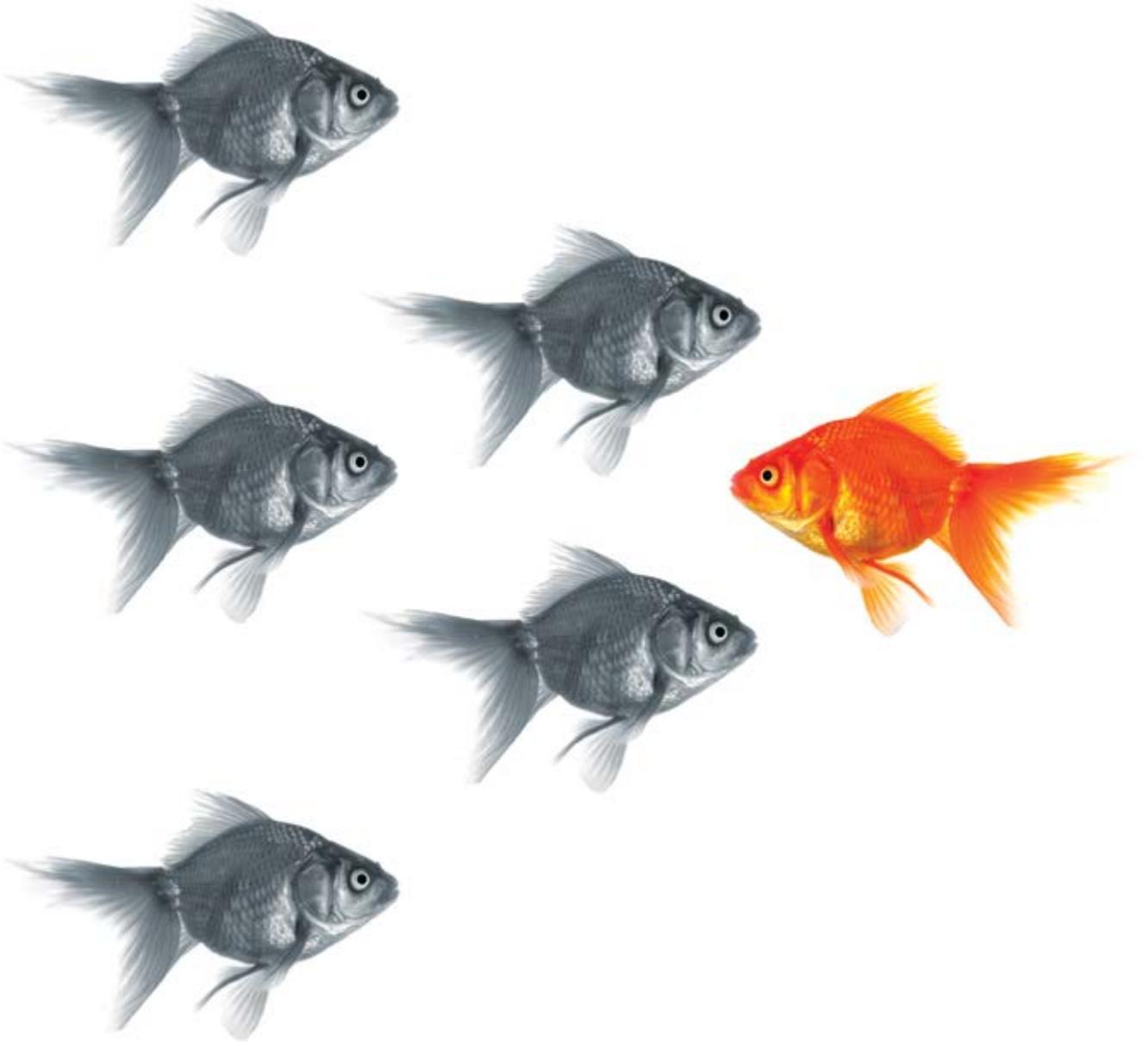
<http://portal.environment.arizona.edu/campus-sustainability/green-fund>

Car Sharing and Bike Sharing Programs

<http://parking.arizona.edu/>

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A New Direction:

How One HR Leader Set the Stage for Change at Maricopa Community Colleges

Nikki Jackson, vice chancellor of human resources for Maricopa Community College District, is a change agent in the truest sense of the word. When she joined the nation's largest community college system in December 2010, the HR function was in disarray. There was no sense of collaboration between and among the district HR office and the HR offices of the 10 individual colleges, no sense of stability, no real direction and no solid, sustained leadership.

But Jackson was undaunted, and immediately set out to completely transform Maricopa's HR enterprise. The change that she has brought about in just 18 months is awe inspiring. Under her leadership, Maricopa's HR organization has become almost unrecognizable from what it was just a year and a half ago. And she's only just begun.

Q Let's start at the beginning. Where was Maricopa's HR organization when you took the helm in 2010?

A It was disjointed. It was divisive. It was transactional and compliance driven and not much else. There was no unified voice to govern the function and practice of HR, and there was no understanding of what the role of HR ought to be. The organizational structure was antiquated. The relationship between HR at the district office and HR at the individual colleges was strained at best, volatile at worst.

We were swimming in cumbersome, rule-oriented policies that added no value whatsoever. There was no model around consultative guidance, no academic or experiential orientation around how to be a consultant and how to help people get to "yes." The answer a customer got to any given question on any given day depended almost entirely upon who answered the phone or who replied to the e-mail.

For a number of years there had been no permanent leader — only a succession of interim CHROs. With no permanent leader, there was no one to set the direction and tone of HR; no one to articulate a vision for the department; no one to champion resource allocation. HR was very much its own little silo, in no way working in furtherance of the overall mission, vision, values and strategic goals of Maricopa Community Colleges (MCC).

Q That sounds like a lot to "fix." Where did you start?

A When I came on board, I noticed two buckets of work. First, it was clear that HR needed its own healing and resurrection. It needed clarity on its goals and clarity on its role in support of Maricopa's goals. It needed a sense of stability in terms of leadership and it needed stronger connections one to another (the district office and the college HR departments). And then there was this whole other set of needs that wasn't being met, and that was what was needed *from* HR.

So my job coming in was to first and foremost focus on what HR needed for HR so that it could be relevant

and useful moving forward. And after we got ourselves straightened out, we could then turn our attention to redeveloping and enhancing our products, services and tools.

Q What are some of the changes you've spearheaded thus far?

A The first thing I addressed when I got here was role clarity — who we are, what we do, why it matters. I formed a working group of HR employees (not managers, and this was by design; I believe that to accurately define who and what we need to be, we need the input of individual contributors — those working most closely with our customers). This working group was instrumental in helping me to create some language around role clarity.

Out of these group discussions emerged HR's new role statement:

“ It was clear that HR needed its own healing and resurrection. ”

“HR will provide knowledge, counsel and services to help Maricopa Community Colleges attract, develop and retain a talented and diverse workforce.” It's very simple and very straightforward, but we needed this statement to ensure that we know what it is we're expected to do and to make sure we're all on the same page, all the time. In support of this role statement, we also created six guiding principles around working collaboratively, fostering relationships, building trust, promoting inclusiveness, encouraging innovation and advocating for professional development. We spent much of last year orienting our HR folks around this role statement and these guiding principles, and they are now the first basis on which we rest our yeses and nos (with policies and rules being secondary).

We also last year launched a “IHR” campaign, driving home the fact that, across the entire MCC district, we are one HR organization. We've even got posters, buttons, t-shirts and those kitschy foam fingers!

It was also important to me to remedy the lack of leadership stability that had plagued this HR organization for years. To that end, all of the senior-level director roles are now filled (many of which had been vacant and/or transient for many, many years). The individuals chosen

“The truth of the matter is, we can prop up infrastructure and set in motion the process for change, but unless we have willing vessels to work with — folks that are ready to challenge their own mental models and assumptions and think differently about how they contribute — we’ll be spinning our wheels.”

for these positions were chosen as much for their ability to model “transformation” as they were for their HR skills and acumen.

Additionally, I’ve worked to redefine and ramp up intentional ways for HR to connect with one another. First, I formed an HR Operations Council, which consists of HR leaders and individual contributors who meet monthly to delve into a tactical HR issue that has been “on the radar” but has never been addressed (examples: creating exit interviews or an onboarding website). This team is responsible for identifying projects, creating plans and coming up with ways to execute these plans.

Second, I created the HR Extended Leadership Team, wherein I and my leaders at the district office meet once a quarter for half a day with HR leaders at the separate colleges. We spend two hours on our own development and two hours discussing a strategic HR issue.

Finally, as it relates to connections, the HR structure underwent a significant reorganization last year (the first one in decades). We created four centers of excellence, all of which report up through me — HR Administration, whose responsibilities include strategic staffing, compensation, benefits, payroll ... the “guts” of HR, if you will; Employee and Organizational Learning, responsible for leadership development, succession planning, career pathing and wellness; Center for HR Innovation, Strategy and Planning (CHRISP), which serves as a consultant to the HR function to ensure that our products, services, offerings and behaviors reconcile with our role statement and guiding principles; and the Center for HR Solutions, which is the strategic support model for the colleges and is where our HR consultants, HR generalists and employee relations folks reside.

Q Has it been difficult to bring everyone on board with this massive HR overhaul?

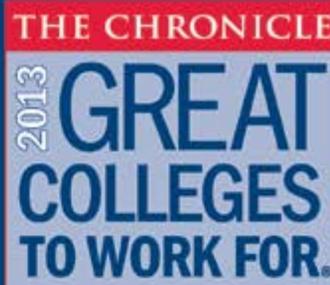
A The concept has been widely accepted. Most folks don’t dispute the need for this change. But I think where the consternation and uneasiness emerge is in thinking about what is really needed to sustain this new model, and that is widespread behavioral and cultural change. And we all know that’s the hard part. The truth of the matter is, we can prop up infrastructure

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Nikki Jackson has served as chief human resources officer at Maricopa Community College District (the largest community college system in the country) since December 2010. Prior to this appointment, she served as cabinet secretary for personnel for the state of Kentucky, where she had the distinction of being the youngest cabinet secretary and first African-American woman to head the cabinet in Kentucky’s history. She has 15 years of human resources experience, including private-sector positions with Norton Healthcare, Philip Morris USA, Georgia-Pacific Corporation and ADP.

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—Bonnie G. Martin
Director of Administrative Services
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—Jeannine Curns
Director, Human Resources
Heidelberg University

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More Than Just Adequate

HR as a Model of Excellence

By John Whelan

Employees love to complain about human resources departments. A famous (or infamous, depending on your perspective) *Fast Company* article from 2005 summed up this sentiment with its provocative title: “Why We Hate HR.” HR’s reputation historically has been especially low in the world of higher education. When I left Bristol-Myers Squibb to join the University of Notre Dame in 2003, the vice president of student affairs told me that he had regularly instructed his staff to avoid HR at all costs and to deal with them only if there was no other option. That was sobering — but valuable to know.

On one level, this estimation of HR is understandable, considering the nature of the work we do. We write and enforce policies; we assist with disciplinary actions; we lead processes such as performance reviews; we are the gatekeepers for benefits programs; and we oftentimes require the completion of lots of tedious forms. Many

of us in HR, however, are frustrated with this negative perception because we are aware of the many positive things we do and know that we are capable of doing even more.

So how do we improve our standing, particularly within the college and university setting? How do we achieve a goal of being more than just adequate? What does it take for HR to become a “model of excellence?” Being a model of excellence means performing at such a high level that other departments emulate us and want to find out how they can be as effective as we are. It means being a leader, not just part of the pack. In practical terms, it means divisions like student affairs, development, financial aid, etc. reach out to discover the secret to HR’s success. While our experiences may tell us that some of this sounds unrealistic, I’m here to tell you that it is absolutely achievable.

During my time in HR at both Notre Dame and Baylor University, we challenged ourselves to transform HR into high-performing models of excellence by utilizing a deliberate organizational change process. In each case, the reactions from campus were overwhelmingly positive. Despite years of HR baggage, we were able to make significant changes that dramatically improved the productivity and perception of the HR function.

When I was hired by Baylor three years ago, my mandate was to make HR more effective. The people in HR were well-liked and there were strong areas of

service, but on the whole, the perception was that the department did not consistently deliver great results and was out of step with the needs of the campus community. It is gratifying now, after we have implemented the major changes in our transformation process, to hear so many people on campus offer unsolicited feedback about how valuable HR is to them and their departments. Many staff and faculty members, department chairs and senior administrators have referred to us as a model of excellence and have asked for advice about how they can make similar changes to their organizations. They have expressed confidence in HR. They have told us that we are easy to work with and, most importantly, that we are helping them become more successful at achieving their goals.

Three critical principles led to our successful HR transformation at Baylor: (1) an emphasis on change management principles; (2) focus on the needs of the customer; and (3) deliberate and methodical use of an organization design process.

Change Management

Hands down, utilizing the right change management process is the most critical key to success in any transformation or reorganization project. Far too many of these efforts, even the most logical and business savvy ones, fail because they are hastily sprung upon the departments they are intended to help. This is a natural trap — today's workplace demands quick results, so we all feel pressure to fix things immediately. Unfortunately, instantaneous changes do not typically increase

the likelihood of success with a major departmental reorganization. Human beings are hard-wired to be stressed by change, especially when it directly impacts their livelihood. There is comfort in the familiarity of the status quo.

Study after study has shown that a rapidly (and even worse, frequently) changing work environment leads to low morale, high turnover and poor productivity.

Even people who identify themselves as “change agents” get anxious when major changes to their roles and responsibilities are thrust

upon them without warning. Abrupt changes without explanation erode trust and confidence in the leaders responsible. Human nature resists sudden change. The harder and faster a change is pushed, the greater the urge is to resist it. The transformation of an entire organization represents a long-term process that merits a considerable investment of time to ensure it is done correctly and will last. Relying on sound change management principles will guarantee maximum support and buy-in from stakeholders and will increase the likelihood of success.

There are numerous change management methodologies, most of which share certain core principles. The most fundamental principle is that the only way to gain shared buy-in is to keep people well informed. Two well-known methodologies are General Electric's Change Acceleration Process (CAP) and the Prosci ADKAR change methodology. At both Baylor and Notre Dame, we used the GE CAP process, which is founded on the principle that no matter how good your “solution” to a problem is, it is destined to fail if you don't get buy-in and support from all relevant stakeholders.

There are five chronological steps in CAP: (1) create a shared need (identify the burning platform); (2) shape a vision (imagine what you would see, hear and feel after a successful change); (3) mobilize commitment (build upon the shared vision by gaining buy-in and commitment from relevant stakeholders); (4) make change last (create ways to resist the inertia pulling back to the status quo); and (5) monitor progress (know where you stand at all times).

Being a model of excellence means performing at such a high level that other departments emulate us and want to find out how they can be as effective as we are.

There are also two principles that should be included during every phase of the change process: (1) leading change (secure support from senior leaders) and (2) changing systems and structures (ensure your organization's policies, systems and structures are supporting your change and not working against it).

The best evidence I can provide for the importance of utilizing a change management process is that during our HR transformation at Baylor, we made major changes to roles, responsibilities and the organization structure, and yet, by the time we went live, we had all our team members on board and supportive. Why? Because everyone understood what we were doing and why we were doing it. We were transparent in every phase of the process. The end result was disruptive for a number of people, but they were part of the change process, therefore they bought in.

Customer Needs and Organization Design Process

At Baylor, we launched our transformation efforts with a detailed nine-step roadmap that we shared with every member of the HR team. Our goal was to understand what our customers needed and position ourselves to respond to those needs.

Our process for analyzing the HR function and making the necessary changes followed nine steps:

1. Collect customer feedback.
2. Restate the HR mission and vision.
3. Set the HR strategic direction.
4. Determine the HR delivery model.
5. Redesign the HR organization structure.
6. Match employees with roles.
7. Implement new technology.
8. Train the HR team.
9. Go live.

Step 1: Collect Customer Feedback

Before we could make any changes to our organization, we wanted to know what our customers thought we were

doing well and where they thought we needed to improve. We sought to understand the unvarnished truth. As Jim Collins advises in his best-selling book *Good to Great*, we knew we needed to “confront the brutal facts,” no matter how difficult they were to hear.

Through a variety of mechanisms, including surveys, one-on-one conversations and focus groups, we identified consistent themes. Much of the feedback was positive, most notably that our customers liked the people in HR and believed they had high integrity. Unfortunately, the areas of concern outweighed the positives. Some common themes we identified: customers did not know who in HR they needed to contact for assistance; it was difficult to get in touch with the HR staff; the response from HR was slow (many voice mails were never returned and many e-mails were never answered); customers often went to one familiar person in HR, regardless of their questions; there was a lack of confidence in HR's processes (lost forms, slow turnaround, etc.); concerns existed about HR's level of care with confidential information; HR was not cohesive, worked in silos and lacked trust and teamwork within the department; getting help from HR was time-consuming and tedious; HR was not helping develop

managers across campus.

Step 2: Restate the Mission and Vision

Once we understood what our customers were asking for, we set out to redefine our

mission and vision. We made it clear that the audience for our mission and vision statements was ourselves. All too often, these statements are written for an external audience and they become branding tools rather than internal road maps, which impacts how they are crafted and used. Staying consistent with our change management principles, we formed a task force to draft the mission and vision statements based on input from every member of the HR department. We determined that our mission, in broad terms, was to make Baylor successful and that every HR decision must directly support the university's success. Our vision, quite simply, was that we wanted to be a model of excellence, both inside Baylor and beyond.

The transformation of an entire organization represents a long-term process that merits a considerable investment of time to ensure it is done correctly and will last.

Step 3: Set the HR Strategic Direction

The next step was to identify our strategic focus for the future based on our customers' needs and the goals of the university. After extensive analysis, we narrowed our strategic direction to three objectives: (1) build a strong HR team; (2) deliver unsurpassed customer service; and (3) create a culture of strong managers.

Build a strong HR team. This consisted of two concepts. First, build stronger relationships in HR based on trust and respect. Second, increase the skill levels of our staff through development and hiring.

Deliver unsurpassed customer service. More than anything, we heard our customers say that interacting with HR was difficult, frustrating and time consuming. Our imperative was to make it simple and easy.

Create a culture of strong managers. We saw firsthand that many of the performance and morale issues across campus related to well-meaning but ineffective managers. This problem was impacting Baylor's success and was not being addressed by HR.

Step 4: Determine the HR Delivery Model

Before creating a new organization structure, we had to decide conceptually what our HR delivery model would be. In other words, we had to determine what the flow of work would look like throughout our department to ensure that we were driving the new strategic objectives. The HR delivery model we settled on is based on the work of renowned author and HR guru Dave Ulrich. The model divided our efforts into three categories: client relationship management, HR operations and HR centers of expertise.

Our **client relationship managers** are tasked with developing relationships with employees and leaders in support groups (these groups are aligned with specific divisions and academic units); identifying HR opportunities that will facilitate operational success for the different customer groups; and coaching managers and employees through performance and employee relations issues.

HR operations is tasked with delivering simple, timely and accurate customer service for the majority of HR transactions and inquiries (benefits, hiring, policy questions, training, etc.); managing and improving all HR transactional processes; operating the HR customer service call center; and managing and developing HR technology systems.

We created two **HR centers of expertise (COE)**. The talent management COE leads all recruiting and hiring efforts; designs training and development programs; and reviews, improves and designs all performance-focused programs. The compensation and benefits COE designs and administers compensation programs; performs job evaluations and analyzes market data; and designs, reviews and revises benefit programs.

Step 5: Redesign the HR Organization Structure

To create our new organization structure, we listed in detail the tasks and work that HR would need to perform. These responsibilities were subsequently grouped to form distinct roles and a functional structure.

Step 6: Match Employees With Roles

Since there was no reduction in the number of HR positions, a place existed for each HR team member even if it meant a change in job duties. The goal in matching people with roles was to avoid as much disruption as possible while being fair and giving each member of the team an opportunity to express interest in different positions. Transparency was critical, especially when people were not selected for certain positions based on their skills and experience. As with any change initiative, there were stressful and difficult situations, but because of the emphasis on change management principles, there were no long-term negative effects.

Step 7: Implement New Technology

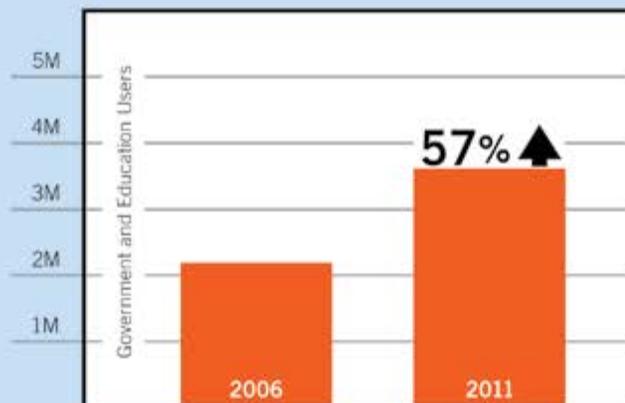
The most noticeable change to our new model was the development of a fully-staffed HR call center to improve customer service. This included an automatic call distribution program and sophisticated ticketing software that linked with our HR information system. A tremendous amount of work went into selecting the right hardware and software, modifying it to meet HR's needs and implementing it.

Step 8: Train the HR Team

The way we were intending to conduct business changed significantly, so it was critical that the staff members be trained in their new roles. The implementation of the HR call center meant that the new customer service representatives would be required to understand all facets of HR, including policies, programs, services, procedures, etc. Extensive training materials were created and training sessions were presented. Because there is always a need to share new information, training is an ongoing process that still continues today.

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From the Ground Up

For decades, employees of the University of Wisconsin System have been classified as state government employees, governed in part by civil service rules promulgated by the Office of State Employee Relations. But now the system's 13 four-year universities, 13 two-year colleges and the statewide UW Extension have been given an historic opportunity — the chance to separate themselves from state government and create their own personnel systems.

For the past year, the University of Wisconsin-Madison has been working in earnest on creating its system, which is to be in place by July 1, 2013. The HR Design project, as it has been dubbed, is a huge undertaking for the university, but in the end, it stands to create an HR infrastructure that will be more efficient, responsive and specifically designed to meet the needs of UW-Madison and its employees.

Laying the Foundation

Planning for the new personnel system began in mid-2011 when a working group created by UW-Madison's vice chancellor for administration began brainstorming and researching what a Madison-specific personnel system might look like (in this case, "system" doesn't refer to a particular technology, but rather to the structures, processes and policies that shape how the university recruits, rewards, develops and retains talent). This working group, which consisted of representatives from faculty, academic staff, the student body,

labor groups, HR and other stakeholders and governance groups, worked for about three months laying out some fundamental principles and guidelines for the system.

Then in the fall of 2011, the HR Design project's leadership team, headed by HR Director Bob Lavigna, took the reins. The team began by creating a vision statement for the project: "The HR Design project is a campus-wide effort to build, through thoughtful design, a more efficient and effective UW-Madison human resources system to best serve the needs of the university, its employees and the citizens of Wisconsin." This vision goes on to state that the new system will be designed to create a 21st century workforce that is diverse, engaged, has the right talent and is adaptable. Armed with this clear vision of what the project would accomplish, the team was ready to begin developing the framework and operationalizing the charge.

The team then created a website (<http://hrdesign.wisc.edu/>) to introduce and explain the project to the UW-Madison campus community. This website would become a hub for all things HR Design and would be a one-stop resource for Madison employees and other stakeholders interested in following the project's status. It laid out the project structure, parameters and timeline; listed announcements and shared project milestones; provided answers to frequently asked questions; served as a

repository for recommendations drafted by the various project work teams; and provided an avenue for the campus community to offer feedback and suggestions.

Next up, project leadership created 11 work teams to focus on UW-Madison's key HR functional areas. More than 150 members of the campus community were tapped to serve on these work teams. The teams were then divided into two groups: Phase I and Phase II. The Phase I work teams consist of a benefits team, a compensation team, a competencies team, a diverse workforce team, an employee categories team, a recruitment and assessment team, and a titling team. The Phase II work teams are employee development, performance management, transition and succession, and workplace flexibility. The work teams were tasked with developing recommendations that would provide direction for the development of the new HR system. (In addition to the 11 work teams, there are also three support teams tasked with campus collaboration, change management and communication, and an advisory committee, chaired by the dean of the School of Letters and Science, that provides overall project guidance.)

Although the HR Design project was intended to promote a broad examination of HR management at UW-Madison, certain parameters were identified early on by the project leadership team and executive sponsors (the chancellor, provost and vice chancellor for administration) to help guide the effort of the work teams and prioritize areas which need to be in place for the July 1, 2013, launch date. The project parameters are:

- The employee category of “faculty” will remain and will continue to represent only the four titles currently assigned to it. There will not be any impact on faculty governance rights or tenure.
- The employee category of “academic staff” will also remain, though the description of it and/or titles represented by it may change. There will not be any impact on academic staff governance rights.
- Employees holding positions in the classified service on June 30, 2013, who have achieved permanent status in class as of that

date shall retain just cause and appeal rights, though the specific procedures may evolve.

- Employee categories that currently are subject to due process and just-cause requirements will retain them, though the specific procedures may evolve.
- Student employee categories are within the scope of the project.
- UW-Madison will still participate in the Wisconsin Retirement System and state health insurance, sick leave conversion and income continuation programs.
- The new HR system will facilitate achievement of workforce diversity at all levels. Diversity will be a primary factor when determining the viability of the HR Design project recommendations.
- Individual base pay for current employees will not decrease as a result of the implementation of the new HR structure.
- The HR Design project is not a staffing adjustment or a reduction in force, and the project teams will not make recommendations for organizational changes or layoffs. The policies and processes governing layoffs will, however, be considered.
- The new HR system will provide the flexibility to compensate employees based on the needs of the university and for reasons of market, performance, equity and cost of living. The structure will not provide increases in compensation, merely the tools to do so. Changes to budgeting or funding are outside the scope of the project, but will be addressed by other efforts at the university.

Under Construction

With the project parameters guiding their efforts, the 11 work teams began their work earlier this year (Phase I in January and Phase II a month later). The teams had

The HR Design project is a campus-wide effort to build, through thoughtful design, a more efficient and effective UW-Madison human resources system to best serve the needs of the university, its employees and the citizens of Wisconsin.

three months to collect information and develop a first round of draft recommendations (see the Phase I work team draft recommendations at <http://hrdesign.wisc.edu/work-team-draft-recommendations/> and the Phase II draft recommendations at <http://hrdesign.wisc.edu/phase-ii-work-team-draft-recommendations/>). After the preliminary recommendations had been shared campus-wide and feedback had been gathered, the work teams were given one month to revisit their initial recommendations and incorporate any changes they saw fit based on campus feedback. The revised recommendations (see the Phase I work team revised recommendations at <http://hrdesign.wisc.edu/phase-1-work-team-revised-recommendations-may-23-2012/> and the Phase II work team revised recommendations at <http://hrdesign.wisc.edu/phase-2-work-team-revised-recommendations-may-15-2012/>) were also shared campus-wide and feedback was again solicited.

The work teams and the project leadership team are currently working to integrate and synthesize the revised recommendations into a formal plan which will be shared with the campus community in early fall. The plan will then be presented to the UW System board of regents in December. If the board approves the plan, it will be presented early next year to the state legislature. “The law requires that we have the basics of the new personnel system in place on July 1,” says Lavigna.

Campus Engagement

As mentioned above, after the work teams drafted each set of recommendations, they were shared with the campus community (via the HR Design website). In order to disseminate the recommendations as broadly as possible and to be as inclusive as possible, the documents were translated into Hmong, Tibetan and Spanish, as UW-Madison has large groups of employees for whom these are their first languages. Additionally, the project leadership team, along with representatives from the individual work teams, hosted 38 in-person forums, four web chats and conducted surveys and focus groups to gather reactions and suggestions and answer questions about the recommendations.

“The initial recommendations focused on the conceptual design and framework of the new personnel system and were intended to be a starting point in a campus-wide

We have an historic opportunity to become even better stewards of our human resources and, in turn, build an even stronger workforce.

conversation about the new system,” says Lavigna. “When the work teams were formed, we asked them to ‘think big.’ As such, many of the concepts the teams developed would represent significant change for our campus. We made sure to let the campus community know up front and many times over that these draft recommendations were just that — *draft recommendations* to get the conversation started.

“Our new HR system will impact every single UW-Madison employee, so it was critically important to engage the entire workforce early and often during the process,” continues Lavigna. “We knew we needed to be transparent, engaging, reassuring and forthcoming from the start. This mindset has been driving the entire project, from the creation of the work teams, support teams and advisory committee (we made sure to include as many people from as many constituent groups as possible) to the ways in which we communicate information and solicit and gather feedback (the creation of the HR Design project website and the more than 50 feedback sessions, including four midnight forums to allow our second- and third-shift employees to take part). Obviously not everyone on campus is going to agree with every aspect of the new HR system, but we wanted to give everyone a chance to share their views and voice their opinions.”

A Team Effort for an Unprecedented Project

Countless HR departments have undergone “transformations” in recent years to better align the HR function with the strategic goals and broader mission and vision of their institutions. But the HR Design project at UW-Madison is in a class all its own. “The opportunity to create a tailor-made HR system doesn’t come along every day,” says Lavigna. “When we did benchmarking on this project, we found only one other institution comparable to us that has done an HR redesign of this scope. I don’t think any of us knew when we began this redesign what to expect — how enormous the scope of this effort would

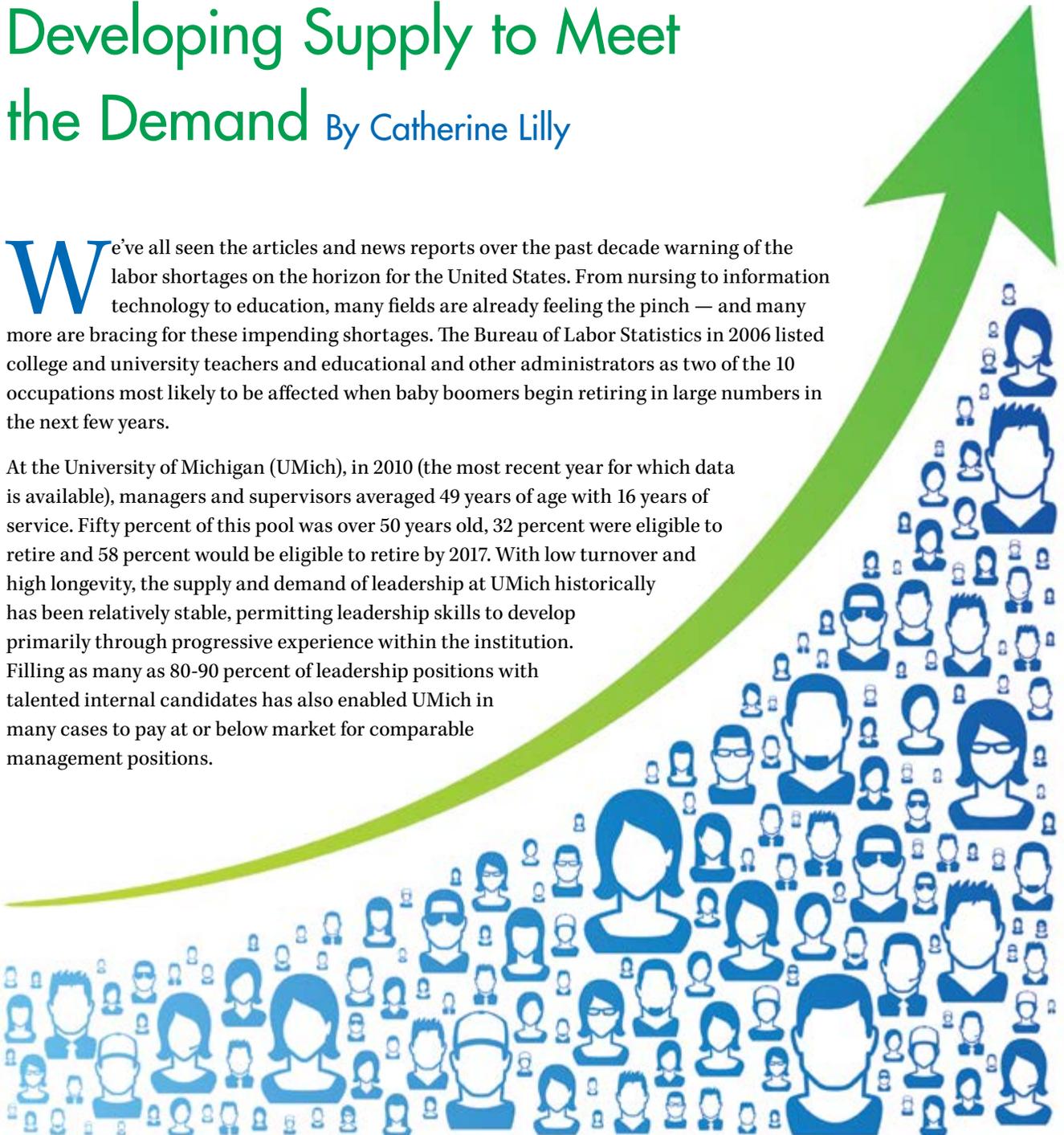
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The Leadership Economy in Higher Education:

Developing Supply to Meet the Demand By Catherine Lilly

We've all seen the articles and news reports over the past decade warning of the labor shortages on the horizon for the United States. From nursing to information technology to education, many fields are already feeling the pinch — and many more are bracing for these impending shortages. The Bureau of Labor Statistics in 2006 listed college and university teachers and educational and other administrators as two of the 10 occupations most likely to be affected when baby boomers begin retiring in large numbers in the next few years.

At the University of Michigan (UMich), in 2010 (the most recent year for which data is available), managers and supervisors averaged 49 years of age with 16 years of service. Fifty percent of this pool was over 50 years old, 32 percent were eligible to retire and 58 percent would be eligible to retire by 2017. With low turnover and high longevity, the supply and demand of leadership at UMich historically has been relatively stable, permitting leadership skills to develop primarily through progressive experience within the institution. Filling as many as 80-90 percent of leadership positions with talented internal candidates has also enabled UMich in many cases to pay at or below market for comparable management positions.



However, in 2010, 32 percent of managerial hires came from outside the university. When compared to similarly-sized, for-profit organizations that are also being faced with the challenge of an aging population of managers and supervisors, universities have not been nearly as proactive as their counterparts in succession planning and investing in leadership development.

In economics, problems are understood within the dynamics of supply and demand. Let's examine the supply as well as the need for leadership skills and talents as a dynamic within a national or perhaps international leadership economy in higher education. This is inherently a business model way of conceiving the situation we are in.

The Leadership Gap Is Growing

There are three generations in the workplace, each with different tendencies, life-shaping experiences and values. They are often referred to as Baby Boomers, Generation X and Generation Y (or Millennials). More important to our leadership economy discussion, however, are not the observations surrounding their differences but the numerical descriptions of these main generational cohorts in our population. There are approximately 80 million Baby Boomers, approximately 50 million Gen Xers and 76 million Millennials.

At the moment, the representation in the workplace of these three generations is fairly equally balanced. However, this picture will drastically change in five years. By 2017, almost half of the projected U.S. workforce will be under the age of 35.

In the current pool of UMich managers, 51 percent could be characterized as Baby Boomers. In the next 10-15 years, as the Baby Boomer managers retire, who will take their place? Based on the statistics, younger and less experienced managers will be called disproportionately to fill roles sometimes held by incumbents with 15-20 years of on-the-job experience. The problem will be not only a potential gap in workers to fill vacated positions, but also a gap in leadership skills and organizational experience. The longer the Baby Boomers stay in their leadership positions, the bigger this problem will become.



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Supply and Demand

Pragmatically speaking, we describe leadership skill as the ability to effectively mobilize people to accomplish an agenda. However, we define leadership capital as the motivation as well as the specific knowledge, skills and experience necessary to lead effectively in a given sector. The problem we are facing in the field of higher education is a looming unprecedented shortage in the supply of leadership capital. Within five to 10 years, without intervention, we won't have prepared an internal store of leadership capital needed to meet the increasing demands for diverse campus leadership, which means we won't have the cache of younger people with sufficient exposure, skills, training and motivation needed to withstand the high-stakes demands of leading higher education in the future. The demand for talent to fill our leadership positions will increase and, unless we are proactive in addressing this issue, the internal supply of leadership capital will decrease.

This low supply/high demand scenario often leads to hiring leadership talent from outside the institution, and oftentimes from outside of higher education. These candidates generally expect higher compensation and sometimes the most talented turn down our employment offers based on salary expectations or competing offers. Then, once hired, when compared to the three- to six-month ramp up of an internal hire or promotion, "corporate escapees" often need a one- to two-year period to achieve their full productivity, given the culture and

the very different sets of dynamics of a higher education context. Additionally, data show that these outside hires are also at higher risk of turnover in the first five years.

So what is the solution to this problem? We must be proactive and make a compelling case to our university leaders to implement specific programs to develop a new generation of leaders. We must make the relevant business cases, set aside money, identify the skills we need, then develop and implement comprehensive, multi-year programs. As a higher education human resources community that is fully capable of developing an increased supply of leadership capital, if we all do this, we will all benefit. If we don't, we will all suffer in increased labor costs and decreased productivity. One could argue that we will also not have developed the unique skills we need to address the significant challenges that higher education is facing as a sector.

Business and Finance Leadership Academy: Investing in the Development of Leadership Competencies

In 2007, after being presented with data that indicated that roughly 60 percent of incumbents in all UMich business and finance (B&F) management roles at all levels would be eligible to retire by 2013, the division's senior leadership responded by directing organizational development/HR leadership to create a leadership development program. Our first step was to convene a highly diverse cross-functional team, consisting of manager and non-manager representatives of each of the reporting units, to research best practices and propose a solution.

The team researched examples of best practices in leadership development from 14 higher education,



Business and finance employees Colin Anderson, Debbie Gowan, Jarrod Van Kirk and Keith Johnson (l to r) attend a Leadership Academy breakout session.

healthcare and for-profit organizations and then developed a list of design principles to follow in the creation of UMich's program. Presented with a game plan to move forward, B&F senior leadership agreed to fund the program on a limited basis, and design of the Business and Finance Leadership Academy (BFLA) began in 2009.

The leadership academy programming is based on eight core competencies identified by the B&F division as being integral to every B&F employee's success, both as individual contributors and through the work of others, as supervisors or managers.

B&F's senior leadership group prioritized four of the competencies as the ones most needed by administrative leaders in the future. They also directed the design team to stay focused on developing these competencies specifically in a higher education context (e.g. to not use corporate look-and-feel materials or case studies).

The four competencies that are the priority focus for the BFLA are:

- **Leadership/Achievement Orientation:** The ability to get things done, meet deadlines, mobilize individuals and set increasingly higher standards for performance.
- **Quality Service:** Focus on service skills and effectively meeting faculty, staff and student needs and demands within resource constraints.
- **Flexibility/Adaptability/Managing Change:** The skills, approaches and tools that enable leaders to personally and professionally lead change.
- **Creative Problem Solving/Strategic Thinking:** The use of critical thinking skills, innovative techniques and strategy development to respond to opportunities and challenges in ways that further the institution's mission.

Senior leadership also agreed to fund individual leadership development of participants, through 360 feedback and coaching, on any of the eight competencies that need additional focus by an individual.

Nuts and Bolts of the BFLA

The BFLA is now in its fourth year. Each year, high-performing managers and supervisors representing functions from across the division are nominated and 24 are selected to be part of a cohort who will stay together for three years. For the first year, the group meets February through November, once per month, for a total

of 10 classroom days (both lecture and workshop format). The classes are primarily taught by senior leadership and university faculty and cover topics including positive organizational scholarship principles, managing change, strategic thinking, innovation, customer service, and effective decision-making in a higher education context.

In addition, there are a number of additional first-year program components. Participants are required to make presentations on topics of interest to the class; engage in written reflections of their own leadership experience and the application of class materials; interview key university leaders to learn insights from others' leadership journeys; and receive and integrate 360 feedback (e.g. beginning, interim and destination skill measurement) and practice new behaviors based on these results in combination with professional coaching.

The program culminates with team-based action learning projects in which BFLA participants apply their new skills and recommend solutions for high-value organizational issues identified by senior management.

Outputs of BFLA teams from previous classes have included the creation of an online administrative organizational change guide (used by campus departments); a summary of research of best practices being used by our own leaders to produce increases in customer and employee satisfaction (used as the basis for a three-year supervisory education program); cost-savings recommendations based on assessment of current services (used to close or reorganize two different services, saving over \$100K); recommendations based on assessing commuting patterns and locations of B&F staff (leading to increased ride-sharing); and development of an education program to increase familiarity of line administrative staff with academic culture (used to increase B&F staff sensitivity to faculty challenges).

During the second and third years of the BFLA, through participation in the Leadership and Extraordinary Alumni Performance (LEAP) aspect of the program, participants meet for quarterly training sessions and continue to support one another and tackle the new

opportunities revealed by their interim and destination 360 results.

Measurable Results

The purpose of the Business and Finance Leadership Academy is fourfold: (1) retention of highly talented, early- to mid-career managers; (2) significant skill and competency growth for these individuals; (3) creation of a pipeline to use for succession planning; and (4) changing the culture of our leadership group overall. Since the creation of the BFLA in 2009, we've seen positive results in all four areas.



Leadership Academy class members participate in a group discussion.

Retention (and ROI)

During the three-year period that the inaugural class was involved in the BFLA (2009-12), there was an overall 83 percent cumulative retention rate within the management ranks of the B&F division. In addition, only 6 percent of those who

left B&F were retained within the institution anywhere. At a conservative estimate of managerial replacement costs of 75 percent of one year's salary (both hiring costs and ramp-up time to full productivity), this naturally-occurring management turnover cost B&F about \$4.5 million over this three-year period (average salary of \$98,000 x 75% x 51 managers who left the university).

Applying the 83 percent retention rate to the 23 members of the original class, we would have anticipated a loss of four class members over the same three-year period. However, the retention to the institution of the original class so far is 100 percent. Thus, we avoided incurring \$287,385 in replacement costs for the first class (4 x \$98,000 x 75%). The retention savings equaled \$12,500 per participant, and the program cost is about \$4,800 per participant, giving us a 160 percent return on investment.

Measureable (and Rewarded) Skill Growth

Salary Growth: Salary growth larger than the norm represents a proxy for increased value to the institution. The cumulative three-year salary growth of the members of the inaugural BFLA class was 14 percent, as compared with 9 percent salary growth for their peers over the same time period.

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Dr. Joel Gecht, Founder, President and CEO of IMPACT Solutions shown in his Cleveland office.

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I'm Dr. Joel Gecht, Founder, President and CEO of IMPACT Solutions.

A blue book with the words "UNION CONTRACT" printed in large, bold, black letters on its cover. A wooden gavel with a dark wood head and a lighter wood handle lies diagonally across the book. The book and gavel are set against a dark wood background.

Higher Ed In the NLRB Spotlight

By Josh Ulman and Christi Layman

In recent months, the National Labor Relations Board (NLRB or Board) has increased its focus on higher education. The agency announced in May and again in June its intent to review several high profile cases involving the rights of professors and graduate students to organize unions.

At the same time, the Board has also increased its attention on nonunionized workplaces. The National Labor Relations Act (NLRA) not only protects employees who are represented by a union or trying to organize a union, but also the rights of nonunionized employees to act collectively without a union in an effort to improve their pay or working conditions (known as protected concerted activity). The Board recently launched a website detailing the rights of nonunionized employees. The site contains several examples of protected concerted activity.

In the last year, the Board has been particularly aggressive in prosecuting employers for social media policies and employment handbooks that the agency feels may unlawfully restrict nonunionized employees' rights to act collectively. The NLRB's office of general counsel (the arm of the Board that prosecutes employers and unions for violations of the Act) has issued several documents explaining its views on lawful and unlawful social media policies.

Private colleges and universities (public institutions are outside the NLRB's jurisdiction), whether unionized or non-unionized, need to take note of these changes and review their policies and handbooks.

NLRB Basics

The NLRB is comprised of a five-member board and a general counsel charged with enforcing and interpreting

the NLRA. The NLRA, which was enacted in 1935, protects the rights of employees in the private sector to join or refrain from joining a union and to act collectively for mutual benefit and governs relations between most private employers and unions.

Employees, employers or unions that feel their rights under the NLRA have been violated may not go to court. Instead they must file a charge, known as an unfair labor practice (ULP), with the NLRB's general counsel. The general counsel oversees a nationwide network of attorneys who prosecute ULPs. Administrative law judges hear and rule on ULP cases. The five-member Board interprets the NLRA by reviewing decisions of administrative law judges. Parties can appeal the Board's decisions to a federal court of appeals. The Board also conducts elections to determine if employees wish to be represented by a union.

Generally, the NLRB is composed of three board members from the president's party and two from the opposing party. Currently, there are three Democrats and one Republican on the Board, with one Republican vacancy since member Terrence Flynn resigned on May 26.

Professors and Grad Student Unions

The NLRB announced earlier this summer that it is considering three higher ed-specific cases: Point Park University, New York University and Polytechnic Institute of New York University. In Point Park University, the Board will address the extent to which faculty members at private institutions are employees covered by the NLRA, while the other two cases turn on whether graduate students at private colleges and universities are covered employees. (For more information on each of these cases, see the Washington Update column (www.cupahr.org/wu) in the July 19 issue of the *CUPA-HR eNews*.)

Employers are required to recognize and collectively bargain with unions representing employees covered by the NLRA, but have no such obligation for employees that are excluded from the Act's coverage. Currently, neither faculty nor graduate students are usually considered protected employees, so a change in the law could bring an influx of unions to campuses.

Protected Concerted Activity and Nonunionized Employers

On June 18, the NLRB launched a new website (www.nlr.gov/concerted-activity) to promote the rights of employees protected under the NLRA, even if they are not

in a union, to act together in what the Board considers protected concerted activity. Section 7 of the NLRA states that: "Employees shall have the right to self-organization, to form, join, or assist labor organizations, to bargain collectively through representatives of their own choosing, and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection, and shall also have the right to refrain from any or all such activities."

The new website provides examples of cases that were settled after charges were filed or brought to the Board or a federal appellate court in an effort to provide greater awareness for workers' rights. The site features a map that can be clicked on to display stories, like the members of a construction crew that lost their jobs after they refused to work near exposed electrical wires when it was raining or the customer service employee who was fired after she discussed her wages with a coworker.

With the website's launch, NLRB Chairman Mark Pearce said, "A right only has value when people know it exists. We think the right to engage in protected concerted activity is one of the best kept secrets of the National Labor Relations Act, and more important than ever in these difficult economic times. Our hope is that other workers will see themselves in the cases we've selected and understand they do have strength in numbers." Non-union concerted activity reportedly accounts for more than 5 percent of the NLRB's recent caseload.

Social Media Policies

Last summer, the NLRB began to look more closely at employers' social media policies and the extent to which they may interfere with protected concerted activity. The Board is concerned that overly restricted policies may "chill" employees from exercising their rights to act collectively, including by criticizing their employer or its policies via social media. NLRB Acting General Counsel Lafe Solomon has since issued three reports on social media cases that have been brought to the Board. The "Operations Management Memos" were issued August 18, 2011, January 24, 2012, and May 30, 2012, each discussing a variety of specific cases (omitting the names of the parties and their locations) that were forwarded to the NLRB's Division of Advice in Washington, D.C.

The memos represent Solomon's views on whether unfair labor practice charges in this area should be prosecuted but do not constitute binding NLRB precedent. The

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Movers and Shakers

2012 CUPA-HR National Higher Education HR Awards Recipients

Kirk Beyer, director of human resources at Gustavus Adolphus College, received the Donald E. Dickason Award (CUPA-HR's highest honor).

East Carolina University received the Community Service and Outreach Award.

Andrea Ellis, director of professional and organizational development at Wake Forest University, received the HR Innovation Award.

George Mason University's Office of Human Resources and Payroll received the HR Innovation Award.

Amy King, director of human resources at University of Denver, received the Distinguished Service Award.

North Carolina Central University's Human Resources Department received the Excellence in Human Resource Practices Award.

Patrick Rhoton, director of campus safety at Mount Vernon Nazarene University, received the Distinguished Service Award.

Rice University received the Inclusion Cultivates Excellence Award.

University of Florida's GatorStart Project Team received the HR Innovation Award.

2012 CUPA-HR Region Awards Recipients

James Aumiller, senior associate dean of finance and administration at Johns Hopkins University's Whiting School of Engineering, received the Eastern Region's Excellence in HR Practices Award.

Lynda S. von Bargan, deputy chief human resources officer at Montgomery College, received the Eastern Region's Diedrich K. Willers Award.

Christy Drake, former manager of compensation analysis at the University of Arizona, received the Western Region's Roadrunner Award.

Larry Farmer, HR officer at Catawba College, received the Southern Region's Meritorious Service Award.

Kim Finne, senior HR director at the University of Arkansas for Medical Sciences, received the Southern Region's Meritorious Service Award.

James Gallaher, chief HR officer at Eastern Michigan University, received the Midwest Region's Outstanding Service Award.

Jack Giarusso, former executive director of human resources at University of Massachusetts Lowell, received the Eastern Region's Member of the Year Award.

Maricopa Community Colleges' Center for Human Resource Innovation, Strategy and Planning received the Western Region's Excellence in HR Practices Award.

MHealthy, the University of Michigan's Health and Well-Being Services Department, received the Midwest Region's Excellence in HR Management Practices Award.

Megan Moeller, manager of UI Wellness at the University of Iowa, received the Midwest Region's Successful Practices Award.

North Carolina Central University's HR Department received the Southern Region's Excellence in HR Practices Award.

Curtis Powell, Lou Padula, Marie McDowell, Amy Hudson and Marjorie Bertram, all of the division of human resources at Rensselaer Polytechnic Institute, received the Eastern Region's Fred C. Ford Award.

James Williams, human resources director at Jacksonville University, received the Southern Region's Meritorious Service Award.



Degrees

Linda Brewer Keller, director of human resources at Kentucky Wesleyan College, recently received her doctorate of education in educational leadership from Western Kentucky University.

Retirements

Diane Baca retired in June from her position as associate vice president for human resources after a 35-year career at Mercer University.

Jack Giarusso retired in August from his position as executive director of human resources at the University of Massachusetts Lowell.

Joan Tambling retired in June from her position as director of human resources after 23 years of service with the University System of New Hampshire.

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

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With Gratitude

We would like to extend our sincere thanks and appreciation to the five board members who completed their terms on CUPA-HR's national board of directors on June 30. These individuals 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!



Deborah Fillmore
Employee Relations Manager
Tulsa Community College



Gary Johnson
Associate Director of Human Resources
Drake University



Mary Maher
Assistant Vice President for
Human Resources
University of Baltimore



Betsy Rodriguez
Vice President for Human Resources
University of Missouri System



David Trainor
Associate Vice President for
Human Resources
Iowa State University

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, three former CUPA-HR volunteer leaders have been granted honorary life membership in the association.

Diane H. Baca



Diane Baca recently retired from Mercer University, where she enjoyed a distinguished 35-year career starting as personnel assistant and culminating in her appointment as chief human resources officer. Diane's CUPA-HR service extends back 15 years, when she joined the association's Southern Region board of directors. Over the next six years, she served in several leadership roles for the region, including director for membership, director for program support, secretary/treasurer and chair. She also served for three years on the association's national board of directors, during which time she served on and led several committees and task forces. In 2003, Baca received the Southern Region's Distinguished Service Award.

Jack Giarusso



Jack Giarusso retired in August from University of Massachusetts Lowell, where he served as executive director of human resources. Jack has been a member of CUPA-HR for more than 30 years. In the early 1990s, he became active in the administration and leadership of the Southern New England Chapter of the association. He served in several capacities on the chapter board, including a term as chair. He was then elected to the Eastern Region board, serving as conference host committee chair, treasurer, corporate sponsor director and finally, chair. His service to CUPA-HR culminated in an appointment to the national board of directors, where he served as the Eastern Region representative for several years before being elected chair in 2009-10.

Joan Tambling



Joan Tambling retired in June from the University System of New Hampshire, where she served as director of human resources. Joan has been involved with CUPA-HR since 1978 and has served in several leadership positions within the association, including seven years on the Eastern Region board of directors (one year as chair); on the national professional development advisory board; as an advisor for classification/compensation; and on the 1998 annual conference program committee. In addition, she's been recognized for her contributions to the association and the higher ed HR profession on four occasions, receiving the Eastern Region's Fred C. Ford Award for innovation and creativity in 1980 and 2006 and the Diedrich K. Willers Award for leadership in the field of human resources in 1992 and the national Quality in HR Practices Award in 1994.

Recommended Reading

***Human Resources at the Cabinet's Table: A Guidebook for HR Transformation in Higher Education* (By Beth Heuer, Timothy Danielson and Donna Robole)**



This book conveys the value and urgency of bringing HR to the executive table, showing how actions, policies and reinforcements can align with and support the overall strategic purpose and vision of a college or university.

***Creating a Tipping Point: Strategic Human Resources in Higher Education* (by Alvin Evans and Edna Chun)**



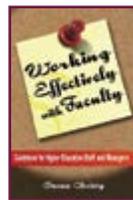
This book presents a research-based approach supporting the evolution of the HR function from a siloed, transactional model to a strategic operation that serves the entire university. The authors provide a progressive roadmap to developing organizational capabilities in support of the university's academic mission and offer strategies, tools, metrics and action steps that support the development of an effective and efficient strategic HR operation in higher education.

***The Employee Engagement Mindset: The Six Drivers for Tapping Into the Hidden Potential of Everyone in Your Company* (by Timothy R. Clark)**



The Employee Engagement Mindset outlines a simple six-part shared manager/employee model for increasing engagement — shaping, connecting, learning, stretching, achieving and contributing — and shifts the paradigm of engagement from an employer-centered model to an employee-centered view.

***Working Effectively With Faculty: Guidebook for Higher Education Staff and Managers* (by Susan Christy)**



The “team of two” (faculty and staff) is critical to build a productive and civil department in a college or university. This book brings academic culture and staff challenges to life by examining strategies and best practices for working successfully with faculty and getting things done in academia.



CUPA-HR Featured Events

September 2012

September 9-11: CUPA-HR Annual Conference and Expo 2012 – Boston, Massachusetts

September 20-21: South Carolina Chapter Conference – Greenville, South Carolina

September 26-28: Kentucky Chapter Conference – Frankfort, Kentucky

September 28: Upstate New York Chapter Meeting – East Syracuse, New York

October 2012

October 11-12: InterMountain West Chapter Conference – Bozeman, Montana

October 18-19: Missouri Chapter Conference – Lake Ozark, Missouri

October 18-19: Illinois Chapter Conference – Moline, Illinois

October 23-25: West Virginia Chapter Conference – Charleston, West Virginia

October 31-November 2: North Carolina Chapter Conference – Wrightsville Beach, North Carolina



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

Welcome to CUPA-HR!

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

Institutional Members:

American Academy of Dramatic Arts
Bard College
City University of New York New York
City College of Technology
Coahoma Community College
Davidson County Community College
Des Moines Area Community College
Eastern Arizona College
H Lavity Stoutt Community College
Higher Colleges of Technology
Holyoke Community College
Hondros College
Houston Baptist University
ICPR Junior College
Inter American University of Puerto Rico
Central Office
Johnson University
Kanawha Valley Community & Technical
College
King College
Lindenwood University

Lord Fairfax Community College
Masdar Institute of Science and
Technology
Meadville/Lombard Theological School
Minnesota State College – Southeast
Technical
National American University
Navajo Technical College
Newbury College
Northern New Mexico College
Ozyegin University
Platt College
Quincy University
Rappahannock Community College
Rockland Community College
Sam Houston State University
San Francisco State University
South Piedmont Community College
Southern Wesleyan University
TCS Education System
Tri-State College of Acupuncture
University of Bridgeport

University of Hawaii Community
Colleges
University of St. Augustine for Health
Sciences
University of the Cumberland
Villa Maria College of Buffalo
West Kentucky Community & Technical
College
Western Illinois University
William Jewell College

Affiliate Members:

American Mathematical Society
Michigan State University Kalamazoo
Center for Medical Studies

Student Members:

Dwight L. Baker
Leslie Coward

A New Direction

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and set in motion the process for change, but unless we have willing vessels to work with — folks that are ready to challenge their own mental models and assumptions and think differently about how they contribute — we'll be spinning our wheels. It's taking time, but we're getting there.

Q So what's next?

A You know, it's funny when people ask me this, because my answer is always, "Now the change begins!" And the next comment from them is usually "What do you mean begins?!"

My first year at MCC was really about removing obstacles and breaking down barriers so that in the years to come

we can really accelerate the transformation of the HR organization into a must-have, value-added partner. Our plans for the next three to five years include expanding interest-based negotiations; design and implementation of a new e-performance model; revamping/simplifying our hiring process; drastically overhauling our classification and compensation structure (we currently have 1,900 job descriptions and we're looking to cut that number in half); developing game plans for succession planning and career pathing (both of which are new to MCC); creating an HR intranet and an employee intranet; establishing an executive coaching network; and implementing a new wellness program.

Certainly there's no shortage of work to be done, and we've got our hands full, to be sure. But I can't wait to see what the future holds for this HR organization! 

Center for HR Innovation, Strategy and Planning

Maricopa Community College District's Center for HR Innovation, Strategy and Planning (CHRISP) was developed by Vice Chancellor of Human Resources Nikki Jackson to serve as a consultant to the Maricopa Community Colleges' HR function. CHRISP is strategically internally focused on HR best-practice benchmarking and research, competency building and staff development, strategic planning, procedure development, web/online solutions, communications both within HR and those coming from HR, infrastructure and budget management, and branding. It also helps the overall HR organization to ensure it remains aligned with its guiding principles and role statement. While its primary customer is Maricopa HR, CHRISP also keeps a focus on national, global, technical and other HR trends to help the Maricopa HR community connect to and make standard the best practices and resources for its employees.

"For years at Maricopa Community Colleges, we had asked our HR people to be all things to all people," says CHRISP Director Josh Mackey. "The best technical experts, the best communicators, the best planners, the best researchers, the best customer service agents, the best future forecasters. With the creation of CHRISP, we have been able to alleviate some of that role confusion and enable our HR functional areas to have a more laser focus on their areas of expertise and on serving our organizational customers."

CHRISP was the recipient of the CUPA-HR Western Region's 2012 Excellence in HR Practices Award. Thanks to the generous support of VALIC, Maricopa Community College District received a \$750 contribution to its endowment. If you're attending the CUPA-HR Annual Conference and Expo in Boston this month and would like to learn more about CHRISP, sit in on Josh Mackey's concurrent session, "Creating an HR Department That Serves HR."

More Than Just Adequate

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Step 9: Go Live

After quietly working within the new model for a period of time (taking a test drive, if you will), we reached a point where every piece was in place and each staff member was trained. It was time to let our customers know what to expect from us. Positive word of mouth is always the most effective communication tool, and this case was no exception. E-mail messages and physical mailings were delivered, and HR hosted a series of open houses that shared our new processes, introduced our staff and answered questions.

In It for the Long Haul

While improving the effectiveness and perception of HR within the college and university setting is feasible with the right approach, sustaining it takes continued effort.

As with any improvement, expectation levels increase and room for error shrinks. HR leaders must motivate and support their organizations by clearly and simply reinforcing their shared vision and ensuring that the entire team stays focused. Then and only then will HR transformation truly occur. 

John Whelan is associate vice president for human resources at Baylor University. He can be reached at john_whelan@baylor.edu. If you're attending this year's Annual Conference and Expo in Boston, you can learn more about Baylor's HR transformation in Whelan's concurrent session, "Transforming an HR Department Into a Model of Excellence."

From the Ground Up

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be, how complicated it was going to be and just how much plain hard work it would take.

"We were also gratified by the intense interest the campus community has shown," he continues. "The work teams consisted exclusively of UW-Madison employees who volunteered their time and energy and who devoted 10, 15, 20 hours per week to the project, on top of their normal work duties." Lavigna estimates that nearly 7,000 members of the UW-Madison community have participated in the project in some way, be it serving on a work team or committee, attending a forum, participating in a web chat, filling out a survey, or otherwise providing feedback.

"It's been remarkable what we've been able to accomplish in less than a year," says Lavigna. "Chancellor David Ward has stated that the HR Design project is the largest collaborative effort ever undertaken on our campus and is a point of pride for the entire campus community. As the chancellor put it, 'We have an historic opportunity to become even better stewards of our human resources and, in turn, build an even stronger workforce.' And we're all looking forward to making this a reality." 

The Leadership Economy in Higher Education

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Skill Growth: We measured skill growth of participants of the inaugural class before the start of the program, at an interim point and at the conclusion of the three-year program period. Referencing the pre-post measurement of stable skill growth in Class One, our 360 consultant and lead coach stated the following: “Academy Class I has exceeded the norm for results from a learning experience of this nature ... 16 of 23 class members have now achieved a level of demonstrated competence on par with high-performing individuals at their level in their functional areas within the higher education sector. Only one class member started at this level.”

Pipeline for Internal Hires

Thirty percent (seven of the original 23) of the 2009 class were promoted within B&F during the same three-year period. Two participants were competitively selected over candidates identified during national searches.

Changing the B&F Leadership Culture

For the first time since we began surveying in 2005, our biennial employee satisfaction survey results show a statistically significant increase in employee ratings of overall B&F supervisor effectiveness, as well as on each of the individual dimensions of supervisor performance measured by the survey.

Success Factors in Leadership Development

In our initial pre-program research and from what we’ve learned from implementing the BFLA, we’ve identified some factors that seem to be universal success principles for a leadership academy. They are summarized below:

- 1) Visible senior leadership commitment for the leadership development program. UMich’s senior leaders contribute their unique expertise as instructors in the program, attend academy events with participants and act as executive sponsors for the action learning projects.
- 2) In order for the organization to understand the program and support its goals and participants, program leaders must implement continuous comprehensive organizational communication and quietly publicize observable organizational outcomes, both qualitative and quantitative.

- 3) Create an organizational environment capable of supporting and sustaining new learners. This means determining an appropriate engagement of participants’ supervisors and doing what is necessary to set the stage for participants to experiment and apply what they are learning.

- 4) Understanding and support of academy participants by their senior leaders, directors and managers before, during and after the program is key to sustained skill growth. Supervisors must become collaborators in the leadership development process and be willing to give program release time as well as constructive feedback.

- 5) The cohort learning model, which involves the face-to-face development of a group who sustains their relationships throughout the learning experience, is key to sustained success. Graduates of the BFLA continuously mention benefits of the lasting relationships they have created across the institution.

- 6) In order to create a diverse and talented cohort that can sustain professional growth, there must be an effective selection process with objective criteria that is consistently applied.

- 7) Prepare participants to be ready to engage in the learning process and have clear expectations for what is needed to be successful. This includes an understanding of the time commitment of the program and of what self-directed learning requires, as well as their responsibility with regards to their own career development.

- 8) Make post-program development opportunities available to graduates to sustain alumni engagement in continuous learning. The UMich program provides for two years of continuous alumni programming.

- 9) Engage key university faculty as program contributors.

- 10) Pay attention to “branding” and quality of materials and facilities so that your program will become a highly-regarded, prestigious opportunity and one viewed as a valuable experience. The physical setting also communicates the importance of the program to the participants; for the BFLA, we are fortunate to be able to take advantage of the Gerald R. Ford Library at the edge of the UMich campus (President Ford was a UMich graduate

and regarded by many as a selfless contributor and humble model of a skilled leader).

11) If you develop a reputation as a remedial or low performing program, you won't produce the results in retention or skill growth that you are looking for. Therefore, in addition to highly talented individuals, you also must have an approach to program evaluation which uses multiple methods to engage in a continuous improvement and feedback process about the program itself. For the BFLA, we solicit verbal feedback at the midpoint and end of each session, written evaluation after every monthly session, and a mid-program and end-of-program review session to engage both participants and supervisors in giving us feedback about the program.

HR as Catalyst

The current leadership economy in higher education looks like this: demand is increasing, supply is decreasing and costs are rising. There's no better way to get a handle on this situation than through succession planning. We

simply must invest in building leadership capital within our institutions. We must enable talented university individuals to develop motivation, autonomy and an identity as leaders, so that they can confidently contribute their strengths to the future of our institutions.

As human resources professionals, our job is to build the case for leadership development and convey a sense of urgency among our senior leaders to take action now. If we do this, we can produce strong results for our institutions: skillful, competent leaders who are able to lead us through the challenges and opportunities of the future. 

Catherine Lilly is director of the Business and Finance Leadership Academy and senior advisor to the executive vice president and chief financial officer at the University of Michigan. She can be reached at clilly@umich.edu. For more information on the BFLA, visit www.bf.umich.edu/leadershipacademy.html.

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reports address a variety of issues, including employer social media policies on employee use of Facebook and Twitter, employee contact with the media, confidentiality provisions and the specificity or overly-broad wording of policy provisions, as well as discharges of employees as a result of these policies.

The reports emphasize that “employer policies should not be so sweeping that they prohibit the kinds of activity protected by federal labor law, such as the discussion of wages or working conditions among employees” and “an employee’s comments on social media are generally not protected if they are mere gripes not made in relation to the group activity among employees.” Of note, the latest report issued in May provides a sample social media policy that the acting general counsel’s office deems lawful under the NLRA.

What’s Ahead

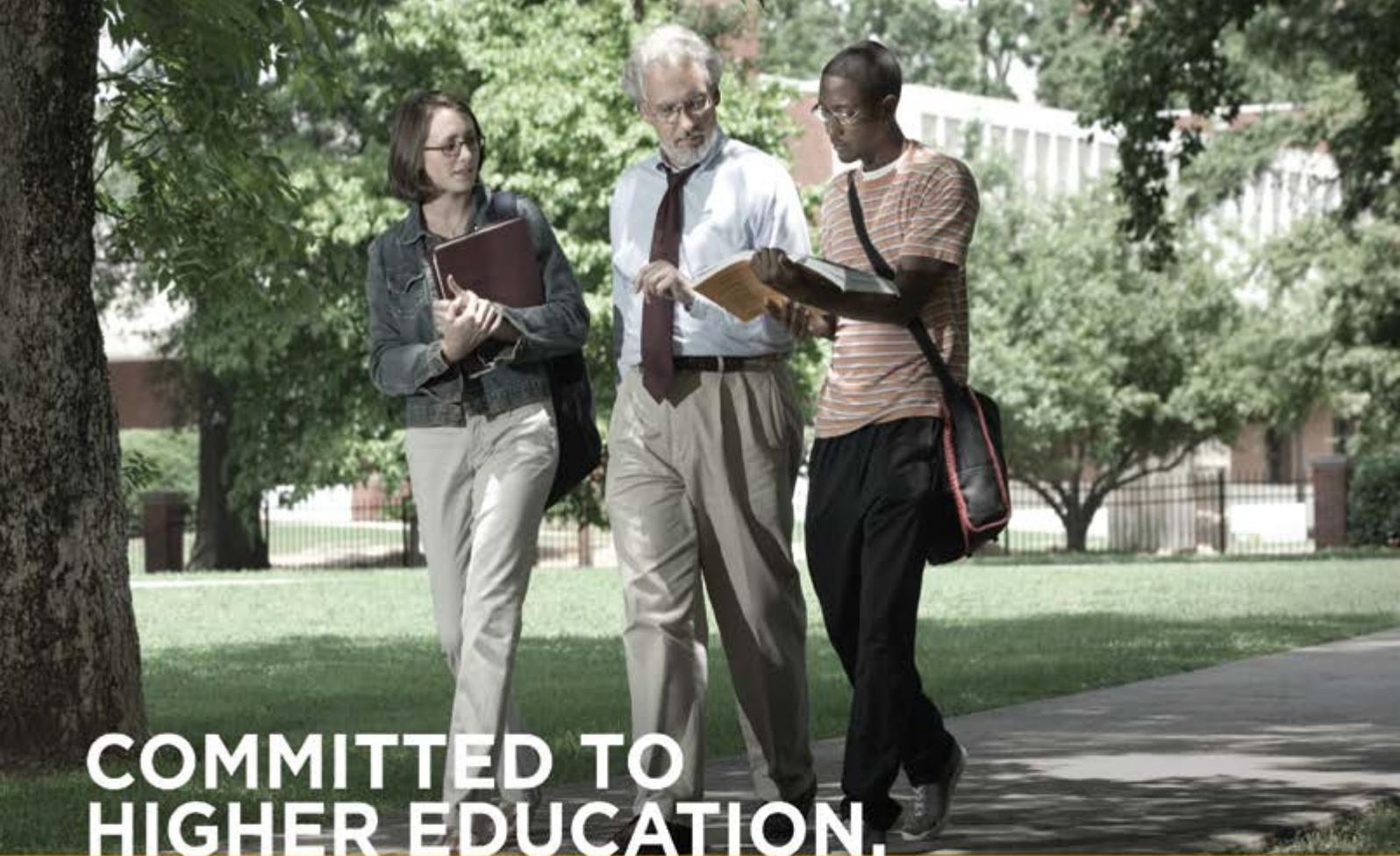
These direction changes for the NLRB — looking more closely at collective bargaining on college and university

campuses and highlighting the protections the NLRA gives non-union employees — should be a strong signal for higher education to watch the Board closely in the months to come. Private institutions are advised to look at their personnel and social media policies in a new light to ensure the policies and the institutions’ responses to workplace disputes parallel the recommendations and recent findings of the NLRB.

The Board also issued several decisions regarding access of off-duty employees and non-employees to workplaces. More decisions in this area are expected, including possible new rulings about employees’ rights to use work e-mail for organizing purposes. We will keep you posted on these developments. 

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