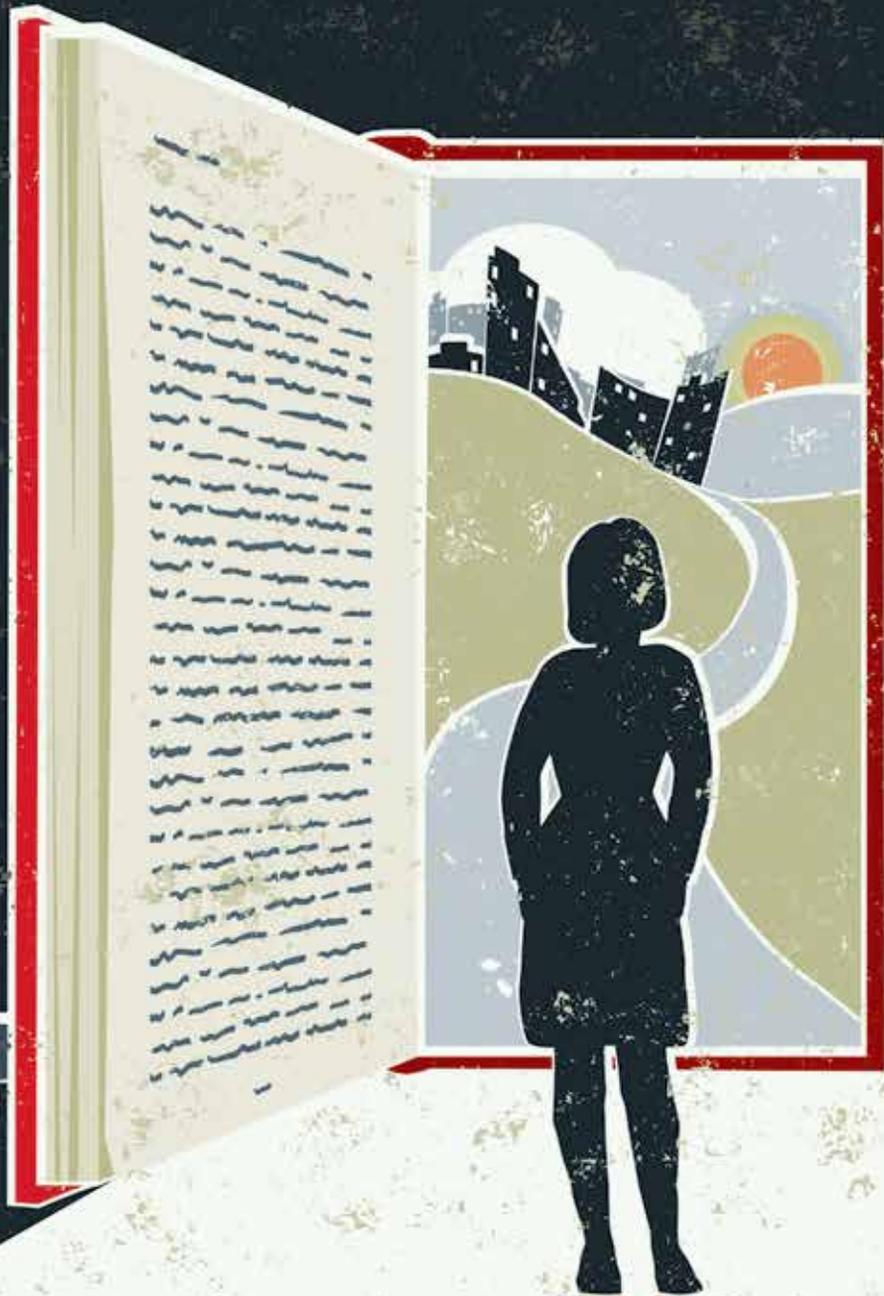


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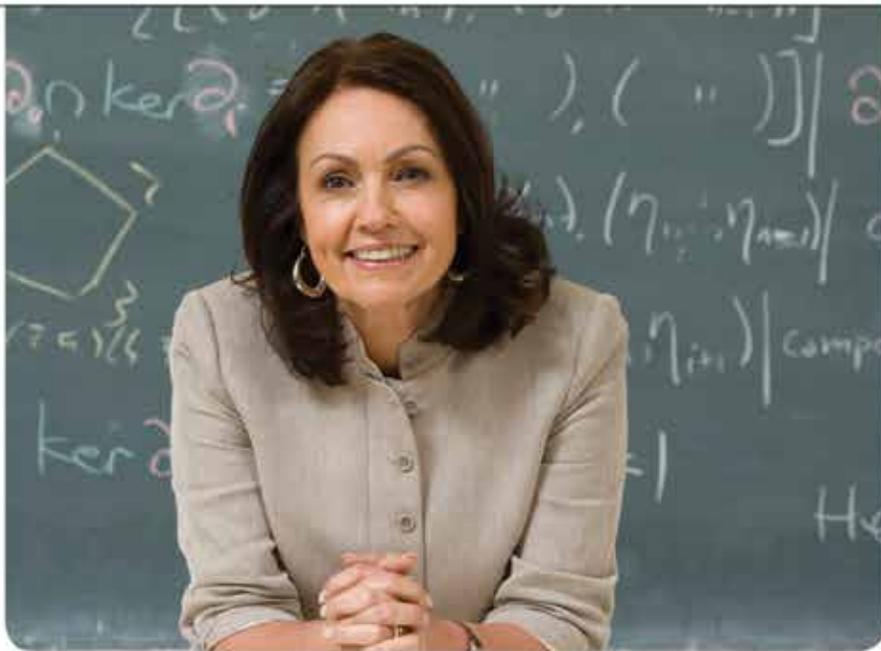
Winter 2013-14



BLAZING A TRAIL

Women Who Paved the Way in Higher Ed HR

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For this article, we spoke to five women who began their higher ed HR careers in a very different era — when HR was still "personnel," men dominated the profession, and the nature of the work was strictly policy- and procedure-oriented. These women were the first or one of a very few females in director-level positions, not only in their departments, but throughout their institutions. In this Q&A, they share their challenges, their regrets, their successes and a few war stories to boot.

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Research has shown that when an organization's leaders are engaged, employees will follow suit. However, with everything else on their plates, many leaders don't make employee engagement a priority. Here, we explore how HR can help leadership understand the value of an engaged workforce — the why and the how and the "what's in it for me."

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Ethics is tricky business. Conduct that may be unthinkable to one individual may be no big deal to another. That's why it's imperative for organizations to have a comprehensive ethics program, including a written code of ethics, ethics training, and resources and leadership support to guide these efforts. After all, if we don't define ethical behavior for our employees, they will define it for themselves.

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The Higher Education Workplace

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Inspirations and Trailblazers

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



Stop for just a minute and think about your life and your career. Who are the people who have had the greatest positive influence on you personally and professionally? What did these individuals do that influenced you? Were they mentors? Were they leaders you admired from afar? Were they authors of books, blogs or articles? Were they coworkers? Were they friends or family members? Were they CUPA-HR colleagues? Were they individuals who dared to blaze a trail? There have been, and continue to be, people in each of these categories who have impacted and inspired me personally and professionally.

Mentors ... I have never been fortunate enough to be part of a structured mentoring program, but I can tell you that there have been many individuals who have helped and guided me in many ways, be it through one-on-one conversations, through e-mail exchanges, through phone conversations or through their actions. For me, mentoring is not as much about a structured program as it is a commitment to guide and support others and a willingness to seek guidance and support from others. Who are your mentors? Could you name at least two or three people who have, in some way, mentored you?

Leaders admired from afar ... The recent passing of Nelson Mandela has given me reason to pause and reflect on my own personal efforts to seek unity. His strength will forever be a source of inspiration to millions. The words of Maya Angelou frequently inspire me and give me strength. I follow her on Facebook so that I can periodically receive words of wisdom directly from her. The opportunity to spend time with Charlayne Hunter-Gault at our annual conference this past fall will always be a source of inspiration for me. Her achievements, including being one of the first African Americans admitted to the University of Georgia and her work in South Africa, give me hope that the America I live in will someday truly be open and accepting of everyone. Of course, there are many other leaders who I admire. Can you name leaders who you admire or who have inspired you?

Coworkers and CUPA-HR colleagues ... In each of my work experiences, there have been coworkers who have positively impacted me personally and professionally. I could try to name names, but I know I would leave someone out! To the people I worked with at the Chrysler Corporation, the University of North Carolina at Asheville, Davidson College and the University of Georgia, thanks for the impact that you have had on me. To the people that I am fortunate to work with now at CUPA-HR, thanks for the impact that you have on me every day. I acknowledge that I am not perfect (far from it), but I am a better person because I get to have open, honest dialogue with you every day. Who in your office, college or university would you identify as an inspiration? Who among your CUPA-HR colleagues?

Family and friends ... I am fortunate to have great family and friends who I learn from every day. My family doesn't just include my sons and others who are related by blood or marriage. It also includes some pretty incredible people who have truly become family over many years. When you think of your family and friends, who are those people who have helped and continue to help you be who you are?

Trailblazers ... In this issue of *The Higher Education Workplace*, we acknowledge the work of some incredible women who have been trailblazers in higher ed and higher ed HR. I am fortunate to have had the opportunity to work with and be mentored and inspired by each of them. To Barbara, Jackie, Sara, Shari and Patti, thanks so much for blazing a trail not just for other women, but for all of us to follow. I am fortunate to know you as a mentor, as a friend and as a CUPA-HR colleague, and I am so pleased that we are able to share with others your inspirational and trailblazing journey.

A handwritten signature in black ink that reads "Andy Brantley". The signature is stylized with a long horizontal line extending from the end of the name.

Andy Brantley | CUPA-HR President and CEO

Carnegie Corporation of New York Honors Four Higher Ed Presidents for Innovations in Academic Leadership

The Carnegie Corporation of New York announced in December the recipients of its 2013 Academic Leadership Award. The award recognizes university presidents who are not only resourceful administrators and managers, but also have a keen interest in the liberal arts and a commitment to excellence and access, curricular innovation, reform of K-12 education, international engagement, and the promotion of strong links between their institutions and their local communities. Each recipient's institution receives a \$500,000 grant to be used at the discretion of the honoree to further his or her academic priorities.

Office of Durham and Regional Affairs, which has enhanced the university's role as an advocate and partner for economic growth and community development in the city and the surrounding region.

Since Michael Crow took the helm at Arizona State University in 2002, total minority undergraduate enrollment has increased 137 percent. The university's new campus in downtown Phoenix, which was supported by a \$223 million bond issue approved by voters in 2006, is credited with helping to revitalize the city. And Crow has committed ASU to improving K-12 education by refocusing efforts on excellent teacher preparation and research that contributes directly and fundamentally to improving the practice of K-12 education.

During his 14-year tenure at Stanford, John Hennessy has dramatically improved access to the prestigious university by restructuring student aid. In the 2011-12 academic year, more than half of Stanford's undergraduates were awarded financial aid and more than three-quarters graduated debt free. U.S. students whose family income is below \$100,000 pay no tuition and those with income below \$60,000 pay neither tuition nor room and board. Hennessy has also focused his efforts on K-12 reform. Under his leadership, Stanford has opened two new institutes — the Center for Education Policy Analysis and the Center to Support Excellence in Teaching, both of which provide research and tools for educators to improve teaching, student performance and leadership skills.

Beverly Daniel Tatum is the first African American female president to win the Academic Leadership Award. She was recognized for her work in championing women in STEM fields (almost a third of students at the women's college earn degrees in those fields); cultivating community service (Spelman students contribute a total of more than 40,000 hours of service to their community through various university-sanctioned programs), and her focus on student health (concerned over the fact that an alarming proportion of young black women are prone to having serious health issues such as high blood pressure and diabetes, she dropped the college's intercollegiate sports programs and invested the savings in fitness and intramural programs that emphasize activities that career women are likely to maintain for a lifetime, such as tennis, golf and yoga).



The 2013 recipients are Richard Brodhead, president of Duke University; Michael Crow, president of Arizona State University; John Hennessy, president of Stanford University; and Beverly Daniel Tatum, president of Spelman College.

Among the initiatives for which Richard Brodhead was recognized are Duke Engage, which provides funding each year for 400 students to participate in civic engagement activities in partner communities in the United States and abroad; the 2005 Financial Aid Initiative which raised more than \$300 million in three years and enabled Duke to double its spending on undergraduate, need-based aid; and the creation of the

Wellness Plans, Retirement and Adjunct Healthcare: A Survey of Chief HR Officers

Benefits are a burgeoning battleground in higher education — Pennsylvania State University’s effort to impose monthly surcharges on employees who smoke or don’t get regular physical exams, for instance, and colleges restricting the hours of adjunct instructors to avoid a new federal requirement to give them health insurance — and human resources officers are in the thick of it.

Three in five chief human resources officers support a Penn State policy, now suspended, that would have imposed a \$100 monthly health insurance surcharge on employees who didn’t have annual physical exams, and more than two-thirds favor another Penn State policy that imposes a \$75 monthly fee on smokers.

Nearly half of senior HR administrators say their campuses have limited the work of adjunct faculty members to keep them under the number of hours at which the Affordable Care Act would require their institutions to provide health insurance, and a third of the remainder say they are considering imposing or enforcing such limits. And while more than half of CHROs say their institutions compensate adjunct instructors fairly, they are divided on whether the benefits they give to adjuncts are appropriate.

Those are among the major findings of Inside Higher Ed’s second *Survey of College and University Human Resources Officers*. The survey presents the views of campus CHROs on a range of timely topics. The online survey, conducted by Gallup in September 2013, was completed by a total of 399 college and university HR leaders.

Among the highlights of the survey, in addition to the CHROs’ perspectives on wellness surcharges and adjuncts:

- About 7 in 10 HR officers say they are very or moderately concerned about healthcare costs for retirees.
- Just one-quarter of HR officers say employees at their institutions “have sufficient knowledge and understanding about issues related to retirement.”



- Asked to rate a set of issues to which they are now paying more attention than they have in recent years, implementing performance evaluation measures ranked high. But while HR leaders were evenly divided on whether they have the data they need to effectively evaluate employee performance, less than a quarter said they believed their colleges use the data they have to make planning and policy decisions.

This is an excerpt from an article authored by Colleen Flaherty and Doug Lederman that first appeared in the October 25, 2013 issue of Inside Higher Ed. It was reprinted here with permission from Inside Higher Ed. To read the full article or download a copy of the survey report, visit www.insidehighered.com/news/survey.

Super Temps to the Rescue at UVA

How much more efficient would your workplace be if temporary hires showed up on the first day of work ready to hit the ground running? What if they already had two weeks of systems training under their belts? And what if these temp workers proved so valuable that many were hired on full time? Through its innovative Super Temps program, the University of Virginia (UVA) is realizing these benefits by creating what it calls the “hiring wave of the future.”

Bridging the Gaps

Temporary services is the division within UVA’s human resources department that is charged with finding talent to meet temporary departmental staffing needs throughout the university. The group already had a track record for bringing in highly skilled, exceptional talent, but when it introduced the Super Temps program in the summer of 2011, the team raised the bar.

temporary basis. “Super Temps has helped meet campus employment needs by not only bringing in exceptional talent with great skills, but also having them show up on the first day already trained on the organization’s systems,” says Janet Turner-Giles, manager of UVA Temporary Services. Since its inception in August 2011, 60 individuals have completed the training program. “The Super Temps program is very competitive,” says Turner-Giles. “Only 12 candidates are selected (out of hundreds of applicants) for each training cohort. We really do try to choose the best of the best.” Many Super Temps have advanced degrees and several years of professional experience.

In Demand

The interview process consists of phone interviews, Skype interviews, in-person interviews and Microsoft Office testing, all completed within three weeks. “Time,



Representatives from University of Virginia Human Resources were on hand at the CUPA-HR Annual Conference 2013 to accept the association's HR Innovation Award for the Super Temps program.

energy and funds are invested into the candidates without hesitation, knowing that through this intensive process, the top candidates are chosen,” says Turner-Giles. The selected Super Temps receive training on many of the university’s highly sought-after integrated system responsibilities (human resources, finance, student information), which enables them to contribute immediately to departments and fill roles otherwise not possible by temporary employees.

Super Temps is a two-week paid training program for exceptional temporary employees who possess superior interpersonal and technical skills with proven success in a senior-level administrative or project management role and a willingness to commit to long-term temporary work. The program helps to fill critical gaps of employment across UVA by equipping these temporary employees with the necessary training to enable them to step in to critical roles and make immediate impact on a

It also allows them to get a foot in the door at the university, and oftentimes paves the way for full-time employment down the road. In fact, to date, 33 of the 60 individuals who have participated in the Super Temps program have been hired on full time by UVA. And all but four individuals have been employed by the university continuously since placement at the end of their Super Temps training.

Because of the extensive training they receive and their applicable professional experience, Super Temps can easily adapt to most any role in which they are placed. According to one manager who hired a Super Temp from the second training cohort, “Not only did she present a higher level skill set, but she had the confidence and willingness to learn new things because of the training foundation she was given. She has added tremendous value in her position and beyond. The program seemed to instill a sense of pride in her that is quite refreshing and contagious.”

“To say these specialized temps are in high demand would be an understatement,” says Turner-Giles. “We always have several campus departments expressing interest in employing them before training even begins.”

Who Are the Super Temps?

So just who applies to be a Super Temp at UVA? “Our Super Temps have been managers and entrepreneurs, organic farmers and high school coaches, peace corps volunteers and flight attendants, attorneys and ice-cream scoopers,” says Alexandra Reborn, communications manager for UVA human resources. “Some have MBAs or master’s degrees in other fields. Some are recent college graduates looking to expand upon their professional experience. Along with several Charlottesville natives, a few moved to the area to be closer to their grown children or grandchildren. And a few have already flexed their fingers in temporary positions at the university.”

“Making a Career Out of It”

Before she joined the Super Temps program, Mary Ellen McLernon worked for more than 10 years as a temporary employee in a number of UVA campus departments and offices, including the international studies office, the office of the registrar, the office of sponsored programs, the Virginia Film Festival, psychiatry and neurobehavioral sciences, and the Addiction Center. She then left Charlottesville to travel for a few years, but when she returned, she wanted to re-enter the workforce. She applied for and was chosen for the first Super Temps training cohort. “I enjoy moving around in the diversity of situations at UVA and being able to exercise and improve upon my customer service and management skills,” she says. “I’m definitely content to be a long-term temporary employee here at the university.”

“I See It as Giving Back”

Allison Robinson is a recent graduate of Yale University. Prior to being chosen as a Super Temp, she served as a project manager for Yale’s Ogilvie Robinson DeChabert Leadership Forum and as a fellow for the Robert Russa Moton Civil Rights Museum in Virginia, where she handled fundraising and marketing communications. “As an early career professional, I was looking to gain some additional experience and kind of explore different opportunities,” Robinson says. “This is what initially attracted me to the Super Temps program. Both my siblings went to UVA and both my parents taught here, so I was also excited about the opportunity to be able to give back to the university that has played such a big part in my and my family’s life over the years and to be a part of the dynamic UVA community.”

Innovation and Collaboration at Work

Super Temps is a case study in effective collaboration. Within the human resources department, three divisions work together to execute the logistics of the program: temporary services recruits and hires the 12 individuals for each training cohort, HR IT ensures that each individual is connected to the university-wide system, and employee development trains the temps on all the systems. The program also requires collaboration and cooperation between human resources and the different departments across campus that utilize the Super Temps.

Innovation is also a hallmark of the program, as it creatively solves two important issues: first, meeting unmet staffing needs of UVA, and second, putting talented and capable people back to work in positions that tap into their unique personal strengths. “The Super Temps program has created a path for those who are unemployed, underemployed, have been downsized, returned home from war or recently graduated college to be put to work in positions that enable them to utilize their specialized skills and expertise,” says Turner-Giles. “And UVA has reaped the rewards of this new way of hiring.” 

If you’d like to learn more about University of Virginia’s Super Temps program, visit www.hr.virginia.edu or contact Janet Turner-Giles at jmt4q@virginia.edu.

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Igniting a Passion for Science

Aultman College, a small, private, hospital-affiliated nursing and health sciences school located in Canton, Ohio, has found a unique way to give back to the community through its Igniting a Passion for Science program, the goal of which is to improve science skills in K-12 students and inspire an interest in science-based careers.

Unique Opportunities

The program began with a need. In 2008, the superintendent of the local K-12 school district (and chair of Aultman's board of directors), was looking for a way for her school district to raise science scores on the Ohio 5th grade achievement assessment. She enlisted the help of Aultman College Vice President of Academic Affairs Dr. Jean Paddock. Paddock collaborated with two school district science teachers to develop a week-long summer science camp for 4th and 5th graders. College staff and campers work together on science experiments and activities that bring to life fundamental science principles. The science camp is now entering its seventh year and continues to be a much sought after summer experience for students in the Canton school district.

As a result of the success of the summer science camp partnership, the Canton school district invited Aultman College employees to be teachers/mentors on an annual overnight 5th grade camp excursion. Faculty members staff the camp's health and science stations, and many stay overnight with the campers, providing an opportunity for further bonding and mentoring.

In 2010, the college expanded its science outreach to include high school students interested in health science careers. Over the past few years, Aultman College has partnered with the United Way to bring juniors and seniors from economically disadvantaged school systems to campus for an evening focused around networking in a health sciences education environment. Students practice hands-on skills and gain exposure to health sciences learning technologies while networking with college, hospital and community leaders.

With the success of programs at the elementary and high school levels, the college sought to impact middle-school

students as well. In 2011, Aultman was actively involved in the creation and execution of Camp Scrubs, a week-long camp for 6th through 9th graders that explored many facets of healthcare and science. Thirty-five campers toured operating rooms and a medical helicopter, learned CPR, attended sessions on safety and emergency preparedness, and even had the opportunity to dissect a cow eye.

"Community response to Camp Scrubs has been overwhelming," says Jeannine Shambaugh, vice president for administrative and student affairs at Aultman. "At the end of each camp, we've already compiled a waiting list for the next year's program." The college now holds two summer camps each year and also provides scholarships for a handful of students from the inner city community to attend.



Making a Difference

The Igniting a Passion for Science program has produced measurable results for the Canton school district. Children who have participated in one of Aultman's science camps have a 100 percent passage rate as a group on the science portion of the Ohio achievement assessment, compared to around 74 percent of their non-camper classmates. The program not only has a positive impact on students, but also the school district's

giving back

science and health teachers, as well as Aultman staff and faculty. “The schoolteachers who attend our camps are so appreciative for the new ideas they come away with,” says Shambaugh. “And here at Aultman, we love interacting with and watching these kids learn and grow. Witnessing their enthusiasm, curiosity and dedication is inspiring.”

In the Works

In light of the success and popularity of the Igniting a Passion for Science program, Aultman is also exploring several other projects and programs aimed at creating excitement in schoolchildren around the science studies. “We recently held a science teacher ‘think tank,’ where science teachers from the community gathered together with college faculty to discuss creative hands-on ideas that could be incorporated in the schools to encourage their students’ passion for science,” says Shambaugh. One idea that came out of that think tank has already been implemented — the creation of short training vignettes that K-12 teachers can access on YouTube.

The college has also agreed to partner with another local school district in the creation of a STEAMM academy, which will incorporate not only the traditional science, technology, engineering and math, but also add arts and

medicine to the curriculum. Additionally, Aultman is working with 6th graders at a local elementary school on a project examining health disparities in the minority community.

All Hands on Deck

The Igniting a Passion for Science program is truly a college-wide initiative and a source of pride for the school. “More than 63 percent of our staff and faculty have been involved in one of the program’s events,” says Shambaugh. “Every Aultman department was and continues to be involved in these initiatives. From the faculty and staff who deliver key areas of content, to support staff that help with logistics and communications, to HR staff that provide support for the work time release required for these activities to occur, there is an opportunity for all of our team members to be involved.

“As a health sciences college, Igniting a Passion for Science is a mission near to the hearts of all our staff and faculty,” Shambaugh continues. “The college team understands that doing this legwork now will translate into more successful students and, ultimately, more successful professionals in our field.” 

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Integrating HR and Diversity Strategy – A Case Study By Edna Chun and Alvin Evans

In today's rapidly changing global environment, colleges and universities need to expand their diversity capability through a strategic framework that aligns HR and diversity programs. To realize the full benefit of their talent potential, campuses must overcome the functional divide that frequently exists between the HR and diversity functions to form a cohesive, expansive and unified talent management and talent sustainability strategy that capitalizes upon the rich potential of diverse human capital resources.

Thanks to two forward-thinking leaders, Duke University has realized this alignment and has reaped the benefits of strategic HR and diversity collaboration.

Background

In December 2009, Kyle Cavanaugh joined Duke University as vice president for administration with oversight of human resources and a core staff of 120 people. Reporting to the executive vice president of finance and administration, Cavanaugh's responsibilities quickly expanded to include Duke police, emergency management, disability management for students and employees, and parking and transportation services. The HR officer for the health system has a dotted line to Cavanaugh's position. As is the case at many universities, HR's administrative responsibilities for faculty are focused in the areas of benefits and workers' compensation, with faculty recruitment and compensation delegated to the dean and departmental levels.

Cavanaugh quickly formed a close working relationship with Benjamin Reese Jr., vice president of the office of institutional equity and chief diversity officer (CDO) for the university and its health system. Reese reports to the president and joined the university 17 years ago. He is the only CDO nationally who has full responsibility for diversity in both a university and its health system. The CDO position at Duke was created a quarter century earlier, with the role encompassing the campus and Duke's hospital, and then a decade ago, the Duke University Health System was formed. Reese now oversees a staff of nine people, three of whom are directors responsible for diversity, inclusion, affirmative action, and complaint

resolution and harassment/discrimination prevention. In addition to his responsibilities as Duke's CDO, Reese is president of the National Association of Diversity Officers in Higher Education and has made an active commitment to make sure his office is involved in national policy leadership and discussions.

Trust, Transparency and Strategic Alignment

Prior to Cavanaugh's arrival, Reese describes the relationship between HR and diversity as more ad hoc and less structured. Many issues were discussed only when they reached a certain level of severity. The partnership between HR and diversity that Cavanaugh and Reese have worked to develop reflects strong collaboration in three areas: regular structured meetings, alignment of the philosophy on diversity and inclusion and the resultant strategy, and the development of trust and transparency between the two leaders themselves that results in synergistic outcomes. In addition to their regular meetings, Cavanaugh also holds a monthly HR forum in which Reese participates.

Both leaders serve as staff liaisons to the board of trustees' HR committee. Cavanaugh sees the convergence of HR and diversity efforts in several broad areas: proactive initiatives that begin at the point of recruitment and orientation and include managerial and leadership training programs with a diversity component; regulatory efforts like the affirmative action plan and collection of applicant tracking data; and complaint resolution issues that may affect employment. The coordination needed in these areas requires interaction not only between Cavanaugh and Reese, but also between their staffs.

For example, in the applicant tracking area overseen by HR, the university averages 14,000 applicants per month, a volume that requires a high level of tracking and analysis. This data is the basis for affirmative action and equity reviews of hiring processes. Reese tracks the number of vacancies at senior levels and the number of women and minorities hired into these positions on a monthly basis and presents a progress report annually to the HR committee of the board of trustees.

Despite differences in Cavanaugh's and Reese's reporting relationship, Reese said that the organizational structure "is really secondary to the alignment of philosophy and the relationship of transparency and trust. It doesn't mean that we agree on every single issue, but we are aligned in terms of philosophy." Cavanaugh similarly notes that "every organization is structured slightly differently," adding, "my personal opinion is that the organizational structure is somewhat irrelevant. I think what becomes most important is do you have that trust, transparency and collaboration?"

The two leaders view alignment of their offices' mission with the university's mission as the primary focus of their strategic planning processes. When undertaking new initiatives, Reese asks himself if the step he is about to take is grounded in inclusion and if it includes departments that should have significant engagement in the strategy. He also wants to ensure that the strategy fosters diversity in its broadest sense, involving different perspectives, viewpoints and cultures.

Reese produces an annual report on diversity progress but has not created a separate diversity strategic plan. He says his primary focus is on alignment with the overall institutional strategic plan. When the university's strategic plan was created, Reese helped ensure that the documents

The culture of higher ed poses distinct challenges for collaborative HR and diversity practices because of the environmental characteristics of size, complexity and decentralization.

submitted by all the professional schools contained a diversity and inclusion component, but more important, related to the university's overall direction. In his view, "that kind of approach is more productive than a diversity plan that is not connected to where the institution is going." As a result, Duke's strategic plan identifies diversity as one of five enduring themes that define the university.

Cavanaugh engages in an annual strategic planning process in which each functional area establishes goals, objectives and metrics that cascade downward into a performance plan and roll upward into institutional directions. This planning process involves a scan of the internal and external environment.

The process of integrated HR/diversity planning takes place in response to specific issues as well in the development of new initiatives and programs. For example, Reese oversees the task force on LGBT issues for faculty and staff, and works with Cavanaugh to involve the committee in their activities and recommendations. The two leaders review together employee processes and procedures in the area of diversity, and when Cavanaugh established a new year-long leadership program, he tapped Reese for the steering committee, since one of the goals of the leadership program is to identify minorities and women with potential for leadership roles to facilitate a diverse pipeline for succession planning.

The Challenge of Organizational Culture

The culture of higher education poses distinct challenges for collaborative HR and diversity practices because of the environmental characteristics of size, complexity and decentralization. For example, Reese met with a cross-section of individuals at Duke to discuss the possibility of forming a health disparities working group. The stakeholders in the meeting recognized that there were probably three or four other conversations about the same issue going on at the same time elsewhere across the institution. As Reese pointed out, "That is the nature of these kinds of organizations and presents some challenges in putting together a focused strategy, having knowledge of what implementation approaches work, and what area is doing what."

Cavanaugh described the challenge as a "difference" and also a "reality" that may exact an implementation tax in terms of time: "If one works

in higher education and expects to change that culture, that's going to be a tough road to travel every day," he says. "In the case of diversity activities, we need to understand that it may take a long period of time to get initiatives going, because we must engage many constituents. The actual outcome can be much broader and deeper because we have so many people involved."

To build synergy across Duke's large, complex health system, Reese has implemented a three-level structure for engaging hospital leadership in diversity. Beginning in 2001, he created diversity leadership groups at each of the three hospitals that include the hospital president and

18 to 25 key stakeholders. Once a quarter, a system-wide diversity leadership group composed of the presidents of hospital units and senior leaders from the health system meet to align strategies and develop new approaches. At the highest level, an executive diversity leadership group for the entire health system meets to create overall direction for diversity and implement three areas of focus: human capital (increasing the number of women and underrepresented minorities at the senior level), cultural competence and health disparities.

Diversity at Senior Leadership Levels

In crafting a comprehensive diversity strategy for the university, Reese continues to brainstorm with Cavanaugh about helping Duke strengthen diversity at senior levels of the institution. In

former years, Reese made presentations at the first meeting of the search committees for deans or senior officials. He soon recognized that hundreds of critical interactions and conversations would take place during the search process and that search committee members could quickly forget about the initial meeting.

On the recommendation from a group of faculty members to the president, Reese became an active ad hoc member of every senior-level search. This change coincided with a shift in the way the provost interacted with search committees. As a result of this new strategy, the first minority dean of a professional school (the graduate school) was hired in 2012, followed by the hiring of a second minority dean for the Duke chapel.

In the continuing discussion between the president and Reese about ways to engage senior leaders in diversity strategy in their areas of responsibility, Reese worked with the president to implement a plan in 2012 that requires each of the university's top 35 leaders to develop three strategies/initiatives that affect diversity and submit them to the president. In April 2013, these strategies were compiled in a report for the president and the HR committee of the board of trustees. The 35 university leaders each sent two people to a half-day workshop to discuss the definitions of diversity and inclusion and their alignment with the university mission.

Future Challenges

What challenges remain that will require further collaboration? The area of internationalization and global engagement offers new opportunities for continued synergy between the two units. Duke is currently building a full campus in Kunshan, China, which has involved Cavanaugh extensively in the workforce planning process.

Reese also foresees changes in his role as the individual schools at Duke become more proficient in leading their own diversity initiatives. "I suspect in the years to come if I am successful in getting units to really focus on diversity

With diversity activities, know that it may take a long time to get initiatives going because of the many constituents that must be engaged.

strategy that aligns with their work, they will need a different kind of help, as they become more skilled at doing their own diversity work," he says. "I imagine my own responsibilities will shift."

Looking toward the future, Cavanaugh and Reese envision a continued partnership that will further embed diversity in organizational culture and take them beyond the bounds of the university's geographic location to fulfill Duke's mission as an international research university. 

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Alvin Evans is associate vice president for human resources at Kent State University. He can be reached at aevans3@kent.edu.

*The case study presented here is an excerpt from Chun's and Evans' new book, *The New Talent Acquisition Frontier: Integrating HR and Diversity Strategy in the Private and Public Sectors and Higher Education*.*

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Managers – The New Super Food? By Ken Pinnock

We all know about the benefits of so-called super foods — spinach, beans, sweet potatoes, nuts, berries, avocado, salmon. These foods and the nutrients they contain have been shown to help reverse cardiovascular disease, control BMI, regulate and positively impact insulin levels, impact brain health, and much more (the very things our workplace wellness programs often focus on). But did you know that, in the workplace, the behavior and leadership style of managers has also been shown to have a very real effect on these same physiological factors in employees?

What Does the Research Show?

There has been much research over the last decade looking at how manager behavior impacts employee health.

And guess what the findings show? How we treat people matters (not exactly earth shattering news, huh?). Several studies out of Europe and Canada have correlated leadership style and supervisor behavior to employee wellbeing, or lack thereof.

Here are just a few findings from some of those studies (and there are many more out there presenting similar results):

1) A study published in 2004 looked at 63 supervisory behaviors related to control and flexibility, leadership, communication, social support, consideration, looking out for employee wellbeing and more. Findings consistently showed that even when individual health factors such as age, stress and weight were taken into account, supervisor behavior impacted employees' physical and mental health. (*Gilbreath, B. and Benson, P.G. 2004. The contribution of supervisor behaviour to employee psychological wellbeing. Work & Stress 18(3): 255-266*)

2) One recent study of 3,100 males in Stockholm, Sweden, showed that managerial leadership style was more strongly associated with ischemic heart disease than typical job strain/stress. (*Nyberg, Anna. 2009. The impact of managerial leadership on stress and health among employees. Department of Public Health Services*

NASP-National Prevention of Suicide and Mental Health, Karolinska Institute)

3) One study in the United Kingdom showed employees who felt that they experienced a high level of justice (being treated fairly) at work had lower incidences of cardiovascular events (even after factoring in alcohol and tobacco use, hypertension, physical activity and BMI).



And employees who worked for multiple supervisors had lower blood pressure readings on days when they worked with the supervisor(s) they perceived as fair. (*Justice at Work and Reduced Risk of Coronary Heart Disease Among Employees: The Whitehall II Study*)

4) A 2011 Canadian study of nurses who worked for managers who were relationship oriented versus task oriented had fewer incidents of sick days. (*Schreder, J.A., Roelen, C.A., Van Zweeden, N.F., Jongsma, D., Van der Klink, J.J., Groothoff, J.W. 2011. Leadership effectiveness and recorded sickness absence among nursing staff: A cross-sectional pilot study. Journal of Nursing Management 19: 585-595*)

What Factors Impact Employee Health and Wellbeing?

It's common knowledge that feelings of distress, fear and anxiety raise blood pressure, heart rate and cortisol

levels. The primary function of cortisol is to increase blood sugar in times of stress, preparing the body for “fight or flight” — a good thing when running from a bear, but not so helpful when dealing with a bad boss day after day. Increased levels of cortisol have been shown to suppress the immune system, which is why people under constant stress suffer more illness and, therefore, absenteeism from work.

Several factors (all of which managers have some degree of control over) can lead to increased stress for an employee, which oftentimes manifests itself in myriad physical ways. These factors include:

- Boredom
- Lack of control over work
- Role ambiguity
- Professional stagnation
- Not having input into decisions that impact an individual and his or her work
- Feelings of being treated unfairly

What Can We Do?

Chances are, a good number of employees at your institution are physically feeling the effects of poor management. However, as HR professionals, we are in an excellent position to intervene. With supervisory skills training (which can actually be positioned as part of a comprehensive workplace wellness program), we can teach our managers how to be more supportive, relational, just and kind.

So just which skills and traits do we need to focus on? The following supportive supervisory behaviors have all been shown to foster positive employee/manager relationships and decrease employee stress levels and have been correlated with lower BMI levels and better cardiovascular health:

- flexibility as to how employees do their work
- encouraging employees to ask questions
- planning work to level out the load
- showing appreciation
- effectively managing team conflict

- reinforcing to staff that their work has value
- reducing role ambiguity and building role clarity
- regularly reviewing and aligning policies and practices and making sure they are followed uniformly
- conducting retention interviews (regularly checking in just to see how things are going)
- providing a realistic job preview (honesty — the good, the bad and the ugly — about the job/duties during the interview process to minimize surprises later)
- increasing an employee’s control over his or her work
- regularly providing and soliciting feedback
- reinforcing positive states (gratitude, compassion, empathy, kindness, courage, forgiveness)

What Have We Learned?

Research has shown time and again that manager behavior significantly impacts an employee’s physical and emotional wellbeing. Ineffective management practices often cause an employee to feel stressed, and prolonged stress has been shown to increase the risks of several physical symptoms, including headaches, high blood pressure and heart disease, as well as psychological symptoms like depression and anxiety (which can cause physical symptoms in and of themselves). And what happens when our employees aren’t well? We begin to see decreased productivity, higher absenteeism, lower job satisfaction and an increase in turnover.

To combat this, we need to hone in on and improve upon managerial behaviors and organizational practices that reinforce employee health and wellbeing. Through proper training and sustained support, we in human resources can help our managers and leaders transform into the new super foods of our organizations. 

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Hey managers — are you a super food or a cheeseburger? Fill out the employee relationship quiz on page 17 to discover where your strengths lie and the areas in which you might need improvement. Your employees (and their health and wellbeing) could benefit greatly!

Employee Relationship Quiz

Rating Scale:

- 4** = I do this often.
3 = I sometimes do this, but not consistently.
2 = I do this only occasionally.
1 = I don't do this at all.

- I take time up front to describe projects and tasks and set parameters with employees so they know what is expected and why.
- I give my employees positive reinforcement and praise.
- My employees receive clear, honest feedback and coaching.
- Once my employees know the desired results, I get out of their way and let them have freedom to do their jobs.
- I give my employees "face time," both one-on-one and in team meetings.
- If one of my employees gets off track or makes a mistake, I use it as a teaching opportunity.
- I share information freely with my staff and encourage open dialogue and participation.
- I don't blame or use guilt, threats or other demeaning tactics.
- I don't hide behind bureaucracy or policies. I try to get things done quickly and effectively.
- I don't make decisions that impact my team without including them in the process.
- I spend more time with the good performers than the poor ones.
- I address poor performance and make sure that the individual has a clear plan for improvement.
- I don't overload good performers to the point of burnout.
- I take time to find out every employee's career and job goals and encourage them to work on tasks and projects that will stretch them toward those goals.
- I try new ideas, whether they are mine or come from someone else.
- I reward healthy risk taking and I'm careful not to demean good effort.
- I seek input from my employees on ways I can improve as a leader.
- I enjoy giving my employees visibility and sharing credit with them.
- I spend more time working with people than working on paperwork.
- I treat all my employees with respect and dignity.
- I encourage a sense of community in my work unit.

In addition to filling out this questionnaire yourself, ask your employees to provide input as well. You'll likely come away with some valuable information, and you'll be on the road to becoming a better leader just by asking.

Here are some ideas on what to do with your scores:

Congratulations on your 4s! Zero in on your 2s and 3s, and choose one or two to improve upon that you think will make the most difference to your employees. If you do have some 1s, pick one that needs to be improved immediately. Jot down an action plan and put it where you'll see it every day (a post-it note in your calendar or on your computer will keep it front and center). Then make a concerted effort to change that particular behavior.

Source: Joan Lloyd & Associates. Joan Lloyd is a Milwaukee-based executive coach and organizational and leadership development strategist who helps leaders and their teams achieve measurable, lasting improvements. Joan Lloyd & Associates specializes in leadership development, organizational change and teambuilding, providing executive, CEO and team coaching, 360-degree feedback processes, customized training (on leadership, presentation, internal consulting and facilitation skills), team conflict resolution and retreat facilitation. www.joanlloyd.com

Hiring More Full-Time Faculty to Improve Student Success By Ellie Ashford

Over the past few years, the Maricopa Community College District in Arizona has dealt with cutbacks in state aid and soaring enrollment by gradually shifting its staff balance toward adjuncts and away from full-time faculty. Now the college system, which serves about 250,000 students in 10 independent community colleges, is carrying out an ambitious plan to reverse that trend. The goal is to move from its current

Commitment to Student Success

The idea to change the staff ratio grew from meetings with faculty leadership about a year ago. “We were looking at where we were in overall student success and what were the component pieces to allow us to improve retention, completion and other forms of student outcomes,” Glasper said. “We determined that for us to achieve our completion goals in 2020 and beyond, we needed to make a commitment to increase full-time faculty.”

Glasper said full-time “residential faculty” — MCC’s term for tenured professors — could take on more advisory roles with students, since they are usually on campus all day. They have office hours, sponsor student clubs and are available to advise students on academic issues. And that should have a positive impact on student outcomes. “Faculty are the linchpin in meeting our completion goals,” the chancellor said. That’s a belief shared by the American Association of Community Colleges’ 21st Century Commission on the Future of Community Colleges. The commission’s bellwether report, *Reclaiming the American Dream: Community Colleges and the Nation’s Future*, calls for colleges to “make student success central to the work of everyone on campus, particularly the faculty.”

“Our commitment to the faculty and our commitment to student retention, success and completion requires everyone at the table,” Glasper said.

Difficult Funding Decisions

MCC’s governing board approved the plan to shift the staffing ratio earlier this year, which is estimated to cost \$36 million to implement over the next eight years. The college system is requesting an increase in state funding, according to Glasper, who noted that less than 1 percent of MCC’s budget comes from the state. He hopes to avoid increasing tuition or property taxes again, as many people are still struggling with the impacts of the recession. To pay for the staffing changes, Glasper said MCC is looking at consolidating programs and evaluating every academic and non-academic program to answer these questions: “Are we being as effective and efficient as we should be? All else being equal, should we be doing business the same way we were 10 years ago?”

level of about 40 percent full-time faculty to 60 percent over the next five to eight years. That’s the staffing ratio Maricopa Community Colleges (MCC) had before the most current recession.

MCC’s governing board approved a plan to implement the staffing goal by hiring an additional 32 full-time faculty members this year and 360 new full-time faculty over the next five to eight years, according to MCC Chancellor Rufus Glasper. “Through a combination of adding new staff and filling vacancies, we’ll get to the ratio we had before the recession,” Glasper says.



“Our goal is not to eliminate major programs,” Glasper said. “We want to ask, ‘How can we reach our goal, stretch every dollar to go farther and never compromise our mission for student success?’” Implementing the plan will be a complex task, said Barry Vaughan, spokesperson for the Maricopa Community College District Faculty Association and a professor of religious studies at Mesa Community College, which is in the Maricopa district. “No one thinks it will be easy. We’re going to have to make some difficult decisions about quality and cost,” Vaughan said.

Faculty Buy-In

Both associations that represent full-time faculty and adjuncts at MCC support the plan to change the staffing ratio. The adjuncts support it because it gives them more opportunities to secure full-time jobs at the college. According to a 2013 survey by MCC’s Adjunct Faculty Association, 46 percent of adjuncts are very interested and 16 percent are somewhat interested in becoming residential full-time faculty.

The regular meetings between Glasper and faculty leaders allow for big-picture discussions such as this one, Vaughan said. “We had conversations about the direction of the institution over the long-term future — 20 to 50 years down the road — and talked about the huge contraction away from tenured and full-time faculty in higher education generally, and whether that was what we wanted for Maricopa. We challenged the assumption that a shift toward part-time faculty should be the trend,” he said, noting that funding pressures have caused higher education across the board to adopt what he calls a “big-box approach that relies on cheap labor with no benefits and no long-term commitments to students.”

“That is not the future Maricopa wants,” Vaughan said. “So we decided to buck that trend.” The college drafted an internal white paper that documented research showing that full-time instructors contributed to students’ success, retention and completion because they are better able to establish relationships with students. One of the research studies discussed in that document, a 2008 report by Paul Umbach of North Carolina State University, for example, found part-time faculty often

work in marginalized environments, receive little support for professional development and thus tend to be less committed to the college and to student success. “We want to invest in people who will be around for 20 or 30 years,” Vaughan said.

We determined that for us to achieve our completion goals in 2020 and beyond, we needed to make a commitment to increase full-time faculty.

Need for Flexibility

MCC will always need some adjuncts, and MCC colleges need some staffing flexibility, Vaughan said. Programs in the sciences and humanities and colleges with higher transfer rates will likely need more full-time positions than occupational or certificate programs. Many adjuncts, particularly in workforce training programs, already have full-time jobs in their profession and just want to teach one or two courses.

Initially, some of the presidents of individual colleges had some concerns about how this would be implemented, but they’ve reached a consensus and are moving forward with putting it into operation. “Everyone is on board with this,” Vaughan said. Ultimately, Vaughan said, the initiative will benefit taxpayers, the business community and universities where MCC graduates transfer because the shift to more full-time faculty committed to working with students “will ultimately improve the quality of the institution.” 

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Get With the Program

The Learning Program

By China Gorman

Learning is not a one-time experience but an ongoing process. This is one of the overarching ideas in a recent report from Aberdeen Group (*Newbies to New Leaders: Closing Critical Skill Gaps With Learning*, by Mollie Lombardi), which examines the business impact of organizations' focus on learning programs. The study is based on a collection of responses from 185 organizations and seeks to determine how organizations connect learning to business priorities, create development programs that impact every stage of the employee lifecycle, and utilize technology to support learning initiatives. The study concludes that there is a definite correlation between organizational success and a high focus on learning initiatives. Let's look at some of the specifics of this report.

Most HR professionals, as well as many other organization leaders, inherently recognize the importance of building/developing talent within, especially at a time when the economy is still recovering and our new generation of hires is consistently heralded as "lazy," "entitled" or "unready" for the workforce. It shouldn't surprise us then that the number one pressure driving learning initiatives in all organizations surveyed is the need for more leadership talent, with the number two pressure being the lack of critical skills in the marketplace, which requires development from within. While I think the general negativity surrounding Millennials is misplaced, it is generally understood that a new, just-out-of-college hire will require some training to become an effective member of the workforce.

According to Aberdeen's research, 40 percent of organizations say that their college hires will require additional training and coaching, and 29 percent say they will have to spend significant time training and



developing just-out-of-college hires. It should surprise us then when we find out that only 19 percent of organizations have programs for new college hires and only 36 percent have dedicated leadership programs for emerging leaders. These employee groups are effectively cited as the top two groups requiring training/development, so why the lack of programs in place to do this? Data clearly support that organizations understand the importance of focusing on learning programs; however, data also indicate that there are problems with organizations' abilities to implement these programs.

We should use this disconnect to critically examine our own organizations and take a moment to reflect on the factors we know to be important (like learning initiatives). We may acknowledge the importance, even necessity, of such programs, but we should question whether this knowledge is actually being implemented or just internalized. If there is disconnect between awareness and implementation, the question then becomes how to fix it. The data in the *Newbies to New Leaders* report suggest we look to what best-in-class organizations are doing, and in the case of learning initiatives, a few factors stand out. Best-in-class organizations are 78 percent more focused than laggard organizations on providing a more consistent development experience at all career levels, and they are more intentional about closely linking programs to business goals and defining/building a consistent set of competencies to guide development.

While these findings may be surprising at first glance, they may suggest that best-in-class organizations have already been able to link programs to business goals

and develop a consistent set of competencies to guide development. This in turn has allowed them the freedom to focus more attention on having dedicated learning programs for individuals at all stages of the employee life cycle. In the least, the data here can provide a broad set of steps for organizations to follow in order to benefit from learning initiatives. An added bonus of successfully instituted learning programs? Organizations that use learning programs also see improved performance in employee engagement, their ability to fill leadership positions with internal candidates and their ability to retain talent.

While getting with the program and focusing on the development of our people may seem obvious to you and me, apparently not everyone sees the value — but they should! 

China Gorman is chief executive officer for Great Place to Work, a global human resources consulting, research and training firm. www.greatplacetowork.com

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1 What We Do
Key Higher Education HR Professional Expertise & Knowledge

- 1 Understanding Higher Education
- 2 HR Operations (Strategic & Operational)
- 3 Strategic
- 4 Compensation
- 5 Budget & Finance
- 6 Recruitment
- 7 Employee/Labor Relations
- 8 Employee Development
- 9 HR Data & Systems
- 10 Risk Management, Compliance & Public Policy
- 11 Organizational Development & Planning

2 Who We Are
Building & Developing Self & Others

- 1 Self-Awareness
- 2 Critical Thinking
- 3 Relationship Management
 - Conflict engagement
 - Facilitation skills
 - Consulting skills
 - Challenging established practices
 - Constructive critique
 - Collaboration
- 4 Change Management
- 5 Ethics
- 6 Communication
- 7 Cultural Competency
- 8 Diversity, Equity & Inclusion
- 9 Establishing Credibility & Accountability
- 10 Team Building
- 11 Coaching
- 12 Leadership
- 13 Mentoring

3 How We Operate
Building & Developing Talent & Your Organization Management

- 1 Identifying & Recruiting Talent
 - Sourcing & recruiting
 - Workforce planning - principles & models
- 2 Mission/Strategic Performance Management
 - Aligning talent (the right people on the bus & in the right seats)
 - Aligning performance to mission, strategic goals
 - Measuring performance & outcomes
 - Recognition, rewards, strategic incentives
- 3 Supervision & Leadership Development
 - Career development
 - Continuous learning
 - Adaptive leadership
- 4 Cultural Shift/Change & Renewal
 - Resiliency
 - "Mindset of Choice" mentality
 - Clarity & internalization of vision & values/purpose
 - Creating conditions that enable employees to perform at their very best
 - Changing environment & nature of work
- 5 Professional Renewal

4 Why We're Relevant
Accessing/Utilizing Knowledge, Information & Technology

- 1 Leading the Way: The Higher Ed Business Model
 - Market evaluation, research
 - Maximizing the work & utilizing what success looks like
 - Understanding demographics from your own perspective
 - Diversify & evaluate data
 - Building an HR model for the future
- 2 Collaboration & Managing Key Relationships
 - Working with constituents - focus on how you drive
 - Managing vendor relationships
 - Acting with integrity
 - HR Transformation
- 3 People Management & Practice
 - Fostering talent development
 - HR resources available will help manage HR work
 - Making the case for technology investment
 - Social technology



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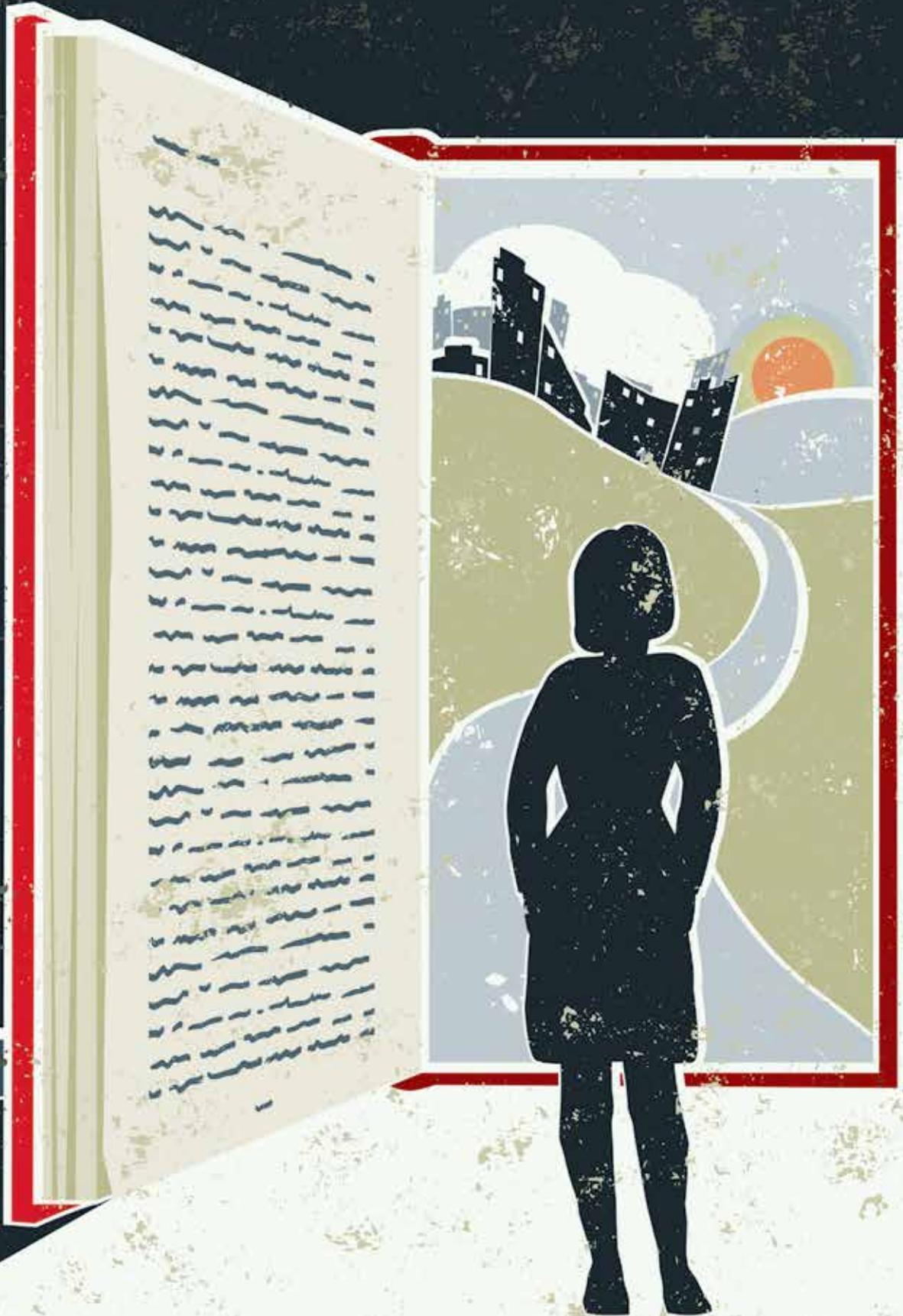
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BLAZING A TRAIL

Women Who Paved the Way in Higher Ed HR



Barbara Smith



Jackie McClain



Sara Phillips



Shari Anderson Fassett



Patti Couger

Human resources administration has come a long way over the past four decades. From the name itself (“personnel,” anyone?) to the duties, responsibilities and nature of the work — much has changed. And the workplace itself has evolved, as well. Forty years ago, the concepts of diversity, equity and inclusion weren’t even on the radar of most employers. It still was as it had always been — white men held leadership positions and minorities and women, for the most part, did not. For this two-part article, we spoke to several individuals who we consider to be trailblazers in the higher education human resources profession. They made their own way and carved their own career paths, often having to prove themselves at every turn, and many times having the distinction of being “the first.” Looking back at how far we’ve come in the arena of diversity, equity and inclusion in the higher ed workplace gives us cause to celebrate the progress that has been made in our institutions and in the profession, but we also must realize that there is still much work to be done, and so we continue pushing forward.

This first part of the “Blazing a Trail” article focuses on women in higher ed HR (we’ll feature our minority trailblazers in the spring 2014 issue). The five women we spoke to for this piece began their careers in higher education human resources when higher ed administration was male-dominated (much more so than today). Most were the first or one of a very few women in director-level positions, not only in their departments, but throughout the institution. Men overall were paid more, entrusted with more responsibility and provided with more advancement opportunities. In order to survive in this “man’s world,” the women we spoke with oftentimes had to work harder, longer and make more sacrifices. But they each had an end goal in mind, and all eventually went on to hold the top HR positions in their respective institutions. Now retired from long, fruitful careers in higher ed HR, Barbara Smith, Jackie McClain, Sara Phillips, Shari Anderson Fassett and Patti Couger look back on their journey and share their challenges, their regrets, their successes and a few war stories, to boot.

Q When did you begin working in higher education human resources and in what capacity? What other positions did you go on to hold?

Barbara Smith: I began my higher ed HR career at Princeton University in 1972 when I was hired as an employment/recruitment counselor. Over the next 17 years, I moved up through the ranks at Princeton, serving as HR representative, manager of wage and salary, director of compensation and benefits and deputy director of HR. In 1989, I joined Carnegie Mellon University as director of HR, then went on to serve as assistant vice president for HR before being appointed chief HR officer in 2006, a position I held until my retirement in 2011.

Jackie McClain: After I finished college I worked for several years as a clerical employee on a college campus. I quickly became frustrated with campus HR operations and so I went to law school with the stated intention “to work in higher education HR.” My first HR position was in 1979 as the first affirmative action director for University of Missouri. I then went on to serve as labor relations manager, director of HR and vice chancellor for HR, all at large public universities or systems.

Sara Phillips: I was serving as associate director of administrative computing at the University of Tennessee, Knoxville and had gotten my master’s in student HR (personnel at that time) with a minor in adult education and psychology. In 1980, I was asked to apply for the open position of director of the UT System HR office (my background in IT as well as handling much of the training, orientation and standards for an IT department gave me the background they were seeking to help implement a new HR information system). I got the job, and stayed at UT for 23 more years, going on to serve as assistant vice president for HR for the UT System, assistant vice president for HR at UT Memphis and UT Knoxville, and interim vice president and assistant to the president (a role in which I was still responsible for the safety and health aspects of HR). After I retired from UT in 2003, I continued to serve in a consulting role for a few more years.

Shari Anderson Fassett: My introduction to HR, or personnel services as it was known then, was in the mid-1970s at Medical College of Wisconsin. The newly created department consisted of the director, a classification/compensation manager, an employment assistant, a

faculty records assistant and an administrative/staff assistant — that was my role. My background had been in hospital public relations, so while the move to personnel services in a medical college kept me close to the medical field, it really launched me into two completely new arenas — higher ed and HR.

I had the distinct privilege of learning HR from the ground up, and in varied roles — staff assistant, operations manager, employment manager, assistant director. In the mid-1980s, I worked as associate executive director of CUPA-HR before accepting my first HR director position at a small, prestigious, private university where I was hired to create its HR department. I was the first female to hold a non-academic director position there. Often during those early months I felt like a stranger in a hostile land. However, I learned valuable lessons about organizational change that served me well throughout my career. Over the years I also held HR director positions at Bethel University, Springfield College and Harvard University. I retired from Harvard in 2004 but did some consulting work for a couple more years before full retirement.

Patti Couger: I was hired into an entry-level, newly-created professional staff associate position immediately after receiving my bachelor’s degree from Texas A&M University in 1975. The position reported to the associate vice chancellor for budgets and HR in the TAMU System office. Along with a secretary, we comprised a staff of three. The HR function at that time was limited to policy promulgation and oversight. I made my entire 30-year career at TAMU, working my way up from staff associate to administrative assistant to budget/payroll/personnel operations manager to director of budgets and compensation to assistant vice chancellor for HR and finally chief human resources officer.

Q What were your greatest challenges initially?

Smith: When I began at Princeton, I was only one year out of college (with a degree in sociology) and had only worked in one previous “real job” — at an employment agency in New York. So I was pretty green about work in general and about HR and higher ed in particular — even office protocols were a learning experience for me!

McClain: Not only was I one of the few women in administration, but I was also setting up a new concept — affirmative action — with many unpopular procedural

requirements. I had to work hard to earn credibility for both myself and the program. My word had to be golden. I had to do what I said I would do, often having to pull out case law to support what I was telling people they had to do.

Phillips: Having no formal background in HR, I was forced to learn from others: my staff, my boss and my colleagues in CUPA-HR as well as from a lot of trial and error. Fortunately I had support from my boss and the UT administration.

Anderson Fasset: My initial challenges were lack of experience and comprehensive understanding of the HR role within the larger organization, lack of a college degree (I later earned a bachelor's degree in organizational leadership and a master's in industrial organizational psychology), trusting my own abilities, balancing a young family and a budding career, and thinking I could do it all and have it all.

Couger: The "Queen Bee" was my first challenge. She worked for the vice chancellor for administration and was all powerful. Even the leadership team, all males, knew they had to bow to her wishes. Although there was an empty private office, I was assigned a desk in the "clerical bullpen." A day or two after I started, she provided me with a kitchen duty schedule on which I was assigned my week for making coffee throughout the day, cleaning the kitchen and serving coffee to guests. Being the only professional on the kitchen duty list (men in entry-level positions elsewhere in the administration department were excluded), I spoke with my boss about the disparity. He asked me to go along to get along. One can imagine what message this sent to visiting professionals from throughout the System when they observed me serving coffee. So, I learned to be humble and to bow to the Queen Bee like everyone else. (Dr. Rosabeth Kanter, who holds a chair in business administration at Harvard University, perfectly described the "Queen Bee" in her 1977 book *Men and Women of the Corporation*.)

Another challenge was a pervasive conservative mentality at what was a heavily male-dominated system of institutions and state agencies. The one bright spot was the chancellor at the time I was hired, who was a true Renaissance man and an anomaly in the string of prior CEOs. In year two or three of my tenure, my hope soared when he stated in a meeting that his daughter had just graduated from a prestigious college in the Northeast and was struggling to be considered for professional positions. He was aghast at the discrimination against females. I

believe that planted a seed of conscientiousness in the minds of the leaders in my department — regardless of whether they embraced the concept of gender equity.

Q Were there other women in HR positions when you started at your first job?

Smith: There was one other professional woman working in personnel, as it was called then. But instead of feeling like she was my ally and had my best interests at heart, I felt like she was trying to mold me into her minion. She immediately tried to pull me into her orb, which I rather quickly understood to be somewhat adversarial with the office leadership. I listened to her so as not to be rude, but never lost sight of her apparent ambition to bring down the leadership of the department.

McClain: There were some other women, but mostly at lower levels and none in leadership roles.

Phillips: There was one female chancellor at one UT campus, and a few female administrative department heads; but I was one of the first female HR directors.

Anderson Fasset: Men were definitely predominant in all professional HR roles, most notably at the director level. There was a handful of women I met through CUPA-HR who were at the director level in their organizations, and they appeared to have some influence within their group of male peers. Many of those women had come up through the ranks as I hoped to do, so I observed their struggles closely. The women professionals I admired the most were those who had a kind of pioneering, collaborative spirit and the sheer determination to keep learning, working hard and moving up. They were the ones I wanted to emulate.

Couger: A couple of the System's small universities had females in CHRO roles, all of which had been promoted from clerical jobs. Their responsibilities dealt primarily with staffing and employee discipline. The flagship university had several females in professional jobs but none in managerial positions.

Q Did you face stumbling blocks on your career path?

McClain: My real love in HR was labor relations. I was lucky enough to have a male administrator who thought I had the skill to do labor negotiations and took me as his second for the negotiation process. That gave me the

chance to prove what I could do. Otherwise, as a woman, I would have had an incredibly difficult time getting into the negotiator role. Once I made that transition, I wanted to move to a director role. Unfortunately I had to leave higher education, an atmosphere in which I loved working, in order to get my first director position in a large organization. Two years later, I returned to a large higher education medical center as the HR director and I was then able to progress to more demanding roles in higher ed HR.

Anderson Fasset: The biggest and most frequent stumbling block I encountered along my career path was resistance to change. The emerging role of women in higher ed HR was difficult for many of the “ol’ boys” and members of executive management to embrace. I continued to see this later in my career too when, as a director, I wanted to promote young women and there was strong resistance from my male superiors. At best, I would describe those times of resistance as circumstances requiring of me a well-purposed plan, patience, commitment, a sense of humor, a few strong organizational allies (my boss being the most important), and the willingness to stay the course and work for what I believed to be right for the overall organization and the individuals involved. HR professionals have been referred to as “change agents” for a reason. Managing change was a big part of the job.

Couger: I faced many! The abiding mentality that men should rule was pervasive until I retired. Females were increasingly hired and promoted into managerial and leadership roles, but they had to be super women and undeniably the best performers and best credentialed. Then there was the very small cadre of “professional” women who positioned themselves close to the powerful decision makers and seemed to believe their value and prestige could be enhanced by demeaning other women professionals. I watched one such woman work to get her prior boss, an amazingly intelligent, richly experienced and gifted department head, fired for totally unfounded reasons — all contrived.

And I always felt that lack of exposure to the legislature and state-level meetings early in my career (because my boss, always the gentleman and well-intended, advised me that it would be inappropriate for me to travel with him on out-of-town trips to the state capitol) was a roadblock for me. Traveling by myself solved that problem.

Who were your most steadfast supporters?

Smith: I came to trust and rely on my boss who was a great coach and mentor for me during my 17-year stint at Princeton. He was very supportive of me and encouraged me, when growth opportunities arose throughout my career, to volunteer for special projects to gain the experience and exposure these projects would offer.

Anderson Fasset: My boss at the Medical College of Wisconsin saw my potential, encouraged me and promoted me. He was an effective coach, providing me with meaningful learning opportunities that helped build a foundation for my future professional career. I was fortunate to have both talented men and women as role models and mentors. My relationships with them were forged through CUPA-HR, and those relationships remain among my most treasured possessions to this day. These were individuals who in the early days saw the organizational landscape changing and who saw the value and the need of women in leadership roles and were excited about it. These were people who had established credibility in higher ed and who were selfless about sharing what they knew and offering encouragement and counsel to those of us on the rise. No amount of hard work on my part would have allowed me to accomplish my professional goals and aspirations without the genuine interest, advice and counsel of other HR leaders and friends.

Couger: My boss set high expectations and afforded me opportunities to work in both the budget and HR arenas, and he was a strong supporter of my seeking an MBA, obtaining professional certifications, and participating in professional organizations such as CUPA-HR. The HR and financial professionals throughout the system were also supportive, appreciative and made sure to commend my work to the leadership (which made a world of difference!).

Did you experience what could be described as gender disparity in salary, promotion, recognition or opportunities?

Smith: Absolutely. It seemed like universities were just entering the world of work that had emerged after World War II, 20 years after the fact! There were few personnel systems and structures in place, and those that were established had not been tested by the demands of a

growing research agenda, women and minorities in the workforce and the emergence of technology. Back in the 1970s and 80s, Princeton was the epitome of the “ol’ boys” network. I remember speaking to a relatively new African American colleague who remarked that although he was Black, at least he was one of the boys. Women had no such infrastructure for support.

One memorable instance was when I learned that my boss’s boss had hired a male in a position parallel to mine at a rate of pay 20 percent higher, and my experience was completely on par with that of the new manager. I brought the issue up with my boss and my pay was increased above that of the new hire. I did manage to learn several valuable lessons from this incident. The first was to speak up. What may seem obvious to one individual may not be so obvious to others. And I learned that when voicing concerns, do so in a nonthreatening manner. Threats may achieve short-term gains, but if you want to remain in an organization and be successful, you must operate within acceptable norms. The only other woman who was in personnel when I was hired at Princeton had by this time been fired largely due to her adversarial approach. Finally, I learned that someone else’s gain is not necessarily my loss. The pie is expandable. In fact, a number of other times in my career, the addition of a new staff member resulted in my pay, status or benefits being improved.

McClain: In one senior position, even though my boss supported me in every other way and repeatedly stated publicly that next to him I had the most difficult and complex job in the organization, I made about 25 percent less than my male peers.

Anderson Fasset: Yes. In fact, it wasn’t until my last directorship that I felt I was adequately compensated for the work I did and in comparison to other non-HR positions. I am sure that was, in part, a reflection of the progress made in organizational understanding and attitudes around the value of human resources through the years.

Couger: Oh yes, all of that. Early in my tenure my boss proposed a merit increase for me, outside of the budget recommendation cycle. The aforementioned Queen Bee’s boss denied the raise stating, “My gosh, she would be making more than the chancellor’s secretary! We can’t have that.” I had graduated at the top of my class in the college of business and was working on a master’s, but my compensation glass ceiling was that of the top clerical employee.

Are there any “war stories” you can share?

Smith: One war story and one unforgettable moment. First, the war story. One of the first things I did after joining Carnegie Mellon was to suggest the introduction of a paid time off program. After more than 50 meetings with various campus constituencies and departments, the proposal was finally brought to the administrative group that would decide whether to adopt the plan. One vice president had refused to let me meet with his group of employees and then during the meeting complained that I had not met with his group! I was so angry, but decided against arguing with him publicly.

After the meeting, I approached him and said, “You know, you can’t have it both ways — refuse to let me meet with your employees and then publicly fault me for not meeting with them.” He looked me straight in the eye and said, “I don’t know where you worked before, but this is Carnegie Mellon, and I *can* have it both ways.” Although I had known from the start that Carnegie Mellon was very different than Princeton (CM was highly decentralized, very entrepreneurial and very under-resourced), it was not until that very moment that I realized the enormity of the differences and how different my job would be there.

My unforgettable moment came while I was at Princeton, and it rocked my world! I was asked to present the findings of a classification study I had just completed to the university administrative department heads during one of their monthly meetings. When I entered the room, I was brought up short — an entire room of suits (there *was* one woman, but also in a suit)! Knowing that one operates in a male-dominated setting is one thing, but experiencing a sea of suits in a wood-paneled room, men smoking cigarettes and pipes, walls lined with books — it took my breath away, and I’ll never forget the way I felt at that very moment.

McClain: There are a million memorable incidents, from “taking the bullet” for a president in an instance which got me on the front page of the newspaper and almost into trouble with the law, to dealing with all kinds of situations where I was able to help the institution avoid costly litigation. The only incident where I think my gender was a real factor has to do with labor negotiations. In one instance I came into the organization when there was a very hostile relationship with one particular all-male union. They had walked out of the most recent

negotiations yelling and swearing. Most members of the union leadership were very traditional older men. Knowing this, I wore a soft dress (not my normal suit) to negotiations. When they began to yell and swear during the bargaining session, I gathered my material, stood up and said, “I am a lady. When you are ready to bargain like civilized gentlemen I will return to the table.” They came to get me in about two minutes and the rest of bargaining was, although still contentious, civilized and without a walkout.

Q Looking back, is there anything you would have done differently in your career?

McClain: I wouldn’t have changed a thing. I think the challenges made me a better professional and a stronger person.

Anderson Fasset: Before HR, journalism was my passion and it was what I envisioned myself doing. I actually kind of stumbled into HR, but I found it to be a challenging, gratifying career. I think of human resources management as a purpose-filled profession, and I am proud to have been a part of it. Having had the opportunity to make a difference in the lives of others is something for which I will be forever grateful.

Couger: Throughout my career, I worked harder, longer and never accepted less than excellence from myself. I should have been more self-confident and outspoken, but there was always the fear that the “good ol’ boys” would jump at the chance to point out even the slightest misstep on my part. My career probably would have moved along more rapidly had I taken the opportunity to work in the private sector or for other institutions, but a tenured, entrenched faculty member spouse kept me geographically grounded. But I did love the challenge of higher ed HR and I cherish the wonderful friends I have made through my association with CUPA-HR.

Q Do you have any advice for those just beginning their careers in higher ed HR?

Smith: Become well-grounded in the professional, legal and technical aspects of HR, have a strong personal commitment to the underlying mission of higher education and your institution, and hold on for the ride of your life! A career in HR is never boring, always changing and ever challenging, but it’s so very rewarding in the end.

McClain: Get active in a professional organization. Read, ask questions, write and present on topics of interest in your field. Recognize that you should never stop learning no matter how much expertise you develop.

Phillips: Absorb, learn, listen, watch the successes and failures of others, and be ready to acknowledge and learn from your mistakes. Practice and hone your communication skills and continue your personal learning throughout your career. If you don’t love what you’re doing, look for something else to do. I believe that HR is a profession that you need to love and nourish in order to be truly effective.

Anderson Fasset: Learn to really listen to people. Focus on trying to enrich the lives of others. Become and stay knowledgeable, consistent, credible, creative and open-minded. Choose to work for an organization that has similar values to yours and then give it your best effort, every single day.

Couger: Learn the business of higher education and your institution from top to bottom. Take the initiative to showcase your department’s accomplishments and to propose new programs, different ways of doing business, and strategies for facilitating the accomplishment of organizational goals. Learn how to deal with adversity, change and seemingly insurmountable challenges, because there are many in today’s higher ed environment. Practice humility and be quick to give others credit and accolades and slow to lay blame. And finally, be a go-getter, stay current, always go the extra mile and don’t ever settle for average. 

If you’d like to read more about women’s struggles and successes in higher education administration, check out CUPA-HR’s new book, *Cracking the Wall 20 Years Later: Women in Higher Education Leadership*. In 1993, CUPA-HR published the first iteration of this book, in which women in leadership positions in higher education detailed the challenges they faced while climbing the ivory tower ladder and offered specific strategies on how women could enhance their advancement opportunities in academia. Now, 20 years later, many of those same women have revisited the topic and explore the progress that has been made over the past two decades. Visit www.cupahr.org/bookstore to read more about the book or to order your copy.



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Follow the Leader

By Roxi Hewertson

When do you feel truly engaged at work and in your personal life? Chances are, it's when you believe in what you are doing, you are actively involved, and you enjoy the people with whom you are working or playing. It's not passive; you are fully present, you are committed to the task at hand, and you are deriving enjoyment from being involved in whatever it is that you're doing.

It's no secret that engaged employees lead to more successful organizations; however, research has shown time and again that today's employees are not fully engaged in their work. A 2012 Dale Carnegie study, *What Drives Employee Engagement and Why It Matters*, found that of the 1,500 employees surveyed, only 29 percent were fully engaged, 25 percent were disengaged, and 45 percent were only partially engaged. These results are similar to those found in countless other studies over the past 10 years.

Engagement Defined

Before going further, let's define what employee engagement is, and what it's not. Engagement does not mean:

- Employee satisfaction
- Everybody's happy go lucky
- No one is accountable
- Work is all we do
- Talk is all we do
- Play is all we do
- Rules rule us

It does mean:

- Employees can see how and where they and their position "fit" into the overall picture
- Employees believe what they do has meaning
- Employees believe their work is worthy of their effort, including their discretionary effort
- Everyone is accountable
- Everyone wants all of us to win
- People enjoy coming to work
- People consciously choose to produce their very best

Employee engagement is often lumped into the bucket of "soft" human resource topics, but the hard reality is that flawed management practices and failed leadership

contribute significantly to employee disengagement — and disengaged employees are unproductive employees, resulting in a negative financial impact. Engaged employees are more productive and deliver better customer service, which results in better branding, reputation and financial success for their employers. As successful organizations grow, their employees enjoy new opportunities, and this, in turn, leads to even higher levels of engagement. This discretionary effort comes directly to the bottom line, and we all have bottom lines. Every drop of extra effort people contribute beyond what they have to contribute to keep their jobs results in receiving more discretionary time and productivity than you are paying for.

Don't Fence Them In

Engagement doesn't happen by accident. In fact, we have to create a culture that welcomes and rewards engagement. If you've ever watched a room full of children under the age of 6, you know they start out being hyper engaged in life. And then something happens. Did you know that creativity, questioning, and laughter all decline rapidly after the age of 5 years old? It's true. In 1968, George Land gave 1,600 5-year-olds a creativity test used by NASA to select innovative engineers and scientists. He then retested the same children at ages 10 and 15, and the results were staggering — 98 percent at age 5 registered genius-level creativity, but only 30 percent registered at the genius level at 10 years old and 12 percent were at that level at 15 years old. The same test given to 280,000 adults showed that only 2 percent registered genius-level creativity. In his book *Breakpoint and Beyond*, Land concluded that non-creative behavior is learned. That's right ... we pound it out of people starting as young as 6 years old!

Teaching to the test will dampen just about any child's creativity and questioning. And it doesn't stop in school. Many workplaces do an amazing job of discouraging engagement and commitment. There are still plenty of supervisors out there who tell people, "I don't pay you to think, I pay you to get the job done!" Or how about this: "We've always done it this way and it's just fine, so we're not interested in changing anything." Not much laughter, questioning, creativity or engagement on those work sites!

The good news is, as HR professionals, we can help create healthy work cultures that reignite creativity, encourage innovation, and reward engagement in our employees. We must take the lead in not only communicating to our institutional leaders just how important this work truly is, but also in helping them master the skills and behaviors needed to foster an engaged workforce.

Key Drivers of an Engaged Workforce

So just what drives employee engagement? I would argue that there are four variables: credible leaders, a high-performing organization, job and career satisfaction, and supportive coworkers.

Credible leaders demonstrate honesty, trustworthiness, and reliability; show they are capable of understanding and/or doing the work they delegate; and foster a culture of trust and open communication. **High-performing organizations** demonstrate commitment to employee engagement and retention; uphold a respected reputation; have an outstanding brand, a commitment to quality, and top-notch products and services; are productive, fair and rewarding; and maintain a productive workforce. In the realm of **job and career satisfaction**, employees feel clear about their roles and responsibilities; believe that there are internal opportunities for growth and advancement; and believe earned and fair advancement will be supported by their immediate leader. In order for employees to feel that they have **supportive coworkers**, the environment and norms must value mutual support for a win/win result; solid peer groups must be developed and supported; opportunities must abound for collaboration and peer learning exchange; and team accountability clearly matters and is rewarded.

Employee engagement is often lumped into the bucket of "soft" human resource topics, but the reality is that flawed management practices and failed leadership contribute significantly to employee disengagement.

Utopia?

Imagine a workplace culture in which innovation, creativity, appropriate risk-taking and synergy are fluid and organic. How productive would your institution be if it were full of committed employees who choose to contribute their discretionary time and give their best

effort each and every day? Imagine consistently satisfied and fiercely loyal stakeholders and constituents who champion your brand and your services. Picture sky-high retention rates of outstanding performers, and the ability to attract the best of the best to your institution.

Is this type of utopian workplace really possible? Perhaps, but it will take long-term commitment and a lot of hard work to get there. For an employee engagement strategy to be successful, it must be researched and vetted and reworked and tried out and tweaked. Start at the top and roll it out through the organization. In my experience, as long as the top of even one department or division is committed, you have opportunity. The entire campus doesn't have to be brought on board all at once to get things going. Mine wasn't. What we saw instead was that a good "virus" will spread, perhaps slower than a bad one, but it has more staying power. Start small, if need be, and grow your culture change with leaders who can and will make it happen in their areas of influence and responsibility.

Bring Your Leaders on Board

Remember, effective and credible leaders are one of the key drivers of an engaged workforce. And I would argue that they're the best place to start. Provide them with training on the topic of employee engagement — the why and the how and the "what's in it for me." Provide this training in cross-discipline cohorts, as this approach allows them to learn from one another and form new networks and relationships, and the shared experience creates an expectation of leadership behaviors that will spread across campus.

So which behaviors should leaders adopt to help foster employee engagement (and all of these behaviors can be taught, which is where HR enters the picture!)? They should:

- Create a clear mission, vision, values, strategies and accountabilities that can be trusted
- Develop others constantly and continuously
- Run effective meetings vs. waste-of-time meetings
- Deal with and resolve conflicts well
- Build effective teams
- Involve the right people in the right decisions the right way
- Be more other-centric than ego-centric
- Lead more than manage
- Lead change successfully
- Invest in staff development
- Equip staff with necessary resources, knowledge and skills
- Delegate decision making to staff
- Lead by example, be authentic and be respectful

When leaders are engaged and truly committed to leading their people well, their people will follow. 

Roxana (Roxi) Hewertson is a leadership development consultant. Through AskRoxi.com, she offers advice to managers and leaders at all levels, and her facilitator-guided DVD leadership program provides a blended learning approach to leadership skill development. In addition to working in the private sector, she has also served as adjunct faculty at Cornell University's School of Industrial and Labor Relations.

Looking to up your institution's employee engagement factor? Check out the Employee Engagement Toolkit in CUPA-HR's Knowledge Center (www.cupahr.org/knowledgecenter/engagement). Here you'll find articles, facilitator guides, samples of engagement surveys and more to help reignite creativity, encourage innovation, and reward engagement in your employees.



Taking the High Road

By Betsy J. Webb

Imagine this scenario: Sally is an accounting manager in the microbiology department on campus. Her boss, the department head, tells her that he was just informed that a large federal grant won't be re-funded and several employee positions will be terminated as a result. He asks Sally to keep the information confidential because important federal documents have yet to be filed. Sally agrees to do so. Two days later, a coworker asks Sally if she knows anything about the rumor regarding the grant status and possible layoffs. When Sally hesitates, the coworker says, "Look, this is serious. People could lose their jobs. Do I need to cut back on spending? Do you know anything?"

What should Sally do? Should she be honest? She does know something, and she feels a sense of loyalty to her coworkers. Or should she say nothing? She does have a duty to maintain confidentiality, and she agreed to do so. This situation, adapted from Joseph Badaracco's 1997 book *Defining Moments: When Managers Must Choose Between Right and Right*, illustrates perfectly the not-so-black-and-white area of ethics. With ethics, you often have to choose not between right and wrong, but between right and right (or right and good). And what is right and what is good are not always the same thing.

The term "ethical behavior" means different things to different people. Conduct that may be unthinkable to one individual may be "no big deal" to another. And although some individuals certainly commit workplace misconduct and engage in unethical behavior for personal gain or self-promotion, others engage in such behavior for less devious reasons: misguided loyalty; pressure to succeed, meet deadlines or fit in; ambition; or maybe they simply don't know what the right thing to do is in a certain situation. This is why it's important for institutions to have a comprehensive ethics program, including a written code of ethics, ethics training, and resources and leadership support to guide these efforts. After all, if we don't define ethical behavior for our employees, they will define it for themselves.

The Stats

In a session I presented on ethics at CUPA-HR's 2013 annual conference, I utilized clicker polling to conduct some real-time research on misconduct, ethics codes and ethics training in higher ed institutions. In response to the statement, "I have observed misconduct in my institution in the last 12 months," an astounding 90 percent of session attendees answered "yes." Sixty-seven percent of session attendees indicated that they had

reported the misconduct. And 36 percent said that they had felt pressure from others to commit workplace misconduct. Nationally, according to 2012 statistics from the Ethics Resource Center, 45 percent of U.S. workers have observed misconduct on the job; 65 percent reported the misconduct; and 13 percent felt pressure to commit misconduct. As for ethics codes, half of the conference session attendees indicated that their institution has a written code of ethics, 41 percent said that their

“Ethical behavior” means different things to different people. Conduct that may be unthinkable to one individual may be no big deal to another.

institution does not, and 9 percent were unsure. Of those who indicated that their institution does have a written code of ethics, only 29 percent said that employees get a copy at the moment of hire. And 67 percent said that they do not conduct ethics training at their institution.

What Is Misconduct?

Consider the following scenarios:

1. An employee uses a company copier to make a few personal copies.
2. A staff member does some “exploring” on a university computer to find out where another employee lives.
3. A non-exempt employee has not completed her expected work hours. She misreports her hours, just for one pay period, with the intent of making up the time during the next pay period.
4. An employee shares confidential background check information on a new employee with a friend who is not associated with the new employee and does not know him in any way.

Is any one of these behaviors more egregious than another? That depends on who you ask. Misconduct comes in many forms. From the scenarios listed above, to abusive behavior, to putting one’s own interests ahead of the organization’s, to Internet abuse, lying and improper hiring practices ... “misconduct” is in the eye of the beholder. While we cannot reset an individual’s moral compass, we can provide that individual with the skill sets and resources needed to think through questionable

situations and make clear from the institution’s standpoint what does and does not constitute acceptable behavior.

Components of an Ethics Program

Most higher education institutions (especially public institutions that fall under the jurisdiction of state government) do have a code of ethics, but in many cases, the language is buried in the pages of an employee

handbook or state statute. Even if your institution has a written code of ethics, just having words on paper isn’t enough. A code of ethics must be accompanied by ethics training, resources to promote an ethical environment and strong leadership support.

Code of Ethics

A code of ethics, sometimes also referred to as a code of conduct, defines the values of an organization, sets the tone for expected behavior, promotes dialogue for the gray areas, and provides guidance to decision makers in tough situations. Having a written code of ethics may decrease retaliation when misconduct is reported and may protect the organization when misconduct occurs.

A written code of ethics typically contains language on conflicts of interest, self-dealing, unwarranted privileges, gifts, nepotism, whistle-blowing, use of college resources or property, confidentiality, political activity and more. Also contained within a code of ethics are guidelines on how to report a violation. If you’re looking to create a code of ethics for your institution, the Ethics Resource Center (www.ethics.org) has several resources that can help you get started. You can also see examples of higher ed ethics codes in CUPA-HR’s Knowledge Center (www.cupahr.org/knowledgecenter/ethics).

Ethics Training

With all the mandated training human resources must do, ethics training often falls off the radar and more often than not only comes as a result of something bad happening. However, if we can be more proactive in outlining the expectations of employees up front, we may not have to deal with the repercussions on the back end of someone making an ethical misstep.

But teaching to a code tends to be pretty boring, and people can tune out pretty quickly. Thus, ethics training should be interactive, with real-life scenarios relative to real work situations. It should be cross-functional and customized to the audience. It should provide for

discussion and dialogue around the issues and the gray areas (of which there are plenty in most misconduct scenarios). See the sidebar on page 37 for a few sample scenarios I've used in my training. After I've described the scenario and allowed time for discussion, I refer to the part of the institutional ethics code that applies to that particular situation.

If you have the appropriate technology, using clicker polling can be a great way to encourage participation and provides for anonymity in the answers. You can also utilize text message polling technology (there are several websites that offer this application free of charge). I've also used the "red light, green light" game in my training

Sample Scenarios for Ethics Training

Scenario #1: The chemistry department has contacted you in HR for assistance with a pay increase. They have a stellar employee who they want to retain. They want your help rewording the job duties for the position, although they haven't really changed. The department knows they need this on paper to justify the increase. What would you do? Would this ever be OK? If yes, under what circumstances?

Scenario #2: You just received an e-mail on your work computer at the university. You've been added to an e-mail stream inviting you to join in a playful minor-stakes betting pool on the college football teams playing each week. The e-mail provides instructions on how to join and states that bets for this week are due by 5:00 p.m. today. Winners will be announced via e-mail on Tuesday morning. Would you participate? Why or why not? What are the possible ramifications to the institution and the individuals participating?

Scenario #3: Before working for the university, you were employed by a public agency in the same state. You have just become aware that a former colleague, who has a history of mental illness, is applying for a position within the university. A member of the search committee informs you that your former colleague has made it to the list of final candidates. From previous experience, you know that her attendance is spotty, she causes a lot of drama in the office, and she is unreliable when she does not take her medication. She has not listed you as a reference for this position. Do you bring up your concerns to the search committee member? Is there a way to do so ethically and/or legally, without disclosing her mental illness?

— red means "Stop! This is not ethical behavior!" and green means "Go! It's OK, this is not an ethical issue." In this activity, I'll ask participants to stand in a circle as I describe an ethics-related scenario. If they deem the scenario a red light, they stand still; if they deem it a green-light scenario, they take a few steps forward — just like the child's game. A quick Google search yields many more ethics training activities that can be customized to your organizational setting.

Ethics Resources and Leadership Support

There are several ways that an institution can demonstrate its commitment to creating and maintaining an ethical culture. A few institutions have independent ethics commissions (or use their state government's ethics commissions) to hear and investigate complaints of misconduct. Some institutions have an ethics officer on staff. Some have an ethics hotline or website where employees can anonymously report misconduct. Your university's legal counsel and ombudsperson can be good resources, as well. Institutions can also integrate ethics into the hiring process by asking questions related to ethical beliefs in interviews and into the performance management process by evaluating employees on their ability to make ethical decisions.

As with any institution-wide initiative, leadership support is critical. Institutional leaders must take ethics seriously, must initiate discussion and must model ethical behavior in every situation.

A Better Workplace

Research has shown that organizations with strong ethical values — from top leadership to middle managers to frontline workers — experience less misconduct, more frequent reporting of misbehavior and less retaliation. Having a comprehensive ethics program, and ensuring that every employee is made aware of and properly trained on the resources available, can protect an institution and its employees from unnecessary media scrutiny, investigations and litigation and can help create a climate of trust, respect and integrity. As Benjamin Franklin so aptly put it, "It takes many good deeds to build a good reputation, and only one bad one to lose it." Do your employees know the good from the bad?

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Obama Administration 2.0:

How New Faces in Key Roles Will Shape the Regulatory Agenda Ahead *By Josh Ulman and Christi Layman*

As the first year in President Obama's second term comes to a close, turnover — which is common to all administrations — has resulted in new faces in many key government posts. The shift in high-level personnel will necessarily bring with it changes in policy priorities. The Senate confirmation process has provided a glimpse into the background and priorities of the president's second-term nominees. As a new secretary of labor, sub-agency administrators, and independent agency board members and commissioners take their seats, we are seeing the second-term workforce agenda take shape. All of these key players in these key posts will uniquely shape the workforce agenda coming down the pike. Following are details on the new officials and what changes HR can expect.

OIRA

While many may not have even heard of the Office of Information and Regulatory Affairs (OIRA) at the Office of Management and Budget (OMB), the sub-agency is very important in the regulatory world. OIRA serves as

the gatekeeper for all regulations promulgated by federal executive agencies — which are those agencies with a cabinet secretary, such as Department of Labor or the Department of Homeland Security (OIRA does not have jurisdiction over regulations promulgated by independent agencies, like the National Labor Relations Board or the Equal Employment Opportunity Commission). Agencies must submit both proposed and final regulations for OIRA review prior to issuance. OIRA only clears those regulations where it finds the agency adequately considered both costs and benefits. OIRA also effectively sets the pace at which rules are issued.

The new OIRA Administrator Howard Shelanski made it clear during his confirmation process that he is committed to conducting regulatory reviews in a timely fashion. In fact, since his Senate confirmation this summer, he has already sped up OIRA's regulatory review process to begin clearing the 140 rules and proposals that were sitting at OIRA, some for several years. As a result, the IRS released new healthcare proposed rules dealing

with employer reporting requirements, and the Office of Federal Contract Compliance Programs (OFCCP) released the veteran and disability affirmative action final rules.

Shelanski, a lawyer and economist, is the former head of the Federal Trade Commission's Bureau of Economics and has served as chief economist for the Federal Communications Commission as well. He has also been a professor at Georgetown and the University of California at Berkeley law schools. Exactly how Shelanski will run OIRA is somewhat of an unknown.

While business groups and public interest groups don't always see eye to eye, both were pleased by some of the things he shared during his confirmation process. Only time will tell what Shelanski's imprint on the workforce agenda

will look like. The one thing we can be certain of is that many other controversial regulations that have been pending for some time are expected to proceed quickly now that Shelanski is in place and he has kick-started the regulatory process once again.

DOL

At the helm of the second-term workforce policy agenda is new Secretary of Labor Thomas Perez. Perez, who the Senate confirmed this past summer, replaced Hilda Solis, the secretary of labor for President Obama's entire first term. Prior to accepting the appointment as secretary, Perez was the assistant attorney general of the Department of Justice (DOJ)'s Civil Rights Division. He also previously worked as the secretary of Maryland's Department of Labor, Licensing and Regulation, as deputy assistant attorney general for civil rights during the Clinton administration, and for the late Sen. Ted Kennedy as his special counsel and principal advisor on civil rights, criminal justice and constitutional issues.

During his career, Perez has established a reputation as a solid ally for organized labor. His confirmation process in the Senate highlighted his many public statements in favor of unions, the Employee Free Choice Act, pay equity and various other key employment issues. Despite this, several Maryland business groups voiced support for Perez during confirmation, noting he did listen to their concerns when he headed up the state Department of Labor, Licensing and Regulation. Much of the debate over Perez's confirmation focused on his time as assistant attorney general at DOJ's civil rights division and his

involvement in an alleged quid pro quo agreement between DOJ and the City of St. Paul, Minnesota. Despite concerns by some, however, Perez was confirmed with a party-line vote on July 18.

Like Shelanski, Perez has moved quickly since being installed in his new post. In his first few months on the job, he oversaw a flurry of rule-makings (the pace of which the DOL had not seen in several years), including the OFCCP rules, progress on several construction safety and

The highest profile current priorities for the Obama Labor Department include the persuader activity rule and the right-to-know rule.

health rules and issuance of a rule expanding minimum wage and overtime pay benefits to home healthcare workers, effectively ending a 38-year carve-out for that industry.

Moving forward, Secretary Perez said he intends to continue his focus on minimum wage, with the goal of increasing it across the board. In recent speeches, he has credited unionization with decreasing poverty and increasing wages. He said, "There is an undeniable relationship — not just correlation, but direct causation — between declining poverty and the strength of the labor movement." We anticipate that his agenda will also include promoting union membership.

The highest profile current priorities for the Obama Labor Department include the "persuader activity" rule and the "right to know" rule. The Office of Labor-Management Standards (OLMS) within DOL issued a proposed "persuader activity" rule on June 21, 2011. If finalized, the rule would significantly expand employer and consultant reporting on management-labor relations issues by substantially narrowing the interpretation of the "advice exemption" in Section 203(c) of the Labor-Management Reporting and Disclosure Act (LMRDA).

DOL's spring regulatory agenda indicated that the rule would be finalized by November 2013; however, in early November Perez said it would not be issued in November because he wanted to review more of the comments, especially those challenging the cost assessment of the rule and the complaints that the rule would infringe on

the attorney/client relationship. CUPA-HR filed comments on the proposed rule, and those comments are posted on our website (www.cupahr.org).

Perez is also expected to advance the Wage and Hour Division (WHD)'s "right to know" rulemaking. The rule likely will require employers to provide workers with details about why they have been classified as an

currently a professor of markets, public policy and law at the Boston University School of Management. His confirmation process is expected to be rather controversial due to his views on "fissured industries," which refers to industries where independent contractors, subcontractors, employment agencies, etc. are used and workers do not have a direct employer-employee relationship.

With all of the key NLRB posts now filled, we anticipate the Board will issue many new decisions and rework previous decisions that were challenged in court.

independent contractor or employee and would require employers to provide employees with details on how the employee's pay is computed (hourly or exempt) and why. It is unclear as to when DOL will release a proposed rule. When it does, CUPA-HR will alert members and file comments.

Perez also has acknowledged that he intends to make some policy changes at a sub-regulatory level. This could include directives, guidance, policy initiatives or memorandums of understanding. For example, DOL has allocated large portions of its budget to reducing independent contractor misclassification by partnering with other federal and state agencies and through a DOL Misclassification Initiative. It is possible that we may see sub-regulatory changes to policy come out of this initiative. In the past, agencies have not provided notice and comment for sub-regulatory initiatives, so DOL may provide little warning that these changes are occurring. Recently, however, courts have admonished agencies, including DOL, for making significant policy changes without notice and comments, finding that doing so violates the Administrative Procedures Act. As a result, DOL may be inclined to offer notice and comment on many sub-regulatory initiatives going forward.

President Obama hopes to provide Secretary Perez with assistance in his work with his September 10 nomination of David Weil for Wage and Hour Division administrator. It is still very early in the confirmation process for Weil, but if confirmed he would be the first confirmed WHD administrator of the Obama administration. Weil is

In a report to the DOL titled, *Improving Workplace Conditions Through Strategic Enforcement: A Report to the Wage and Hour Division*, of which Weil was a principal investigator, he lays out the problems with "fissured industries" and their vulnerable workers. His writings indicate that his aim would be to hold contractors liable for subcontractor

actions. The Senate has yet to set a date for his Senate confirmation hearing, and although Weil's nomination will not move forward without controversy, he is expected to be confirmed and his agenda, with investigative tools at his disposal, advanced.

Independent Agencies

As we have seen in the last four years, independent agencies, not just the DOL, also may drive the workforce agenda. The National Labor Relations Board (NLRB) and the Equal Employment Opportunity Commission (EEOC) are expected to increase their regulatory activity as recent confirmations ensure both agencies have a necessary quorum for the next few years.

NLRB

At the NLRB, the Senate confirmed all five nominees for the Board (Democrats Mark Pearce, Kent Hirozawa and Nancy Schiffer and Republicans Philip A. Miscimarra and Harry I. Johnson III) and Richard Griffin as general counsel. It has been more than a decade since all five board members were confirmed by the Senate.

Griffin's confirmation as general counsel is also significant because he previously served as a member on the Board under a January 2012 recess appointment by President Obama. That appointment, however, has been deemed unconstitutional by three lower courts and is currently under Supreme Court review in *Noel Canning v. NLRB*. Although he remained on the Board despite the rulings, Griffin was replaced when the five nominees were confirmed in July. As general counsel to the Board,

Griffin will be responsible for steering the investigation and prosecution of unfair labor practice cases and for the general supervision of the NLRB field offices in the processing of cases.

With all of the key posts now filled, we anticipate the NLRB will issue many new decisions and rework previous decisions that were challenged in court. A new and potentially expanded “quickie election” rule is quite possible. In addition, the Board will likely issue decisions in a few pending higher education cases. In *New York University* and *Polytechnic Institute of New York University*, regional board officials ruled that graduate students could not organize because of the Board’s 2004 *Brown University* decision (342 NLRB 483). The Board will determine if it agrees with these rulings. In another case, *Point Park University*, the Board will address the extent to which faculty members at private institutions are employees covered by the National Labor Relations Act. CUPA-HR filed briefs in each of these cases.

EEOC

At the EEOC, the confirmation for a second term of Democratic Commissioner Chai Feldblum has been

the final piece of the puzzle for it to move ahead full steam with its regulatory agenda. Feldblum’s first term technically expired July 1, 2013, but she was able to remain in her seat through the end of this Senate session, which is most likely early January. The Senate Health, Education, Labor and Pensions (HELP) Committee approved of her nomination October 30, 2013, by a vote of 15-7. It is unclear as to whether the full Senate will approve Feldblum before this session expires and she is forced to leave office. As soon as Feldblum is confirmed, the EEOC may move forward with guidance on employer use of consumer reports and credit information and on leave as a reasonable accommodation under the Americans with Disabilities Act. 

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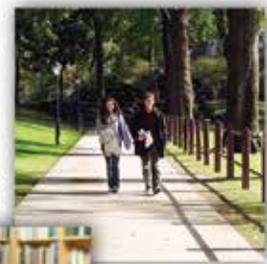
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Community

Congratulations to Our Newest Honorary Life Members

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



Ann Harbor

Ann Harbor retired in January 2013 from the University of Memphis, where she served for more than three decades in HR, IT and academic affairs leadership roles. Ann has been a member of CUPA-HR for more than 30 years and was active on the association's Southern Region board of directors, serving as secretary, vice chair, chair and conference program committee chair. She also served on CUPA-HR's national board of directors and presented at several of the association's regional and national conferences.



Wally Skiba

Wally Skiba retired in July from his position as associate director of benefits and compensation at Eastern Kentucky University. Wally was active in CUPA-HR for many years and served in several leadership capacities, including secretary/treasurer and chair of the association's Southern Region board of directors; president of the association's Kentucky Chapter; member of the national board of directors; and program chair for the CUPA-HR national conference in 1996. Additionally, he received the association's prestigious Distinguished Service Award in 1994 and also was instrumental in organizing a network of corporate sponsors and exhibitors to provide ongoing financial support for CUPA-HR conferences.



John Toller

John Toller recently retired from his position as CHRO at East Carolina University. John has been active in CUPA-HR for more than 30 years. In addition to serving as chair of both the Eastern and Midwest regions and the national board of directors, he was the founder and president of the association's first multi-state chapter (Connecticut, Massachusetts, Rhode Island). He has presented at countless CUPA-HR regional and national conferences and has collaborated on a wide variety of CUPA-HR publications and surveys. Over the course of his HR career, John has received awards for excellence in leadership, service, teaching, HR practices and creative achievement from all levels of CUPA-HR.



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CUPA-HR Featured Events

February 2014

February 3: Eastern Pennsylvania/Delaware Chapter Meeting – Elizabethtown, Pennsylvania

March 2014

March 4-5: Oklahoma Chapter Conference – Tulsa, Oklahoma

March 5-7: Tennessee and Kentucky Joint Chapter Conference – Chattanooga, Tennessee

March 10: Louisiana Mississippi Gulf Coast Chapter Meeting – Biloxi, Mississippi

March 23-25: Eastern Region Conference – Baltimore, Maryland

April 2014

April 2: Northern New England Chapter Meeting – Burlington, Vermont

April 2-4: Wisconsin Chapter Conference – Milwaukee, Wisconsin

April 4: Upstate New York Chapter Meeting – East Syracuse, New York

April 6-8: Southern Region Conference – New Orleans, Louisiana

April 9: Eastern Pennsylvania/Delaware Chapter Meeting – Villanova, Pennsylvania

April 10: Indiana Chapter Conference – Indianapolis, Indiana

April 11: Southern New England Chapter Conference – Worcester, Massachusetts

April 27-29: Western Region Conference – Seattle, Washington

April 30: New York Metro Chapter Meeting – New York, New York

May 2014

May 4-6: Midwest Region Conference – Kansas City, Missouri



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.aspx for a full listing.



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