The Higher Education

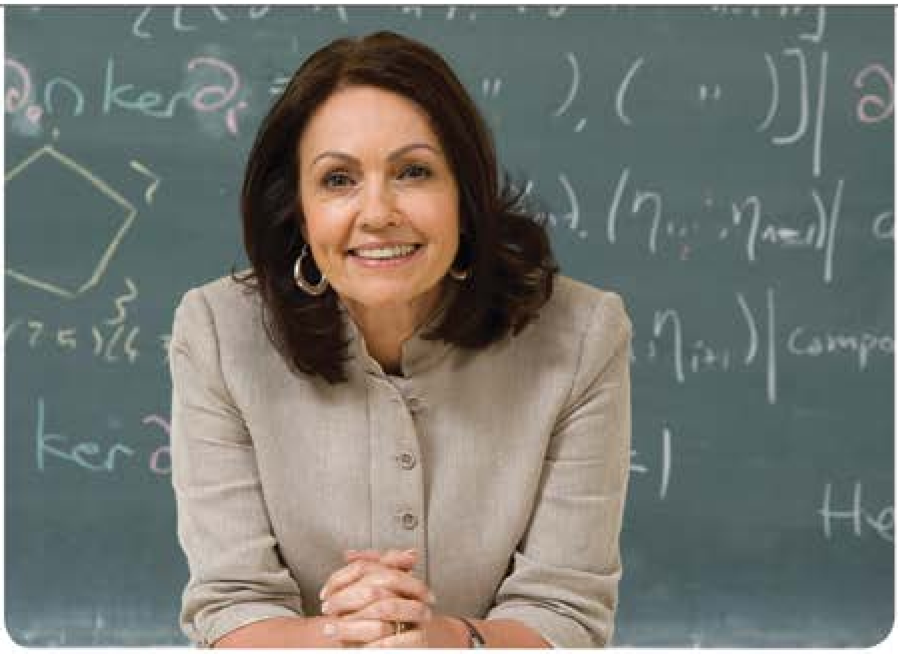
Workplace

Winter 2012-13

Growing Your Own

A Proactive Approach to Leadership Development

cupa-hr VOL. 4, NO. 3



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It's Up to Me

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

A 20-something is just three years out of grad school when he decides to leave his position in the private sector to start a new job as employment manager for a mid-sized university. He works hard and makes what he thinks are significant contributions and improvements to his job and the HR department in which he works. He spends time developing collaborative working relationships with employees and managers across campus. The HR director, the associate director and others across campus frequently praise his work.

Twelve months into his position as employment manager, a new job, assistant director of HR, is created and posted. The 20-something applies for the position, hoping that his MBA, his background in the private sector and his contributions during the last 12 months have demonstrated his willingness and ability to accept greater levels of responsibility.

The offer is made … to another candidate from outside the university. The HR director explains to the 20-something that the chosen candidate has more experience in the HR focus areas that will constitute the majority of the new assistant director's job. The 20-something says he understands, even though he really doesn't understand at all.

In my experience, situations like this usually happen for one of three reasons: (1) we believe that we have to find a person who has all the requisite skills and abilities AND a specific number of years of applicable experience in a narrowly defined role; (2) "the grass is always greener" mentality — surely that external candidate (who performed extraordinarily well during the interview) will be a stronger performer than the internal candidate that we have worked with every day for several years; or (3) we haven't prepared our 20-somethings and 30-somethings (or others regardless of their age) so that they can have the opportunity to be successful in a broader (or different) role.

Three months after he was turned down for the assistant HR director job at his current university, the 20-something is offered and accepts the director of HR position at a smaller university. This opportunity provided him with a tremendous challenge and opportunities that shaped his career. Would the assistant director position have created just as much challenge and opportunity? We'll never know.

Regardless, this 20-something learned a valuable lesson early in his career — one that we should all be so lucky to have learned. The lesson? There is only one person responsible for your career and your career path, and that person is you. While the mid-sized university could have been more intentional about its focus on its entry- and mid-level employees and the development and preparation of these individuals for increasingly responsible roles, the bottom line is that the 20-something's career development is his responsibility … even (and especially!) if his employer does not make it a priority.

Should leadership development be more of a focus for many colleges and universities? Definitely. Will the lack of succession planning potentially create a crisis for many campuses during the next decade? Most likely. Are our career opportunities the responsibility of our college or university? Absolutely not. If we simply sit back and wait for those promotions and those leadership opportunities to present themselves, we'll likely be stuck in place for years to come.

In case you haven't already figured it out, this 20-something, who recently turned 50, is me. That speed bump early in my career changed my career path and helped make me the professional that I am today. I hope you consider any speed bumps or detours in your career path to be defining moments where you choose to take control and make your career what you want it to be … not what someone else may prescribe as the path for you.

Andy Brantley

"Serendipity Day" Can Foster **Innovation,** Set Big **Ideas** in **Motion**

What kinds of novel ideas could your organization or team come up with if you had a day to dream big? If money, time and resources were no object? If nothing was outside the realm of possibility?

Inspired by NPR's take on Serendipity Day (wherein a group of employees shelved their regular jobs for a couple of days to "work on whatever they wanted — bugs that need squashing, scratches that need itching, the ideas that never get to the top of a to-do list") and Google's "20 percent time" (which allows Google engineers to take one day a week to work on projects that may not necessarily be in their job descriptions but that interest or excite them, and from which Gmail, Google News, Google Talk and many other Google products were born), the 28 employees of CUPA-HR's association office recently enjoyed our own version of Serendipity Day.

The instructions given to us at the start of the half-day exercise were simple: turn on your out-of-office e-mail replies and switch your phones over to automatic voicemail; don't touch any project on which you are currently working; and no idea is too big or too bold (or too crazy!). We were given three hours to work on our projects, either individually or in teams. At the end of those three hours, we came together as a group to share what we'd been working on.

Projects ran the gamut from exploring the power of collaboration in working relationships to researching digital publishing options for the association's publications to looking at ways to spruce up the association office's outdoor space to exploring ways to enhance the CUPA-HR annual conference. Some projects were able to be completed in the three-hour timeframe, others were deemed "to be continued;" some spawned additional conversation, others were found to be too pie-in-the-sky and had to be abandoned.

Regardless of the outcome, we all appreciated the opportunity to be able to step away from our day-to-day work for a bit to focus on something that "jazzes" us, and many of us are already contemplating what we'll tackle on our next Serendipity Day!

American Public, College and University **Administrators At Odds** Over What's **Wrong** With **Higher Ed,** How to **Fix It**

The general public and senior administrators at U.S. colleges and universities are in agreement that higher education is in crisis, but they fundamentally disagree over how to fix it and even what the main purpose of higher education is, writes Josh Sanburn for TIME.

In a recent survey sponsored by TIME and the Carnegie Corporation of New York, 89% of U.S. adults and 96% of senior administrators at colleges and universities said higher education is in crisis, with nearly four in 10 in both groups saying the crisis is "severe." However, that's where the similarity of opinions ends.

The Web-based poll, conducted in early October by GfK Custom Research North America, surveyed a national sample of 1,000 U.S. adults and 540 senior administrators at public and private two- and four-year colleges and universities.

Dissenting Opinions

According to TIME.com, a little more than half (52%) of the institutional leaders polled said the state of higher education is moving in the right direction, while the majority (54%) of the general public said it's on the wrong track. The poll noted that the average debt for students who took out loans and graduated in 2010 was $25,250. A majority (55%) of the public thought this debt load was too high, compared with only a quarter of college leaders.

Members of the general population were twice as likely as college leaders to say that college isn't worth the price: 80% of U.S. adults polled said that at many colleges, the education students receive is not worth what they pay for it; only 41% of college leaders agreed with them. A vast majority (90%) of the general public said colleges aren't doing enough to improve affordability. Only 56% of educators agreed, although roughly the same percentage (58%) conceded that it's unlikely that the cost of a college degree will ever stop rising.

More than three-quarters (79%) of the general population and 69% of college leaders support the notion of greater utilization of online classes; however, more than two-thirds (68%) of the general public felt that online courses could replace classroom teaching, whereas only 22% of college leaders agreed.

According to Sanburn, even something as fundamental as the role of college isn't agreed upon. Only a quarter (26%) of the general public ranked "to learn to think critically" as either the most important or second most important reason people should go to college, compared with close to two-thirds (62%) of college leaders who included critical thinking in their top two choices.

Even the administrators themselves offer differing opinions on a number of issues, with the most drastic dissent being seen between those at public institutions and those at private institutions. For instance, 44% of administrators at public institutions said the cost of college is too high, while only 13% of private-school officials agreed. And 84% of administrators at public institutions felt there is too much emphasis on attending a four-year college as opposed to community college or vocational schools; less than half (45%) of private-school administrators agreed.

No Easy Solution

According to Sanburn, when asked in the survey about the best, most radical idea they'd heard on how to control tuition costs, many college leaders suggested abolishing tenure, others recommended eliminating college sports and several pointed to massive open online courses (MOOCs). But it seems that with such vast and varied opinions between and among the general public and higher ed administrators about what exactly is wrong with the current higher ed business model, an easy and agreed-upon fix seems all but impossible.

Survey: Minority Faculty Feel More Stress

Minority faculty members experience stress more frequently than their white peers, largely because of perceived discrimination and worries about personal finance, a new survey recently released by the Higher Education Research Institute (HERI) at UCLA shows.

A lead author of a report about the survey — formally known as *Undergraduate Teaching Faculty: The 2010-2011 HERI Faculty Survey* — attributed the higher levels of reported stress among minority faculty to the fact that minority faculty tend to have lower rank in the world of academe.

"If you're in a powerless position, you're even more powerless if you don't have tenure," said professor Sylvia Hurtado, director of HERI. "If you feel that you're marginalized and you don't have the stability of job security, you're going to feel much more vulnerable."

Indeed, when it came to factors noted as a source of stress, Black faculty members were the most likely at 63.6% to cite subtle discrimination, followed by Hispanics at 42.6% and Whites at 24.7%. Whites, on the other hand, with only one exception, were more likely than any other group to cite faculty meetings, colleagues and students as sources of stress. Whites were also the least likely to cite job security as a source of stress.

Christine A. Stanley, vice president and associate provost for diversity at Texas A&M University, said she was not surprised that faculty of color face occupational stress more frequently. “There is prior research that supports these findings,” said Stanley, who served as editor of a 2006 book titled *Faculty of Color: Teaching in Predominantly White Colleges and Universities*. “Quantitative and qualitative studies conducted with tenured and tenure-track faculty, particularly at predominantly white colleges and universities, often illustrate, other than personal finance and discrimination, that faculty of color face stressors attributed to alienation and isolation, job satisfaction, competing demands associated with tenure and/or promotion, systemic oppression, institutional fit and the history and legacies of injustice,” said Stanley.

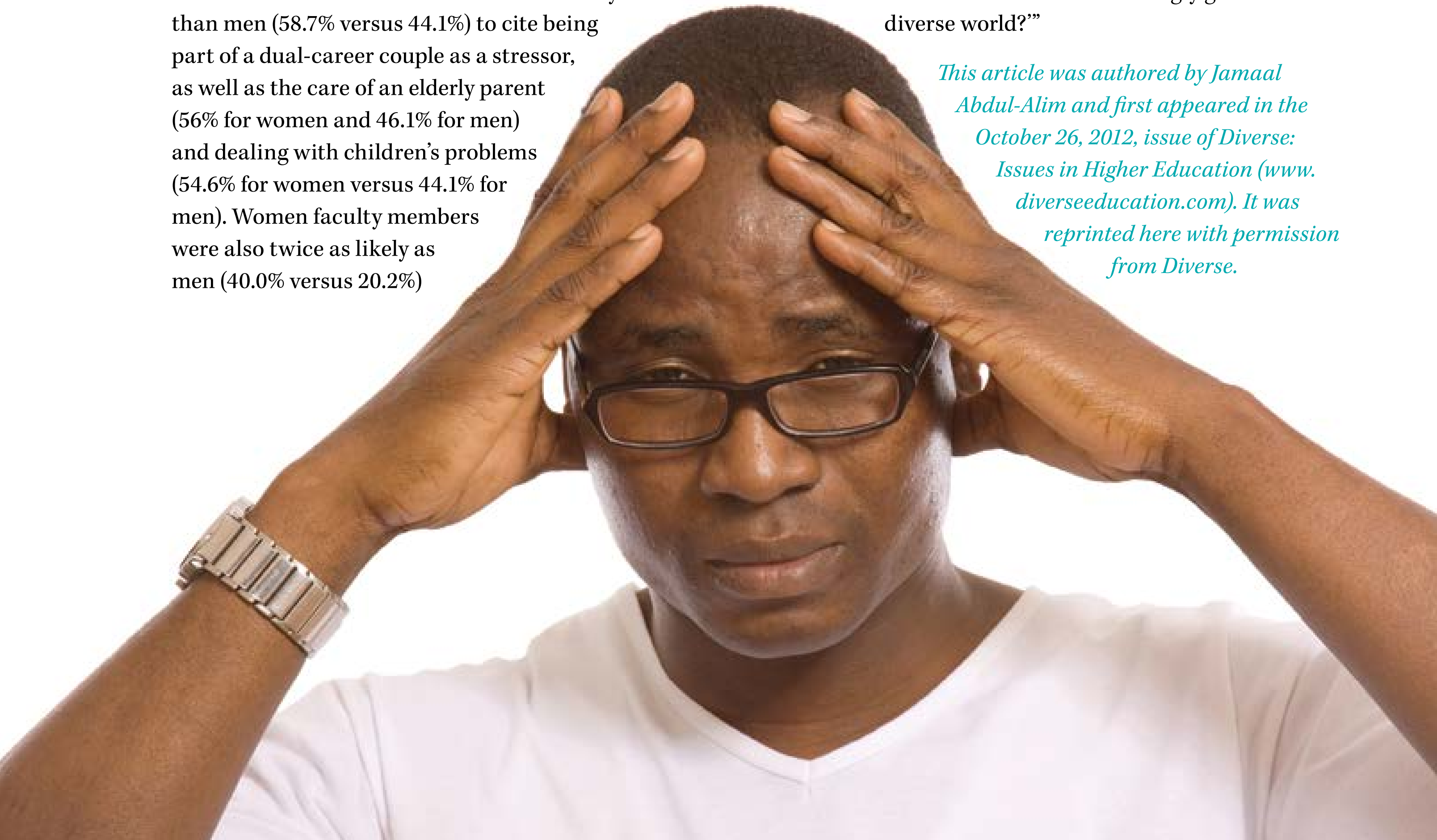
The HERI survey also found gaps by ethnicity in terms of the degree to which different groups cited personal finance as a stressor. American Indian faculty members were the most likely at 85.6% to cite personal finance as a stressor, followed by faculty members of two or more races at 76.3%; Black faculty members at 72.5%; Hispanics at 69.2%; and White faculty members at 64.7%.

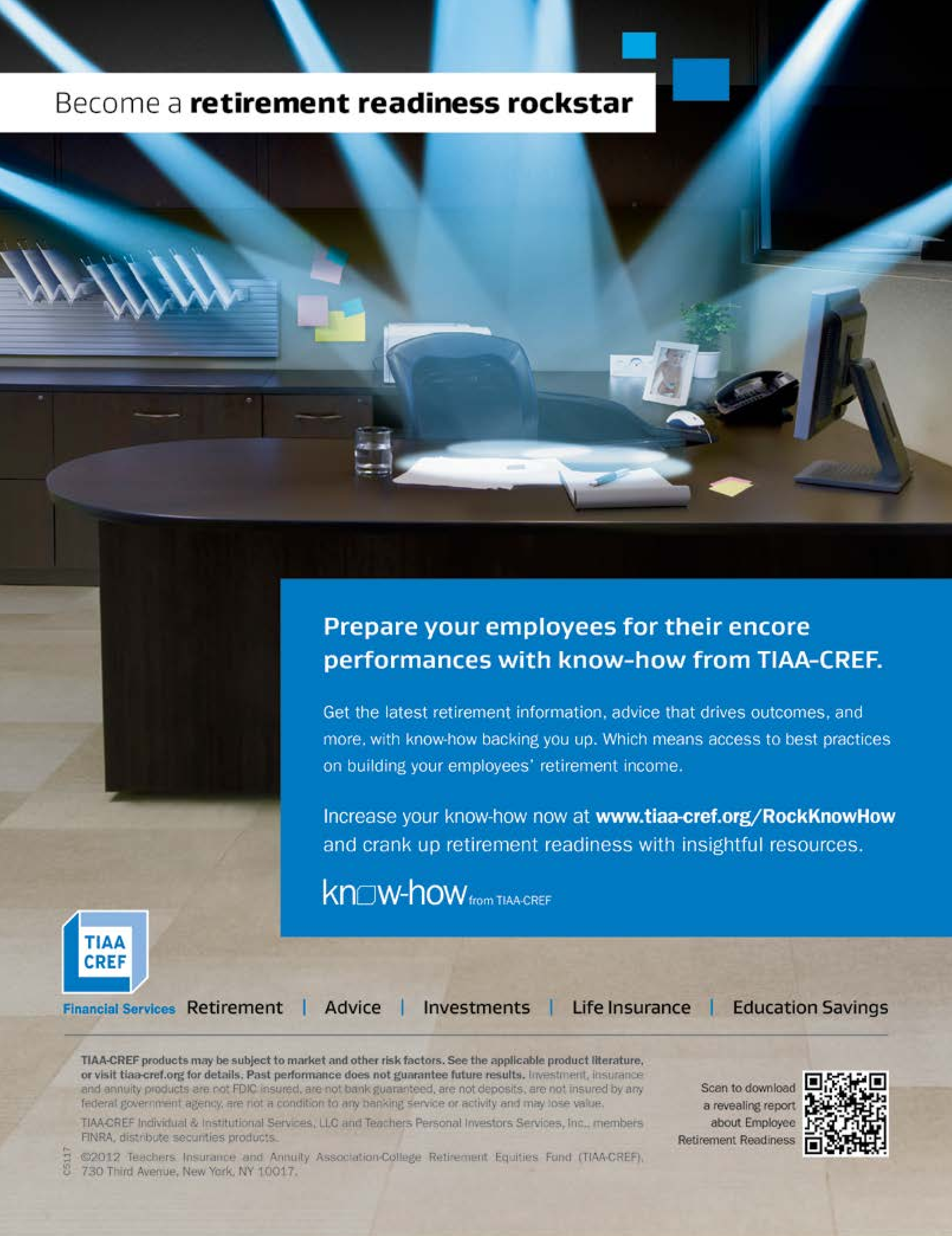
The survey also found that women were more likely than men (63.5% versus 51.1%) to report stress associated with child care. Women also were more likely than men (58.7% versus 44.1%) to cite being part of a dual-career couple as a stressor, as well as the care of an elderly parent (56% for women and 46.1% for men) and dealing with children’s problems (54.6% for women versus 44.1% for men). Women faculty members were also twice as likely as men (40.0% versus 20.2%) to report subtle discrimination as a source of stress. The survey also maintains that job security is more of an issue for women than men due to the fact that only 22.3% of women faculty had attained the rank of full professor at the time of the survey, whereas 39.5% of men had attained full professorship.

The HERI faculty survey deals with a range of other issues, from the stress of dealing with underprepared students to “red tape” and institutional budget cuts. It found that, in general, most faculty saw the need for institutions to hire more faculty of color. It also found that most respondents thought minority faculty were being treated fairly.

“I think we have to look carefully at who is making the claims of fair treatment,” Stanley said. “While one might perceive that a group of faculty are being treated fairly, this might not be the experience of the group who often feels that they experience racism, sexism, homophobia, Islam-phobia, anti-Semitism and xenophobia, for example.” Stanley said there is “no question” that institutions need to hire more faculty of color. “A more critical question is, ‘Are institutions willing to challenge their policies, practices, processes and behaviors to meet the demands of an increasingly global and diverse world?’”

This article was authored by Jamaal Abdul-Alim and first appeared in the October 26, 2012, issue of Diverse: Issues in Higher Education (www.diverseeducation.com). It was reprinted here with permission from Diverse.





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Each of Us Has a Story to Tell

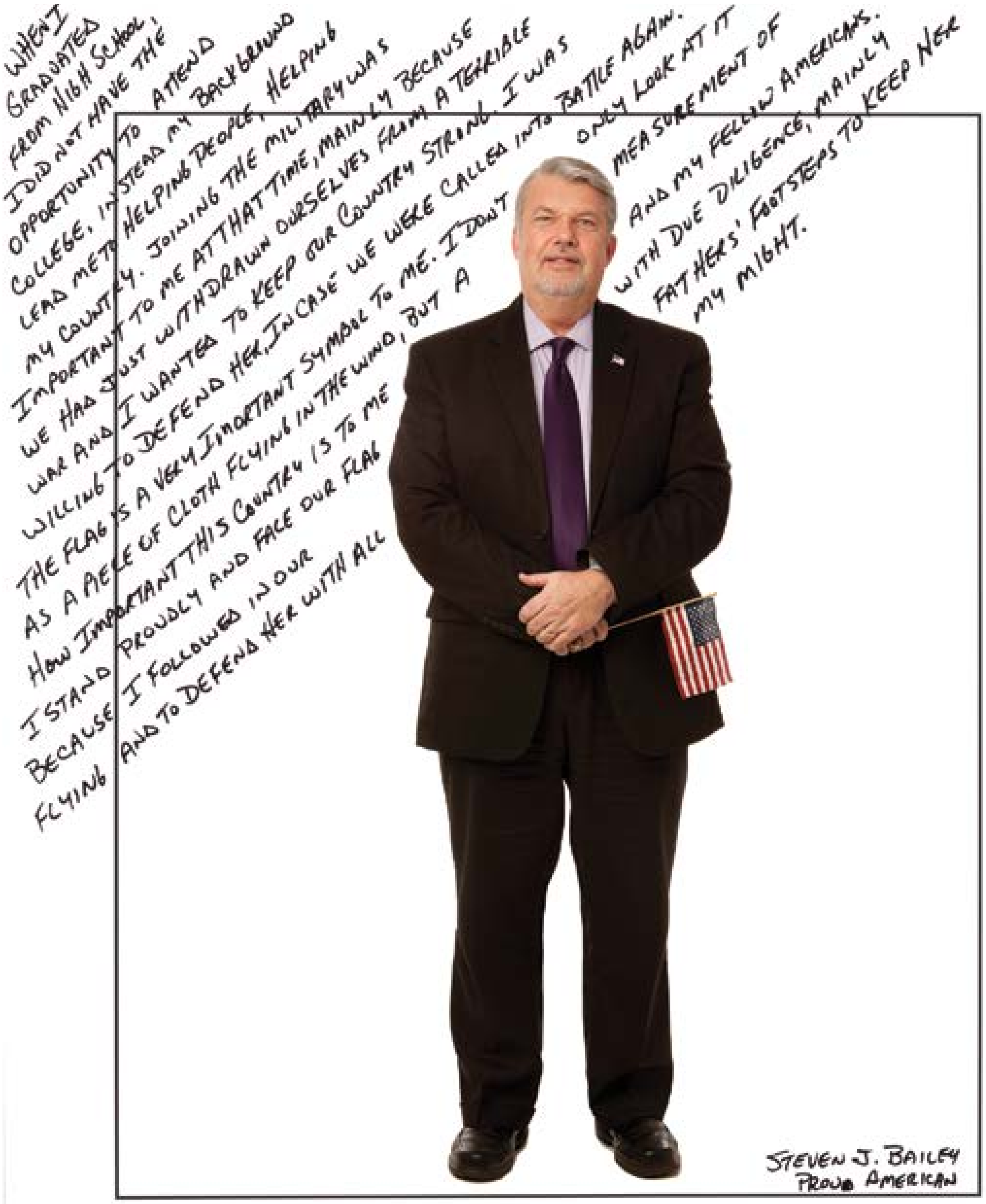
How do we give voice to the concept of a broader definition of diversity and give our campus communities an opportunity to use their voices to inspire others as to the impact each of our lives can make in this world? Rhode Island School of Design (RISD) has created a unique way of doing just this.

RISDiversity: Community Narratives was launched in 2011 and features a series of portraits (by photographer, author and educator Adam Mastoon) of RISD faculty, staff and students willing to share their voices and vision with the campus community. The photographed individuals share their stories through their own powerful text and artwork which accompany the portraits. The collection of 45 portraits provides an inspiring and insightful look into the unique and authentic lives, journeys and stories of some of the individuals that make up the RISD community. Each portrait is installed in a prominent location around campus — places where students, faculty and staff would be likely to see them as part of their everyday routine.

"The idea behind the Community Narratives project is to show that diversity isn't something that exists outside our daily lives," says Candace Baer, vice president for human resources at RISD. "Instead, it's something that exists all around us every day." The project has been quite successful both on and off campus as waiting lists are forming for those interested in participating, including RISD alumni, in next year's project.

"Through images and text, the Community Narratives project is the perfect opportunity to take who we currently are and celebrate the vitality of it," says Tony Johnson, director of intercultural student engagement at RISD. "It highlights that everybody has a place at the table when it comes to diversity."

Adds Baer, "It allows us to get to know one another on a deeper level and enables us to recognize that we are each unique in our own way. And it's that individual uniqueness that melds together to form who we are as a campus community, and that's what makes RISD such a special place."



WHEN I
GRADUATED
FROM HIGH SCHOOL,
I DID NOT HAVE THE
OPPORTUNITY TO ATTEND
COLLEGE, INSTEAD MY BACKGROUND
LEAD ME TO HELPING PEOPLE, HELPING
MY COUNTRY. JOINING THE MILITARY WAS
IMPORTANT TO ME AT THAT TIME, MAINLY BECAUSE
WE HAD JUST WITHDRAWN OURSELVES FROM A TERRIBLE
WAR AND I WANTED TO KEEP OUR COUNTRY STRONG. I WAS
WILLING TO DEFEND HER, IN CASE WE WERE CALLED INTO BATTLE AGAIN.
THE FLAG IS A VERY IMPORTANT SYMBOL TO ME. I DONT ONLY LOOK AT IT
AS A PIECE OF CLOTH FLYING IN THE WIND, BUT A MEASUREMENT OF
HOW IMPORTANT THIS COUNTRY IS TO ME AND MY FELLOW AMERICANS.
I STAND PROUDLY AND FACE OUR FLAG WITH DUE DILIGENCE, MAINLY
BECAUSE I FOLLOWED IN OUR FATHERS' FOOTSTEPS TO KEEP HER
FLYING AND TO DEFEND HER WITH ALL MY MIGHT.

STEVEN J. BAILEY
PROUD AMERICAN

"I Want Everyone to Know I'm a Proud American"

As a veteran, one thing that irks Steven Bailey, assistant registrar at RISD, is when he sees a building with an empty flagpole out front. "Growing up, I was always told that I needed to salute the American flag, but I never fully understood why," he says. "After I joined the Navy, I came to truly understand the significance of our flag. We are all blessed to be living in this country, and the flag means an awful lot to me. A flagpole with no flag on it, or a flag that is tattered and torn, is an affront to me and to all who have served this country."

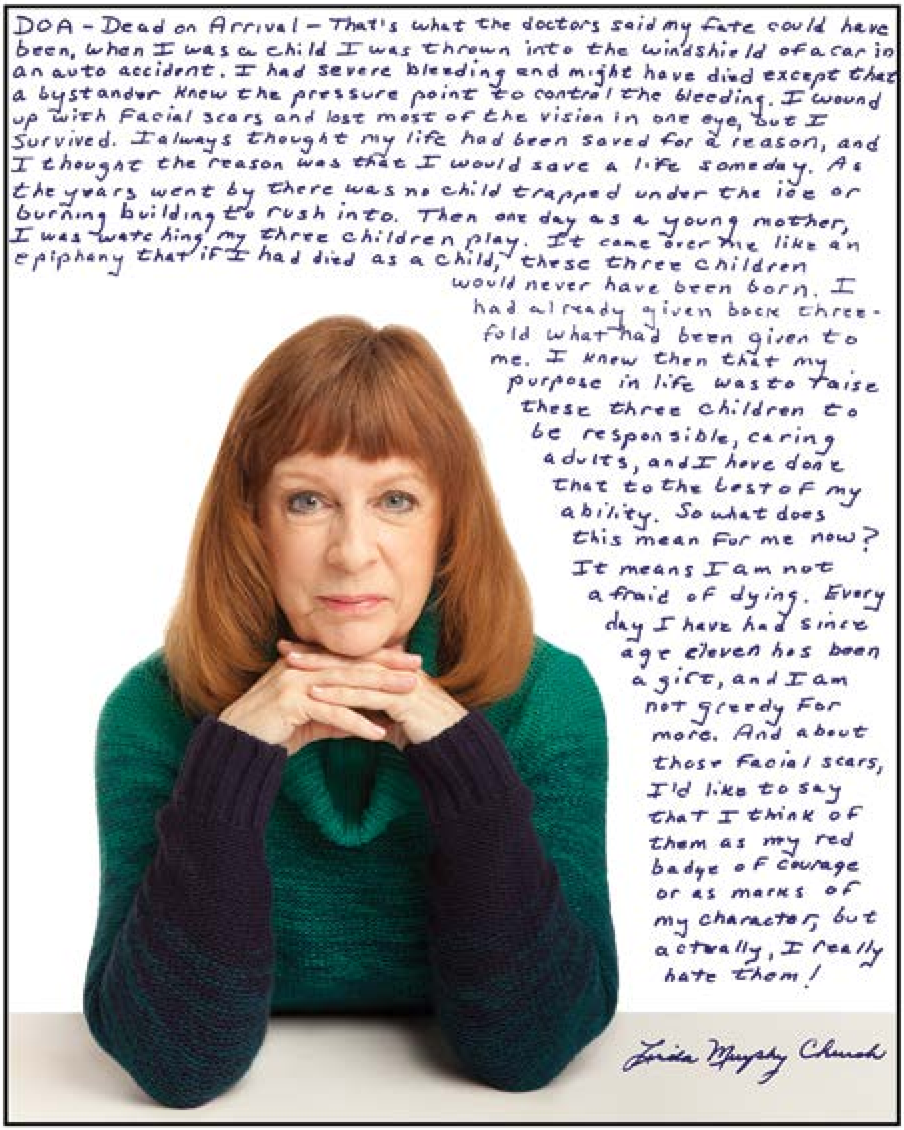
When he learned of the Community Narratives project, Bailey felt compelled to share his story. "I wanted to show the school and others how much I love my country. If need be, I would join the military again in a heartbeat." His participation in the project has served to spark dialogue with members of the campus community with whom he may not have interacted otherwise.

"I've had a couple of people approach me and say, 'Hey, I didn't know you were in the Navy. I was in the Navy, too!' or 'I, too, am bothered by a flagpole with no flag … I'm glad I'm not alone in that sentiment,'" he says. "I think all too often we go to work, keep our heads down, do our jobs, and don't really make an effort to get to know the people with whom we share eight hours of our day. The Community Narratives project has enabled us to open up more with one another within the RISD community."

"I Feel Like I Know My Colleagues Now"

Linda Murphy Church, executive director of planning, assessment and quality at RISD, wasn't sure she fit the bill when she was asked to participate in the Community Narratives project. "I thought to myself, 'short, white woman — not much diversity here.' But our vice president for HR told me it wasn't just about race or ethnicity or sexual identity or disability, but about sharing our stories to show the richness of our community," she says. "It was then that I realized I did have a story to tell — my story of survival, of finding my purpose in life and of living each day to the fullest.

"But because I have always been sensitive about my facial scars, I was somewhat reluctant and intimidated by the notion of having my picture blown up into a poster. I envisioned being photographed from a distance, but after reading my story, the photographer wanted to take a close-up shot, and I was completely comfortable with the result."

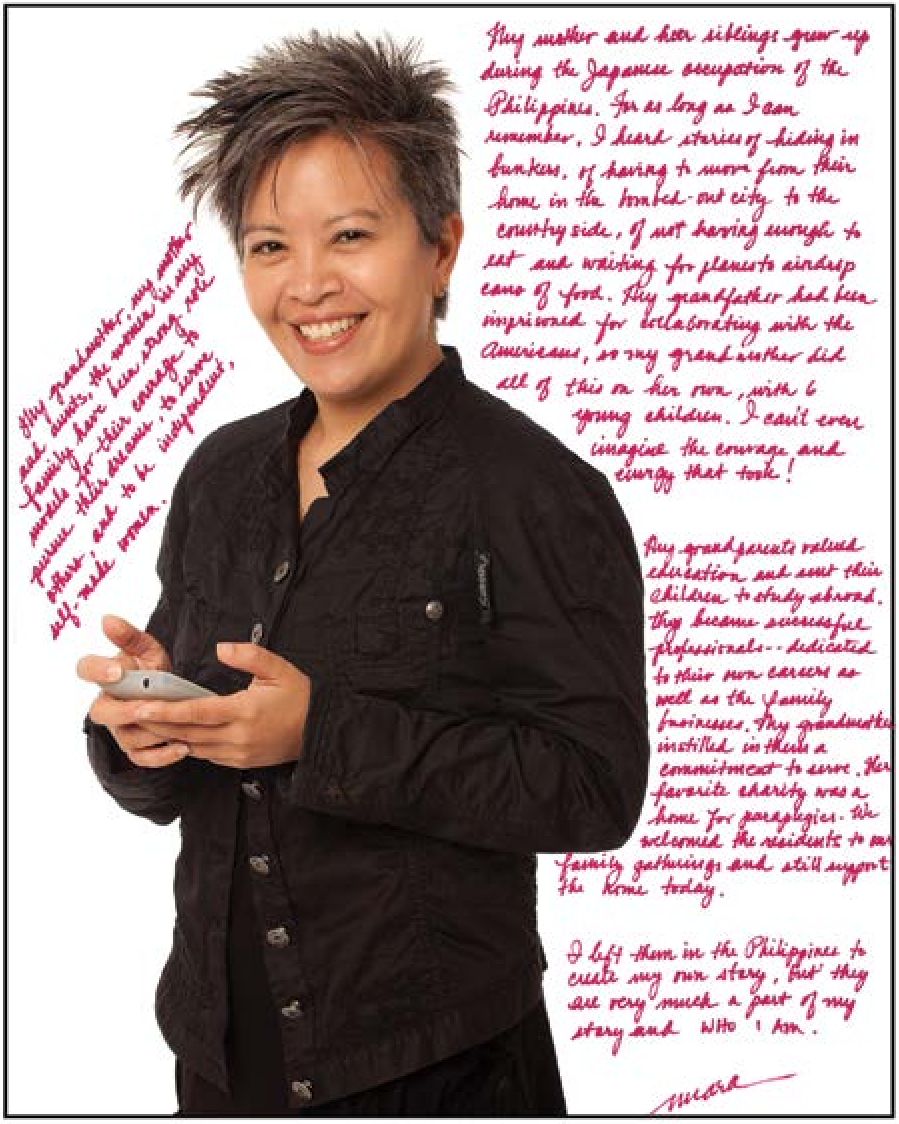


DOA - Dead on Arrival - That's what the doctors said my fate could have been, when I was a child I was thrown into the windshield of a car in an auto accident. I had severe bleeding and might have died except that a bystander knew the pressure point to control the bleeding. I wound up with facial scars and lost most of the vision in one eye, but I survived. I always thought my life had been saved for a reason, and I thought the reason was that I would save a life someday. As the years went by there was no child trapped under the ice or burning building to rush into. Then one day as a young mother, I was watching my three children play. It came over me like an epiphany that if I had died as a child, these three children would never have been born. I had already given back three-fold what had been given to me. I knew then that my purpose in life was to raise these three children to be responsible, caring adults, and I have done that to the best of my ability. So what does this mean for me now? It means I am not afraid of dying. Every day I have had since age eleven has been a gift, and I am not greedy for more. And about those facial scars, I'd like to say that I think of them as my red badge of courage or as marks of my character, but actually, I really hate them!

Linda Murphy Church

Church echoes Bailey's sentiment that we should be more deliberate in our efforts to get to know those around us. "We often get so tied to our work with our noses to the grindstone that we don't take the time to learn about the things that make us us," she says.

"I have working relationships with a few of the students, faculty and staff that have participated in this project, but the majority I do not know. Even the ones I do know, I didn't know their personal stories. These narratives have given me a new level of understanding, sensitivity and appreciation for all of my colleagues across all ranks and constituencies. Richness of experiences, richness of community — that's what it's all about."



My grandmother, my mother and aunts, the women in my family have been strong role models for their courage to pursue their dreams, to serve others, and to be independent, self-made women.

My mother and her siblings grew up during the Japanese occupation of the Philippines. For as long as I can remember, I heard stories of hiding in bunkers, of having to move from their home in the bombed-out city to the countryside, of not having enough to eat and waiting for planes to airdrop cans of food. My grandfather had been imprisoned for collaborating with the Americans, so my grandmother did all of this on her own, with 6 young children. I can't even imagine the courage and energy that took!

My grandparents valued education and sent their children to study abroad. They became successful professionals -- dedicated to their own careers as well as the family businesses. My grandmothe instilled in them a commitment to serve. Her favorite charity was a home for paraplegics. We welcomed the residents to ou family gatherings and still support the home today.

I left them in the Philippines to create my own story, but they are very much a part of my story and WHO I Am.

Mara

"I Now Have a Broader Definition of Diversity"

Mara Hermano, RISD's executive director of strategic planning and academic initiatives, was relatively new to the institution when she was asked to participate in the Community Narratives project. "I felt that this was a wonderful opportunity not only for me to get to know the people of RISD, but also for them to get to know me — as an individual rather than just as the person defined by my role and responsibilities in the president's office," she says.

"Through the project and through the work I did as a member of the Presidential Diversity Task Force, I learned that I often see but a few aspects of what the most expansive idea of diversity can encompass. Reading all of the narratives exposed me to the multiple dimensions of diversity, many of which I had never before considered. The combination of individual stories with the honesty of the photography, the personalization of each work through writing and artwork, the exhibition of the photographs around the campus — these are things that help the community grasp the complexity of the individuals, their stories and their contributions to the institution." cupa-hr

*To see all of the Community Narratives project portraits and stories, visit **http://diversity.risd.edu.***

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Small College Raises Big Money for Cancer Research

Lake Region State College (LRSC) in Devils Lake, North Dakota, declares in its motto a priority to "enhance lives and community vitality through quality education," and the college lives its motto every day in many ways. For the past three years, staff and faculty at LRSC have led a community-wide effort to raise funds for cancer research and to support families impacted by the disease.

In 2008, LRSC welcomed a new president and "first lady." As the president's wife settled into the campus community and immersed herself in the campus culture, her passion for volunteerism quickly became apparent. Not long after her arrival, the president's wife approached HR staff and others on campus about holding a fundraiser for the American Cancer Society. They chose to focus on building a campus-wide team to participate in the American Cancer Society's Relay for Life program, a national fundraiser that supports cancer research. From a core group of five committed individuals in 2009, the Team Against Cancer (TAC), as it came to be known, grew steadily over the next three years to its current size of about 30 volunteer members.

"For more than three years, this group of committed volunteers has poured its energy into numerous fundraising projects conducted throughout the year and has become one of our community's top Relay for Life fundraisers," says LRSC Vice President for Advancement Laurel Goulding. Since 2009, the group has raised more than $17,000 for the American Cancer Society, and TAC team efforts have helped North Dakota's Lake Region Relay for Life event secure its place as one of the nation's top fundraising communities when measured by gifts per capita. The TAC team's work has been widely embraced by the campus community and the greater Lake Region community. Over the past three years, more than 3,000 people have been involved in TAC-sponsored events. "This is a major accomplishment for a group operating on the campus of a small, rural community college with fewer than 400 resident students in a town of only 7,000 people," says Goulding.

TAC has generated participation and support through many creative fundraising projects, including "Pink Night," where LRSC's basketball team, its coaches and spectators wear pink to a game and purchase "pink" (cancer society) merchandise, raffle tickets and baked goods; Run For Your Life, a pay-to-participate 5K fun run/walk; fee-based Zumba classes; the wildly popular Death by Chocolate event, where members of the campus community can purchase donated chocolate treats; Shoot for a Cure, which allows participants to pay to participate in a shotgun/bow-and-arrow target shooting experience;

Lake Region
STATE COLLEGE
www.lrsc.nodak.edu
Silver Team
2009

Lake Region State College's inaugural Relay for Life team.

Since 2009, the college's Team Against Cancer has raised more than $17,000 for the American Cancer Society, helping North Dakota's Lake Region Relay for Life event secure its place as one of the nation's top fundraising communities when measured by gifts per capita.

luminary sales to honor and remember victims of cancer; Hearts for Halle, a Valentine balloon/gift basket sale to raise funds for a campus employee suffering from cancer; and more.

In addition, TAC volunteers choose a theme and organize a campsite for the Relay for Life walk/vigil held each June. Participants dress in costumes coordinated with the campsite décor and spend the night walking in relays with other teams on a pathway lit with luminaries named for cancer victims and survivors. Many LRSC students, staff and faculty members participate in the Relay for Life event each year, and most recruit friends and family members to walk as well. The funds collected by TAC throughout the year are turned over to the national Relay for Life/American Cancer Society organization or used for local cancer support projects.

In addition to supporting the national Relay for Life organization, TAC volunteers launched a new project in 2011 in the form of a gift solicitation initiative for children hospitalized for cancer treatment. The team encouraged the campus to forego its annual gift exchange tradition and focus instead on providing gifts for children and families involved with the oncology unit of the local children's hospital. LRSC students and friends of the college were invited to join staff and faculty in the gift gathering project. Altogether, 400 gift items were collected and used to create 138 gift packages for children receiving cancer treatment.

"We are very fortunate to have such compassionate, caring people at LRSC and the surrounding communities," says Goulding. "Although our TAC volunteers coordinate and lead these fundraising efforts, our staff, faculty, students and their families and friends are the reason we are as successful as we are every year. Their generosity and thoughtfulness are inspiring."

Lake Region State College was a nominee for CUPA-HR's 2012 Community Service and Outreach Award.

The Role of HR

Lake Region State College's human resources department plays a lead role in the school's community service and outreach efforts. The department served as the catalyst for the college's involvement in fundraising for the American Cancer Society, and HR staff members provide leadership for activities selected by the campus TAC team.

The department also actively promotes TAC projects through campus communication channels and public media and encourages involvement of campus personnel, students and friends of the college. Additionally, the department has leveraged the TAC activities to encourage healthy behavior among faculty and staff.

"We recognize that research links many kinds of cancer to lifestyle choices," says Corry Kenner, LRSC's vice president for administrative services. "To that end, in addition to supporting the TAC team and its projects, we've also begun communicating regularly with the LRSC workforce about the importance of accessing and utilizing available healthcare resources, living healthy lifestyles and supporting each other in making healthy life choices."

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An **Apple** a **Day**

By Melanie Cluley

Could apples be the solution to worksite wellness programs? Does an apple a day really keep the doctor away? When we set out to create a brand for our worksite wellness program at Bryant University we noticed that several other organizations had an apple logo or apple theme in their brand. We loved the imagery that the apple conveys and thought it would be a great, eye-catching logo.

When our human resources team met with university relations to flesh out the details of the new wellness program, we shared our objectives and the university relations team presented several branding options for the program. We declined Bryant Goes Buff (for obvious reasons!), and decided on the moniker “Good Cent$ Wellness Incentives.” For the logo, we combined the apple, a universal symbol for wellness, with our emphasis on “Cent$” for a balanced approach and incentive.

We launched the Good Cent$ Wellness Incentives program three years ago, and it’s still going strong. The program gives faculty and staff the opportunity to earn cash incentives upon completion of various wellness activities. Our long-term strategy is to promote health by educating, enhancing awareness and promoting positive behavioral changes.

A local chef prepares to give a cooking demonstration to Bryant employees during the lunch hour.

Feedback from personal health assessments indicated that most faculty and staff feel the biggest barrier to initiating and adhering to a wellness program is time. Bryant’s solution? Bring a variety of wellness programs and resources to our campus to meet the varied needs of our faculty and staff. In other words, our goal was to plant the seed of wellness (pun intended!) at work.

GOOD
CENT$
WELLNESS
INCENTIVES
FOR YOUR
GOOD HEALTH

Money in Your Pocket

For the first iteration of the program, faculty and staff could earn up to $140 per year for participating in HR-sponsored lunch-hour volleyball, running or walking a 5K, taking a sleep workshop offered on campus during the lunch hour and various other wellness programs. For those who prefer to exercise off campus, a physical activity tracking form was available. Completion of 25 hours of exercise during a defined period of time equaled $25 on the next paycheck.

In response to feedback from participants, we tweaked the program a bit for 2012. Instead of a cash payout, faculty and staff this past year had the opportunity to reduce their healthcare premiums for the coming year by participating in predetermined wellness activities. These activities included having a physical exam, completing an online personal health assessment, completing 40 hours of physical activity over a three-month period, taking a first aid/CPR training course, receiving health coaching, participating in on-site exercise classes and more. Each activity was assigned a number of points, and accumulation of points over the course of the year allows eligible members to save up to $180 on their 2013 healthcare premiums.

Targeted Programs

In 2011, we introduced a monthly wellness series dedicated to providing Bryant faculty and staff members with the education, nutrition and resources needed to lead a healthy lifestyle. Formats range from a stop-by information table where staff and faculty can also try a variety of healthy snacks to formalized lunch-and-learn workshops. Each month focuses on a different wellness topic with various programs and raffle prizes devoted to that area.

For example, one month's topic was "fruits and veggies," and we partnered with a local, alumni-owned farm to offer several different varieties of apples to faculty and staff. HR and health services set up a nutrition information table with the variety of apples and encouraged participation by raffling apple pies and gourmet apples. December was designated as "de-stress" month, and faculty and staff were treated to free 10-minute massages, as well as a healthy, low-calorie "grab and go" breakfast and tea one chilly morning.

Bryant employees enjoy a create-your-own-salad lunch, courtesy of the university's wellness program.

To combat the time of year notable for the greatest weight gain — the holiday season — we introduced the Maintain Don't Gain program in November 2011. Faculty and staff who chose to participate were privately weighed in before Thanksgiving and again in early January. Those who maintained within two pounds of their pre-holiday weight were entered once into a raffle for gift cards to a local, independently owned grocer known for its fresh foods, produce and organic foods selection; those who maintained their exact pre-holiday weight or lost weight received two entries into the raffle.

At Bryant, the winter and the summer breaks are a great time for faculty and staff to make a leap into a new wellness program. While students are away, faculty and staff can take advantage of specialized programs such as the "Fit To" series, which educates participants on how to succeed in a workout program. By taking advantage of these targeted programs during the "slow time" of year, faculty and staff members can get started on and settled into a wellness routine. If they already have a routine in place and feel confident utilizing the myriad wellness resources available to them, they are more likely to stick with a program or exercise regimen even after students return and workloads pick back up.

Keeping It Fresh

Variety has been an essential ingredient to the success of Bryant's Good Cent$ Wellness Incentives program. Whether it's Honey Crisp or Granny Smith apples, fitness boot camp or yoga, Bryant faculty and staff have been introduced to varied strategies for healthy living. As an employer, Bryant is committed to supporting its employees through programs which are at convenient times and locations and that appeal to varied fitness levels and interests.

This support is a modest investment toward the ultimate goals of reducing medical costs, improving productivity and assisting in retaining qualified candidates. By creating a brand and keeping things fresh all year, Bryant University has seen a steady increase in participation since the inception of the Good Cent$ Wellness program three years ago.

Melanie Cluley** is human resources generalist at Bryant University. She can be reached at **mcluley@bryant.edu.

Vermont Law School: Putting the "Green" in Green Mountain State

By Courtney Collins

Picture the state of Vermont and what comes to mind? Brilliant hues of fall foliage, cow-dotted hillsides and jugs of maple syrup are earmarks of the state. But what about Zipcars? Thermal efficiency? Zero waste initiatives? Thanks to the efforts of Vermont Law School's passionate campus members, these terms are becoming the norm in central Vermont.

In the rolling hills beside the White River sits Vermont Law School (VLS), whose national reputation belies its modest size and rural location. Guided by its motto "Law for the Community and the World," VLS is most widely known for the rigor of its environmental programs, which are consistently rated at the top of *U.S. News & World Report*.

The school's facilities boast modern technologies to promote sustainable, low-impact systems, such as composting toilets, motion-sensor lights and natural lighting of interior spaces, and LEED certification of the main classroom building, to name a few. Yet it is not enough to boast of the school's facilities, environmental clinics and institutes, conferences and world-class speakers, and renowned environmental faculty; the true measure of an institution's value is reflected in its attitude and moral compass.

Enter VLS's Campus Greening Committee, a group of students, staff and faculty that seeks to establish environmentally sustainable practices and policies that advance the ideas inherent in the VLS mission as the top environmental law school in the country. This campus-wide group is composed of eager volunteers who meet biweekly to promote energy savings, waste reduction and overall greening measures by initiating projects across campus, often extending to the surrounding community. In recent years, the committee has:

- Completed energy audits of several campus buildings;
- Provided a Zipcar (car-sharing) fleet, increased carpool parking spots and promoted a local commuter bus route for alternative transportation;
- Established recycling and waste reduction through easy-to-use sorting bins, including e-waste;
- Started a composting program in the school's café and partnered with a local certified organic farm;
- Joined the Association for the Advancement of Sustainability in Higher Education (AASHE); the Vermont Sustainable Campus Network (VSCN); and the Vermont Fresh Network, serving local and organic foods in the VLS café;

- Organized a vermiculture (worms!) workshop;
- Distributed campus and local greening information in a reusable cloth tote bag to incoming students;
- Created a strong presence during the campus's week-long Earth Day festivities each spring.

Each semester brings opportunities for fresh ideas and initiatives, driven by committee member interest and requests from the administration. Projects currently in the works include establishing a green revolving fund and a grant to build a solar charging station for electric vehicles; and VLS's new dean and president, Marc Mihaly, who previously served as director of the school's Environmental Law Center, plans to sign the American College & University Presidents' Climate Commitment.

Our environment will always need care and stewardship. What better way to foster law for the community and the world, as our motto goes, than to inspire environmental leaders who initiate positive change on campus sustainability and the world at large. Is your campus willing to invest in collaborative efforts to secure a brighter environmental future for current and future generations? Are you?

Courtney Collins** is assistant director of the Environmental Law Center and staff chair of the Campus Greening Committee at Vermont Law School. She can be reached at **ccollins@vermontlaw.edu.

American College & University Presidents' Climate Commitment

The American College & University Presidents' Climate Commitment (ACUPCC) is an effort to address global warming by garnering institutional commitments from colleges and universities to eliminate net greenhouse gas emissions from their own operations and to accelerate the education, research and community engagement to equip society to re-stabilize the earth's climate. The mission of ACUPCC is to accelerate progress toward climate neutrality and sustainability by empowering the higher education sector to educate students, create solutions and provide leadership-by-example for the rest of society.

The Commitment recognizes the unique responsibility that higher education institutions have as role models for their communities and in educating the people who will develop the social, economic and technological solutions to reverse global warming and help create a thriving, civil and sustainable society. Now in its fifth year, the ACUPCC boasts 661 signatories. Visit **www.presidentsclimatecommitment.org** for more information.

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Car sharing is one of the many sustainability initiatives at Vermont Law School.

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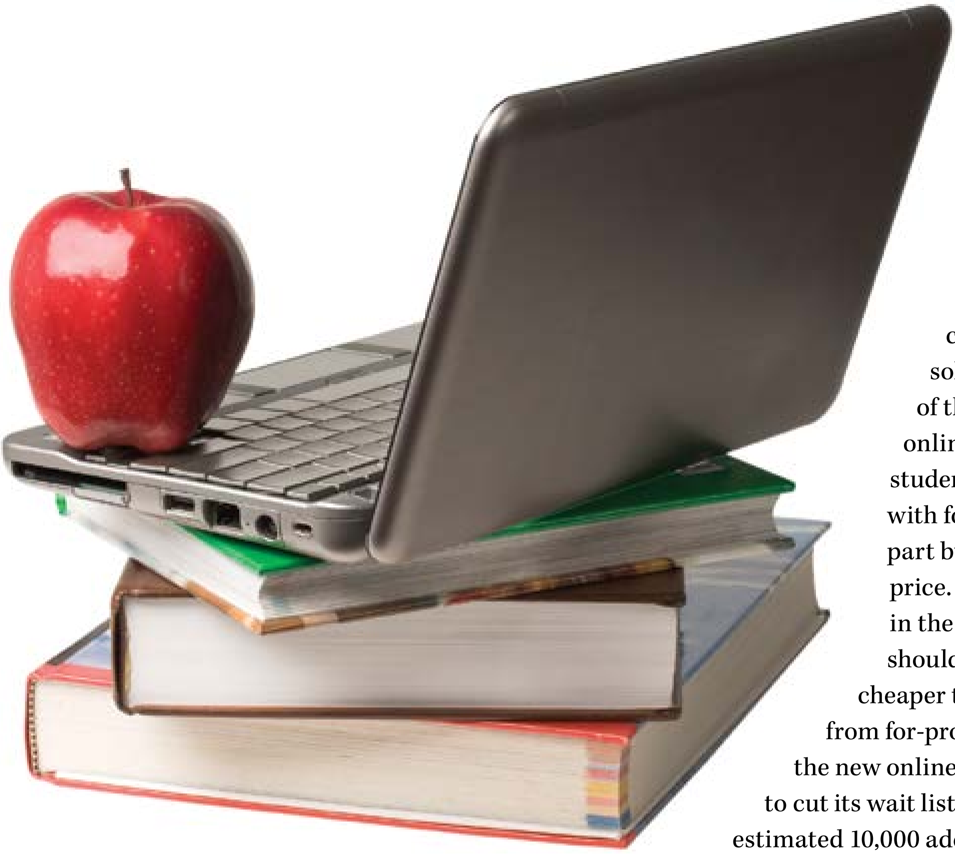
Exporting Online

California's Coastline Community College is set to create low-cost, online bachelor's degree pathways where students can enroll simultaneously at one of three public universities, none of which are in California. The new partnership between Coastline and the University of Massachusetts Online, Penn State University's World Campus and the University of Illinois-Springfield should go live in spring 2013. The project's leaders hope it will serve as a model for expanding capacity at California's community colleges, which have been forced to turn away hundreds of thousands of students because of budget cuts. Community college leaders in the state are already searching for new ways to meet student demand. An official with the 112-college California community college system said the central office is in the early phases of considering online credit pathways with the help of outside providers, perhaps even through massive open online courses (MOOCs). "The California Community Colleges are working with colleges and other government agencies to develop a strategy to respond to current innovations in online course delivery, including MOOCs," Paul Feist, a spokesman in the system chancellor's office, said via e-mail.

Dubbed "Learning First," [the project's] aim is to tap existing, high-quality online options to meet student demand, rather than community colleges spending hard-to-find money to create their own online offerings.



The program at Coastline could be part of the solution. Its leaders said one of the chief goals is to be an online option for California's students that could compete with for-profit institutions, in part by undercutting them on price. Bachelor's degrees earned in the joint-enrollment track should run 30 to 40 percent cheaper than similar offerings from for-profits, they said. And with the new online degrees, Coastline hopes to cut its wait list in half and to enroll an estimated 10,000 additional students.

That's because students will be enrolled jointly at Coastline and the online universities for the second half of their associate programs.

The college is a natural spot for an online experiment in the state's community college system. It lacks a traditional campus, with three small locations around Orange County and a focus on distance education and serving members of the military. Most Coastline students take at least one class remotely. "It operates more like a Rio Salado model," said Stella Perez, executive vice president and chief operating officer at the League for Innovation in the Community College, referring to the fully online community college in Arizona's Maricopa system. "It's a college without walls."

The League is overseeing the pilot project, which received $450,000 in funding from the Bill and Melinda Gates Foundation. Dubbed "Learning First," its aim is to tap existing, high-quality online options to meet student demand, rather than community colleges spending hard-to-find money to create their own online offerings. Last year Gates summoned representatives from universities with heavy online presences to a meeting to discuss how to boost college degree attainment. The meeting sparked the idea of linking community colleges with public universities across state lines, eventually leading to the choice of three with a solid Internet pedigree. "These are expert universities in online university delivery," Perez said.

The California State University System has its own online degree programs, which are also relatively inexpensive. As the two-year system's natural partner, with newly strengthened transfer agreements, some observers might wonder why Coastline needs to go outside California. But Cal State has its own intertwined budget and capacity problems, and with the Gates' grant seeking out industry leaders in online education, UMass and others fit the bill.

Not everyone is excited about the idea. "I confess to having a lot of misgivings," said Steve Filling, a professor of business ethics at Cal State Stanislaus and vice chair of the statewide academic senate. "There's a huge array of problems there." For starters, Filling said he worries about how the partnerships could be seamless, given the differences between institutions and their "learning cultures."

He also said fully online programs have an iffy record in the community college sector, even for students who are good self-starters. Finally, the program will at best be a boutique solution to the state's capacity problems, Filling said, given the relatively small number of students who will be able to take advantage of it. He is also skeptical that Coastline will be able to enroll 10,000 students in the new online tracks. "I just don't see that happening," Filling said.

Online and In-State

The partnering public institutions have agreed not to charge out-of-state tuition for Coastline's students who enroll in the concurrent program. That means a bachelor's degree from UMass Online would cost a total of $25,000, Perez said, assuming students would take five years to complete it. Under the project, students would attend Coastline full-time for their first year of course offerings, with a targeted haul of 30 credits. They would then be concurrently enrolled at the college and one of its three university partners for the next two years. The curriculum of that segment would be 60 credits. Then, the final year would be 30 credits of "capstone" courses at the online university. Students could complete their associate's degree on their way to a bachelor's.

> **With the new online degrees, Coastline Community College hopes to cut its wait list in half and to enroll an estimated 10,000 additional students.**

The jointly devised degree offerings are aimed primarily at underserved and lower-income adults, officials said. "They are now being offered an opportunity to walk away with a University of Massachusetts business baccalaureate," for example, Perez said. And students can stay in California while working toward their degrees. "They would never have to leave their home community."

Part of the project's planning phase has been to create a "one stop, one call" pathway for students, so they hardly notice that they're attending both a college in Orange County and a university in Springfield, Illinois, to pick one. That means sharing a common application, shared student services, one registrar and joint online bookstores and libraries. Though merging services isn't an easy task, Perez said the three online publics have plenty of experience cutting through red tape, sometimes even having to cope with unwieldy policies within their own systems.

Penn State went online with its World Campus in 1998. The university now offers 80 online degrees and certificates, mostly in high-demand disciplines. The partnership with Coastline is part of a broader goal of helping colleges do more for students with fewer resources, said Wayne Smutz, World Campus's executive director, in a written statement. "Online learning can help solve this challenge by putting students first — enabling them to earn a college degree in their community, with additional online courses," he said. "To do this, we need to engage institutions already doing online learning in a big way with institutions that have no more capacity for serving students."

This article was authored by Paul Fain and first appeared in the October 30, 2012, issue of Inside Higher Ed. It was reprinted here with permission from Inside Higher Ed.

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HR & Government Relations: Partnering on Public Policy

By Barbara Carroll and David Trainor with Kimrey Rhinehardt

If you are the chief HR officer for your institution, and if your organization has a chief government relations or federal affairs officer, that person should be your new best friend. Here's why.

American higher education has a complex relationship with federal and state government. On one hand, colleges and universities derive significant benefits from federal support in such forms as financial aid programs for students and research funding from entities like the National Science Foundation and the National Institutes for Health. Public institutions receive appropriations from their state to help keep the cost of college as affordable as possible for that state's citizens. In fact, historical support of American higher education by government has led to a higher education system that has long been the envy of, and model for, the rest of the world.

On the other hand, colleges and universities are also subject to ever-increasing scrutiny and compliance imposed by government, ranging from the massive accreditation reviews necessary to participate in federal financial aid programs, to compliance with federal export control requirements that limit the transfer of intellectual property to foreign countries, to the Office of Management and Budget's Circular A-21, which dictates cost principles for educational institutions.

As a result, federal laws and regulations have significant impact on higher education's ability to efficiently and effectively focus on its core mission of creating and disseminating knowledge. The more time, energy and resources an institution must devote to compliance mandates, the less time, energy and resources that institution can spend on its core mission. Finding the optimal balance is the perpetual challenge. And nowhere is that more apparent than with employment law and regulation. Colleges and universities are employers — sometimes even the largest employer in their city or region. The very essence of higher education is its human capital: it is a knowledge-based, and thus human-driven, enterprise. Up to 70 percent of a typical institution's annual budget may be devoted to human resources in the form of salaries and benefits. Everything from payroll tax requirements to wage and hour regulations to immigration policies significantly impact colleges and universities.

Yet higher ed has been slow to fundamentally understand itself as "employer," and thus slow to understand the extent to which it needs to be proactive in influencing public policy that impacts employers and employees. Historically, higher education has found itself in reactive mode to such public policy, implementing well-intended but administratively burdensome employment policy after it is mandated. More often than not, emerging employment policy is not on higher ed's radar until it's a "done deal."

But that needs to change. Higher ed needs to own its status not only as educator of tomorrow's society and workforce, but as a significant employer of tomorrow's — and today's — workforce.

You Know. They Don't. Your Job? Educate.

Campus HR leaders know how much work they must do behind the scenes to keep their institutions compliant with a daunting array of employment-related public policy mandates. Without a doubt, higher ed HR professionals spend more and more of their time each year dealing with compliance issues, with no end in sight. But most other campus leaders frankly don't know what you know. Your chancellor, provost and CFO rely on you to know all that "HR stuff" for them. But they can no longer successfully run an institution without fully understanding the public policy factors — including employment laws and regulations — that impact their ability to do so.

We are in an environment of increased scrutiny of the cost and "value proposition" of higher ed, and there is a broad sense that the historical trend of tuition increases is unsustainable. American higher education has entered a new era. Candidates for federal and state political offices have plans to control the cost of higher education and to assist Americans with going to college. Such plans focus considerably more attention on cost containment than on increasing federal or state financial assistance to colleges and universities or students themselves.

In the human resources realm of higher education, there is new, increasingly onerous regulatory attention paid to our operations. There was a time in the not too distant past, for example, when courts and regulatory agencies deferred to universities on decisions related to faculty promotion and tenure; now even those sacred areas are coming under scrutiny. Agencies such as the Equal Employment Opportunity Commission, the Internal Revenue Service, the Occupational Safety and Health Administration, the Department of Labor, the Office of Federal Contract Compliance Programs, the Office for Civil Rights, the National Labor Relations Board and the Department of Education have been increasingly engaged and interested in our work.

To this end, your mission, should you choose to accept it, is to ensure that your institution's senior leaders are well aware of emerging public policy in the employment arena that will ultimately affect their ability to successfully manage the institution. And the best place to start may be with your campus's federal affairs or government relations officer.

To the extent that colleges and universities have federal affairs officers or government relations liaisons, those individuals have historically been hired to focus on the core academic, student and research interests and priorities of their institutions, helping to influence public policy and support research funding for their organizations. They typically have not been called upon to help inform and influence employment policy.

However, you and your federal affairs colleagues have the same interests at heart — those of your institution's wellbeing. You both want your campus's students, faculty, staff and leadership to thrive. And that only happens when an institution fully understands the looming challenges before it, including those in the employment public policy arena.

How to Engage Your Government Relations Counterpart

The more time you can invest with your federal affairs/government relations counterparts, the more they'll come to understand the issues that affect not only your school's HR policy, but also the institution itself as an employer. So how can you cultivate a solid working relationship with your institution's government relations folks?

- Set up an informal, get-to-know-one-another, face-to-face meeting (or at least get some quality time on the phone with them).
- Give them this article and explain why you want to partner with them on ongoing federal employment policy issues.
- Share with them CUPA-HR's latest Washington Update and Legal Watch columns (always available at **www.cupahr.org/advocacy/legislation.aspx**) and talk with them through the topics and how each could impact your institution. What are they hearing on these topics from their counterparts at peer institutions? If nothing, should they be raising the issue?
- Find out who their contacts are in the federal arena — legislators, congressional staff, lobbyists, regulatory agency staff, policy influencers — and who among those individuals might need to be informed and who might be able to help champion the interests of your organization.
- Work with them to identify a policy position for the institution, and partner with them to help inform your institution's senior leaders.
- Learn more about your institution's policy on engaging with federal officials. It's important to understand the rules and requirements associated with advocacy to ensure that everyone is operating within appropriate parameters on lobbying, ethics and other restrictions and that you're not inadvertently working at cross purposes with others in your organization. Advocacy needs to be done strategically — and done right.
- Repeat all the suggestions above on a regular basis.

An Example From Iowa State

Not long after David Trainor first arrived at Iowa State University (ISU) as its new chief HR officer, his involvement with CUPA-HR and its public policy committee made him aware of some innocuous-looking proposed language from the United States Department of Agriculture (USDA) that could have significantly impacted ISU's College of Agriculture — and in fact could have set sweeping precedents with implications far beyond just ISU.

Upon learning of the proposed rule, Trainor reached out to his dean and his government relations colleague in Washington to explain how this legislation might impact the university. "We all agreed that the proposed rule would have a detrimental impact on ISU," says Trainor. "Working together with CUPA-HR and HR colleagues and government affairs representatives from other universities, we were able to convince USDA to not implement the proposed language."

As a result, HR at ISU came to be seen as a strategic partner with the College of Agriculture and with the university's government relations staff, working together to ensure that the best interests of the university were proactively and compellingly expressed to an important and powerful federal agency. They all worked together for the desired result and learned more about how one another's roles can positively impact the university. "This happy ending would not have been possible without proactive attention being paid to these issues by both HR and government relations folks," says Trainor.

On the Horizon: The Affordable Care Act

Of significant current concern to chief HR officers is the looming impact of the Patient Protection and Affordable Care Act. Since President Obama signed this landmark legislation in March 2010, preliminary changes — such as extending employer-sponsored health coverage for dependents up to age 26 and elimination of preexisting condition requirements — have already been implemented and have already had some financial impact on institutions as employers.

However, the far greater impacts are yet to come, in 2013, 2014 and beyond, including mandates for covering employees who work at least 30 hours per week for at least three months. Has higher education sufficiently planned and budgeted to cover potentially many more employees and dependents on their employer-sponsored plans? Probably not. And recent interpretive rules proposed by the IRS on what constitutes "30 hours" of work don't contemplate how that might look for higher-ed specific positions like adjunct faculty who teach a course or two per semester.

CUPA-HR has reached out to other higher ed professional associations including the American Council on Education and the National Association of College and University Business Officers to raise their awareness and to begin trying to influence the rulemaking activity, but all CHROs should be educating their own chancellors, CFOs and federal affairs colleagues on the potential impact of the Affordable Care Act on higher education's bottom line.

My Institution Doesn't Have a Government Relations Person! What Can I Do?

Many institutions, especially smaller ones, don't have a government relations staff member. And often that means you, as your institution's HR person, get to add one more skill to your jack-of-all-trades portfolio — federal affairs! Use CUPA-HR's resources to stay abreast of what's brewing in D.C. and in the courts, then share this knowledge with your chancellor or other applicable senior leader to help make sure he or she knows what's percolating and can use his or her own leadership networks to influence public policy.

You can also collaborate with other institutions. If your institution is part of a regional consortium or other group of affiliated institutions, use that alliance to share information and raise awareness of emerging HR public policy issues and to leverage the shared influence of the group's members. Alone you may not feel you have much voice to influence policy, but there is strength in numbers.

Be In the Know

Beyond reaching out to our own government relations colleagues, we as HR leaders should also make an intentional effort to learn about the other public policy priorities and imperatives of our institutions. If we are to be of the most effective service to our college or university, our understanding of all aspects of university operations is important. Government relations staff have information and an appreciation for those areas. Our partnership with them can be a mutually beneficial and exciting learning experience. In addition, knowing about the other priorities will assist us in determining what importance we place on the issues about which we wish to advocate.

If we are engaged, ask questions, do our research on the issues and participate in the democratic process in a new and different way, we can make a difference for our colleges and universities. In order to best serve our faculty, staff and students, we must become more interested in and intentional about our efforts to understand how government action and inaction affect us. Our credibility, success, profession and institutions might depend on it.

Barbara Carroll** is associate vice chancellor for human resources at North Carolina State University and a member of CUPA-HR's national board of directors and chair of the association's public policy committee. She can be reached at **barbara_carroll@ncsu.edu.

David Trainor** is associate vice president for human resources at Iowa State University and a member of CUPA-HR's public policy committee. He can be reached at **dtrainor@iastate.edu.

Kimrey Rhinehardt** is vice president for federal relations at University of North Carolina. She can be reached at **kwr@northcarolina.edu.

CUPA-HR As Advocate

In this ever-changing and increasingly challenging environment, HR professionals need to ensure they are informed about how legislative and regulatory actions will impact their institutions. In addition to the useful Public Policy section of the CUPA-HR website (**www.cupahr.org/advocacy**), which highlights emerging issues in employment law, regulations and court rulings, CUPA-HR has long engaged in efforts to positively influence the legislative and regulatory process. CUPA-HR government relations staff often work with HR and federal relations representatives from other professional associations such as the Society for Human Resource Management, the American Council on Education, the American Association of Universities, APLU (the association of land-grant public universities) the American Association of State Colleges and Universities, the National Association of College and University Business Officers, and even the United States Chamber of Commerce to inform emerging legislation and administrative regulations. In addition, CUPA-HR President and CEO Andy Brantley spends considerable effort both directly representing higher ed HR's interests in Washington and building coalitions with other professional organizations to ensure CUPA-HR's voice is heard, respected and relied upon by decision makers.

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International Expansion and Human Resources Considerations

By Kyle J. Cavanaugh

Increasingly, colleges and universities across the country are dramatically expanding their global presence, and as they do, a host of human resources issues must be taken into consideration. Institutions are aggressively moving beyond study abroad and exchange programs and are developing initiatives ranging from joint ventures with other schools to actual brick and mortar facilities in other lands. At the same time, as U.S. schools are becoming more active in the global environment, other countries are becoming increasingly proactive in addressing issues ranging from work authorization to permanent establishment to taxation and other employment-related issues.

In an effort to facilitate increased dialogue on the topic of international expansion, CUPA-HR organized an International Symposium at its 2012 annual conference. The focus of the all-day symposium ranged from international start-up considerations to numerous examples from practitioners with experience with global initiatives. Participants included leaders from both private and public institutions across the U.S. as well as colleagues from Singapore, Qatar and the United Arab Emirates.

Going Global

The symposium began with a description of a framework for launching an international initiative. What is the purpose of the initiative, and how will it impact the main campus? What are the human resources issues institutions must consider?

After an institution has explored why it wants to create a branch campus abroad, the next step is to explore options for governance structure. Each structure has pros and cons based on the country or countries your institution is exploring. The most common governance structures are:

- Registering as an institution,
- Creating a nonprofit government organization (NGO),
- Forming a joint venture with another school or government, and
- Acting as a wholly owned foreign entity (WOFE).

As institutions explore these governance structures, they'll also want to keep in mind the employment issues that arise when embarking on an international initiative, including core issues that vary by country, such as regulatory benefits, employment contracts, conditions around termination, mandatory holidays and local culture that will influence the workplace.

Brian Johnson, executive vice president for human resources delivery at Fidelity Investments, shared with the group his organization's methodology for expanding into a new country. Although Fidelity Investments is a private-sector company, many of the employment-related issues Johnson outlined have direct applications to higher education. He recommended keeping these key principles in mind:

- Supporting the culture and values of the country you're in,
- Promoting a global mindset among your staff at home,
- Instituting a clear governance process,
- Leveraging standardized technology, and
- Optimizing effectiveness and talent.

"Be careful not to underestimate the need to help domestic staff understand the complexities of working globally," says Johnson. Those efforts should include everything from building cultural awareness for U.S. employees to reminding them about time differences, work schedule differences and holiday schedules.

Duke University, too, has made an effort to engage employees on its main campus, looking at expansion abroad as a professional development opportunity. For example, instead of building a separate department to focus on international work, Duke chose to build expertise within existing departments, encouraging point people in HR, finance and other impacted areas to grow their knowledge of international issues.

One of Duke's newest projects is Duke Kunshan University in China. Among other tasks, the HR working group for this collaborative effort has hired a director of HR, established job descriptions, clarified salaries, finalized the benefits structure and finalized secondment arrangements.

Interested in learning more about the HR implications that come along with international expansion? CUPA-HR has compiled several resources in the Knowledge Center (**www.cupahr.org/knowledgecenter/topic_internationalhr.aspx**). Here you'll find information on benefits, documentation, classification, legal issues, wage and salary administration, risk management/safety and health, and much more, all relating to employees working overseas. You'll also find several white papers from White & Case on topics related to launching a new campus or research project in a new country.

The Going Global section of the symposium concluded with a set of "lessons learned" from the presenters, which included:

- Emphasize the importance of spending time to build local relationships,
- Be thoughtful about leveraging local support organizations (e.g., consulting firms and legal firms) to improve delivery and enhance skills,
- Establish a project management approach where U.S. and international business hours complement each other (rather than both teams working 18 hours per day),
- Build U.S. infrastructure (resources and skills) so it can expand to meet project workloads and contract once a project is completed,
- Learn and embrace the language, culture, holidays and local practices, and
- Clarify the organizational structure and then cascade the employment relationship from the structure.

Global Talent Management Challenges and Strategies

The second session of the symposium consisted of a panel discussion facilitated by Dave Achenbach, assistant vice president for human resources at Georgetown University. The panel included internationally experienced chief HR officers from Northwestern University, the National University of Singapore and the King Fahd University of Petroleum and Minerals. The panel outlined some of the key challenges for their institutions, as well as strategies for managing in a competitive environment. They focused primarily on recruitment and retention, onboarding, compensation and performance management.

In the U.S., talent acquisition, development and engagement are typically the first order of business when expanding domestically; but that's not the case overseas, where the first questions you're likely to encounter relate to housing, community and relationships.

Panelists emphasized that onboarding for work abroad reaches beyond employment training to encompass a wide range of quality-of-life issues. These include transportation, family needs, legal and tax issues, and managing healthcare; and they vary by individual.

Personal questions HR must avoid when working with U.S.-based employees are critical to anticipating needs and issues overseas. Sexual orientation, children with special needs and even types of pets are among the many factors that can pose challenges abroad, depending on the country. It's HR's job to help navigate these challenges so that the employee can focus on the work he or she is there to do. And HR needs to begin that process long before the actual move.

In addition to onboarding, several considerations were raised regarding compensation. For example, certain perks that are common in the U.S. may not be acceptable in another country; some institutions face a moral dilemma over compensating expatriates differently than local employees; and negotiations around faculty base pay and tenure can get tricky.

Pulling It Together

Don Dowling, Jr., an international employment law partner at White & Case of New York, provided symposium participants with tangible action steps to take when launching employment operations in new global locations.

He walked participants through a systematic process, beginning with steps to establish an employee presence abroad. Once a foundation of corporate establishments was reviewed, attention shifted to an inventory of the HR issues that arise as an organization begins to employ its first employees in a new country and systematic ways to address them. The helpful checklist included:

- **Business Structures and Contracting.** Issues covered included which corporate structure to use for local operations.
- **Benefits and Compensation.** Issues covered included how to competitively benchmark benefits and compensation while also addressing statutory benefits required by individual countries.
- **Hiring Local Nationals.** Issues covered included country-specific items such as job application process, background checks and affirmative action.
- **Written Employment Contracts.** Issues addressed were the differences across countries, the concept of a probation period, job titles and mandatory retirement classes applicable in some countries.
- **Handbook and Policies.** Issues within this area range from regulatory-covered issues such as overtime to the overall relationship between employment contracts, handbooks and country-specific employment terms.
- **Translations.** Within certain jurisdictions, employment materials are required to be in the home language.
- **Compliance.** Just as we have labor laws within the U.S., such requirements exist in foreign jurisdictions, and it is imperative that institutions understand and comply with such requirements.
- **Employee Representatives.** Union existence and scope of representation varies greatly by country. Targeted union strategies will need to be developed for each situation.
- **Human Resources Data.** Issues within this domain include data protection and data privacy, along with the complexity of moving employment-related data across borders.

Conclusion and Future Direction

At the conclusion of the symposium, several recommendations were made regarding future initiatives related to international activity. First, the consensus from the diverse participants was that the symposium was beneficial and that consideration should be given to holding similar sessions in the future. Second, a modification to the structure of future sessions was recommended that would allow for a "deeper dive" into specific countries such as China and India. Finally, a consortium format to leverage resources across schools as a means to approaching international services was strongly endorsed by all.

Clearly global expansion is a reality for virtually every institution, and along with such expansion complex employment scenarios emerge. The International Symposium was a worthwhile and relevant learning venue and sets the stage for future collaboration across the globe.

Kyle Cavanaugh** is vice president for administration at Duke University. He can be reached at **kyle.cavanaugh@duke.edu.

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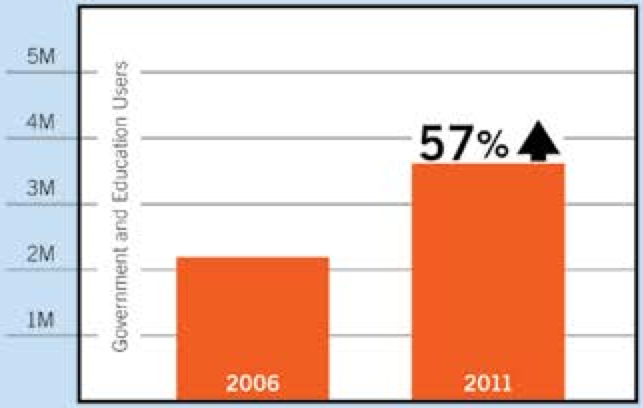

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Creating a Community of Leaders

By Allison M. Vaillancourt

Organ rejection, the process by which a foreign body is rejected by its host, is an apt metaphor for thinking about the experience many organizations face when they bring in new leaders after an external search. While organ and tissue transplants are designed to improve health or even save lives, they can actually cause irritation or even life threatening infection. At the University of Arizona, we observed several instances in which new leaders failed to appreciate or acclimate to our culture, thereby weakening our organizational immune system. Over time we began to question whether our bias for external leaders was truly benefiting the university's long-term health.

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What Is Leadership?

By Brent Ruben and Vivian Fernandez

Mention the importance of leadership and heads nod. Walk down the business aisle of the local bookstore or peruse the list of presentations at the annual conference of a professional association and you reach the same conclusion. The message seems clear enough: strong leadership is vital — in civic and community groups, in healthcare and education, in business, in national and international affairs. There's no lack of agreement that leadership is important and that more effective leaders are needed. However, when it comes to discussions of what leadership is and how one can become more effective as a leader, there is far less consensus. And as with so many other concepts that we find easy to define in the abstract, the devil generally finds his way into the day-to-day details of operationalization.

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Growing

A Proactive Approach to

Your Own Leadership Development

A Strategy for Succession Planning

By Betsy Rodriguez and Mark Coldren

Many higher education institutions struggle with misperceptions, language and "business sounding" terms when it comes to succession planning. Several years ago, when one university began formulating its long-term plan for filling senior leadership positions, terminology proved to be key. At the first planning meeting, it took more than an hour for the group to even get past the term "succession planning" (which some felt implied some sort of corporate exercise that resulted in a secret book of pre-selected individuals). Once the talent management director suggested the term "leadership pipeline," all was good and everyone was on board.

Regardless of what you choose to call it — succession planning, leadership pipeline, talent management — the bottom line is this: developing leaders from within may be the single most important exercise for the sustainability and future of your institution.

So let's look at what succession planning is (and what it isn't), why it's important in higher education, how to get started on a succession planning strategy at your institution and what tools you can use to facilitate succession planning.

What Is Succession Planning?

According to Wikipedia, succession planning is "a process for identifying and developing internal people with the potential to fill key business leadership positions in a company [or organization]. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as they become available." It is the focus on leaders that distinguishes succession planning from the more general workforce planning — which is more about identifying overall workforce needs and future gaps.

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Creating a Community of Leaders

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After a fair amount of analysis and conversation, we decided there was merit in a "grow our own" approach to expanding leadership capacity. So, with an eye toward reducing the financial and psychic costs associated with external searches, improving leaders' success and retention, enhancing our organizational culture, and encouraging collaboration and innovation, the University of Arizona embarked on an ambitious initiative to create a community of leaders.

After three years of sustained effort, we now have five leadership initiatives in place, each targeted at a different segment of our university community.

New Heads Seminar Series

Target: New Academic Department Heads

Our longest running program is the New Heads Seminar Series, a four-session program for new academic department heads that is sponsored by the office of the provost in partnership with the division of human resources. The program begins by exploring the dynamics of moving into an administrative role and is followed by sessions that address budgeting, faculty mentoring, promotion and tenure, and building a positive organizational culture. The program is designed to clarify our expectations of academic leaders, introduce them to key resource people and support the creation of a peer support network.

Managing the UA Way

Target: New Managers and Supervisors

Our newest program serves as a one-day orientation for managers and supervisors who are new to their roles or to the university. Topics include workforce planning, performance management and fostering a positive work environment. While there were calls for us to mandate participation in this program, we resisted and chose instead to make the program something people wanted to attend. Sessions fill up as soon as they are announced, so the strategy seems to be working.

Management in Action Program (MAP)

Target: Middle Managers

"Creating a High Performance Culture," "Effective Organizational Communication," and "Ethics, Morality and Values" are among the topics included in this eight-session, semester-long program. Participants are selected by members of our MAP advisory board who review applicant statements and letters of recommendation. Once participants have completed the program, they are eligible for up to four sessions with an internal leadership coach.

Academic Leadership Institute

Target: Current and Potential Senior Leaders

We are now in year three of what we consider to be our signature leadership program, the Academic Leadership Institute. This year-long program targets academic department heads, associate deans, department directors and shared governance leaders. The institute is designed to build leadership capacity, deepen knowledge about the university's priorities and support the creation of a professional support network. An additional and important component of the program's design is the opportunity for institute fellows to reflect upon their individual leadership styles and strengths through a variety of assessment tools.

Day-long skill building sessions include topics such as "Achieving Agreements," "Cultivating Allies and Expanding Influence," and "Leading Change in Innovation." These programs are complemented by breakfast programs with university, business, community and government leaders that address topics ranging from state and federal government relations to forging corporate partnerships to institutional strategy to organizational branding. Participants also receive executive coaching and peer coaching. Institute fellow applications, which must include a statement of interest, letter of recommendation and endorsement from a dean or vice president, are reviewed by the Institute Advisory Board.

Leadership and Innovation Reading Group

Target: Deans and Vice Presidents

Also known as "Book Club," the Leadership and Innovation Reading Group was launched in an effort to bring university leaders together around new leadership ideas. Facilitated by UA's vice president for HR and the dean of the College of Engineering, the group meets monthly and notes from the conversation are shared widely. The UA bookstore promotes the books selected by this group in order to encourage others in our community to consider ideas under discussion.

Books discussed during fall 2012 included *The Innovative University* by Clayton Christensen and Henry Eyring; *How: Why HOW We Do Anything Means Everything* by Dov Seidman; *Abelard to Apple* by Richard DeMillo; and T*he Advantage: Why Organizational Health Trumps Everything* by Patrick Lencioni.

Lessons Learned

We have learned some interesting and surprising lessons as we have developed our programing and have developed some recommendations that may be helpful to others contemplating similar programming.

First, form an advisory board. We formed advisory boards of high-profile members from throughout our university community for both of the programs that require a competitive process. These boards offer meaningful guidance about programming and play an important role in ensuring that our university community perceives that participant selections are being made in an unbiased manner.

Don't use leadership development to "fix" people. Participants in both our Academic Leadership Institute and Management in Action Program are selected through a competitive process. In several cases, letters of support implored review committee members to select candidates known for poor leadership skills. Knowing that remedial leadership education would tarnish these programs' reputations, we have focused on applicants who have already demonstrated strong leadership potential.

Consider that competition can scare off worthy candidates. For the first two years of the Academic Leadership Institute, we received three times as many applications as we had spots in the program. While the quality of applications for the 2012 program was stronger than in years past, we were surprised that number of applications declined, especially given the Institute's growing prestige. Based on informal feedback, we learned that many would-be candidates looked at past years' rosters and assumed that the program was out of their reach. That has prompted us to develop a personal outreach campaign to fill the 2013 class.

Use external facilitators with caution. For one year, we used a high-profile leadership development firm to provide content and facilitation for the skill-building component of one of our programs. Calling that decision disastrous would be overstating things, but not by much. Our facilitators arrived with their own agenda and approach, and they seemed unconcerned that it was perceived as too corporate for the audience. On a positive note, that year's program participants bonded together against the facilitators and remain the cohort group most tightly connected.

Academic Leadership Institute participants work together on a group project.

Recognize people who want to be better leaders. We regularly publicize the names of individuals selected for our leadership programs and offer them special programming and invitations to serve on high-profile task forces and committees. We also turn to them for guidance on proposed policies and programs. Importantly, we give program graduates additional consideration for new posts, and close to a third of our Academic Leadership Institute fellows have been offered new leadership responsibilities since completing the program.

Never underestimate the power of connections. While we hoped that program participants would build a support network, we underestimated how important their fellow program participants would become to them. For many participants, these programs have reduced their sense of isolation, given them an "in" within other often mysterious departments (our police department, federal relations unit, and even human resources are mentioned frequently in this regard), and created a vital social network that has increased engagement and supported retention. By way of evidence, only one of our 75 Academic Leadership Institute participants has left the university in the last three years.

The University of Arizona's "grow our own" approach has reaped tremendous benefits in just three short years. By ramping up our leadership development efforts, we've been able to successfully build leadership capacity throughout the university, increase retention, enhance decision making, influence organizational culture, encourage collaboration, save money associated with search and start-up costs, minimize churn and plan ahead for transitions.

By providing our leaders (and future leaders) with the tools and resources they need to hone their skills, enhance their strengths and deepen their knowledge base, we're setting them up for success, and in turn, helping ensure the continued success of the university.

__Allison M. Vaillancourt__, Ph.D., SPHR, is vice president for human resources at the University of Arizona. She can be reached at __vaillana@email.arizona.edu.__

5 Reasons to Build Your Internal Talent

By Patrick Sanaghan and Steve Riccio

As higher education faces a complex and ambiguous future, it is imperative that institutions are well equipped with a cache of competent, talented and committed administrative staff members, and we need to be disciplined and rigorous in developing the many gifted individuals throughout our institutions.

Unfortunately, too often institutions target only the top levels of the organization when designing mentoring programs, selecting individuals for participation in leadership development programs or coordinating "stretch" assignments to extend the knowledge base of internal talent. However, we believe that everyone, regardless of administrative level, should be developed, as leadership is fostered through actions, not positions.

Here are some important considerations for senior leaders as they think through the conscious development of their people through robust talent management practices.

1) Having a comprehensive talent management program indicates to all employees that leadership skills are important and that people are valued as a positive asset to the institution.

2) An emphasis on talent management communicates to everyone that leadership is an institutional value. Too many values of colleges and universities are aspirational in nature. But when values are actually lived, it creates a strong, collaborative institutional culture that is able to meet current and future challenges. This leadership culture becomes a strategic asset in times of complexity and change.

3) An investment in developing internal talent relays that an institution is committed to developing its own people and not seeking outsiders to fill key positions. As people become more effective in their jobs, they are able to contribute at a more strategic level. This helps create explicit career paths for those who aspire to more responsibility and authority.

4) Employees are more committed to an institution's success when they feel that resources are being invested in their development.

5) Finally, an investment in internal talent helps ensure that institutions are preparing for the future in a deliberate and conscious manner. Effective talent management cultivates the leaders we will need in the future and builds a leadership pipeline of individuals that are dedicated to the institution's mission, values, goals and future.

__Patrick Sanaghan__ is president of The Sanaghan Group, which provides consulting support with strategic planning, leadership development, leadership transitions and executive coaching. He can be reached at __sanaghan@aol.com.__

__Steve Riccio__ is director of staff development and an adjunct faculty member in the international business and management program at Dickinson College. He can be reached at __riccios@dickinson.edu.__

What Is Leadership?

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In the case of human resources and leadership, those details are vital because they underpin efforts to identify, recruit, develop, recognize and reward the individuals needed to advance organizations. And, as personal experience, the pages of the higher education publications and public sentiment make clear, there may be no sector where these HR capabilities are currently more critical than in higher education.

What Is Leadership?

There is a widely held assumption that effective leadership is one of the most crucial factors in organizational excellence. That said, what exactly is leadership, and what capabilities are most important for leadership effectiveness?

The Vertical and Horizontal Perspectives

A persuasive traditional view has been that outstanding leadership is best provided by individuals who have proven themselves to be outstanding performers in their field. They are outstanding because they have acquired superior technical, disciplinary and job-specific knowledge and capability in a particular line of work, and as a consequence they have the knowledge and skills to lead others in the organization to similarly high levels of performance.

In this view, we should expect to find the most promising future IT leaders to be the best trained and highest performing individuals in an IT department. In like fashion, the most promising leaders of an academic department would be those identified as first among equals when it comes to teaching and scholarship, and the best prospects for outstanding chief academic or business officers would be individuals who have distinguished academic or financial careers. This way of thinking represents what might be termed a **vertical view**, emphasizing as it does the importance of silo-based, context- and position-specific experience, knowledge and skill as the critical ingredients for effective leadership.

No thoughtful person doubts the relevance of such qualities for leadership roles. That said, many who study organizational leadership increasingly recognize that this seemingly common sense view oversimplifies matters. A more nuanced perspective is that while vertical, context-specific experience, knowledge and skill is important to a point, beyond that point other competencies often become more essential to outstanding leadership than technical or position-specific knowledge and skill. Lending support to this view are the many instances where leaders who were very well-educated and technically accomplished in their field were quite unsuccessful as leaders in those fields. The conclusion is straightforward and yet quite profound: disciplinary expertise is important but generally an insufficient basis for leadership excellence. Additional capabilities are required.

So what are these additional capabilities? The popular, professional and scholarly press offers many suggestions — so many in fact, that a casual effort to review and synthesize the many conceptualizations can lead rather quickly to overload and confusion. After having reached precisely this conclusion, I decided to conduct a systematic review and analysis of a broad sampling of leadership literature with the goal of developing an integrative framework for making sense of the various viewpoints.

The review covered more than 100 writings on leadership, and the goal in each case was to identify the knowledge sets and skill sets that various authors have deemed important to leadership and leadership effectiveness and to organize them into categories. One of the things I found most striking in my research is the extent to which many of the capabilities identified as essential to outstanding leadership are generic and cross-cutting and not specific to any one context or line of work. Rather, these capabilities transcend positions, fields, organizational types and sectors. This represents what might be termed a **horizontal view** of leadership.

The Leadership Competency Framework

After a thorough review of the literature, I was able to create a competency framework and scorecard (*What Leaders Need to Know and Do: A Leadership Competencies Scorecard* (Ruben 2006)), which identifies five thematic areas, or leadership competency clusters, each composed of a number of more specific competencies. This framework incorporates both the vertical and horizontal perspectives, reflecting the assumption that the two knowledge sets and skill sets are complementary in thinking about leadership effectiveness.

The first competency cluster captures the vertical view of leadership. Termed **positional competencies**, this area refers to knowledge and skills related to the particular type of work, discipline, setting or context. Positional competencies include field/discipline/sector-specific education, training, experience, expertise and knowledge, as well as organizational knowledge, familiarity with the work and professional involvement. Positional competencies are necessary elements for leadership excellence but generally are insufficient in and of themselves.

The four additional thematic competency areas reflect the horizontal view of leadership, and include personal competencies, organizational competencies, communication competencies and analytic competencies. **Personal competencies** refer to standards, character and expression of values, including ethics; personal character; cognitive ability and creativity; enthusiasm; maintenance of high standards; personal conviction; persistence; self-discipline; self-confidence; and role modeling.

Organizational competencies are the administrative capabilities that are necessary for leadership in organizations of varying purpose, function and size, including vision setting; strategy development; goal attainment; management and supervision; information and knowledge management; boundary spanning; use of appropriate information and communication technologies and strategies; collaborative decision making; empowerment; teaching and coaching; and change, risk and crisis management.

Communication competencies include the knowledge and skills necessary for effective interaction in interpersonal, group, organizational and public settings, among them credibility and trust; influence and persuasion; interpersonal relations and teambuilding; listening and attention; question asking and learning; writing and public speaking; diversity and intercultural relations; and facilitation, negotiation and conflict resolution.

Analytic competencies refer to thoughtful reflection on one's own and others' behaviors and careful consideration of the consequences of alternative leadership options and strategies, including self-assessment; problem analysis and problem solving; stakeholder analysis; organizational and situational analysis; analysis of technology; and review and analysis of results.

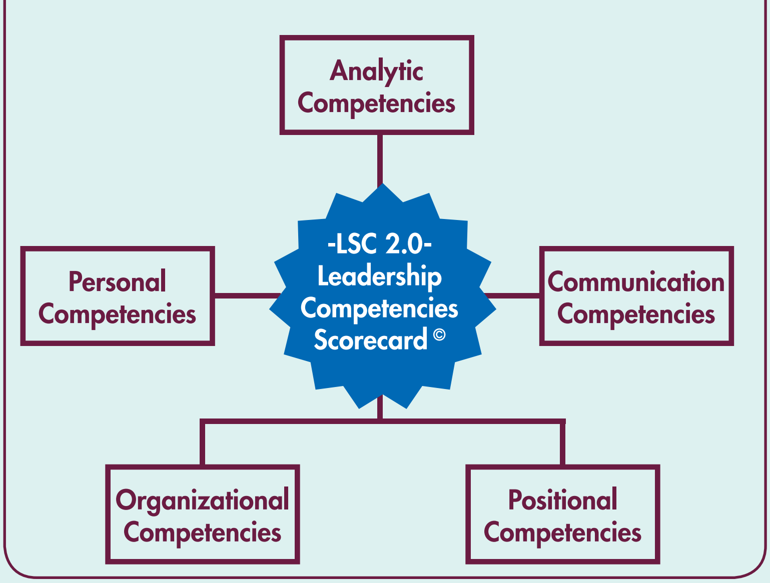
Formal and Informal Leadership — Both Are Critical

The leadership competency framework calls attention to the importance of the horizontal (cross-contextual and transcendent) competencies needed for outstanding leadership, as well as the vertical, position- and context-specific competencies. Nowhere do personal, communication, organizational and analytic competencies seem more important right now than in higher education.

This is a time where the chorus of discontent and disruption is distracting, sometimes nearly deafening. These refrains have become all too familiar: our economic models are unsustainable; our institutions stagnant; our work processes inefficient and overly bureaucratized; our faculty and staff complacent and defensive; we don't tell our story well; we don't listen effectively to our critics; we resist innovation; we are incremental when we should be transformative; we're not accountable. It is becoming increasingly difficult to turn away from these voices and the sometimes indistinguishable blend of perception and reality to which they refer.

Much of the problem and the solution comes down to leadership, the kinds of organizations and culture we create together, and the ways

Leadership Competency Framework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Communication Competencies
Organizational Competencies
Positional Competencies

in which we relate to one another and our external constituencies. The importance of formal leadership in addressing the challenges of the day cannot be overemphasized. Leaders in every position throughout our institutions have a vital role to play in bringing appropriate disciplinary knowledge, personal integrity and character, communication capabilities, organizational expertise, and analytic acumen to their work — all of which are important to assess and improve our institutions and to tell the story of our advances in persuasive and compelling ways to our multiple internal and external stakeholders.

In emphasizing the role played by formal leaders, it is easy to overlook the importance of informal leadership and the influence each of us has through the hundreds of face-to-face and mediated interactions we have each day. Every such encounter with students, faculty, staff or visitors represents a leadership moment, an opportunity to further advance the purposes of the institution and to develop the knowledge and skills that help to enhance our personal and professional capabilities.

HR and Leadership Development

Of the many areas where the work of human resources is of strategic importance within colleges and universities, perhaps none is more significant than leadership development. In emphasizing the importance of an appropriate blend of leadership competencies in recruitment, selection, training, recognizing and rewarding employees — and in creating a culture where informal as well as formal leadership is valued — the role of HR is indispensable.

Unfortunately, it is not a simple matter to translate that proposition into language that is clear and compelling to the broad cross-section of faculty and staff or to mobilize colleagues to action in support of these aspirations. One simple but helpful framework for this purpose identifies four leadership roles that all employees and all units can play: teachers, stewards, ambassadors and agents of change.

Teachers

Employees in universities have no choice as to whether to adopt this role or not. We are all teachers — faculty, of course; but also staff and especially HR professionals. We teach in all that we do and all that we don't do. Faculty teach in the classroom and lab, staff teach in offices, residence halls, cafeterias, libraries — through the multitude of encounters they have with students, colleagues and visitors on a daily basis.

> **In emphasizing the role played by formal leaders, it is easy to overlook the importance of informal leadership and the influence each of us has through the hundreds of interactions we have each day.**

Because of the visibility and pervasive impact of their interactions and work, HR professionals have special opportunities in this regard — providing lessons through the systems, policies and procedures that they create and manage. These actions and their consequences shape the perception of HR, its staff and the institution. As individuals, and as members of HR departments, each day affords any number of teaching/leadership development moments, and with them opportunities to teach colleagues about collaboration, client service, coping with change, conflict and conflict resolution, knowledge sharing and responding constructively to criticism.

The teaching moments are a given; the lessons we provide depend on the way we enact our roles as HR professionals and the personal and professional choices we make. Whatever those understandings and choices are, it should come as no surprise that these actions can have a significant and rippling "training effect" that is probably far more influential over time than any formal orientation or training program.

Stewards

Together, faculty and staff are stewards of the campus environment. The most obvious way to think about an institution's environment is in physical terms: buildings, grounds, equipment. But there is also a learning environment and a cultural environment. And all three are important to the mission of the institution and are directly influenced by faculty and staff behavior. Perhaps most obvious is the role each employee can play in maintaining the physical environment of the institution. While the facilities department is generally the unit seen as being directly responsible for this work, leading organizations such as Disney recognize that cleanliness and upkeep of the workplace is part of every employee's work. In the same way that most of us would feel responsible for picking up an item of trash thrown on our property, this same sense of responsibility and ownership can be an important element of the way we feel for the physical environment of our campuses.

Likewise, creating and maintaining a culture that promotes and recognizes the values of respect, civility, professionalism and service in each conversation, each phone call, each bulletin and each e-mail can certainly be a fundamental and explicit part of the work of each employee, particularly those who work in human resources and have the capacity to serve as powerful role models for others.

Ambassadors

All employees of a college or university are full-time ambassadors for their fields, their institution and higher education in general. There's no decision to be made about whether to be or not be an ambassador; the only decision that must be made is what kind of ambassador role one will play. Through words and actions, everyone who works in higher education is an ambassador — everywhere, all the time, inside and outside the institution.

Faculty and staff are the windows through which our friends, neighbors, acquaintances and the public view us. The images the general public develops of our institutions and of higher education is the sum of the impressions we create in our ambassador roles. As important as public service announcements and formal publicity can be in creating the brand or identity of an institution, that influence is likely to pale in comparison to the impressions created by its workforce. Human resources plays a particularly influential role in this regard, as the division most responsible for recruiting and orienting the institution's ambassadors — who then become the face of our institutions and their most persuasive spokespersons.

Agents of Change

Faculty and staff have a personal decision as to whether or not to become an agent of change and innovation. If we are dedicated to the advancement of our institutions and higher education, the choice is a clear one. Each of us in our own spheres of activity and influence can be a force for innovation and change, for identifying and adopting best practices, and for encouraging and recognizing others who adopt these same values and behaviors. Agents of change operate at all levels. In each activity we perform, each position to which we're assigned and each endeavor we undertake we can be instruments of change and improvement — striving for the highest standards of excellence.

HR As Role Model

Higher education faces a great many daunting challenges. None is more fundamental than recruiting, developing, recognizing and rewarding outstanding individuals who possess the necessary positional and disciplinary knowledge and skill set, but who also excel in personal, communication, organizational and analytic competencies. We need colleagues who will assume leadership within our institutions — in formal positions and also in the host of informal roles that present themselves every day at all levels. All faculty and staff have significant opportunities for leadership influence as teachers, stewards, ambassadors and agents of change; but no single unit has a more significant role relative to these values than human resources.

HR professionals can and should be role models on campus. Role-modeling means self assessing, welcoming critique, looking for new approaches and models, implementing new services, being open to experimentation, and continually improving; in short, becoming a model of the way effective individuals and organizations operate.

Brent D. Ruben** is professor of communication and executive director of the University Center for Organizational Development and Leadership at Rutgers University. He can be reached at **bruben@rutgers.edu.

Vivian Fernández** is vice president for faculty and staff resources at Rutgers University. She can be reached at **vfernandez@hr.rutgers.edu.

A Strategy for Succession Planning

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Succession planning, which typically focuses on the most critical positions in an organization, is a deliberate, proactive approach that leaves little to chance, either due to unforeseen circumstances or expected incidents like retirements. In order for succession planning to work for your institution, you must define it in relation to your institution's needs, priorities, mission and goals. You can use what others have developed as a place to start, but you must ultimately determine what it means to your college or university and then make it your own.

And succession planning benefits more than just the organization. One of the main reasons individuals leave organizations is to take on jobs with additional responsibility. A well-planned, well-documented succession planning process ensures that key talent, especially individuals aspiring to senior positions, have a clear career path within an organization. This means clearly articulating the competencies required for senior positions, providing ways for individuals to hone these skills, and utilizing appropriate performance evaluations to guide them along their way.

Making the Case for Succession Planning in Higher Education

Developing internal talent to fill key leadership positions has long been a staple of the corporate business model. Although succession planning has yet to catch on in colleges and universities like it has in the corporate world, there are many reasons it should be utilized in higher education. Here are a few:

- **Aging workforce.** Demographics show that at many institutions, 25 to 35 percent of the workforce is over the age of 55. The percent of institutional leaders in this demographic is even higher. In light of these statistics, and for the sake of business continuity, institutions must identify and begin to prepare their next wave of leaders.
- **Fewer qualified individuals in the pipeline.** There are many open searches for key leadership positions at colleges and universities around the country. If we are all looking, are there enough "experienced" candidates in the market? Some institutions are looking outside of higher education to fill key roles like chief financial officer, chief HR officer, chief information officer and even president and chancellor. If institutions place a greater emphasis on succession planning, they wouldn't have to look very far to find their next senior administrator (and the pipeline would be better populated with qualified candidates).

> **Developing leaders from within may be the single most important exercise for the sustainability and future of your institution.**

- **Unique positions.** Higher education has a tendency to be very specific in requirements and not always open to transferable skills, which may limit building a deep and diverse pool of candidates. With fewer individuals qualifying for positions, it is even more important to plan and strategize for potential vacancies.
- **Institutional continuity.** If we always look outside our institutions, we create steep and urgent learning curves that can slow momentum. New outside individuals often do not know the institutional/organizational culture which can help leaders as they contemplate new direction and change.
- **Return on investment.** If we have an effective succession planning process, we can reduce the costs of recruitment, external search firms and relocation for some key positions.
- **Employee engagement.** How employees feel about institutional leadership has a direct correlation to their level of engagement. Having a leadership pipeline stocked with individuals already familiar with and committed to the institutional mission, vision, values and culture will help convey a sense of

continuity during times of change. If that continuity is there, a campus community has a greater likelihood of embracing change and remaining committed to the mission.

Where Do We Begin?

If your institution has a strategic plan, diversity and inclusion goals, HR metrics, leadership development programs or resources, and well-established search processes, you already have a good, solid foundation for a succession plan.

The first step in creating a succession planning strategy is to assemble a planning team. This team should include the leaders of the institution along with a human resources leader. The role of the HR leader is key to framing the strategy and keeping it at the forefront of the leadership team's annual work. The first order of business for this group should be to develop a clear vision of what a succession plan should look like, why it's needed and desired outcomes. This information will provide the framework for the entire strategy.

Once you've determined the "what" and "why," the next step is to identify the key leadership positions that are critical to the success of your college or university. Here's where your institution's strategic plan will come into play — it dictates where you are headed, so use it to also determine who needs to lead you there. For example, if student recruitment is key to the plan, then your senior student recruitment positions need to be part of your succession planning strategy. If your institution needs to dramatically reduce expenses or administrative overhead, then the chief financial officer and other similar positions need to be included. If your institution is considering massive changes to academic programs, the provost will be a key position in your succession planning strategy.

As part of the process of identifying these positions, you will also want to determine when they are likely to become vacant due to retirements or other known circumstances (HR metrics or planning reports can provide demographic data and can help you determine who might be leaving when).

After you've identified the key positions that will be included in your succession plan (and know that these may be fluid and may well change down the line, reflecting shifting institutional priorities and/or goals), it's time to identify desired leadership competencies, both general competencies and skill sets and position-specific competencies. Once you've fleshed out these core competencies, the next step is to begin identifying individuals that would be a good fit for each position (your institution's diversity and inclusion plan should guide your efforts here).

Remember, you're not yet assigning specific individuals to specific roles, you're simply identifying individuals with leadership potential. And take care not to fall into the "silo" mentality (thinking that only those with detailed experience in defined areas can be considered). You should be considering individuals who may not have specific experience in certain areas but who demonstrate a readiness in terms of leadership potential, vision and strategy.

After you've identified potential successors for your key positions, you'll need to evaluate individuals' readiness for these positions, identify any skills gaps and create or adjust development plans accordingly. The planning team should discuss readiness at length — what "ready" looks like in terms of actions, behaviors, success, etc. for positions and for individuals. A good guideline for readiness can be in terms of time, such as being ready to step into a role now, ready in one to three years, ready in three to five years, and so on.

The performance evaluation process is critical to succession planning and should be tied to the competencies for leadership. All good evaluations focus on individual development. It is a best practice to require all individuals to have an individual development plan (IDP) as an extension of the review/evaluation process. Effective evaluations and a comprehensive IDP are key to building a pathway to leadership development.

Succession Planning Tools

There are several strategies, tools and techniques that you can use to facilitate succession planning at your institution. Here are a few:

- **Structured leadership development programs.** A good leadership development program includes opportunities for self-reflection and feedback. Both of these elements along with development activities can add to an individual development plan.
- **Developing replacement strategies.** Your institution should identify and develop a "balanced" look at succession planning. Although it's ideal to promote from within, sometimes circumstances or situations dictate that successors come from outside

your institution, and sometimes even from outside higher education. Identify top talent, both internally and externally, before you have an opening. Know who the most talented individuals are externally as well as internally.

- **Formal and informal mentoring programs.** All high-potential individuals should be encouraged to seek out mentorship opportunities, and all institutions should have a mentoring program.
- **Leadership feedback (360s).** Multi-source feedback is how an individual will progress through his or her individual development plan and display readiness for leadership opportunities.
- **Identification of developing managers.** Part of the succession planning process is developing and maintaining a list of individuals with leadership potential. New managers will be great candidates for this list. This is where your institution can begin to build bench strength.
- **System tools (online profile management and performance tracking).** There are many online tools available to facilitate your performance evaluation process. Competency libraries, tracking mechanisms and position maps can add a sense of value and depth to performance evaluations.
- **Third-party executive assessments.** External coaching and development processes can often be a great option for identifying your current situations and possible opportunities for development for individuals and your process.
- **Engagement surveys.** The campus community will feel more involved and engaged if you ask them about your institution's current leadership actions and direction. These types of surveys can also help you develop a better overall plan and approach for succession planning.
- **Diversity goals/plans.** It is a must to mesh your institution's overall goals for diversity and inclusion with your succession planning process.
- **Workforce plans.** Metrics analysis (especially of retirements, turnover and general workforce needs) will help provide key information for your succession planning strategy.

> **In order for succession planning to work for your institution, you must define it in relation to your institution's needs, priorities, mission and goals.**

Inside Track

Succession planning is proving to be a key emerging issue for higher education. Based on economics alone, the higher ed model will require transformational change over the next several years in order to remain sustainable and viable. And who better to lead this change for your college or university than your own people — those who are already familiar with all the nuances and anomalies that make your institution unique; those who know inside and out the culture and climate of your campus; those who live the school's mission day in and day out? True transformative change requires dynamic and talented leadership, and succession planning can help you cultivate these types of leaders on your campus.

Betsy Rodriguez *is vice president for human resources for the University of Missouri System. She can be reached at* ***rodriguezea@umsystem.edu.***

Mark Coldren *is associate vice president for human resources at Ithaca College and president-elect on the CUPA-HR national board of directors. He can be reached at* ***mcoldren@ithaca.edu.***

An Exercise in Succession Planning

Steve Riccio, director of staff development and adjunct faculty member in the international business and management program at Dickinson College, created an exercise for Dickinson's senior administrators to use to help them identify internal talent and the best ways in which to develop that talent.

"An institution's CHRO, serving as facilitator, can implement this roundtable exercise with colleagues at a senior staff meeting," says Riccio. "If facilitated properly, this simple exercise could prove to be a valuable talent management tool."

1 Identify the most critical administrative positions at your institution, including everyone who reports to the president. Determining the number of "critical" positions may be the biggest challenge of the entire activity. Smaller institutions should aim for 15 while larger institutions should try to limit themselves to 50.

2 Once this is complete, identify two current employees who have the experience to assume each identified role should the incumbent leave for whatever reason at whatever time.

NOTE: *Are you having difficulty identifying two high-potential employees for each position? If so, I would argue for a more proactive approach to developing your internal talent. If you were able to come up with two individuals for most positions, excellent. But challenge yourself to identify individuals who have the vision to take the institution to the next level for years to come and not simply those who complement the current administration.*

3 After these individuals have been identified, determine the most appropriate path to meaningful development and readiness to assume one of the key positions. Is it the participation in a cohort-based leadership development program or is the development more individualized to address the specific needs of each high-potential employee? Does the experience include mentoring, executive coaching or assignments to high-level projects or committees? Maybe all of the above?

The answers to these questions and many more must be determined by senior management with human resources serving as the facilitator to the process. The most important question to answer is, "how significant is the performance gap between the high potential's current skill level and the expected responsibilities of the critical role?" One must also assess realistically how long it will take to close the performance gap. If it is too long, then the institution may have missed an opportunity and will need to consider recruiting externally.

A Demographic Sea Change Means New Approaches to Retirement Planning

A Conversation With Joseph Coughlin

Organizations wanting to help their employees to and through retirement face plenty of obstacles — the pressures of a sluggish economy, employees who often don't see retirement preparedness as relevant to them, and the need to navigate complex fiduciary requirements, just to name a few. But all of these issues are complicated by the changing makeup of the workforce itself. Demographic shifts have brought new groups into the workplace with different needs in financial planning and different preferences for learning about their retirement options. Yet all of them are bound by one thing: they need personalized, actionable advice — not generic guidance — that addresses their specific financial needs.

Joe Coughlin, director of MIT's AgeLab, recently worked with TIAA-CREF to provide insights about these demographic changes. Here, Coughlin and TIAA-CREF Executive Vice President Connie Weaver explore how plan sponsors can make sure they are delivering what diverse groups of employees need to help achieve lifelong financial wellbeing.

Connie Weaver: We know that employers' needs are changing as their workforce makeup changes. For instance, it's no secret that the U.S. workforce is aging, but what's more important is the number of different generations in the workforce. The workforce today is so diverse that it's very difficult for employers to design a retirement plan or a benefits package or a communications plan and assume that it will work for everyone. Do you think most employers recognize the critical differences between employees?

Joe Coughlin: There are organizations that are responding to these changes, but they are rare — and that's not surprising. They are dealing with four very different groups. We have the so-called Silent Generation, those born during the Depression and World War II, making up 10% of the workforce. Baby Boomers are still the largest group in the workplace, making up about 40% of employees, but they are closely followed by Gen X at 33%. Finally, Gen Y or the Millennials are still a relatively small group at 21% of employees, but they will be an increasingly powerful force in the years to come.[1]

Joseph Coughlin is director of Massachusetts Institute of Technology's AgeLab, which seeks to invent new ideas and creatively translate technologies into practical solutions that improve people's health and quality of life. Coughlin's research seeks to understand how demographic change, social trends and technology converge to drive future innovations in business and government. Coughlin was a keynote speaker at CUPA-HR's Annual Conference and Expo 2012.

CW: We're witnessing some seismic shifts in today's workplace. They have implications in many areas, but let's take retirement planning as an example. Naturally, people at different ages and income levels have different needs in terms of retirement planning: a 25-year-old who is starting a family on a budget will have very different considerations than a 60-year-old executive beginning to contemplate retirement. We also need to think about women's unique needs in retirement planning.

Women control a significant amount of money, directly owning 33% of the $9 trillion in North American assets under management,[2] and 64% of married women work and contribute to household income.[3] We are forecasting an 8% compound annual growth rate for women's wealth through 2014.[4] Yet 66% of women regard themselves as inexperienced with financial investing, and only 26% are confident about their investment decisions.[5] Women need information and advice that will help them feel secure about their financial futures. The right retirement plan should accommodate all of these needs in its investment menu and plan design.

JC: That's very true. But beyond what they need from the plan itself, the four generations — and men and women — have different preferences in terms of how they engage with their retirement plans. The best-designed plan can be ineffective if employees aren't getting targeted information about it.

CW: Employee engagement is clearly an imperative. How can organizations make sure they are getting it right across all generations?

JC: Employers will need to accommodate a lot of different styles. Generally speaking, the Silent Generation prefers formal education options with a traditional teacher/student dynamic. These are the employees who will attend a lunchtime seminar and listen to the speaker talk about life in retirement. The Baby Boomers, by contrast, want a navigator. They're not content with a single expert; they want their employer to point them in the direction of other experts so they can track down information themselves. For instance, many would prefer a retirement calculator so they can determine their own retirement needs, not simply be told by someone how much they need to save.

Gen X wants more than information: they want to be connected to people. This group is inclined to create networks of experts that they can tap when needed. Like the Boomers, Gen Xers want to track down information on their own, but they want to validate their findings with a mentor face to face. Finally, the Millennials want all of the above. They want to navigate and find information on their own, they want networks of mentors, and they want powerful, mobile technologies that keep them connected to information and people 24-7. Essentially, they want the employer to create an ecosystem in which they can learn. The needs of these younger workers, in particular, are pretty complex, but employers can't afford to overlook them. Organizations need to offer great benefits, including outstanding retirement plans, if they hope to recruit and retain the top talent that will drive their performance in the years to come.

CW: That is a lot to cover when plan sponsors are already trying to do more with less. Plan providers need to support plan sponsors with a targeted education program. Employees need guidance on the financial topics that matter most to them — whether budgeting, managing debt, allocating assets or generating lifetime income. What's more, they need to get that information when, where and how they want it. That means plan providers must be prepared to deliver educational content in a variety of ways, including face-to-face, on mobile apps, in seminars and online. But beyond general guidance, employees need personalized advice that they can easily translate into action.

JC: Yes, a high-touch model that can offer personalized advice face to face, by phone or online is the most powerful. Employees really value the ability to tap their own expert. But they also want the tools and resources to do their own research and planning, so that they feel informed and can bring a sense of perspective to their conversations with advisors.

CW: So the takeaway is that there is no one-size-fits-all approach that will let organizations truly connect and communicate with employees. Employers and their plan providers must be prepared to use an arsenal of tools to encourage employees to take an active role in their financial wellbeing. When employees are engaged, they are more likely to participate in benefits plans, save for life goals, diversify their investments, and plan for income they cannot outlive. To keep employees actively engaged in preparing for lifelong financial wellbeing, and ultimately a secure retirement, every employer must understand how, when and what each generation wants and needs to learn.

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[1] Joseph F. Coughlin, "The multi-generational workforce: Tailoring education and flexible work for all employees," TIAA-CREF, 2012

[2] Hearts and Wallets

[3] U.S. Department of Labor

[4] BCG

[5] Transamerica

The Election Is Over – Now What?

By Josh Ulman and Christi Layman

November has come and gone and despite record campaign spending and relentless advertising, the elections did not significantly change control of the federal government. President Barack Obama won a second term to the White House, albeit with less support than he received in 2008. The Senate remains in Democratic control, with the Democrats picking up two seats in the election, giving them a 55 to 45 seat advantage.

However, Senate Majority Leader Harry Reid (D-NV) still remains short of the 60-seat filibuster-proof majority he needs to pass major legislation, so Reid will need to either work on a bipartisan basis or change the filibuster rules (something he has threatened to do) in order to avoid Senate gridlock. The House of Representatives remains in Republican hands, though with a smaller majority than this past Congress. There were nine outstanding races at the time of print, but Republicans held a 232 to 194 seat advantage over Democrats. Republican John Boehner (R-OH) will continue to serve as Speaker of the House.

Although control of the House and Senate remains unchanged, the election has changed the overall political spectrum of Congress. Many moderates on both sides of the aisle lost their seats and have been replaced with more liberal Democrats and more conservative Republicans. These changes may make bipartisan action more difficult.

On a more positive note, the election also brought unprecedented diversity to Washington. Voters sent a record number of women and minorities to serve in the 113th Congress. In fact, come January when the new Congress convenes, women and minorities, rather than white men, will constitute a majority of Democrats serving in the House of Representatives. Latino, Asian American and African American candidates were also successful on election day.

Congressional and Presidential Agendas

The agenda for the next Congress is already taking shape, and tax and deficit issues are going to be a top priority. At the end of 2012, the country faces a fiscal crisis with the Bush-era and payroll tax cuts expiring and the $109 billion in automatic sequestration spending cuts taking effect. The lame duck Congress is expected to enact a temporary solution to this problem so that the newly elected Congress has time to fashion a long-term legislative fix.

Congress and the White House also are expected to tackle comprehensive immigration reform (CIR), which could involve everything from employment verification and possible mandatory E-Verify, to citizenship or legal residency opportunities for the undocumented population, to the availability of employment visas and green cards. Declining support for the GOP among Latino voters seems to be motivating Republicans to take a softer stance on creating a pathway to citizenship or permanent residency for the undocumented population in the U.S.

Differences of opinions between many Republicans and Democrats on this issue have created stumbling blocks for CIR in the past. The president has shown clear signals that he intends to act quickly and is already pressuring Congress to pick up where it left off in CIR negotiations in 2007 and finalize something before the end of 2013. Increased visas and green cards for high-skilled workers and foreign graduates of U.S. colleges and universities as well as access to higher education for undocumented workers will likely be a part of these CIR discussions.

Finally, Congress is likely to continue to focus on the implementation of the Affordable Care Act (ACA), though mostly through oversight, as Republican hopes of a full repeal of the Act dissipated with the election. House Speaker John Boehner has already said that he does not plan to bring up large repeal measures. Instead, there will likely be a focus on smaller targeted changes.

With respect to the Obama administration, we will likely see the president continue in his second term with the same agenda that was set forth in his first term. We expect increases in regulation of healthcare as the employer mandate and other aspects of the ACA become effective. We also expect a surge in workforce regulations as many of the initiatives that were put on hold during the election year will now move forward.

Workforce Regulations

Within the Department of Labor, the Wage and Hour Division (WHD), the Office of Federal Contract Compliance Programs (OFCCP) and the Office of Labor-Management Standards (OLMS) are expected to begin churning out several rules that we have been watching with concern for the last couple of years.

FMLA Amendments and "Right to Know"

WHD may move forward with a proposed rule on its "Right to Know" regulations, which would require employers to provide workers with details in writing about the how the worker's pay is computed (hourly or exempt) and why the worker has been classified as an independent contractor or exempt or non-exempt employee.

WHD also is expected to issue a final rule to implement and interpret new statutory amendments to the Family and Medical Leave Act (FMLA) made by the 2010 National Defense Authorization Act and the Airline Flight Crew Technical Corrections Act. In the proposed rule, WHD addresses coverage of military caregiver and exigency leaves and changes the eligibility requirement for flight crew members, as well as some changes to the FMLA regulations made by the Bush administration in 2009, including acceptable increments of intermittent leave. CUPA-HR has filed comments on the proposal.

Nondiscrimination Requirements for Government Contractors

OFCCP issued two proposed regulations during the first term of the Obama administration that would change the affirmative action requirements for government contractors. We expect the agency will release the final regulations sometime in the next year. The most significant of the proposals would greatly expand the nondiscrimination and affirmative action requirements with respect to employment of individuals with disabilities by amending the regulations implementing Section 503 of the Rehabilitation Act of 1973. The second proposal would overhaul the federal contractor affirmative action program requirements for covered veterans and add additional requirements for a federal contractor to comply with the Veterans' Readjustment Assistance Act.

Both proposals would establish numerical hiring benchmarks and numerous linkage agreements, require extensive analysis of current recruitment and placement practices, and significantly increase employer recordkeeping and record retention requirements. CUPA-HR has filed comments on both proposals.

"Persuader" Regulation

Finally, at OLMS, where the "persuader" regulation has been pending for quite some time, we expect to see it move in the next year. The new regulation would increase reporting requirements for employers facing a union organizing campaign. Under the Labor-Management Reporting and Disclosure Act, an employer must report any agreement or arrangement with a third-party consultant used to persuade employees about union organizing. However, attorneys and other consultants hired to provide advice to employers facing organizing campaigns generally have not triggered a reporting requirement unless they speak directly to employees. OLMS's proposal would significantly narrow this "advice exemption," requiring employers to report substantially more information, including correspondence with attorneys. CUPA-HR also filed comments on this proposal.

Affordable Care Act

The Department of Health and Human Services, along with the Department of Treasury and the Department of Labor have been working in tandem to release all of the implementing regulations and guidance for the ACA over the last couple years. There remain several outstanding, especially final, regulations on how the law will take effect and how employers need to institute the required changes that have yet to be seen. Since much of the law takes effect in 2014, when employers will be required to provide coverage to all full-time employees working 30 hours or more, in the next year we expect a flurry of regulations (and hopefully deadline extensions) to address all of the outstanding issues. Regulations are still pending on several crucial aspects of implementation, including the definitions of affordable coverage, minimum coverage and full-time employees, leaving many unanswered questions at this point.

EEOC, NLRB at Possible Standstill

The regulatory agenda of the Equal Employment Opportunity Commission (EEOC) and the National Labor Relations Board (NLRB) for the next year is a little less clear as both entities may have issues with the makeup of their commission/board, leaving them with political stalemates or hindered activity.

Currently, the EEOC is composed of two Republican commissioners (Victoria Lipnic and Constance Barker) and two Democratic commissioners (Chair Jacqueline Berrien and commissioner Chai Feldblum); there is one vacancy, which has slowed the agency's regulatory agenda. President Obama has nominated attorney Jenny Yang to the vacant commissioner's slot.

If the Senate confirms Yang or the president recess appoints her, thus ending the political stalemate, or should the current commissioners come to agreement on how to move forward, the major issues the Commission is expected to advance are new guidance on the use of credit checks for employers, similar to the guidance issued this past spring on the use of criminal background checks, and leave as a reasonable accommodation under the Americans with Disabilities Act.

At the NLRB, the situation is even more complicated, with the sole Republican member (Brian Hayes)'s term expiring in mid-December, leaving three Democratic members. The president recess appointed two of those members in January 2012 when the Senate was in a pro forma session, and the validity of those appointments are being challenged in various U.S. courts of appeals, which could issue rulings as early as January. The Board is expected to appeal any adverse rulings to the Supreme Court. The Board needs at least three members to issue decisions or rules, so if the appointments are struck down by the Supreme Court, the NLRB will be left with only one member and unable to act on any of the pending cases or regulations on its agenda. In addition, any decisions or regulation it has issued since January 2012 will be invalid. On the other hand, if the recess appointments are upheld or the Senate confirms nominees to the NLRB, the agency will be able to move forward with decisions and regulations without fear of challenge on those grounds.

The cases pending at the Board include *Point Park University*, *New York University* and *Polytechnic Institute of New York University*. Point Park University deals with the extent to which professors at private colleges and universities have a protected right to organize, while the other two cases deal with the same issue as it pertains to graduate student teaching assistants. CUPA-HR filed amicus briefs in the cases.

The Board could issue decisions in these cases anytime. The Board also issued a regulation in December 2011 that would significantly shorten representation election timeframes and thus limit employees' opportunities to hear from employers before making the decision as to whether or not to unionize. On May 15, a D.C. federal district court judge struck down the election rule on the grounds NLRB Member Hayes had not participated in the vote to issue the rule. The NLRB has appealed the ruling, but a decision is not expected until spring 2013.

Finally, the Board issued a rule requiring employers to post a notice in the workplace regarding rights under the National Labor Relations Act. The rule was struck down by one court and partially struck down by another. The NLRB has appealed, and decisions from the courts of appeals in those cases are expected sometime in the next six months.

Visit ***www.cupahr.org/advocacy*** *for breaking advocacy and compliance news, quick updates on regulatory and legislative actions, and to learn what you and your institution can do to positively influence emerging public policy.*

Josh Ulman *is chief government relations officer for CUPA-HR. He can be reached at* ***julman@cupahr.org.***

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

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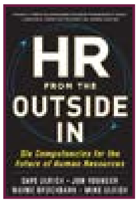
Recommended Reading

HR From the Outside In: Six Competencies for the Future of Human Resources

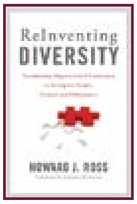
By Dave Ulrich, Jon Younger, Wayne Brockbank and Mike Ulrich



Drawing on 25 years of groundbreaking research from thought leaders in the field of human resources, this book outlines six core competencies that every HR professional and HR department must possess in order to be seen as personally effective and a driver of business results.

Reinventing Diversity: Transforming Organizational Community to Strengthen People, Purpose and Performance

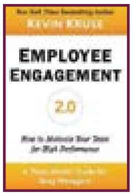
By Howard J. Ross



Diversity in the workplace has been a goal for most organizations for more than a quarter of a century, yet organizations struggle to create and sustain an inclusive work environment. In this book, one of America's leading diversity experts explains why most diversity programs fail and how, by challenging our own preconceived notions about diversity, we can build a productive and collaborative work environment in which all people are included.

Employee Engagement 2.0: How to Motivate Your Team for High Performance

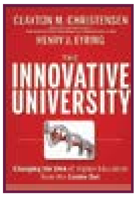
By Kevin Kruse



Imagine if you could create massive emotional commitment among all your direct reports, turn apathetic groups into high performance teams, and be a leader who people fight to work with. This book argues that you can indeed do all that and more, and without spending huge amounts of time or money.

The Innovative University: Changing the DNA of Higher Education From the Inside Out

By Clayton Christensen and Henry Eyring



The Innovative University illustrates how higher education can respond to the forces of disruptive innovation and offers an analysis of where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of Harvard and BYU-Idaho as well as other stories of innovation in higher education, the authors decipher how universities can find innovative, less costly ways of performing their uniquely valuable functions.

Community

CUPA-HR Welcomes New Vice President and Chief Learning Officer Sissy Meredith

The CUPA-HR association office is excited to welcome Sissy Meredith as its new vice president and chief learning officer. Sissy brings with her more than 15 years of experience in diverse areas of training and organizational development.

Prior to joining CUPA-HR, Sissy worked for four years for the state of Kentucky, first as executive director of the state's Governmental Services Center and then as commissioner for the department of human resources administration. She's also served in training and organizational development roles for Norton Healthcare at Norton University; Lexmark International; the University of Kentucky; and the University of Kentucky Medical Center. She taught public speaking and business and industrial communications courses for several years and holds a Ph.D. in communications from the University of Kentucky.

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CUPA-HR Featured Events

February 2013

February 1: Southern California Chapter Conference – Costa Mesa, California

February 8: Georgia Chapter Conference – Morrow, Georgia

March 2013

March 8: Alabama Chapter Conference – Jacksonville, Alabama

March 8: Rocky Mountain Chapter Conference – TBD

March 17-19: Western Region Conference – Salt Lake City, Utah

April 2013

April 5: Upstate New York Chapter Meeting – East Syracuse, New York

April 5: Oregon Chapter Conference – Corvallis, Oregon

April 10-12: Arkansas Chapter Conference – Bismarck, Arkansas

April 12: Indiana Chapter Conference – Fort Wayne, Indiana

April 14-16: Eastern Region Conference – New York City

April 28-30: Southern Region Conference – Charlotte, 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/events/calendar*** *for a full listing.*

Welcome to CUPA-HR!

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

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The Robert B. Miller College
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University of California-Davis
University of Texas at Dallas
World Learning-School for International Training

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