

The Higher Education Workplace

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STAR

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How to Spot It, How to Nurture It,
How to Keep It

pg 24

also
in this
issue

18 From Compliance-Driven to
Strategic Business Partner:
The Evolution of HR at
College of Southern
Maryland

30 FLSA in Higher Ed:
Minimizing Risks and
Managing Challenges

34 Racial Climate on Campus:
A Survey of College
Presidents

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on the cover

24 **Rock-Star Talent: How to Spot It, How to Nurture It, How to Keep It**

features

18 **From Compliance-Driven to Strategic Business Partner: The Evolution of HR at College of Southern Maryland**

30 **FLSA in Higher Ed: Minimizing Risks and Managing Challenges**

34 **Racial Climate on Campus: A Survey of College Presidents**

departments

- 3** A Word From the President and CEO
- 4** Briefs
- 6** Fresh Ideas
- 8** Inclusion Cultivates Excellence
- 12** Wellness Works
- 14** On the Hill
- 38** CUPA-HR Community

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Overtime Regulations – They’re Listening, But Do They Hear Us?

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



Originally built for the State, War and Navy Departments between 1871 and 1888, the Eisenhower Executive Office Building in Washington, D.C. is located next to the West Wing and houses the majority of offices for White House staff. It is an impressive building that commands a unique position in both our national history and architectural heritage. According to whitehouse.gov, “the EEOB’s flamboyant style epitomizes the optimism and exuberance of the post-Civil War period.”

It was definitely with a mix of optimism, exuberance and maybe a little pessimism that I, a group of your higher ed HR colleagues and CUPA-HR’s government relations team approached this building on April 20 for a meeting with the White House Office of Management and Budget (OMB) to discuss the proposed changes to the Fair Labor Standards Act. OMB is the last review before the proposed regulations are published as final. As we began our meeting with OMB, here are some of the key challenges I shared:

- Although we support a change to the salary threshold, we are concerned that the magnitude of the proposed change will have a tremendous negative impact on colleges and universities across the country. Few employers are as complex and diverse as higher education institutions. Some campuses are larger than many U.S. cities, with complex infrastructures that must be managed and maintained 24/7/365. Other campuses are in rural parts of the country and provide the only access to higher education for students in that area or region. College students don’t operate on an 8-5 schedule, so programs and services must be structured to accommodate the needs of students, including access to staff and services during evenings and weekends.
- Life-changing and world-changing research is occurring every day on our college campuses. These researchers don’t punch a clock, and the research often dictates timelines and deliverables that don’t fit a Monday-Friday, 8-5 schedule.

- Based on data from CUPA-HR’s *Professionals in Higher Education Salary Survey*, 47 common professional-level positions in higher ed fall within the window of having their status changed from exempt to nonexempt should the proposed change be fully implemented. These are positions like residence hall directors, academic counselors, student activities professionals, head coaches of tennis, lacrosse, cross country and golf, lower-level fundraising professionals and disability services advisors. If each campus that responded to the survey had just one person in each of these categories, the cost to move the position incumbents to the new salary threshold would be \$505,000. This does not incorporate funds associated with benefits or funds needed to address salary compression issues.

After my remarks, six higher ed HR leaders shared great, specific data and perspectives from their institutions. Colleagues representing the American Council on Education, the National Association of Independent Colleges and Universities and the National Association of Student Personnel Administrators also shared data from their institutions.

Our meeting with OMB continued the most comprehensive advocacy effort in CUPA-HR history. For the past two years, CUPA-HR and several hundred higher ed HR leaders from across the country have worked to gather and present critically important data regarding the costs and the impact of the proposed changes to the FLSA. Will these efforts have an impact? Do we have reason to be optimistic about the Administration’s willingness to listen to our concerns and incorporate much-needed changes into the proposed regulations?

Only time will tell.

A handwritten signature in black ink that reads "Andy Brantley". The signature is stylized and fluid.

Andy Brantley | CUPA-HR President and CEO

More Colleges and Universities Turning to Advisors for Help With Retirement Plans

To stay competitive with other employers, higher education institutions are turning to plan advisors to help transform their retirement benefits programs into more effective employee recruitment and retention tools, according to a recent report from Transamerica Retirement Solutions.

The report, “Retirement Plans for Institutions of Higher Education,” (which was created from interviews with retirement plan sponsors at more than 250 institutions) found that 38 percent of institutions surveyed are looking to hire an advisor within the year. The report also found that colleges and universities that rely on a plan advisor or consultant are ahead of their peers in terms of retirement readiness of employees; their approach to investment selection, plan design and adoption of innovations such as automatic enrollment; their ability to allow loans; and the range of services outsourced to the recordkeeping service provider.

The Advisor’s Role

Transamerica found that higher education institutions primarily rely on their plan advisor or consultant to assist with investment selection, investment monitoring and plan compliance. For instance, four in five institutions with advisors have an investment policy statement in place (81 percent), compared to 56 percent for plan sponsors that do not have an advisor. Smaller institutions (5,000 or fewer participants) often rely on their advisor for an even broader range of services, such as acting as a plan fiduciary or assisting with plan design changes.

According to the report, for those colleges and universities who have plan advisors, they played a stronger role in 2015 than in the previous year, as more institutions looked to advisors to manage investment selection (61 percent in 2015 vs. 40 percent in 2014), ongoing investment

monitoring (55 percent vs. 31 percent), plan compliance (50 percent vs. 42 percent), development of the investment policy statement (36 percent vs. 22 percent) and selection of vendors (25 percent vs. 11 percent).

Benefits of Using an Advisor

Transamerica’s research found that advisors have been instrumental in helping institutions improve retirement readiness, increase employee matches and institute auto-enrollment. Institutions with plan advisors also are more likely than others to:

- Monitor retirement preparedness of staff and faculty (63 percent vs. 39 percent);
- Expand eligibility for part-time staff and faculty (28 percent vs. 19 percent);
- Invite part-time staff to participate (20 percent vs. 9 percent); and
- Outsource services such as paperless enrollments (26 percent vs. 18 percent) and loan approval (35 percent vs. 24 percent).

As a result, institutions with plan advisors are more likely than others to show average participant contributions of \$5,000 or more (56 percent vs. 37 percent) and to have more than half of their employee population on track for a successful retirement (41 percent vs. 36 percent).

“We’ve seen advisors make important recommendations about plan design that can go a long way in helping more employees join the plan and save for retirement,” said Brodie Wood, Transamerica’s senior vice president of not-for-profit markets. “Now more higher education institutions are recognizing how advisors are able to help employers make the retirement plan a more effective benefit.”

Employment in Higher Ed Grows at Fastest Pace in Three Years

The number of jobs in higher education increased 1.25 percent in Q4 2015, or about 24,100 jobs, which was the largest increase in jobs for the sector in three years. For the year, higher education jobs were up 0.55 percent in 2015, nearly identical to the 0.58 percent growth in 2014.

Drilling down deeper, HigherEdJobs' analysis of U.S. Bureau of Labor Statistics data found that four-year colleges and universities gained 29,400 jobs, or 1.6 percent, while community colleges lost 5,300 jobs, or 4.0 percent of their workforce. On an annual basis, higher education netted an additional 9,800 jobs, or 0.6 percent in 2015, which was only incrementally less than the growth of 10,200 jobs in 2014.

The report from HigherEdJobs also looks at trends in advertisements for job postings in academia. It found

that the number of advertisements for all types of jobs in academia increased 19.9 percent in Q4 2015, the biggest fourth quarter increase in at least four years. In addition, the number of full-time faculty job postings grew 6.1 percent, while job postings for full-time administrative and executive positions increased 25.4 percent.

“After several years of declining job growth followed by a stagnant period, it appears that academia — at least at four-year institutions — is beginning to add faculty, administrative and executive positions,” said John Ikenberry, president of HigherEdJobs.

The full report can be viewed at www.higheredjobs.com/career/quarterly-report.cfm.

This brief was originally published on HigherEdJobs.com on February 22, 2016.

Full-Time Faculty for Freshmen at Governors State University

Governors State University (GSU) has filled its freshman program entirely with full-time professors as part of an effort to pair GSU's most vulnerable learners — many of them first-generation college students from low-income households — with some of its most experienced educators.

“The hardest courses to teach are the freshman courses — that's where you're introducing students to critical thinking and writing and initiating them to the academy,” GSU President Elaine Maimon recently told *Inside Higher Ed*.

GSU was founded as a senior university, where transfer students entered as juniors. With the introduction of its first freshman class in 2014, administrators set out to develop a strong first-year curriculum from the start. In addition to requiring a number of full-time professors to teach at least one freshman class per year, GSU also developed a new first-year general education program that

included core themes, learning communities and smaller class sizes. Adjuncts are still vital to the university, but they are now placed in upper-level courses where they have pertinent real-world experience, such as in marketing or education. The initiative has certainly met challenges, but early figures show retention rates at about 10 percent higher than similar institutions.

GSU's freshman program remains a bold path for the poorly funded public university outside of Chicago — to date, Illinois hasn't passed its 2015-16 budget. [Editor's note: On April 25, Illinois Governor Bruce Rauner signed into law a measure releasing \$600 million for Illinois public universities and community colleges, which aims to keep campuses open through the summer while state budget discussions continue.]

This brief originally appeared on ACE's Higher Education Today blog on March 23, 2016.

Neutral Conflict Resolution

One university's approach to helping employees address and resolve interpersonal conflict at the ground floor

By Dimples Smith and Daniel Griffith

Think about the many different work styles, personality types, viewpoints and temperaments in your organization. Now add to that mix competing ideas, workplace stress, ego and pride, and it's easy to see how coworkers can butt heads. While many workplace disagreements are either intentionally resolved or simply fizzle out on their own over time, others can simmer for days, weeks, months ... even years. These unresolved conflicts often negatively affect productivity, morale and performance — not only for the individuals directly involved, but also for their coworkers, teams and colleagues.

In an effort to help employees address interpersonal conflict in a timely and productive manner, Indiana University-Purdue University Fort Wayne (IPFW) implemented an informal, mediated conflict resolution process.

What It Is (and What It Isn't)

IPFW's neutral conflict resolution (NCR) program, created by and housed in the department of human resources and office of institutional equity (HR-OIE), is an avenue through which work-related disputes, differences and concerns can be resolved at the lowest and least invasive level. The program is designed to address issues including personality conflicts, long-standing disagreements, unprofessional conduct and the like in a controlled, structured, mediated setting.

NCR is not a substitute for IPFW's formal grievance process. Complaints including academic misconduct, allegations of fraud, physical or sexual assault, criminal behavior, discrimination, gross misconduct, sexual harassment, retaliation and other issues with potential legal ramifications cannot be addressed through the neutral conflict resolution program.

Why the Need

Several factors contributed to IPFW working to expand how workplace relationship issues were resolved. On the horizon was a revised staff grievance policy, which would

change how supervisor/employee disagreements and conflict were addressed and resolved. Renamed "alternative dispute resolution," the policy incorporated a framework of mediation as the first resolution step. The university also combined its HR and office of institutional equity units, revealing further the need to improve the mechanisms through which employees could resolve workplace disagreements.

A common perception among employees appeared to be that the only way to resolve a work-related disagreement was through the grievance process or the university's formal complaint process. Rightfully designed so that employees have a means through which issues that may have deeper implications can be addressed, these processes also involve a number of university resources, are time-driven, result in outcomes directed by the guidelines established under the policies and, for complaints returned unfounded, provide few avenues for repairing the work relationship. Additionally, many concerns vetted through these processes were disagreements that could have been better served had there been another resolution avenue.

To counter perceptions and in the interest of improving employee talent, the university implemented the neutral conflict resolution program. It was important for participation to be voluntary, confidential and for the outcome to rest in the hands of the parties. Providing a means where employees can work together to resolve concerns at the least invasive level increases the likelihood of ownership and accountability, as the participants themselves create the resolution. Helping employees work through workplace disagreements in a healthy way serves to further support an organizational culture of positive, collaborative work relationships.

Who Mediates?

Currently, 18 individuals at IPFW are designated as neutral conflict resolution representatives. These individuals volunteer their time and perform the role of NCR

representative in addition to their regular job duties. The role of the NCR representative is to facilitate and mediate — to help parties with the process of communicating and decision making so they can jointly explore and reconcile their differences. Representatives do not weigh in on substantive matters or advocate for any particular solution. They don't decide who is right or wrong, and they don't have the authority to impose a solution, resolution or decision on the parties.

How Are Mediators Qualified?

Before an individual can be designated as an NCR representative, he or she receives 40 hours of training provided by HR-OIE. This same training has been offered for many years at Indiana University-Purdue University Indianapolis (IUPUI) to address a similar need on that campus for informal mediation processes. The training includes a combination of instruction on mediation concepts, principles, skills and techniques and practice in role-plays to stimulate actual conflict and communication challenges that mediators might face. Though loosely modeled after training programs to qualify mediators in the legal system, IPFW/IUPUI training focuses on a facilitative model that teaches trainees to facilitate and support improved communication and relationship building among disputing parties (whereas training in the legal setting is more limited to mediating purely transactional outcomes).

Scheduled over two separate weeks (three days during one week and two days a couple of weeks later) to better accommodate participants' work schedules, no apologies are made for the length and intensity of the program. HR-OIE wants to ensure its mediators are deeply grounded and exposed to a broad range of potential mediation experiences before going into the field to help others resolve their conflicts. NCR representatives must also commit to serve in the role for two years and to engage in continued professional development in the areas of facilitation, mediation and conflict resolution.

How the Neutral Conflict Resolution Program Works

Employees initiate the neutral conflict resolution process by filling out a request form on the HR-OIE website. Once the request is received, and both parties involved agree to have the issue heard, HR will assign an NCR representative. The representative is required to reach out to the parties within three days of being assigned the case.

All parties involved must sign an agreement before the NCR process begins. The NCR representative then arranges and conducts individual meetings with the parties involved and arranges and conducts the NCR meeting(s). After the final meeting, the NCR representative provides a summary of the outcome as well as any signed agreements to HR-OIE. At the end of the process, all parties involved are asked to complete a confidential survey designed to gather information about the general nature of the dispute, whether a settlement was reached, and overall satisfaction with the process and with the NCR representative.

How It Helps

Neutral conflict resolution is an informal, structured, safe, equitable way to address interpersonal conflict at the lowest level, before it has a chance to escalate or to fester. This type of approach enables affected parties to control the outcome, helps employees develop problem-solving and conflict-resolution skills, improves communication, and helps preserve, repair and improve work relationships. NCR allows for creative engagement, empowers each party to create a mutually beneficial solution and helps facilitate understanding and appreciation of other perspectives. 

For additional resources on neutral conflict resolution and other informal conflict resolution approaches, visit the CUPA-HR Knowledge Center (www.cupahr.org/knowledgecenter).

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Making an Informed Welcome

How to more fully include transgender employees on campus from day one

By Erich N. Pitcher

There is much more awareness today around transgender issues and rights than ever before. From pop culture to mainstream media, from The White House to state legislatures, discussion and dialogue is increasing, no doubt. And while this is certainly a step in the right direction, too many transgender individuals still feel marginalized, not included, not accommodated ... particularly in the workplace, where something as simple as filling out a personnel form or signing up for health insurance can be incredibly challenging.

What about your workplace? Is your institution doing all it can to ensure a welcoming, inclusive, supportive environment from day one for transgender employees? What about the transgender child or partner of an employee?

Where to Start

Exploring your own assumptions about what it means to be transgender is an important first step in creating a welcoming, inclusive environment for transgender employees. If the language about transgender identities is unfamiliar, the National Center for Transgender Equality has a great list of terms and definitions available on its website (www.transequality.org). Once you have a sense of your assumptions about transgender people and some basic language to describe the various sub-populations within transgender communities, you can then begin exploring ways your institution can create an informed welcome for these employees.

Challenges and Solutions

As part of my graduate research, I interviewed 39 academics who are transgender or who have a partner or dependent who is transgender about their key areas of concern with regard to workplace policies and practices. The top four challenges they encountered had to do with personnel forms, health insurance, name and gender change policies, and training.

Personnel Forms

Sex and gender are often conflated on insurance and other personnel forms. However, sex and gender are not one and the same. Sex refers to one's secondary sex characteristic, external genitalia (often assumed) and/or assumed chromosomes (male/female). Gender refers to the socially constructed classification system of people based on perceived masculinity or femininity (man/woman). Often, personnel forms only ask for information on sex, and most forms only provide two options — male/female — which can be harmful and/or confusing for some transgender people who do not fit into those categories.

By asking for sex *and* gender on personnel forms, an employer can ascertain more nuanced information about a potential employee's identity. When asking for sex information, forms should offer (at a minimum) the following options: female, male, intersex. When asking for gender, forms should offer a "check all that apply" option and should include at the very least man, woman, transgender/gender non-conforming. While some transgender people identify as men or women, others do not identify as either, and others still might want the option to check transgender *and* man or woman; therefore, having the ability for individuals to select the option(s) that aligns most closely with their identity is vitally important to creating a welcoming experience for transgender employees.

Creating these options on forms can also help an institution identify how many transgender people it might have in the workforce and can help HR and other entities advocate for the needs of these employees.

Health Insurance

Several of the academics I interviewed encountered issues with health insurance (what is and is not covered, how these coverage restrictions are or are not communicated, etc.). Asking the following questions can help you identify areas of concern in your institution's health insurance policies.

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Do your current insurance policies have coverage restrictions related to gender reassignment or gender confirmation care? Many insurance policies don't cover gender reassignment surgery or care. These kinds of policy exclusions leave transgender people without adequate access to gender-confirming medical care. Working with your insurance plan administrator to understand why there are restrictions, what those restrictions apply to and if it's possible to remove them are important steps to making an informed welcome for transgender employees. Ensuring that your health insurance plan(s) does not have these restrictions, especially when your employment non-discrimination statement includes categories like sex, gender identity and/or gender expression, ensures that you are practicing in policy what you espouse in inclusion language.

Does your dependent health insurance policy have restrictions related to gender confirmation medical care? In addition to creating a welcoming and inclusive atmosphere for transgender employees, ensuring that the parent of a transgender child or the partner of a transgender person can access adequate coverage for their loved one also contributes to positive employment experiences.

Do your health insurance policies have restrictions for coverage based on the sex that a person enrolls as? For example, could a transgender man (a person assigned female at birth who now lives as a man) receive a mammogram and/or gynecological check-ups if he enrolled as male? Also, does the policy cover a variety of procedures and are the policy dollar amount limits reasonable?

Is information about your institution's health insurance publicly available and easy to access? If you already have coverage for gender-confirming medical care, making sure new and existing employees can easily find it fosters a sense of transparency and signals the institution's support of transgender employees and transgender children and spouses/partners of employees. A simple one-page fact sheet that outlines what is covered and under what terms would suffice. Campus Pride on its website lists institutions that have insurance policies that are inclusive of transgender individuals and related care through its Transgender Policy Clearinghouse (<https://www.campuspride.org/tpc/employee-health/>) — if your institution's insurance policy includes transgender-related care and services and it's not already listed on this website, adding it here is a great way to showcase your commitment to inclusion and equity and can be a great recruiting tool.

One note about insurance policies: Some states, like California and New York, do not allow private insurers to have exclusions for gender-confirming medical care (and it's likely that other states will follow suit). Therefore, ensuring compliance between institutional and state policy is a must for these states.

Name and Gender Change Policies

Name and gender change policies can be another source of stress for transgender employees or employees with a transgender child or spouse/partner. While name change policies are common, they often inadequately address the needs of transgender employees. For example, requiring legal documentation creates a barrier to inclusion for transgender people who do not want to and/or cannot afford to legally change their names. Legal name change processes also take months to complete; all the while, the transgender employee must repeatedly tell people about his or her name change. Creating self-service systems for name changes that populate across institutional databases and data systems is ideal. Because most institutions keep names of employees through several data systems, often transgender individuals continue to receive mail in their previous name for months or years as they track down each and every database that has their name in it.

Some institutions have policies in place for changing sex/gender markers, but these policies often require legal documentation, and legal documentation in most states usually requires proof of surgery. Given that many institutions' health insurance policies do not provide this coverage and many transgender people do not seek surgical intervention, requiring legal documentation is a significant barrier to changing gender markers for transgender employees or transgender spouses/partners/dependents of employees.

Additionally, creating ways for people to have a sex/gender marker outside of just female/woman or male/man is substantially more inclusive. While no U.S. universities that I am aware of allow employees to use an X instead of M for male or F for female on their employee identification documents, several other countries do. In 2014, Facebook gave users 58 gender options, yet most workplaces still only offer two.

Training

Many of the faculty members I spoke with for my research felt that very few people on campus were well-versed or

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well-informed about transgender issues. Several felt that there was no one to whom they could go for information on many of the concerns and challenges mentioned above. In order to be truly inclusive and to help these employees navigate any administrative challenges they may face on campus, HR should be fully trained so that it can provide the necessary information and resources to transgender employees or those with transgender dependents or partners.

Ensuring that HR staff members are knowledgeable in a number of areas including language associated with transgender identities, various medical procedures, policies associated with health insurance, and name and gender marker change policies so that transgender employees can get answers to their questions quickly can go a long way in helping to create an informed welcome for these individuals. Designating one person in your HR shop who is well-versed in transgender issues is an important first step. Publicizing the contact person is also important. The goal is to be user-friendly and transparent.

On a wider scale, employing creative solutions to integrate information about transgender issues and rights within diversity trainings and other regular, ongoing training can open up dialogue across campus and help to create a welcoming, informed, inclusive campus culture.

HR on the Front Lines

HR professionals are often some of the first administrators new faculty and staff members meet outside of their department. Whether a person already presents as transgender or not, or if an employee has a child or partner who is transgender, being prepared to answer their questions can help ensure a welcoming and inclusive atmosphere. More importantly, the information HR professionals provide to a new faculty or staff member can dramatically shape that employee's experience and overall impression of his or her new workplace.

The above suggestions may seem daunting to institutions who have not yet considered the ways that they might create an informed welcome for transgender employees and transgender dependents, spouses or partners of employees. But given that HR professionals play such a vital role in creating and administering the variety of policies and procedures outlined in this article, HR is in a perfect position to take the lead in asking these questions, examining these issues and developing solutions over time to help move our institutions forward. 

Erich Pitcher is a graduate assistant at Michigan State University conducting research to improve the experiences of LGBTQ+ people in the academy. He can be reached at pitche13@msu.edu.

There are many resources available to help workplaces prepare for new transgender employees and to better support existing employees who may begin to identify and/or present as transgender. These include:

Promising Practices for Gender Identity/Gender Expression in Higher Education

www.umass.edu/stonewall/uploadslistWidget/25137/promising-practices.pdf

National Center for Transgender Equality

www.transequality.org

CUPA-HR Webinar: The Transgender Transition in the Workplace

www.cupahr.org/events/webinar-20131114.aspx

National LGBTQ Task Force

www.thetaskforce.org

Lambda Legal – Transgender Workplace Rights

www.lambdalegal.org/know-your-rights/trans-workplace/transgender



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Five Employee Benefits to Add to the Campus Mix

New and renewed ideas for health, wellness and retirement benefits in higher ed

By Carol Patton

Do today's employee benefit packages resemble those that colleges and universities offered in the past? Hardly. Wellness benefits have transformed into all kinds of unique offerings, ranging from on-site vegetable gardens to fitness centers. Meanwhile, traditional "do-everything-for-me" benefits have disappeared. Schools now expect employees to take action, change behaviors and make decisions that positively impact their health, finances and lifestyles.

Consider account-based health plans with high deductibles and "behavioral economics" that blend medical and wellness programs, says Norm Jacobson, senior vice president and the higher education benefits practice leader at the New York City office of Sibson Consulting. "Employees are not going to get their account contribution, which is significant, if they don't follow through on not just taking a blood test, but taking action to improve their health — like seeing a nutritionist or going to Weight Watchers," he says.

Likewise, more schools are moving from fixed retirement contributions to matching contributions. In the past, employees received their employer's contribution automatically, regardless of how much they saved. But many employees practice poor saving habits. So higher ed institutions have shifted to the matching model as an engagement strategy that links contributions to the amount of money workers save.

Institutions are also moving toward defined-contribution retiree health plans. Instead of paying a fixed percentage of the retiree's medical costs, more colleges allocate a specific dollar amount per retiree, each year, to limit the institution's exposure and reduce annual cost fluctuations, says Michele Moreau, managing director of the higher education practice at Arthur J. Gallagher & Co. in Denver, a global insurance brokerage and risk management services firm.

Benefits covering health insurance coverage gaps also are becoming popular. The 17-campus University of North Carolina system offers cancer insurance. Purdue University in Indiana offers critical illness insurance. Many institutions — including the University of Cincinnati, the University of Chicago and the University of South Florida — offer personal accident insurance. But because the Affordable Care Act expanded the number of employees who qualify for benefits to those working an average of 30 hours a week, the market has become "topsy-turvy," Moreau says. Different trends may emerge next year as schools "look back at the juggling they've had to do in 2015," she says. "They're really looking for some stability."

Are your institution's benefits an employee magnet? Take a look at five offerings that can be added to the benefits mix at little or no cost.

Telemedicine

Tempe, Arizona-based Bryan University offers telemedicine — that is, having healthcare providers who can remotely evaluate, diagnose and treat patients using telecommunications technology — to its 100 benefits-eligible employees. "We needed to do something to offset some of the increases in premiums that we felt were going to come in the years ahead," says Julie Phillips, vice president of employee excellence at the for-profit institution. Officials also felt telemedicine would increase productivity: Employees use the benefit to fill prescriptions and for treatment of common ailments ranging from colds to ear infections. "Folks don't have to make an appointment to see a doctor or take time off work," Phillips says.

The university pays \$5 a month per participant, but the program has helped slash Bryan's annual insurance renewal rate in half, from a 12 percent increase in 2014 to 6 percent in 2015, says Phillips. With fewer doctor's visits overall,

less insurance benefits are being tapped, and treatment is often more immediate without having to wait up to a couple of weeks for an appointment slot.

Body and Mind Connections

The University of Arizona integrated its healthcare benefits and wellness programs, says Darci Thompson, director of wellbeing and engagement at the university, which employs more than 12,000 people. In practice, this means more choice. Employees can see their own doctor or one of nine licensed professionals available on campus to help address emotional, occupational and physical issues. “We assess way beyond a biometric screening,” says Thompson. “We are trained to listen and cross-refer, which expedites empowerment for employees to take care of themselves by accessing the right kind of support.”

For example, if an employee mentions not feeling well physically to a therapist, that professional may inquire about stress or sleeping habits. Sometimes, she adds, physicians have contacted her team members, thanking them for getting to the root of a patient’s problem. The program, which is completely confidential, is an effective employee retention tool. Thompson points to one faculty member who didn’t pursue another job because the other school lacked this kind of integrated program.

Benefits that strengthen mind/body connections can also involve groups. Take Vassar College in New York, which offers free chef demonstrations for employers twice a year. Possible ideas for next year include meditation classes and inviting guest speakers to address “mindful eating,” says Sarah Bakke, assistant director for employee wellness at the college, which employs more than 1,200.

Wellness Inspiration

In spring 2014, the University of Tennessee introduced its Work Healthy UT wellness website. A year later, the site began featuring guest bloggers — employees who describe their wellness experiences, such as quitting smoking, growing their own vegetables, or doing well with jogging or biking. The three categories are physical health, mental health and work-life balance. The idea is that wellness doesn’t begin when the workday ends, and a supportive workplace helps employees live healthy, balanced lives,

says Jon Gushen, HR director of benefits and retirement at the university, which supports 9,791 faculty and staff on four campuses. “[Employees] began sharing recipes and telling stories of weight loss; and, of course, experts shared health information and research,” he says, adding that this sharing broadens the impact of the efforts individual employees are making.

Lifelong Income Stream

Park University in Missouri began offering a new retirement fund in January to its 525 employees, says Roger Dusing, associate vice president and chief human resources officer. Instead of investing in a target-date fund that offers a lump sum of money at retirement, employees will receive a lifelong income stream. “[Our provider] figured out how to achieve a cash flow stream that will pay you from your retirement balance for the rest of your life,” he says. The company uses a formula that considers age, income and savings, and then recommends an investment portfolio that will help ensure the person will have the resources to live post-retirement.

Concierge Services

Maricopa County Community College District in Arizona partnered with a vendor to help its 4,800 employees get answers to questions about healthcare services, such as which doctor or hospital would be most cost-effective based on the employee’s healthcare plan, says Lisa Kussard, a senior human resources manager at Maricopa. The consultant can also review hospital bills. The consultant “helps employees get through the maze of health insurance,” she says, adding that the benefit may also be used for vision and dental insurance. “It will give them a clear picture of what their options and costs are.” The free benefit was introduced in December, and Kussard says she’s hopeful, based on usage data, that more than 30 percent of employees will take advantage of it. 

This article was originally published in the December 2015 issue of University Business magazine (Vol. 18, No. 12).

Affordable Care Act Implementation

Six years in and issues still remain

By Josh Ulman, Christi Layman and Basil Thomson

Like many employers, colleges and universities across the nation continue to face challenges in complying with the Affordable Care Act (ACA). While some of these challenges are shared with other employers, such as the Cadillac tax, others are unique to higher education. CUPA-HR has worked and continues to work with policy makers and government agencies in an attempt to resolve the aspects of the law that keep university HR professionals awake at night, including remaining issues with the Cadillac tax, the employer mandate as it relates to traditional part-time employees and the application of the ACA to student health insurance plan coverage for graduate student workers.

The Cadillac Tax

On December 18, 2015, President Obama signed the \$1.1 trillion Consolidated Appropriations Act, which is the omnibus spending bill Congress passed in order to fund all federal agencies and government programs through September 2016. The bill included a \$680 billion tax extenders package and included a major bipartisan goal of delaying the financing of the Affordable Care Act's "Cadillac tax" until 2020. Originally set to go into effect in 2018, the law would have imposed a 40 percent levy on healthcare plans for any coverage cost above certain thresholds — \$10,200 for individual coverage and \$27,500 for family coverage. Additionally, annual increases to threshold levels are tied to the consumer price index (CPI) even though medical inflation has historically been higher.

As a result, a greater percentage of plans will exceed the excise tax threshold — by 2031 the "Chevy" and "Ford" healthcare plans will be subject to the tax as well. Although temporary relief has been provided by the delay, for those employers engaged in negotiations over collective bargaining agreements and other long-term contracts, two years' time does not go far enough. Those employers will not stop considering the potential impact of the tax and possible responses, such as increasing deductibles, reducing benefits and shifting costs to consumers and taxpayers,

until it is gone for good. That is why in addition to providing substantive comments to government agencies, CUPA-HR has been a strong supporter of congressional measures aimed at full repeal of the tax.

CUPA-HR has written letters of support for pieces of legislation in Congress that would repeal the Cadillac tax. Rep. Joe Courtney's (D-CT) "Middle Class Health Benefits Tax Repeal Act" and Rep. Frank Guinta's "Ax the Tax on Middle Class Americans' Health Plans Act" both seek full repeal of the tax and both have garnered significant bipartisan support — Courtney's bill has 185 cosponsors and Guinta's bill has 125. In our letters we discuss the findings of a CUPA-HR survey of 300 colleges and universities with PPO plans which show that 10 percent of CUPA-HR members already offer plans that are above the tax threshold — noting that this underestimates the number of impacted institutions, as the survey did not account for costs beyond the premium which will count toward the threshold.

Additionally, in May 2015, CUPA-HR (along with other employer groups) filed comments on the Cadillac tax in response to guidance released by the IRS. The guidance revealed that the IRS will take a broad view of what costs are subject to the Cadillac tax, as it laid out a lengthy list of additional costs that employers will need to include in calculating their Cadillac tax exposure. With the inclusion of these additional benefits, it has become increasingly clear that the tax is going to apply to more than just Cadillac plans.

Understandably, repealing the legislation has been an ongoing bicameral and bipartisan measure — most evidently displayed late last year when the Senate voted 90-10 in favor of an amendment that would repeal the tax. Congress' efforts at repeal have met fierce resistance from the Administration, as the tax is projected to raise \$93 billion over the first 10 years while also exerting downward pressure on healthcare spending. Even though President Obama has been fiercely opposed to repeal of the tax, he

has noted its many shortcomings. In the president's fiscal year 2017 budget proposal, he suggested changes to the tax so that in any state where the annual premium for a "gold" plan exceeds the excise tax threshold, the threshold limits would be adjusted to equal that average gold premium. CUPA-HR has been an active proponent of repeal legislation and will continue to deliver pertinent updates to members on the issue.

The Employer Mandate

Another primary focus to which CUPA-HR has been dedicating many hours in the last few years has been the ACA's employer mandate, particularly with respect to the law's application to traditional part-time employees. The ACA requires that employers offer healthcare coverage for all employees working 30 or more hours per week. This requirement went into effect last year. For 2015, employers had to cover 70 percent of their eligible workforce and in 2016, 95 percent of eligible employees must have coverage.

For the most part, employers in higher education offered health coverage to traditional full-time employees — those working at least 40 hours or close to it — prior to the passage of the ACA. As a result, collectively, we have not encountered substantial problems with the ACA as it applies to that population. However, there are many employees on campus that work somewhere between 30 to 40 hours who were not offered coverage prior to the ACA. Application of the ACA's employer mandate to this population has raised budgetary and practical issues for most institutions.

Student Workers

For several years, CUPA-HR members have expressed concerns about applying the ACA's employer mandate to student workers. These individuals may receive compensation for the work they provide in the form of a single lump sum, and their hours are generally not tracked. The ACA does not specifically exempt students from coverage — even where student work is exempt from coverage under the Fair Labor Standards Act. For example, many student jobs are not considered by DOL to be employment relationships covered by the FLSA (such as graduate teaching and research assistants, resident

assistants or students receiving stipends for participation in extracurricular activities like the school paper and student government). The vast majority of these students receive health coverage through their parents' plans or are offered coverage through ACA-compliant student health insurance plans provided by the school. Offering them coverage under the employee plan would be costly and burdensome, particularly given the transitory nature of student employment. Additionally, schools view their student workers as students first and foremost and not as employees, as their primary purpose for being on campus is to receive an education.

Along with other higher education associations, we engaged the IRS about students as well as adjuncts. We asked the agency to provide two exemptions: one for

Colleges and universities often use SHIP plans to provide insurance for full-time graduate students and typically offer financial support to pay for the plan. But this could now become a violation under the ACA and could cost an institution up to \$36,500 per impacted student.

students working as part of federal or state work study programs and one for any student jobs that are exempted from FLSA coverage by DOL. While the IRS granted the exemption for work study jobs in the 2014 guidance, it declined to grant an exemption that mirrored DOL's exemption.

CUPA-HR has continually been engaging the Treasury department on this issue. In a January 2015 meeting with the agency, we discussed another possible exemption — one for colleges or universities that offer those students coverage under student health insurance plans (SHIP). In that meeting, the IRS asked us to get back to it with information about possible formulas for calculating hours for the different groups of student employees and information about SHIP plans. In response, we sent out a survey to chief HR officers asking for this information.

And this past February, CUPA-HR, along with other higher ed associations, once again met with the Treasury department to discuss the ongoing issues surrounding the employer mandate as it relates to student workers. This meeting extended an opportunity for higher ed to provide input on how institutions track hours and to offer a variety of solutions for the Treasury and IRS to consider if and when these offices issue additional guidance. Although Treasury made assurances that it would take our comments seriously, the agency is unlikely to issue guidance any time in the near future that will provide relief to institutions concerned with the matter.

Given the difficulty associated with calculating hours for these types of student workers, CUPA-HR has continually advocated for clear guidance from the IRS and Treasury to ensure employers will not run afoul of the ACA's reporting requirements. We will continue to work with the agencies and look to lawmakers on Capitol Hill to find a solution to this issue. In the meantime, and in an effort to put additional pressure on the IRS, CUPA-HR signed onto an American Council on Education letter with other higher ed associations supporting Rep. Mark Meadows's (R-NC) "Student Worker Exemption Act of 2015" (H.R. 210). The bill exempts from the ACA's employer mandate students enrolled half-time or more who have campus jobs. This is the second Congress in which Rep. Meadows has introduced this bill. While we don't see the bill moving on its own, it could become part of any eventual technical corrections bill to the ACA.

SHIP Coverage for Graduate Students

Last spring a new issue arose — whether institutions violated the ACA by subsidizing SHIP coverage for graduate students. Historically speaking, colleges and universities have used their SHIP plans to provide insurance for full-time graduate students and have typically offered some sort of financial support from the institution to pay for the SHIP plan. This payment is separate from the stipend a graduate student receives.

In May 2015, the IRS raised questions as to whether such subsidies are employer payment plans that violate the ACA as interpreted in Treasury and IRS Notice 2013-54, which states that it is illegal under the ACA for an institution to subsidize SHIP plans for students who are also employees. Employers cannot provide a cash reimbursement to employees to reimburse those employees for the cost of

an individual health insurance policy, and the penalty for doing so could cost an institution \$36,500 per impacted student. We believe the IRS's questions are based on a misinterpretation of the law, but pressed Treasury and the IRS to provide guidance on the issue so as to remove any uncertainty about potential liability.

In February of this year, in response to our requests for clarification, the IRS and Treasury issued Notice 2016-17, which provides temporary transition relief for institutions that subsidize graduate student health insurance coverage under SHIP plans. In the Notice, the IRS and Treasury again asserted that in certain circumstances institutions might violate the ACA by subsidizing SHIP coverage. The Notice fails to provide any further details on what aspects of plans may violate the law or how institutions can come into compliance. The agencies did, however, grant temporary transition relief as part of the Notice, effectively permitting institutions to offer subsidies during a plan or policy year beginning before January 1, 2017 without fear of liability under the ACA.

While we appreciate the transition relief, we disagree that there are circumstances where providing subsidies for SHIP coverage to students could be considered an employer payment plan in violation of the ACA, regardless of whether the student also works for the institution. We will continue to work with Treasury and IRS along with other agencies and allies on Capitol Hill to permanently resolve this issue, including continuing our effort to secure clear guidance that ensures colleges and universities can continue to subsidize health coverage for students without fear of liability under the ACA and without limiting student work opportunities.

To learn more about our past work on these issues and to stay informed of ACA-related developments, visit our dedicated ACA Advocacy Page at www.cupahr.org/advocacy/aca.aspx. 

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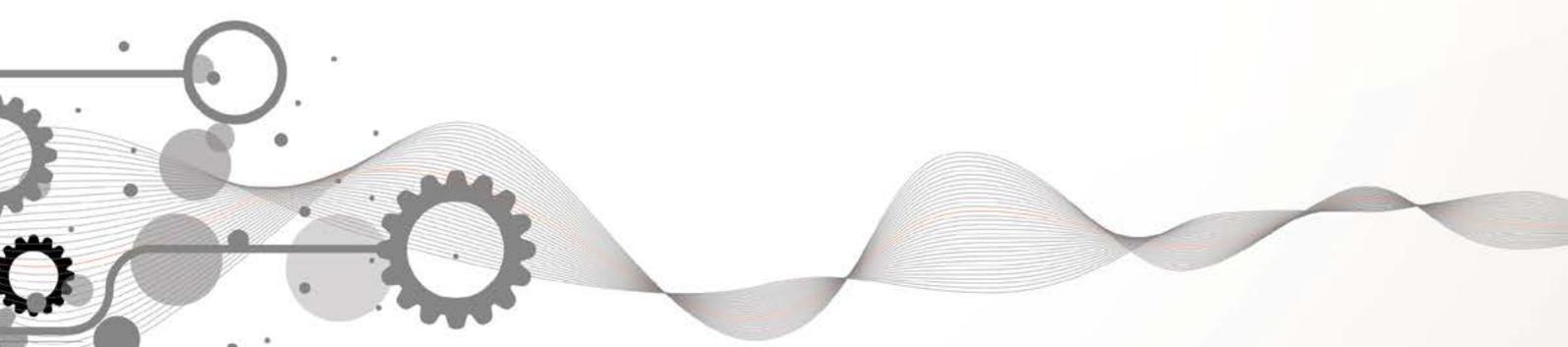
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From Compliance-Driven to Strategic Business Partner

The Evolution of HR at College of Southern Maryland

By Mychal Coleman, Michelle Bettin, Doreen Bickel and Craig Patenaude



Colleges and universities in the U.S. are facing a new reality shaped by economic turbulence and shifting sociopolitical paradigms. Over the last 10 years, academic institutions have experienced relentless budget cuts, changing demographics, increased competition from for-profit institutions, the emergence of virtual classrooms and decreased funding sources. These external forces require higher education to be more responsive, better positioned, more efficient and cost effective.

Executive leadership teams expect organizational excellence from every area of their institutions and are demanding that business units shift paradigms and transform to a culture that is engaged and empowered to act. University leaders are looking for progress on strategic promises, synergies through teamwork, cost reduction through greater efficiencies, continual reengineering, systems thinking, organizational learning through shared best practices, and training and development programs that equip the campus workforce with the knowledge and skills needed to address the aforementioned challenges.

Change is no longer optional — a new skill set is necessary for those working in higher education.

Given the tensions facing higher ed, human resources must rise to the challenge. After all, HR has the capacity to target the right recruits, mobilize the troops and equip them with the right capabilities to create strategic and operational capacity. Furthermore, HR is strategically positioned to enable culture change and to drive the systemic streamlining of an institution's infrastructure. However, many HR organizations appear unable to meet the challenge in this moment of opportunity. More specifically, many HR organizations seem unable to shift their focus from linear thinking and obsessive compliance and therefore have difficulty proving their worth in a strategic sense. HR departments in many colleges and universities seem trapped in outdated business models that inhibit innovation and are incapable of driving change. Simply put, many HR organizations have not evolved and continue to deploy obsolete training programs, compensation systems, recruiting processes, compliance solutions and specialized functional services.

Until recently, such was the case for human resources at the College of Southern Maryland. However, by assessing our current business model and making some difficult but necessary adjustments, we've been able to more closely align our work with the college's strategic imperatives and position ourselves as strategic contributors and valued business partners.

Structural Evaluation and Internal Analysis

Assessing an HR department begins with examining how it delivers services to key stakeholders, how the unit is organized, and where the value of HR is concentrated. HR's practices and service delivery are often dictated by what business model it chooses; therefore, it is important to understand the model and how resources are positioned. Assessment requires an honest evaluation of individual HR skill sets as well as the team's strategic capacity. Assessing professional skill sets will reveal any discrepancy between what the institution needs and what the HR organization can deliver. Analyzing the culture within the HR department will determine how the unit operates, communicates and makes decisions.

At the onset, the general consensus was that CSM's HR department was not positioned to adequately meet the college's needs. The chief HR officer sought out recommendations on how to best position human resources given the college's strategic focus on providing the Southern Maryland community with programs and services that meet its educational, workforce and cultural

needs. The purpose of our internal analysis was to examine how we were currently delivering fundamental services to our customers, how we were positioned to respond to CSM's strategic vision, and if we had the right skill sets to support the challenges driving the institution's leadership team.

For the purposes of our analysis, we defined service delivery as the way we deliver key functions (payroll, benefits, training, career advice, etc.) to the CMU workforce. This evaluation was meant to determine if there were silos within the HR department, if there were communication challenges, and whether cross-functional training was needed. Essentially, a complete assessment required an examination of our purpose (what we say we do) versus the perceptions and experiences of our stakeholders (what we actually do).

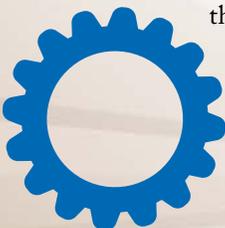
Assessment Overview

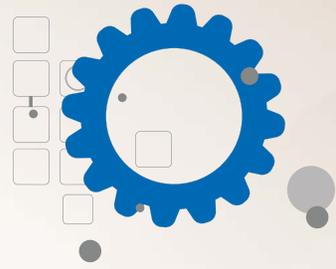
In order to create a holistic understanding of the current state of our HR operation, we deployed an action research change methodology that not only positioned us to work through a multiple-step change process, but also allowed us to make in-the-moment discoveries about our situation and to reflect on our actions in real time. We concluded that the best way to get the most accurate snapshot of our operational effectiveness was by surveying college-wide stakeholders (leadership) and end users (CSM staff). By examining the perceptions of our customers, we hoped to be able to determine if the HR organization as a whole, as well as its various business units and functional areas, was exhibiting high performance and high alignment to the institution's ultimate goals or low performance and limited alignment. Understanding our customers' and stakeholders' needs would assist us in determining the gaps in our skill sets.

Our organizational development coordinator designed a system-wide quantitative survey which focused on stakeholder perceptions of the human resources function. In order to obtain a comprehensive understanding, the survey focused on each functional unit as a separate entity within the HR department. Respondents were asked to separately critique compensation and benefits, payroll, employee relations, recruiting, organizational development/training and administrative support as well as the overall function of HR and its individual leaders.

Feedback From Employees

The survey offered a fascinating look at CSM employees' perceptions of human resources. There appeared to be





diverging views on the performance of the HR department. Respondents seemed conflicted when completing the forced-choice portion of the survey, as many believed that the questions did not allow them to distinguish between different HR staff members. Thus, a consistent theme from respondents was to give high ratings on forced-choice questions while clearly elaborating on their negative experiences in the open-ended comments.

Survey respondents' overall experience with HR is reflected in their descriptions of how the department operates. Statements like "Does not offer ideas beyond stating policy," "rigid, reactive and inflexible, unwilling and not open to discussion to improve processes which negatively impact other areas" and "HR does not know our area's specific needs" suggested that we were operating within a compliance-driven business model. When CSM staff were asked whether HR should remain as HR experts (specialists) or partners (generalists), many indicated that HR staff members should be cross-trained in order to improve operations.

Feedback From Leadership

Several observations were extracted from the themes provided by CSM leadership. Many themes that leadership emphasized as important were not parallel to those of the college's line personnel. For instance, line personnel viewed HR's customer service as a major area of concern while leadership did not. Another contrast between leaders and staff related to training and development — senior leadership had concerns over the value of HR's leadership training while staff found it very useful. Leadership also expressed concerns about perceptions of unfair compensation decisions (outdated or undefined compensation strategies), training solutions not aligned with the college's strategic ambitions, inefficient recruitment policies, limited ability to recommend strategic solutions to challenges, lack of leadership development and limited ability to anticipate the needs of each unit and recommend solutions. Although CSM leadership did not describe HR's service delivery platform as compliance-driven, most of the HR skills viewed as critical to CSM leadership were beyond HR's current strategic capabilities and are part of a higher-level HR business model.

Both staff and leadership described HR as having a one-size-fits-all approach that does not support the individual needs of institutional business units, and both believed that HR needed a higher level of strategic capacity, specifically in the areas of change management and operational efficiencies.

The Way Forward

Ultimately, feedback from CSM leadership and staff confirmed that our HR services were widely perceived as compliance-driven. Although mostly abandoned in the corporate sector, the compliance-driven HR business model is still widely used in the academic sector. Because of its close observance and firm adherence to policies and structure, the compliance-driven business model is most successful when structure and processes remain stable, responses are reactive and prevention is necessary. A key feature of this type of model is the use of HR specialists, which provide greater expertise but also contribute to greater fragmentation, as specialists are often spread too thin.

The compliance-driven model also has a tendency to contribute to imbalances in workloads between segmented areas. Because of its ability to maintain mandated structural processes and adherence to policies, this model works well for post-merger organizations, start-ups, organizations coming out of bankruptcy or firms accused of major class-action discrimination. The compliance-driven model was not designed to meet the needs of a rapidly changing landscape, which requires organizational change, innovation, cultural transformation and strategic partnerships.

CSM leadership unmistakably saw the need for innovation, a fluid strategic position and continuous process efficiencies. There was a need for HR services that would promote strategic innovation, improve processes and create organizational development interventions to improve relationships between organizational structures, groups and individuals. It became clear that a major obstacle to closing the gap between how HR strived to operate and how it was currently operating was our limited ability to deliver the desired skills and strategic capacity under the compliance-driven business model. Therefore, our ultimate goal was to move the HR organization to a strategic business partner model (see the table at the end of the article for a comparison/contrast of various HR business models).

The strategic business partner model supports an organization that desires greater flexibility in decision making, change management tools that close the gap on strategic ambitions, and services to address the uniqueness of various business units. Essentially, the HR business partner model drives the strategic directives of senior leadership by designing specific HR tools, services and

products that support senior leaders' overarching goals for their respective business units. The goals are continuously reinforced and cross-pollinated across each of the business units, which helps create synergies, white spaces and best practices. The strategic business partner model is an advanced model that requires a sophisticated and technical HR professional skill set. CSM's HR department did not have the type of professional skills needed to immediately move to that model, so we instead designed a two-phase transformational process. In phase one, we began to move our HR organization to the universal HR business model. Once we build upon our skills and knowledge base, we will then transition to the HR strategic business partner model.

Phase One: Universal HR Business Model

Conversion Process

We are currently transitioning from the compliance-based business model to the universal HR model. The most notable difference between the two models is the way HR is organized — around HR specialties (benefits, compensation, employee relations, payroll and training and development) in the compliance-based model and around specific HR professionals (generalists) in the universal model. The second distinguishing difference is the use of a shared services response center in the universal model, where all questions concerning transactional services, benefits, payroll and the like can quickly be addressed.

The universal business model enables an HR department to be more flexible, provide a greater range of services, have a quicker response time, reduce variation and more equally distribute workload. A key feature of this model is its use of HR generalists and the assignment of specific client service areas (business units) to the generalists. The switch to the universal model has required a reorganization of reporting functions and roles, a restructuring of customer units and functional services, and a reengineering of our service delivery processes. Presently, we are performing cross-training with the expressed intent of transforming our HR specialists into HR generalists. To keep costs down, we designed train-the-trainer learning platforms using our own in-house talent — each HR specialist trains other HR specialists on his or her respective duties.

We estimate that phase one (the transition from the compliance-based model to the universal model) will continue for the next six to 12 months. Cross-training will be conducted simultaneously with the reorganization process. Although we're just beginning our

transformation journey, we've already begun to see some benefits — HR's workload is more manageable, our services are more consistent, business unit leaders appreciate the individualized customer service, and we've been able to introduce proactive, innovative HR tools such as Lean continuous improvement and several intervention tools geared toward improving interpersonal relations.

Phase Two: Strategic Business Partner Model

Conversion Process

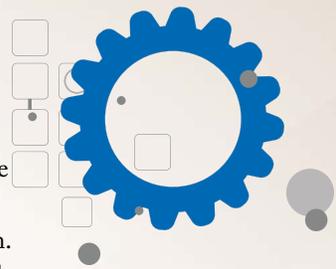
The transition from the universal HR model to the strategic business partner model will require a greater emphasis on continuing to develop the HR generalists' skill sets. While HR business partners will continue to address customer requests within their business units as needed, their primary focus will be on applying human capital, change management and HR strategies to the business unit leader's strategic directives.

Phase two will also require restructuring from the shared services model supporting the universal HR business model to a centers of excellence model. This change will focus on providing direct service to the customer, as each HR business partner within the centers of excellence will not only support his or her assigned business unit, but will also proactively provide service and decision-making data to those in senior leadership who craft strategy and to those leaders at the business-unit level responsible for executing it.

In order to successfully move to the strategic business partner model, we'll need to focus heavily on training and development to ensure that we can meet the demands of the model. Phase two training and development will extend throughout the two-year transition and conversion period. Whereas phase one focuses on reorganizing and consolidating job duties, phase two will focus on developing strategic business partner skill sets, change management, group facilitation, leadership development, coaching, and strategic planning and assessment. All HR business partners within the centers of excellence will also be provided with additional training in business partner consultancy techniques. In some cases, HR business partners will facilitate peer-to-peer training and training programs for those HR support members within the centers of excellence.

We estimate that the training process for the HR business partner model, which will be conducted simultaneously with the restructuring process, will take about a year and a half. We'll be utilizing several learning platforms —





including peer-to-peer training on the concepts of the strategic business partner role, the 360 coaching methodology, group facilitation and several change management theories — in an application-to-practice environment.

Benefits of Transformation

For CSM human resources, we’ve identified several benefits of transforming our business model and service delivery approach. First, the reorganization of HR specialists to HR generalists is raising the level of HR knowledge and consistency, as each of our current HR specialists are being cross-trained to meet the HR generalist standard and will be held accountable to systematic customer audits. We also believe that restructuring the HR business units into assigned customer units will improve response time. Perhaps the biggest benefit is the equal distribution of workload, where each HR generalist will take on similar transactional, operational and strategic customer demands.

The universal model to which we’re currently transitioning will position us to drive several key institutional initiatives, support a new compensation structure, drive change management and deliver interpersonal organizational development interventions not possible in the compliance-based HR model in which we were operating. By going a step further and continuing to transition to the strategic business partner model, we can position ourselves to create

a talent management system tailored to meet the needs of customers and to integrate organizational development and change management services within the new system. Finally, the HR business partner model will reduce silos, as each business unit will be connected to how its initiatives affect other business units.

By facing our challenges head on and admitting that how we were doing business just wasn’t working anymore, and by making difficult changes and embracing the transformation that comes along with reinvention, CSM’s HR organization is now poised to build a business mindset — one that will no doubt spark innovation, unearth best practices and facilitate a culture shift in how the campus community views human resources. 

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HR Business Models

	Compliance-Driven HR Business Model	Universal HR Business Model	Strategic HR Business Partner Model
Decision Making	Linear/vertical	Vertical/horizontal	Vertical/horizontal/matrix
Organizational Structure	Top down/organized around specialized function	Top down/organized around departments	Top down/operational matrix organized around business units
Policy Analysis	Rigid compliance	Fluid/flexible	Process
Employee Roles	HR specialists	HR generalists	HR business partners
Compensation Structure	Hay system/undefined compensation strategy	Market-driven/selected compensation strategy	Comprehensive compensation philosophy
Training	Operational/compliance	Employee development/tactical/operational	Talent management
Service Delivery Method	One size fits all	Unstructured or assigned customers	Structured assigned business units
Customer Structure	Undefined/unstructured	Shared services around HR generalist	Shared services/service centers
Strategic Emphasis	Supports organization’s strategic plan	Supports organization’s strategic plan	HR strategy supports multiple business units

ROCK STAR



TALENT

How to Spot It, How to Nurture It, How to Keep It

By Missy Kline

Every organization has them — rock-star employees. The up-and-comers. The go-getters. The high-potentials. The ones who consistently outperform their peers. The ones who are high achieving and highly engaged, goal-oriented and career-focused, quick learners and self-motivators. You can likely think of a few such individuals at your workplace. But is your organization doing a good job of developing them? Of nurturing their potential? Of leveraging their talent to help the organization meet its goals and deliver on its strategic imperatives?

If your organization spends more time and effort managing mediocre and poor performers and trying to engage the disengaged than it does nurturing high potentials, that's not surprising. Last year, Gallup polled more than 80,000 working adults on their level of engagement on the job and found that nearly 70 percent of U.S. workers were disengaged, and since disengagement has been shown to negatively affect performance ... well, you can do the math. Doesn't leave much time or resources to devote to your all-stars, does it?

In too many organizations, high-potential employees don't stick around for very long ... perhaps they feel bogged down from their disengaged coworkers; perhaps they feel like they're not being challenged; perhaps they see no opportunity for growth or advancement. Regardless, they're the ones who are more likely to leave than their lower-performing peers. But mediocre, disengaged employees probably aren't the ones you want leading your organization into the future. That's why it's critical — indeed, a business necessity — to pay attention to your rock-star employees. They've got the talent, the drive, the competence ... they just need the support. And if your organization isn't providing it, they may just take their talent elsewhere.

Identify Your High Potentials

Who exactly are high-potential employees? What traits and characteristics do they display? And how can you spot a rock star in the making?

High potentials are commonly thought to be the top 3 percent to 5 percent of an organization's workforce. In the article "Are You a High Potential?" in the June 2010 issue of *Harvard Business*

Review, researchers Douglas Ready, Jay Conger and Linda Hill define high potentials as "[employees who] consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviors that reflect their companies' culture and values

in an exemplary manner. Moreover, they show a strong capacity to grow and succeed throughout their careers within an organization — more quickly and effectively than their peer groups do."

In the article, Ready, Conger and Hill, who have extensively studied high-potential employees in a number of industries and organizations, go on to identify some "x-factors" of high-potential employees ... things they say may not show up on lists of leadership competencies or performance review forms. These often intangible skills include "a drive to excel; a catalytic learning capability (the capacity to scan for new ideas, the cognitive capability to absorb them, and the common sense to translate that learning into productive action for their customers and their organizations); an enterprising spirit; and dynamic

sensors (a feel for timing, an ability to quickly read situations and a nose for opportunity — in other words, a knack for being in the right place at the right time)." In the Forbes.com article "Who to Promote? 10 Keys to Identifying People With High Potential" (September 18, 2014), leadership development expert Jack Zenger identified 10 traits high-potential employees exhibit: (1) they have strategic perspective, direction and clarity; (2) they have the ability to inspire and motivate others to high performance; (3) they're results focused; (4) they're effective collaborators and readily engage in teamwork; (5) they have high ethical standards, uphold organizational values and act as role models; (6) they have a deep expertise and display business acumen; (7) they champion change; (8) they're willing to innovate and take risks; (9) they're powerful communicators; and (10) they have an interest in and the capability to develop others.

Organizations should be careful not to confuse high-performing employees with high-potential employees. While high-performing employees often exhibit many of the same traits as high-potential employees, not all high performers are high potentials. In the article "High

High-potential employees have the talent, the drive and the competence to succeed and help move their organizations forward ... they just need the support to do so.

Potentials and High-Performing Employees Are Not One in the Same" on Entrepreneur.com (July 7, 2015), Andre Lavoie, cofounder and CEO of talent management solution firm ClearCompany, writes "High-potential talent are employees who have the ability and aspiration to be successful leaders within an organization. While it might make sense for a high-performing employee to also have high potential, that's not always the case. An employee might be great at [his or her] job and take pride in [his or her] work and accomplishments, but may not have the potential (or desire) to assume a leadership role." According to Lavoie, high-potential employees take a proactive vs. reactive approach to problem solving; they're leaders vs. followers; they're receptive vs. unreceptive to feedback; and they know the business vs. simply knowing the job.

So, now that we know what makes a high-potential employee, let's look at how organizations can cultivate, develop and nurture this talent.

Nurture Your High Potentials

High-potential employees aren't content to simply come to work every day and "do a job." They don't want to stagnate or remain idle. They are looking for opportunities to prove their worth, to take on more responsibility and to contribute at a high level to organizational success. If high potentials feel like they aren't being challenged or aren't being given enough opportunity to improve and expand upon their skill sets, they likely won't stick around your organization for very long.

Therefore, managers and organization leaders need to commit to carving out the time, resources and attention necessary to develop and nurture their high-potential talent. Robert Grossman, a professor of management at Marist College, in his article "The Care and Feeding of

High-Potential Employees" in the August 2011 issue of *HR Magazine*, offers several tips on how organizations can cultivate their high potentials. Among them:

- Delegate real responsibility to help high potentials learn to manage projects, lead teams and be accountable for outcomes.
- Tap effective mentors — preferably individuals who are currently where the high-potential employee strives to one day be.
- Foster visibility and provide access to senior leaders.
- Provide many and varying opportunities for learning, professional development, leadership and stretch assignments.
- Put in place a standardized process for identifying, assessing and selecting high potentials. It can't just be "manager's choice."

How to Manage Rock Stars

Given the right support, guidance and encouragement, rock-star employees often become rock-star leaders — the kind your organization needs to thrive. And the more rock stars you can cultivate, the easier it is to move your organization to excellence. April Castaneda, executive director of human resources for California Institute of Technology, in a session at last year's CUPA-HR Annual Conference, provided some insight into how to treat high-potential talent. Here are four tips she shared:

1) In order to keep rock-star employees, you've got to treat them like rock-star employees. Managers should provide high potentials with ongoing opportunities for growth and development. They should actively interact with them (including spending one-on-one time with them), allow and encourage them to leave their comfort zones, give them stretch assignments, and provide them with opportunities to take on leadership roles.

2) High-potential employees should be given some degree of decision-making authority, and managers should seek their advice and input on projects and ideas whenever possible. Managers should also help their high-potential employees create a career growth plan to help them advance through the organization.

3) Reward and recognize high performers and high potentials. This could be as simple as acknowledging their achievements and successes in front of coworkers; having a one-on-one conversation to let them know that they are a valued part of the team; or providing them visibility and access to those in the organizational hierarchy.

4) It starts with HR. As HR professionals, we know how important our rock-star employees are to the success of our organizations — truly exceptional talent is worth its weight in gold. But do our managers fully understand the role they should be playing in helping to nurture these individuals' careers? Do they have the tools, the know-how and the resources they need to identify, engage and manage the high performers on their teams? If we want to help our organizations hold on to exceptional talent, we've got to take the lead in helping our managers and leaders learn how to manage and lead their rock-star employees.

Randall Beck, managing partner at Gallup, notes the importance of offering what he calls “breakthrough experiences” for high-potential employees. Writes Beck in the April 2012 *Gallup Business Journal* article “Building a Talent Machine,” “[organizations need to] provide intentional developmental experiences to help [high potentials] grow. This process starts by conducting interviews with leaders in your company who are already stars. You must study this group extensively to determine what experiences accelerated their growth into leadership roles in your company. You’re trying to find more people like them, so listen closely for significant experiences that sparked their growth.”

As management consultant John Hagel of Deloitte Consulting wrote in a December 2012 post on the Deloitte University Press blog, “Talented people seek out opportunities to grow, and they will flock to organizations that provide ample opportunities to do so ... If companies are truly serious about attracting, retaining and developing high-quality talent, they need to view themselves as growth platforms for talent where people can develop themselves faster than they could elsewhere.”

Bottom line: In order to keep top talent engaged and committed to your organization, a high premium must be placed on growth and development, including mentoring, coaching, education and on-the-job experiences.

Keep Your High Potentials

High-potential employees expect to be treated like high-potential employees; if they’re not, the odds of them becoming disengaged, disenchanted and disconnected increase exponentially. Writes Jean Martin and Conrad Schmidt of the Corporate Executive Board in the article “How to Keep Your Top Talent” in the May 2010 issue of *Harvard Business Review*, “[B]ecause they work harder (and often better) than their peers, they expect their organizations to treat them well — by providing them with stimulating work, lots of recognition, compelling career paths and the chance to prosper if the organization does.” Because high potentials are much more confident than their rank-and-file peers about their ability to find new jobs and are much less passive about researching other opportunities, writes Martin and Schmidt, they won’t stick around an organization that they feel doesn’t appreciate them.

Here are some ways you can increase your odds of holding on to your rock-star employees.

Tell Them They’re Special

In the *HR Magazine* article mentioned above, Grossman cites a Center for Creative Leadership study that found

If high potentials feel like they aren’t being challenged or aren’t being given enough opportunity to improve and expand upon their skill sets, they likely won’t stick around your organization for very long.

that only about 40 percent of employers tell high potentials of their status. According to Grossman, another study from the center found that of the high potentials who were not formally told of their status, one-third were actively looking for another job; of those who were told they were special, only 14 percent were job hunting.

Reward, Motivate and Engage Them

Talent management company Halogen Software offers some tips on how to use rewards, motivation and engagement to retain your high potentials:

- Clearly articulate your organization’s compelling vision and set of values, and regularly communicate these to all employees;
- Ensure your senior leaders support this vision and these values in their words and actions;
- Include high potentials in strategic planning initiatives and programs that aim to improve organizational competitiveness;
- Provide high potentials with the tools, resources and work conditions they need to work to the best of their abilities;
- Equip all managers, but especially those overseeing high potentials, with solid management skills and ensure they are effective in their roles; and
- Support the career progression and professional growth of all employees, but particularly of your top talent.

However, organizations should take care to avoid the one-size-fits-all approach, as different facets of rewards, recognition, motivation and engagement are of varying value to different individuals. For example, according to Halogen, “employees with an entrepreneurial spirit may want ‘skin in the game’ or a stake in the rewards the company receives from their work; those with an innovative spirit may want time to dabble or experiment, unfettered by management constraints; others will value time off, group activities, prestige, perks, development opportunities, plum work assignments, more independence or autonomy, the opportunity to mentor someone ... the list goes on.” Halogen recommends that management and organization leadership take the time to get to know high potentials as individuals in order to discover what motivates and engages them.

Listen and Act

Stay interviews are a great way for an organization to keep its ear to the ground and learn what employees love — or loathe — about their jobs. These one-on-one conversations between managers and employees can be helpful in identifying what’s going well, sources of motivation and demotivation, what might need to change and more.

Halogen Software on its website offers several topics a stay interview should encompass in order to obtain an accurate snapshot of how the employee views his or her job.

These include:

- What the employee likes/dislikes about his or her role;
- What the employee feels are his or her top strengths;
- What things the employee would like to learn or what experience(s) he or she would like to acquire;
- What, if anything, the employee would change about his or her job, department or organization;

- What things bring the employee satisfaction, ignite his or her passions and make the employee want to come to work every day;
- What would make a “great day” at work;
- What things demoralize the employee;
- What forms of recognition are most appreciated/desired;
- What talents, skills and abilities does the employee wish he or she could make more use of; and
- Is there any reason why this is not the “right” place for him or her to work.

It’s not enough, however, to simply be a listening ear. Organizations that are most successful in keeping their top talent act on employee feedback and actively address concerns.

Rock-Star Employees Make Rock-Star Organizations

An organization is only as good as its best talent. That’s why identifying, cultivating and keeping your high-potential employees is a business imperative. Those individuals who are 100 percent invested in your organization, who come to work every day with the intent of giving all they have, who strive to climb the career ladder and contribute to your organization’s strategic goals — that’s the talent you should be focused on holding on to and helping grow. After all, they’re the ones who could occupy your organization’s future C-suite. 

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FLSA in Higher Ed

Minimizing Risks and Managing Challenges

By Ashley Soublet

Wage and hour lawsuits are at an all-time high and continue to be the biggest source of liability for employers. According to data from the Federal Judicial Center, the number of wage and hour cases filed in federal courts represent a 438 percent increase over the last 15 years. And with the impending changes to the Fair Labor Standards Act (FLSA)'s overtime regulations, this number will almost certainly continue to rise. Here's a quick recap of the proposed changes: The minimum threshold an employee must be paid to qualify as managerial,

professional or administrative employees exempt from overtime requirements would change from the current \$455 a week (\$23,660 annually) to \$970 a week (\$50,400 annually). DOL has proposed automatically escalating this minimum salary on an annual basis by attaching it to the 40th percentile of weekly earnings for all full-time salaried workers or by indexing the \$970/week number to the Consumer Price Index. Once the final rule goes into effect, employers will have 60 days to comply. Given the stakes, the need to minimize FLSA compliance risks and manage associated challenges has never been greater.

Regardless of the form it takes, when the new overtime rule goes into effect, colleges and universities will be faced with mountains of administrative work in order to reassess and reclassify potentially hundreds of positions. To reduce the risk of legal challenges and associated costs, it is critical that institutions be proactive when addressing issues related to FLSA.

Areas where FLSA mistakes are typically found include:

- **Position misclassification.** Does the position meet the exemption criteria? Will the original designation still be valid when the new rule takes effect? Data from CUPA-HR's *2015-16 Professionals in Higher Education Salary Survey* show that individuals in nearly 50 common professional-level positions on campus may see their status change from exempt to non-exempt if the overtime rule goes into effect in its current form. Because of the nature of the work they perform, of particular concern for colleges and universities is the classification of admissions counselors, resident hall managers, postdoctoral researchers and coaches — the vast majority of whom are currently classified as exempt but may need to be reclassified if the rule takes effect as is.
- **Employees working off the clock.** Remote access to e-mail and networks increases the likelihood that an employee may work outside of his or her normal working hours. Should you be tracking this work in all instances?
- **Volunteers, interns and independent contractors.** To be covered by the FLSA provisions, a worker must be an "employee." Many employers get tripped up on the independent contractor vs. employee designation and open themselves up to scrutiny in this area.

In addition to the risks associated with FLSA compliance, there are a multitude of challenges that can complicate policy enforcement. Among them:

- **Federal and state legislation.** Laws related to compensation are complex, vary from state to state and frequently change. And many exemption criteria are ambiguous. However, the onus is on employers to be in compliance with all relevant federal, state and local wage and hour regulations — you can't claim ignorance.

- **Technology and telework.** Many employees now have 24/7 connectivity, and mobile devices put access in the palm of their hands. Additionally, the number of employees who work remotely is on the upswing. Thus, it is becoming increasingly difficult for employers to track precisely how much time employees spend working. Does checking e-mail at 8 p.m. count as compensable time for non-exempt employees? According to DOL, yes. Overtime work that is not requested but is "permitted" is viewed as compensable, especially when employees have been given the means and the ability to connect remotely. But in such instances, how can an employer know exactly when an employee starts and stops working?
- **Lack of knowledge.** It's HR's job to be in the know around the laws and regulations related to wage and hour issues, but what about managers and supervisors across the various departments and units on campus? What about employees

FLSA Resources to Help You Stay in the Know

Webinar – To learn how several colleges and universities are preparing for the upcoming changes to the overtime regulations, see CUPA-HR's free, on-demand webinar "FLSA Overtime: How, When and Why to Prepare."
www.cupahr.org/events/webinars.aspx

FLSA Website – For all the latest news and resources related the overtime regulations and CUPA-HR's advocacy efforts around the issue, keep an eye on CUPA-HR's FLSA web page.
www.cupahr.org/advocacy/flsa.aspx

FLSA Knowledge Center Toolkit – This toolkit includes how-tos, readings, policies, presentations and more.
www.cupahr.org/knowledgecenter/flsa.aspx

Partnership to Protect Workplace Opportunity – A grassroots coalition of more than 70 associations, businesses and other stakeholders dedicated to advocating the interests of its members in the debate on the overtime regulations.
protectingopportunity.org

Keep an eye on the CUPA-HR website (www.cupahr.org), as we'll be offering several just-in-time resources designed to provide information, offer guidance and help with compliance efforts once the new rule takes effect.

Evaluating Positions for the Proposed Overtime Rule

With potentially hundreds of positions likely to be affected if DOL's proposed overtime rule becomes reality, you may be wondering where or how to even begin evaluating positions on your campus. Following are some considerations for evaluating position classifications to ensure compliance.

1) Review positions that are below the proposed salary threshold (\$50,440) and determine which ones, if any, your institution might want to adjust to the new threshold, so that those positions can remain exempt. This exercise would be particularly useful for positions that are already fairly close (within a few thousand dollars) to the new threshold.

2) If your institution chooses not to move these employees to the new threshold, you'll need to convert them to an hourly equivalent (typically the annualized salary divided by 2080) and make them non-exempt. If an employee never works above 40 hours a week, this approach will not cost the institution any additional money. Work that exceeds 40 hours a week, however, would need to be compensated at time-and-a-half. The institution may also want to calculate the resulting overtime cost if all of the "switched to non-exempt" employees were to work 41 hours every week, rather than 40 (or 10 times that if the employees were to regularly work 50 hours rather than 40).

3) Once it is decided which positions will be raised to the new threshold, you then need to

consider the collateral impact on internal salary equity against similarly situated positions and against positions higher up the same "job family tree."

4) It is usually important to maintain a salary differential between positions that are adjusted to the new threshold and those currently at or near the threshold, so institutions would need to consider what salary adjustments might be needed.

An example: Development Officer I is currently paid \$42,000 and Development Officer II (higher-level development officer) is currently paid \$51,000. The institution decides that it is important for the Development Officer I to be an exempt position, so the salary is raised to \$50,440 (the new threshold). However, this change will also require a salary adjustment for the Development Officer II to acknowledge the different expectations, knowledge and experience for the higher-level position. Simply moving the Development Officer I to the threshold would solve the immediate compliance challenge, but it would also create a significant internal equity challenge (salary compression).

Estimating the ripple effect of potential costs of addressing salary compression is quite complex. Using the same example, one way an institution could calculate an estimate would be to make subsequent adjustments of diminishing proportion (e.g., by half) at each higher position level (see table below).

Position	Current Salary	% Adjustment	New Salary	\$ Difference
Development Officer I	\$42,000	21.0%	\$50,820	\$8,820
Development Officer II	\$51,000	10.5%	\$56,355	\$5,355
Director of Development	\$65,000	5.25%	\$68,413	\$3,413

themselves? They likely don't know the ins and outs of the law, making it much more likely that they may inadvertently compromise compliance.

Tips for Remaining Compliant

There are a number of best practices employers can take to minimize FLSA risks and associated challenges. With the pending legislative changes and shifting dynamic of the workforce and workplace, now is the perfect time to audit processes and increase compliance efforts.

In a recent CUPA-HR webinar, Sibson Consulting offered several tips on what colleges and universities can do now to prepare for the changes to the overtime regulations, which could go into effect as early as mid-May.

- Identify employees that earn salaries in the \$23,660 to \$50,440 range and conduct an analysis of costs to bring employees to the minimum salary threshold, overtime hours actually being worked, wage compression issues and benefit cost changes.
- Review organizational structure and work with functional leaders to discuss how to modify and manage structure, jobs, staffing levels and career advancement/growth opportunities given the changes.
- Examine your current compensation structure to determine the effect of the reclassification of employees.
- Review all relevant policies (compensation and benefits, timekeeping, classification process, etc.) and make revisions where needed.

- Begin to develop training strategies to ensure compliance.
- Assess time and attendance processes, work flows and systems and develop plans to revise processes to support effective roll-out and administration of changes.
- Assess and monitor campus climate and the engagement of affected employees.

With the pending legislative changes and shifting dynamic of the workforce and workplace, now is the perfect time to audit processes and increase compliance efforts around the FLSA.

No small feat, to be sure. If there's a silver lining, it's that DOL favors employers who can show a good-faith effort to comply with the law. Your best bet to ensure that good-faith effort? Make sure policies are communicated, distributed, reiterated and strictly enforced; ensure the proper and swift reimbursement for any inadvertent compensation-related mistakes; make sure leaders understand their role in ensuring that compliance is part of the institutional culture; and make sure managers, supervisors and employees are aware of their responsibilities in regards to compliance. 

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Racial Climate on Campus

A Survey of College Presidents

By Lorelle Espinosa, Hollie Chessman and Lindsay Wayt



Black Lives Matter. In addition to crystallizing a movement, these three words encapsulate well the current state of race relations in the United States. As microcosms of society, college and university campuses are experiencing their own era of racial awareness, tension and unrest. Front and center in this movement are recent student protests focused broadly on social justice, and more specifically on campus diversity and inclusion. Similar to demonstrations in the 1960s — perhaps the last time higher education has seen student activism at the current scale — students have targeted their messages toward campus leaders; namely, college and university presidents and other senior administrators. Yet while student voices have been heard, we know less about the experiences and perceptions of those at the helm of our nation’s postsecondary institutions.

With this in mind — and in recognition of the paramount role of presidential leadership on issues of inclusion — American Council on Education (ACE)’s Center for Policy Research and Strategy fielded its first national Pulse Point anonymous online survey of college and university presidents in mid-January to better understand their experiences, perceptions and (re)actions on the timely issue of campus racial climate. A full 567 college and university presidents responded to the survey, the majority of whom have led their respective institutions for four or more years.

Here’s what we found.

Student Organizers and the Influence of High-Profile Events

Nearly half of four-year presidents and 13 percent of two-year presidents indicated students on their campus have organized around concerns about racial diversity. The vast majority of presidents who said students had organized indicated meeting with organizers on more than one occasion. Seventy-five percent of four-year presidents and 62 percent of two-year presidents believe high-profile events (e.g., those related to #BlackLivesMatter, immigration, Islamophobia) increased the campus-wide dialogue or dialogue within certain groups. As one president wrote, “The national issues have manifested at my campus as a genuine focus on eliminating the disparity in student academic achievement by ethnicity and on being more proactive in diversifying the faculty.”

Actions Taken

Racial climate is a priority for college and university presidents, with 44 percent of two-year and 55 percent of four-year presidents expressing that it is a higher priority

than it was just three years ago. We asked presidents about actions their campuses have taken in recent years based on student concerns for racial diversity, using findings from a previous analysis of student demands. The most prominent action over the last five years, for both two-year and four-year institutions as well as public and private institutions, has been initiatives aimed at increasing diversity among students, faculty and/or staff. Among other actions taken, public institutions led privates in:

- Changing policies/procedures (60 percent of publics vs. 40 percent of privates);
- Providing resources for racial diversity initiatives (73 percent vs. 58 percent);
- Providing resources for minority student support services (74 percent vs. 55 percent);
- Public acknowledgement of issues related to racial climate on campus (68 percent vs. 53 percent);
- Diversity/cultural competency training for students, faculty and/or staff (61 percent vs. 56 percent);
- Put in motion curricular revision or development (40 percent vs. 29 percent).

A number of presidents also indicated that racial climate has been a priority on their campus for years and even decades, and thus is the same priority as it has been in the past. As one president wrote, “We experienced our campus ‘flashpoints’ earlier than many others, and as a result, had much good work already underway when we saw unrest take place nationally last fall ... I believe that continuous dialogue between students and administration for well over a year has helped build trust; although the early dialogue was quite painful for us all to experience.”

Looking to the future, presidents say their campuses will develop diversity/cultural competency training for students, faculty and/or staff and will revise or redevelop curriculum with an eye toward diverse perspectives.

Where Presidents Turn for Support and How They View Campus Constituents

Approximately half of presidents at four-year institutions (66 percent at public four-year institutions and 39 percent at private four-year institutions) said they have a full-time administrator dedicated to student diversity on campus, such as a chief diversity officer. Roughly one quarter of two-year presidents said they have a dedicated diversity officer.

The two senior administrators that presidents lean on most when it comes to addressing racial diversity among students are their vice president of student affairs and/or dean of students and their campus's chief diversity officer. For those who don't have a dedicated diversity officer, they lean even more so on their senior student affairs leader. Many presidents said they also rely on their provost/chief academic officer, their chief HR officer, non-senior student affairs professionals, campus-wide diversity committees and legal counsel for support in addressing racial diversity concerns on campus.

How presidents engage others is perhaps as important as whom they engage. As one president said, "Staying in close touch with those I serve is critically important. I use face-to-face meetings of various sizes, open forums, social media and regular written messages to the campus. Maintaining a healthy campus climate where everything thrives requires hard work and openness to diverse perspectives every day."

Overall, presidents of two- and four-year institutions "strongly agree" or "agree" that their staff, faculty and governing boards are aware of or sensitive to the need for racial diversity and inclusion.

While their outlook on campus constituents is largely positive, many presidents mentioned the challenge of diversifying the faculty and ensuring the presentation of diverse perspectives in the classroom. One president

wrote, "Our typical student is an urban young man of color. Faculty and other staff are mostly white and middle class. I'd like greater consciousness among staff and more dialogue in the community about race."

As communities of color continue to grow in the United States, and as we continue to wrestle with the role of race in American society, colleges and universities will remain in a position to engage, respond and shape the dialogue on what it means to equitably educate an increasingly diverse populace. This is not a new role for higher education, but it has perhaps never been more important. As one president wrote, "Racism is still a major issue in American society, and it is no surprise that it should be within American higher education. The upsurge at some colleges of Black students should not surprise anyone or alter what we already need to do as leaders, [which is] continue to work on the problems of our society." 

This article was originally published on American Council on Education's Higher Education Today blog on March 8, 2016.

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Check out these tools and resources from CUPA-HR that can help you advance diversity and inclusion on your campus:

Building a Successful, More Inclusive Search (www.cupahr.org/learning/search.aspx)

This e-learning course is designed to encourage faculty, administrators and other campus workers to keep an open mind as they consider important diversity and inclusion topics during the recruitment and selection process. Available in both individual and group learning formats.

Creating Inclusive Communities (diversity.cupahr.org)

A celebration of the experiences and perspectives that make higher ed HR professionals unique and uniquely human. Read the stories, watch the videos, and use the facilitator guides to initiate conversations about diversity and inclusion on campus.

Diversity Toolkit in the Knowledge Center (www.cupahr.org/knowledgecenter)

A collection of resources — how-tos, articles, case studies, sample policies, institutional strategic plans, training tools, helpful links and more — to help you lead the way on diversity and inclusion initiatives at your institution.



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Awards

Congratulations to this year's CUPA-HR Region Award recipients. These awards honor individuals, teams and HR departments for service to the association and excellence in higher education human resources.

Eastern Region

Ken Emerson of Bates College received the **Diedrich K. Willers Award**. This award recognizes an individual for contributions over a period of many years to the cumulative knowledge and stature of the higher ed HR profession. In his 14-year tenure at Bates, Emerson has enhanced the quality of work life for all employees by making information, contracts and benefits more accessible, more understandable and easier to use.

Sheraine Gilliam of City University of New York received the **Emerging Leader Award**, which recognizes outstanding leadership and leadership potential for an individual who is new to CUPA-HR or to a leadership role in CUPA-HR.

Charles Curti of Harvard University received the **Fred C. Ford Award**, which recognizes a significant and innovative idea that serves as a model for other institutions. In a collaboration with the Perkins School for the Blind and the Radcliffe Institute for Advanced Study, Curti helped create the first job fair at Harvard exclusively for visually impaired individuals.

Wanda Heading-Grant of University of Vermont received the **HR Excellence Award** for her role in designing and leading a strategic restructuring and repurposing of the HR and diversity and equity functions at the university.

Carolyn Knight-Cole of Rutgers University received the **Member of the Year Award** for her service to the CUPA-HR New Jersey Chapter, where she served for six years as president.

Midwest Region

Kansas State University's Talent Acquisition Team received the **HR Excellence Award** for its efforts in streamlining and automating the university's hiring process by deploying continuous improvement methodologies.

Iowa State University College of Engineering's HR Team received the **Successful Practices Award** for the creation and implementation of a mentoring program designed to help develop and grow staff in the college.

Southern Region

Florida International University's Division of Human Resources received the **HR Excellence Award**. Through a strategic-five year plan, FIU's HR team has driven the people-side of HR transformation, strengthened the university's infrastructure and engaged faculty and staff in meaningful ways.

Larry Farmer of Catawba College received the **Distinguished Service Award** for his many years of service and leadership to the CUPA-HR North Carolina Chapter, the Southern Region and the national association.

Demetrius Bynes of Georgia Southern University and **Barbara Forrest** of University of Montevallo received the **Meritorious Service Award**, which recognizes individuals who have made significant contributions to the profession, their institutions and CUPA-HR chapters.

Western Region

Kris Codron of Lewis & Clark College received the **Hugh Avery Award of Distinction** for her contributions and service to the CUPA-HR Western Region over several years.

Tarrant County College's HR Title IX Team received the **HR Excellence Award** for its student training around Title IX.

Roger Brown, Jr. of University of Texas-El Paso received the **Emerging Leader Award**, which recognizes an HR professional who is a positive role model or mentor and who has made significant contributions to the profession, his/her campus and/or CUPA-HR.

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- ▶ 10 Tools That Should Be in Every Facilitator's Toolbox
- ▶ The Facilitation Process
- ▶ 8 (Really Good) Questions About Facilitation

Form I-9

- ▶ Form I-9 Basics
- ▶ Form I-9 Challenges in Higher Ed

Positions Descriptions

- ▶ How to Write a Position Description

Higher Ed HR Competencies

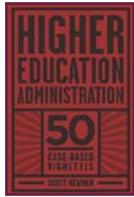
- ▶ The What and Why of the CUPA-HR Learning Framework
- ▶ Developing Leadership Competencies in Higher Ed

More Coming Soon ...

- ▶ We're working on new ideas now. Check back soon for additional topics!

www.cupahr.org/essentials

Higher Education Administration (by Scott Newman)



Through 50 case-based vignettes, this book reflects the diversity of issues, roles, contexts and situations today's higher ed leaders face. Each vignette provides readers with guided opportunities to determine how and why they might respond in the situations presented and sheds light on how actual higher education administrators responded to similar situations and challenges.

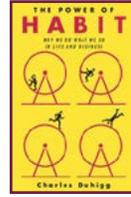
The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work (by Shawn Achor)



Drawing on stories and case studies from his work with thousands of Fortune 500 executives in 42 countries, Achor explains in *The Happiness Advantage* how we can reprogram our brains to become more positive in order to gain a competitive edge at work. Using seven practical, actionable principles that have been tried and tested everywhere from classrooms to boardrooms, Achor explains how we can capitalize on the happiness advantage to improve our performance and maximize our potential.

Shawn Achor will be a featured keynote presenter at this year's CUPA-HR Annual Conference and Expo, to be held September 25-27 in Washington, D.C.

The Power of Habit: Why We Do What We Do in Life and Business (by Charles Duhigg)



In *The Power of Habit*, Pulitzer Prize-winning business reporter Charles Duhigg delves into why habits exist and how they can be changed. Through narratives that take place in the boardrooms of Procter & Gamble to the sidelines of the NFL to the front lines of the civil rights movement, Duhigg presents a whole new understanding of human nature and its potential. By understanding how habits work, Duhigg asserts that we can transform our businesses, our communities and our lives.

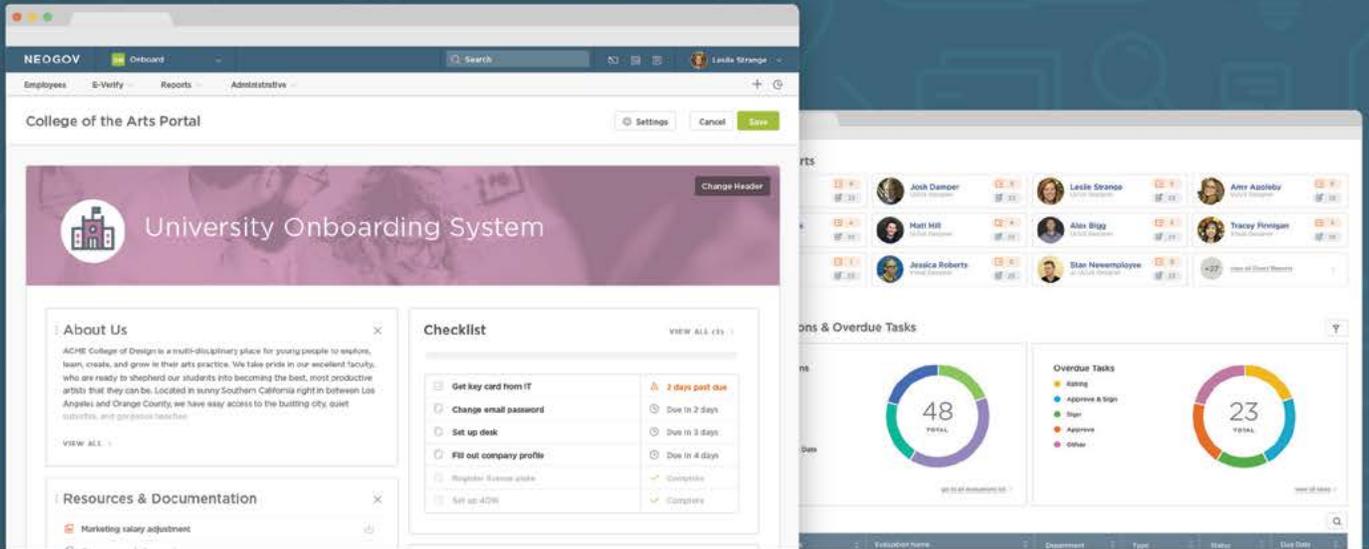
Love 'Em or Lose 'Em: Getting Good People to Stay (by Beverly Kaye and Sharon Jordan-Evans)



Since employees who walk out the door cost their companies up to 200 percent of their annual salaries to replace, retention is one of the most important issues facing businesses today. And with so many surveys reporting that employees are unhappy and not working up to their full potential, engagement is also a serious and costly issue. The latest edition of this *Wall Street Journal* bestseller offers 26 simple strategies — from A to Z — that managers can use to address employees' concerns and keep them engaged.

NEOGOV

HR SOLUTIONS *for*
HIGHER EDUCATION



Insight

Applicant tracking software that automates hiring

- Search committee reviews
- Candidate reference letter uploads
- Electronic reference letter requests
- Multi-level requisition approval workflows
- Position control/management integration
- HRIS integrations



Onboard

Onboarding software that stimulates productivity

- Easy transfer of employee files to HRIS
- Onboard portals for multiple colleges
- Welcome video hosting
- Unique checklist and portals for faculty, student workers, staff, and executives
- Ability to use proprietary forms electronically



Perform

Full-featured employee evaluation software

- Department-specific performance goals and evaluation programs
- Faculty 360 reviews
- Executive 360 reviews
- College/University unique evaluation programs



Featured Events



may

- 12** Virtual Workshop – Tips, Tools and Expert Advice for Title IX Coordinators
- 12** Virginia Chapter Spring Conference – Charlottesville, Virginia
- 18** Oklahoma Chapter Spring Conference – Bethany, Oklahoma
- 18-20** Kentucky/Tennessee Joint Chapter Conference – Bowling Green, Kentucky
- 19-20** Rocky Mountain Chapter Conference – Colorado Springs, Colorado



june

- 7** Maryland Chapter Meeting – Rockville, Maryland
- 9** Georgia Chapter Webinar – Legal Update
- 24** Georgia Chapter HR Symposium – Macon, Georgia



july

- 14-15** Association Leadership Program – Knoxville, Tennessee
- 22** Washington State Chapter Conference – Lakewood, Washington



september

- 11-13** South Carolina Chapter Conference – Myrtle Beach, South Carolina
- 25-27** CUPA-HR Annual Conference – Washington, D.C.

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



Sessions for Higher Ed HR Pros

Compliance topics including FLSA, ACA, Title IX (and the list goes on ...)
Inclusive searches, cultural competence, diverse campus climates ...
Professional development, project management, strategic leadership ...



Learn practical, actionable principles to maximize performance on campus from Shawn Achor, author of *The Happiness Advantage* and *Before Happiness*.



Find out how the outcome of the election could affect policy and regulations at a keynote by political analysts Mara Liasson and Gloria Borger.



Registration Opens in May!
www.cupahr.org/annual2016



Community

Welcome to CUPA-HR!

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

Institutional Members:

Art Academy of Cincinnati
Brooks Institute
Central Carolina Community College
Cogswell Polytechnical College
Coleman University
College of the Marshall Islands
Eastern Wyoming College
Elizabeth City State University
Fayetteville State University
Independence Community College
Johnson College
Memphis College of Art
Midland University
Milwaukee School of Engineering
MiraCosta College
Mitchell Community College
Mt. San Jacinto College
Ohio Christian University
Oregon Coast Community College
Ozarks Technical Community College
Pulaski Technical College
Ripon College
Salem Community College
Schenectady County Community College
State University of New York at Adirondack
Sul Ross State University
Texas State Technical College West Texas
Texas Tech University Health Sciences Center-
El Paso

Toyota Technological Institute at Chicago
University of Kansas Medical Center
University of the People
Volunteer State Community College
Warren Wilson College
Watkins College of Art, Design & Film
Welch College

Student Members:

Patricia Benson
Tonya Burgess
Philip Danquah
Misty Dill
Randa Fathy
Theresa Haarberg
Carrie Hemmings
Rashida Kirton
Michelle Mann
Nathan Perry
Joshua Smith
Paula Williams

Corporate Members:

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EAP Consultants, Inc.
FordHarrison LLP
PK Financial Group Inc.
SageView Advisory Group
Teladoc
Weight Watchers Health Solutions

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CAREER
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LEAVE YOU
EMPTY
HANDED.



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