

# The Higher Education Workplace

Published by the College and University  
Professional Association for Human Resources

THE TALENT MANAGEMENT ISSUE

Winter 2018-19

## Who's Next? A Model for Developing an Internal Talent Pipeline

Page 38



also  
in this  
issue

**14** Case Studies  
in Hiring Local

**22** Embracing the  
Gig Economy  
in Higher Ed

**26** Recruiting and  
Retaining  
Veterans

**32** Removing  
Hiring Barriers  
for the Disabled  
Community

**44** Empowering  
Staff to Guide  
Their Own  
Careers

## Your employees' financial wellness starts now.

You can help your employees live well financially, now and into retirement, with Fidelity's fully integrated financial wellness and retirement program.

Contact your Fidelity representative.

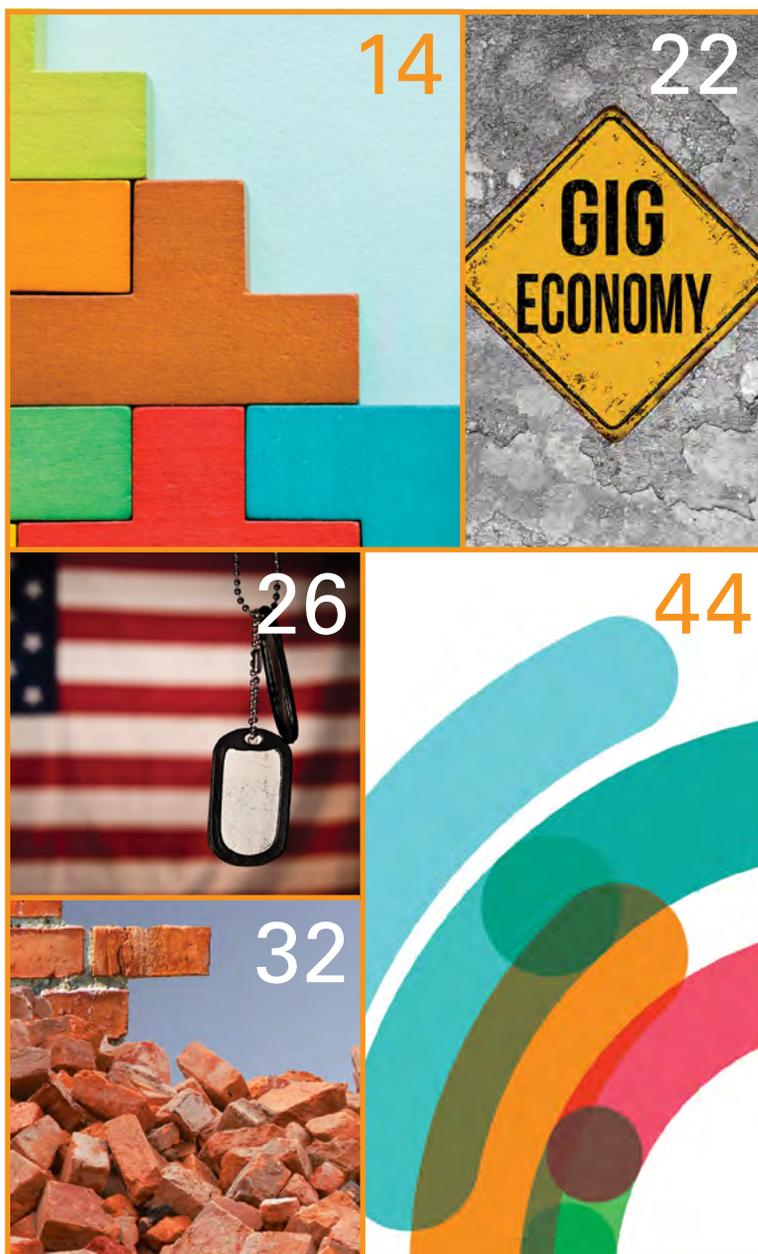


**Investing involves risk including the risk of loss.**

Fidelity Brokerage Services LLC, Member NYSE, SIPC, 900 Salem Street, Smithfield, RI 02971

© 2017 FMR LLC. All rights reserved.

829823.1.0



## on the cover

**38** Who's Next? A Model for Developing an Internal Talent Pipeline

## features

**14** How Two Universities Are Building Community Partnerships to Strengthen Local Hiring

**22** Embracing the Gig Economy in Higher Ed

**26** Hiring Heroes: Providing Employment Opportunities for Military Veterans

**32** Removing Hiring Barriers for the Disability Community

**44** Creating a Focus on Careers and Development at Indiana University

## more

**3** A Word From the President and CEO  
**4** Briefs  
**8** On the Hill

# The Higher Education Workplace

## Magazine Staff

**Director of Communications**  
Gayle Kiser

**Managing Editor**  
Missy Kline

**Senior Graphic Designer**  
Jeremy Longmire

## 2018-19 CUPA-HR Board of Directors

**Chair** John Whelan, Indiana University

**Chair-Elect** Marie Williams, North Carolina State University

**Past Chair** Donna Popovich, University of Tampa

**Treasurer** Jeff Herring, University of Utah

**President and CEO, Ex-Officio** Andy Brantley, CUPA-HR

**Eastern Region Director** Vicki Stewart, York College of Pennsylvania

**Midwest Region Director** Carol Hintz, University of Missouri-Kansas City

**Southern Region Director** Ale Kennedy, Clemson University

**Western Region Director** Janet May, Houston Community College

**At-Large Directors** Barbara Abercrombie, University of North Texas System; Quint Hill, University System of Georgia; Pierre Joanis, Bucknell University; John Martin, Princeton University; Susan Norton, Augusta University; Larry Robertson, Collin County Community College District; Kelli Shuman, South Dakota School of Mines and Technology; Jay Stephens, Kansas State University

*The Higher Education Workplace* magazine is published three times a year by the College and University Professional Association for Human Resources, 1811 Commons Point Drive, Knoxville, TN 37932. Association dues paid by member institutions cover the annual cost for *The Higher Education Workplace* magazine. All changes in address should be sent via e-mail to [memberservice@cupahr.org](mailto:memberservice@cupahr.org).

### WRITER'S GUIDELINES

If you'd like to learn more about submitting an article to *The Higher Education Workplace* magazine, see our writer's guidelines at [www.cupahr.org/knowledge-center/magazine/](http://www.cupahr.org/knowledge-center/magazine/).

### DIGITAL EDITION

Did you know *The Higher Education Workplace* magazine is also available as a PDF on the CUPA-HR website? Visit [www.cupahr.org/knowledge-center/magazine/](http://www.cupahr.org/knowledge-center/magazine/).

### ADVERTISING INQUIRIES

Tel: 877-287-2474 • E-mail: [advertising@cupahr.org](mailto:advertising@cupahr.org)

©2018 College and University Professional Association for Human Resources; all rights reserved.

---

# Let's Stop Calling It Succession Planning

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

---



Another provost leaves after just three years — which by the way is the median tenure for provosts — and we open yet another search. We appoint an interim (probably the same person who served as interim during the last search), bring in another search firm, dust off the job description we used just a few years ago, and appoint another search committee. We conclude the search by selecting an external candidate. Surely that person will bring that extra spark that we just didn't see in the internal candidates. Or maybe no one internally wanted the job.

This is just one challenge we have created by our lack of focus on not just succession planning, but sustainability and the ultimate impact of our colleges and universities. Frequent turnover is a problem for the entire organization, and it impacts our ability to gain momentum and make progress. On the other hand, our lack of planning for anticipated turnover is also a problem that must be addressed. Let's take a quick tour of campus and highlight some of the most pressing challenges.

## Executive Leadership Positions

The median age of our executive leaders (presidents, provosts and other VP-level positions) is 60. For deans, the median age is 58; for provosts, it is 59; for presidents, it is 61. Who on your campus is interested and has the potential to be successful in these roles? Are there colleagues who could excel in these roles with the right encouragement and support? Instead of anticipating that vacant roles will always need to be filled by external candidates, can we not find internal candidates who are already invested in the mission, the culture and the community? If the answer to this question is no, we need to assess our hiring practices and our commitment to the learning and development of our faculty and administrative department heads.

## Chief Human Resources Officers

The median age of chief HR officers is 55. I know you know the math, but that means that half of CHROs are over the age of 55. The uptick in postings to CUPA-HR's JobLine underscores the exodus/retirement of many of

our colleagues. I have watched with significant interest as several of these jobs have had failed searches. It's also been interesting to receive the frequent calls from recruiters, desperate to create a viable pool of strong candidates. For the CHROs who are reading this, who on your team would be a strong candidate to be your successor? If the answer is no one, then I encourage you to take a step back and assess your own hiring and development practices for your team. For the aspiring CHROs who are reading this, what are your skill and competency gaps? Does your CHRO know of your interest in closing those gaps?

## Staff

The most often overlooked (and under-appreciated) employee groups also present significant challenges. Turnover in many of our service positions creates gaps in the quality and level of service we would like to provide to our campus community. There is also a significant challenge regarding our skilled crafts employees that should be of concern for every campus. Nearly half of skilled crafts employees are 55 years old or older, and the median tenure for these incumbents is 10 years or more. In an economy with low unemployment, individuals with these skills and certifications have many career options. How are you and your colleagues preparing for the wave of retirements in these mission-critical positions that support campus operations?

## Call to Action

I could highlight other areas, but our call to action is clear. Instead of focusing on more comprehensive "succession planning" (a term that has become so overused that our campus colleagues tune us out when they hear the phrase), let's create a call to action regarding the long-term sustainability, relevance and ultimate impact of our colleges and universities. The workforce we create, engage and sustain ultimately determines our institution's future.

*All data referenced came from findings from CUPA-HR's 2018 higher education salary surveys.*

## The "Wild West" of Assessment-Based Hiring

A large and growing share of job candidates are assessed directly by potential employers on job-related competencies, experts from Ithaca S+R write in a new report. This practice allows employers to supplement or even skip traditional hiring criteria, including the focus on college credentials.

The report attempts to document and evaluate a “wave of rapid innovation” in pre-employment assessment. It found that, because of the perceived gap between job candidates’ competencies and employers’ needs, some employers are beginning to distrust traditional “signaling credentials” such as college degrees, industry association endorsements and state licensures.

Other major themes the researchers identified include:

- Third-party providers are rapidly entering this new, technology-driven market and are providing new assessment methods.

- The marketplace is flooded, and choosing an assessment technology can be a burden.
- Incompatibility of content and software across assessments and employers’ HR systems present barriers to the broad-based and efficient use of direct pre-hire assessments.
- Intermediaries, including higher education administrators and industry association officials, often are out of touch with new methodologies used by employers and assessment providers.
- Emerging partnerships involving several players in the ecosystem that provide integrated, multimethod assessment strategies are best equipped to successfully measure and develop job candidates’ skills.

*This brief originally appeared in Inside Higher Ed on December 12, 2018.*

## A Snapshot of the Workforce at Community and Technical Colleges

CUPA-HR’s newest research brief highlights how associate’s institutions differ from other institution types in the composition of their workforce, the benefits they offer, and the representation and pay of women and minorities.

Some findings:

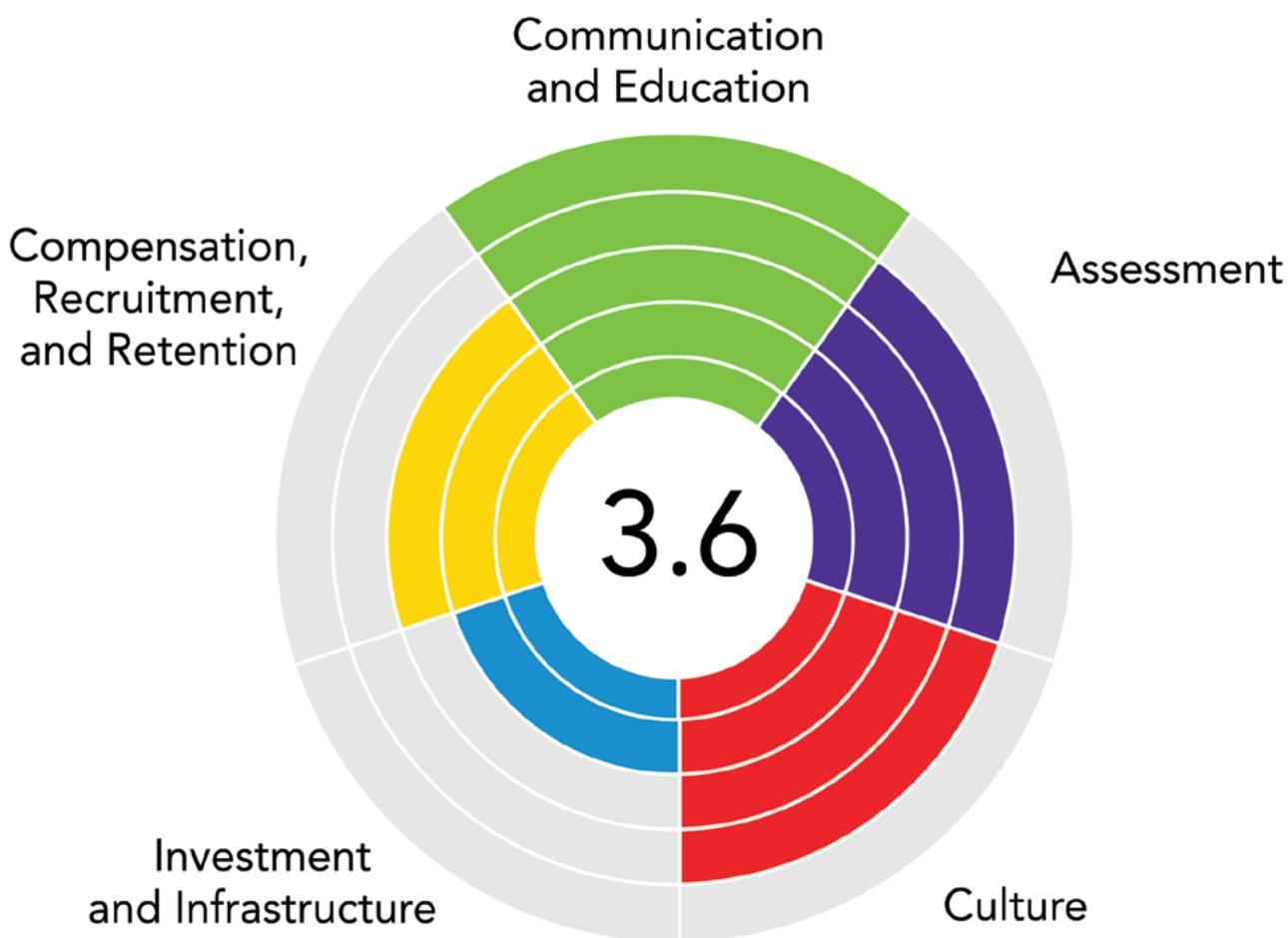
- Associate’s institutions have a greater part-time/full-time staff ratio than do other institutions and a considerably greater non-exempt/exempt staff ratio.
- Associate’s institutions have better representation of women in administrative and professional positions and better representation of minorities across all positions.

- Pay for women at associate’s institutions is more equitable for administrators and professionals than at other institutions. Associate’s institutions also outperform other institutions in minority pay equity for professionals and staff.
- Associate’s institutions are less likely than other institutions to offer healthcare benefits to part-time staff.

Read the brief at [www.cupahr.org/surveys/research-briefs](http://www.cupahr.org/surveys/research-briefs).

# Move From Talking About the Issues to Creating Change on Campus

Introducing the  DEI Maturity Index



Designed to help higher ed institutions take meaningful steps toward developing their diversity, equity and inclusion (DEI) efforts on campus, the index

- **measures progress** on DEI efforts for higher ed employees,
- **provides scores** to help institutions identify areas that need improvement, and
- **suggests actions** that should be taken to achieve progress in those areas.

[www.cupahr.org/dei-index](http://www.cupahr.org/dei-index)

Thank you to our sponsor  Sibson Consulting

## Are Employers Living in an Employees' World?

If you've got talented and hardworking employees, hold on to them tight. A new report from Ceridian is the latest to show that the majority of employees in North America are very open to the possibility of switching jobs. The findings also suggest that all is not well even if they choose to stick around, with workers who say they're unhappy in their jobs nevertheless planning to stay with their current employer for an average of 2.4 additional years.

Ceridian's *2018 Pulse of Talent* report is based on a survey of 2,001 U.S. and Canadian employees conducted by Nielsen. The survey queried workers about their views on loyalty, advancing their careers and satisfaction in the workplace.

The results show that a sizable chunk of the workforce is open to new job opportunities: While 37 percent of respondents are either looking actively or casually, another 36 percent would still consider a new position if they were approached. Only 27 percent said they have no interest in a job outside their current employer.

What factor leads employees to consider quitting for a new opportunity? Big surprise: money. Respondents of all ages cited financial compensation as the top reason for leaving their last job, with 37 percent of respondents aged 18 to 34 and 24 percent of those age 50 and older citing it as a factor (when being able to select multiple factors). Money isn't necessarily the tie that binds, however. When asked to select the single most-important factor that makes them stick with their current employer, more people cited that they love what they do, although salary, job security, benefits and work flexibility also made the top five.

Boredom in one's job is a key signal that employees are ready to start looking. The survey finds that "a desire to tackle new challenges" drives 39 percent of respondents to look outside their current company, while 32 percent said leaving is necessary in order to advance their career. Employees said that, on average, two years is a reasonable time frame in which to receive a promotion.

Finally, a sense of purpose — what are this organization's goals/values and how does my job help advance them — is crucial to job satisfaction, the survey finds. Among the respondents who said their company practices its stated values, 90 percent said they were satisfied with their job. In contrast, only 52 percent of those who said their company did not practice its stated values said they were satisfied. Meanwhile, a mere 51 percent said they feel their contributions have an impact on their organization's business goals.

"Top talent won't rest on their laurels," says Lisa Sterling, Ceridian's chief people and culture officer. "Companies that want to succeed in retaining their star employees need to paint a picture of how their contributions can and do make a difference."

© 2018 LRP Media Group. Reprinted with permission from *Human Resource Executive*® ([www.hrexecutive.com](http://www.hrexecutive.com)).



HigherEdJobs®  
Aspire Higher®

The **candidates** you  
hire today will **impact**  
**your institution**  
tomorrow.

With an audience of higher education professionals that have the experience you're looking for – 88% hold an advanced degree and 67% have worked in higher ed for 5+ years – HigherEdJobs ensures your school will attract and hire the very best.

Learn more at [HigherEdJobs.com](https://www.HigherEdJobs.com) or call 814.861.3080

# The 116th Congress and the Trump Administration's Agenda

By Josh Ulman, Christi Layman and Basil Thomson

On November 6, 2018, an estimated 116 million people — 49 percent of eligible U.S. voters — participated in the elections for the U.S. House of Representatives and U.S. Senate, as well as a host of state and local political positions and voter referendums. Voter turnout was the largest in history for a midterm election and the largest percent of eligible voters to participate since 1914. As many political pundits predicted and historical patterns foreshadowed, Democrats gained a majority and thus control of the House of Representatives for the first time in eight years, and the Republican party retained control of and slightly increased their majority in the Senate.

The result leaves Capitol Hill divided and unlikely to pass much legislation in this highly partisan era. Democrats are likely to use their new majority in the House to highlight the issues they believe will propel them to additional Congressional gains and control of the White House in the 2020 election, and Republicans in the Senate will likely focus on confirming executive branch nominees and federal judges. The elections will also have implications at the other end of Pennsylvania Avenue, where the White House will face a Democratic House eager to slow down through oversight hearings and investigations those aspects of Trump's agenda with which it disagrees — a tactic used by both parties throughout history.

Here, we'll explore the outcomes of the 2018 midterm elections and the impact a newly divided Congress and challenged administration might have on higher ed and higher ed HR in 2019.

## 2018 Midterm Results

All 435 seats in the U.S. House of Representatives were up for election in 2018. In the 115th Congress, which ended in December, Republicans held 235 seats, Democrats held 193 seats, and seven seats were vacant. This meant that Democrats needed to gain 23 seats in order to flip the

House — a result many polls and news outlets predicted would happen, as there were 25 seats held by Republican incumbents in states that Hillary Clinton won in 2016 and more than 35 Republican incumbents who did not seek re-election. This created a large number of open seats, which are historically more likely to flip than seats in which an incumbent is seeking re-election. As we know now, these predictions were correct, with Democrats gaining a net total of 39 House seats.

In the Senate, 35 seats were on the ballot in 2018 — the 33 seats regularly scheduled for election in that cycle and special elections in Minnesota and Mississippi. Of the 35 seats, 26 were held by Democrats and nine were held by Republicans. Out of the those 26, 10 were in states Donald Trump carried in 2016. As the Senate consisted of 51 Republicans, 47 Democrats and two Independents in the 115th Congress, polls predicted Republicans would hold on to their majority or enhance their majority given the number of seats Democrats had to defend in states that President Trump won. Again, these predictions proved to be correct as Republicans flipped three Senate seats, adding a net of two seats to their majority.

## Key Takeaways From the Midterms

While the results from 2018 may seem like they came with few surprises, they exceeded or came close to exceeding a number of historical markers. For instance, while the Democrats' net gain of 39 seats in the House lies squarely in the middle of the average loss of seats for a president's party in the midterms (29) and the average loss of seats for a wave election (48), they did win the House with the largest margin of victory in a midterm election for either party. Also, according to the United States Election Project, an estimated 116 million Americans cast ballots on November 6 — the highest raw vote total for a non-presidential election in U.S. history. The 2018 exit polls provide greater detail on who voted and why:

- Only 31 percent of eligible young voters (ages 18-29) cast ballots.
- Those young voters favored Democrats to Republicans (67 percent to 32 percent).
- Latino voters made up 11 percent of total voters and favored Democrats by 69 percent.
- Asian voters, who made up about 3 percent of the national vote share, favored Democrats by 77 percent.
- Black voters made up 11 percent of total voters and favored Democrats by 90 percent.
- Of the 52 percent national vote share for women, women voted 59 percent to 40 percent Democrat to Republican.
- Of the 72 percent national vote share for white voters, 54 percent voted Republican compared to 44 percent for Democrats.
- Of the 30 percent national vote share for independents 54 percent voted Democrat while 42 percent voted Republican.

As for the why:

- Sixty-eight percent of voters said their vote was a message of support (31 percent) or opposition (37 percent) to President Trump — a midterm record and clearly a motivator sending people to the polls.
- Forty-one percent of voters said healthcare was the most important issue facing the country, followed by immigration (23 percent), the economy (22 percent) and gun policy (10 percent).
- Thirty-six percent of Democratic television advertising was on the topic of healthcare compared with 12 percent of GOP advertising, which may explain why 57 percent in the exit poll said the Democrats would better protect healthcare for people with pre-existing conditions, while 35 percent said the GOP would.

Overall, the results of the midterms point to more of a suburban realignment for House Democrats. Small, predominantly white, rural counties voted Republican, and suburban counties (especially those with high numbers of well-educated voters) and cities voted Democrat. In the

116th Congress, there will not be a single Republican representative in a congressional district that is completely urban.

Some other noteworthy results from the midterm elections:

- In what some have described as a “pink wave,” 2018 was a record year for female candidates — both for those who ran and those who won:
  - An all-time-record 256 women ran for Congress, and an all-time-record 116 won.
  - 126 (106 Democrats and 20 Republicans) women will serve overall, increasing the percentage of women in Congress from 20 percent to 23.6 percent.
  - Alexandria Ocasio-Cortez became the youngest woman ever elected to Congress; Minnesota's Ilhan Omar and Michigan's Rashida Tlaib became the First Muslim congresswomen; Massachusetts and Connecticut elected their first Black congresswomen; New Mexico and Kansas elected the first Native American congresswomen ever; and Kansas' Sharice Davids is Kansas' first LGBTQ congresswoman.
- With 2018 seeing the third-highest turnover rate since at least 1974, the 116th Congress will have a large freshman class (10 senators and 100 representatives), half of whom have never held elected office.

All of these superlatives and exit poll discoveries will play on both parties' strategies moving into the 2020 presidential elections and will necessarily impact the priorities each party pursues in this Congress.

## A New House Majority

The party that holds a majority in the House or Senate controls that body's overall and committee-level agenda. This means that the majority party decides which legislation moves through the committee process and comes to a vote before the entire chamber. The majority party decides the focus of committee hearings and determines the majority of the witnesses that testify at those hearings — this includes having the power to subpoena witnesses. Committee leaders often use hearings to conduct oversight of executive branch activities.

Additionally, the House and Senate have control over funds appropriated to federal agencies. They can use this “power of the purse” to restrict the executive branch from taking certain actions through provisions in appropriation bills called “riders.” In sum, Democrats in the House will wield immense power over that chamber’s proceedings between now and at least 2020, with party leadership and committee chairmen in particular determining the legislative and oversight agendas.

### Education and (Workforce) Labor

While there are a number of House committees with jurisdiction over issues facing higher ed HR, the primary committee with which CUPA-HR interacts is the committee with jurisdiction over education and employment policies — the Committee on Education and the Workforce. In the 116th Congress, Bobby Scott (D-VA) will chair the committee which he has continuously served on since he was first elected to Congress in 1993,

## The Committee on Education and Labor will likely push a legislative agenda that includes paid leave, increased regulation of sexual harassment in the workplace, minimum wage and pay equity.

and former Chairwoman Virginia Foxx (R-NC), who has held a variety of positions in higher education, will now act as ranking member.

Under Rep. Scott’s leadership, the committee’s first order of business will likely be to change its name to the Committee on Education and Labor to reflect Democrats’ desire to put labor atop the agenda and revert to what it was called before Republicans won a House majority in 2010. On the more substantive issues that the committee covers, in a letter to his Democratic colleagues asking for their support to serve as chairman, Rep. Scott said he would “advance equity in education, expand access to affordable healthcare, ensure workers have a safe workplace where they can earn decent wages, and conduct rigorous oversight into this administration’s deregulatory agenda.”

More specifically, we expect the committee to push a legislative agenda that includes issues such as paid leave, increased regulation of sexual harassment in the workplace

and employment arbitration agreements, minimum wage and pay equity. In an interview with Politico, the chairman-in-waiting said that a “minimum wage bill will be one of the first we consider ... something not identical to the Raise the Wage Act, which is \$15 by 2024, but something very similar.” On the topic of paid leave, Scott suggested there may be a bipartisan path forward, saying, “Although I didn’t support Mimi Walters’ legislation on family leave, the fact that she introduced a bill on that issue suggests that there is bipartisan support possible.”

While it remains to be seen if Republicans, Democrats and the Trump administration can work together to fashion some sort of federal paid leave policy, it is certain that this issue will continue to percolate at the state and local level, increasing the patchwork of state and local mandates of which employers must be aware. While the committee is not working on Democrats’ legislative agenda, look for it to focus on intense oversight of the Department of Labor

(DOL), the National Labor Relations Board (NLRB) and the Department of Education as a means to shine a light on the Trump administration’s deregulatory agenda and slow down both pending and future initiatives such as the Education Department’s proposed rule on Title IX,

DOL’s rewrite of the Obama-era overtime rule, and the NLRB’s recently proposed joint-employer rule (see below for more on the administration’s regulatory initiatives).

### Status Quo in the Senate

With respect to the Senate, as we discussed earlier, the GOP added to their majority but remain seven seats shy of the 60 votes needed to defeat a legislative filibuster, which means that much of that chamber’s work will revolve around confirming presidential nominations to the judiciary and the administration. These confirmations will likely consume much of the Senate’s time, as many nominees from President Trump’s first two years in office did not receive a vote in the Senate before the 115th Congress ended, and new nominees will need to be confirmed as numerous departures are common after the midterms.

### Senate HELP Committee

The Senate Committee on Health, Education, Labor and Pensions (HELP), which is the key committee for many issues of relevance to CUPA-HR, has undergone less change than in the House and will continue to be led by Chairman Lamar Alexander (R-TN) and ranking member Patty Murray (D-WA). Having previously served as Education Secretary and the University of Tennessee's president, Sen. Alexander intimately knows and understands higher education's issues, and from previous years serving as chairman knows the challenges facing employers as well. Sen. Murray has served in the Senate since 1992 and as a member of Democratic leadership since 2007. In addition to her service on the HELP committee, she also serves as a member of the Committee on the Budget, the Committee on Veterans' Affairs and the Appropriations Committee.

Like the Senate as a whole, the HELP committee will continue to devote a large majority of its time to confirming key executive-branch positions that remained vacant or without permanent leadership at the end of the 115th Congress as well as new vacancies that come about through departures at agencies that make employment policy. At the DOL, unconfirmed nominees (John Pallasch for Assistant Secretary for Employment and Training, Scott Mugno for Assistant Secretary of Labor for Occupational Safety and Health, Bryan Jarrett for Assistant Secretary for Policy and Cheryl Marie Stanton for Wage and Hour Administrator) must start the nomination process all over again.

At the Equal Employment Opportunity Commission (EEOC), unconfirmed nominees (Chai Feldblum, Daniel Gade and Janet Dhillon) have left the commission without a quorum of at least three Senate-confirmed commissioners and the ability to decide cases. At the NLRB, Republicans' and business groups' objections to President Trump's re-nomination of Democratic member Mark Pearce have frustrated Democrats on the committee, including Murray, who said that Democrats will hold up confirmation floor votes for HELP Committee nominees unless Republicans agree to move the nominations of Mark Pearce to the NLRB and Chai Feldblum to the EEOC.

### The Administration's Agenda

As it is unlikely that significant legislation will be enacted in a divided Congress, most of the significant federal

policy changes for the next two years will come from federal agencies. While it is true that oversight hearings and congressional subpoenas may distract these agencies and consume staff time and resources, delaying action on pending regulatory initiatives, such remarkable oversight will not be a death sentence to fulfilling President Trump's agenda.

To understand some of the top priority items that agencies will look at tackling in the first months of 2019, the Trump Administration released its Unified Regulatory Agenda and Regulatory Plan in October. The agenda provides the regulated public with a detailed glimpse into the regulatory policies and priorities under consideration by 59 federal departments, agencies and commissions and prioritizes action items for the coming year. The October agenda sets target dates for each agency and sub-agency's regulatory actions, from the beginning to the end of the regulatory process, and provides insight into which issues will be a short-term focus for the agency. Although the agenda reports on thousands of rules and regulations, below are the pending regulatory initiatives at agencies of importance to CUPA-HR members.

#### *Department of Labor Wage and Hour Division*

- **Defining and Delimiting the Exemptions for Executive, Administrative, Professional, Outside Sales and Computer Employees**

The Department of Labor's Wage and Hour Division (WHD) postponed to January 2019 the target release date for a new Notice of Proposed Rulemaking (NPRM) on overtime requirements under the Fair Labor Standards Act (FLSA). DOL states that it will use the responses it received to its 2017 Request for Information (RFI) on the invalidated Obama administration's overtime rule along with the feedback from the public listening sessions the department conducted in the fall of 2018 to develop the NPRM. The RFI sought comment on whether the Obama rulemaking went too far in its efforts to expand overtime pay to more workers. On September 25, CUPA-HR, joined by 20 other higher education associations, filed substantive comments in response to the RFI highlighting higher education's belief that an increase to the salary threshold is due and that DOL has an obligation to update the threshold from time to time to ensure the exemptions are not abused

and outlining what we believe to be DOL's best course of action moving forward. It is not clear what the new proposed salary level will be or whether the rule will contain other elements beyond updating the threshold; however, comments made by Secretary of Labor Alexander Acosta suggest that the NPRM will include a smaller salary level than the 2016 rule.

- **Regular Rate Under the FLSA**

WHD also postponed the target release date to December 2018 for an NPRM to address how regular rates of pay are calculated when determining overtime pay. However, this target date was missed by the department, which means the proposal could come out in the early months of 2019. The department is considering amending the implementing regulations of the FLSA to clarify and update those requirements.

- **Joint Employment Under the FLSA**

A new addition to the latest agenda is a proposal clarifying the contours of the joint employment

to spend a significant amount of time reviewing the comments it received before issuing a final rule. The joint employer standard is used to determine when two or more entities are jointly responsible for the terms and conditions of employment over the same group of employees. These terms and conditions include but are not limited to having the ability to hire, fire, discipline, supervise or direct employees. Joint employers are responsible for bargaining with any union representing the joint employees and are mutually liable for any violations of the NLRA either entity commits with respect to those employees.

### *Department of Education*

- **Title IX Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance**

On November 16, the U.S. Department of Education issued a proposed rule changing how colleges and universities must handle allegations of sexual assault and harassment under Title IX of the Education Amendments of 1972.

This long-awaited proposal is the first action by the Education Department since September 2017, when it rescinded guidance issued by the Obama administration in 2011. CUPA-HR will be working with our other higher education colleagues to formulate comments in

response to the proposal by the January 28 deadline.

### *Department of Homeland Security U.S. Citizenship and Immigration Services*

- **Registration Requirement for Petitioners Seeking to File H-1B Petitions on Behalf of Aliens Subject to Numerical Limitations**

The U.S. Citizenship and Immigration Services (USCIS) had planned to issue an NPRM in October 2018 (this proposal was initially slated to be issued in February 2018) to establish an electronic registration program for petitions subject to numerical limitations for the H-1B nonimmigrant classification so that they could finalize the regulation by April 2019 in time for the next H-1B cycle. Despite missing the deadline

## Democrats in the House will wield immense power over that chamber's proceedings between now and at least 2020, with party leadership and committee chairmen in particular determining the legislative and oversight agendas.

relationship to assist the regulated community in complying with the FLSA — WHD targets an NPRM to be issued in December 2018.

### *National Labor Relations Board*

- **Joint Employer Rulemaking**

In September, the National Labor Relations Board (NLRB) published an NPRM to establish the standard for determining joint-employer status under the National Labor Relations Act (NLRA). The comment period on the proposal closed on December 13, 2018. The NLRB received thousands of comments on the proposal, and CUPA-HR signed on to comments submitted by the Coalition for a Democratic Workplace. The NLRB will have

for the proposed rule, Department of Homeland Security (DHS) officials have still stated they intend to have the final rule in place by April 2019. USCIS claims that this regulation is necessary to increase efficiency in allocating cap-subject H-1B visas, as the demand for H-1B specialty occupation workers by U.S. companies has often exceeded the numerical limitation. The agenda also states that the proposal may include a modified selection process, as outline in section 5(b) of Executive Order 13788, Buy American and Hire American.

- Strengthening the H-1B Nonimmigrant Visa Classification Program**  
 USCIS plans to issue an NPRM in August 2019 (this proposal was initially slated to be issued in October 2018) to revise the definition of “specialty occupation” and revise the definition of “employment” and “employer-employee relationship.” The agenda states that DHS’s purpose for proposing these changes is to “increase focus on obtaining the best and the brightest foreign nationals via the H-1B program,” to “better protect U.S. workers and wages,” and to “to ensure employers pay appropriate wages to H-1B visa holders.”
- Removing H-4 Dependent Spouses From the Class of Aliens Eligible for Employment Authorization**  
 USCIS had planned to issue an NPRM in November 2018 (this proposal was initially slated to be issued in February 2018) to terminate the employment authorization program for certain H-4 spouses of H-1B nonimmigrants as a class of aliens eligible for employment authorization in the U.S. On May 23, 2018, in a filing with the U.S. Court of Appeals for the District of Columbia Circuit, which is hearing an appeal in the case of Save Jobs USA v. DHS, DHS notified the court that the NPRM is in the final stages of clearance before being sent to the Office of Management and Budget for review. Despite that filing, USCIS missed the November target date. However, USCIS director Francis Cissna told Bloomberg Law that he “expects that before the end of the calendar year, the proposed rule will probably be out.”

*Department of Homeland Security U.S. Immigration and Customs Enforcement*

- Establishing a Maximum Period of Authorized Stay for F-1 and Other Nonimmigrants**  
 U.S. Immigration and Customs Enforcement (ICE), which among other things administers the student visa program, intends to publish a notice of proposed rulemaking in September 2019 that would place a maximum period of stay on F-1 student visas. Under current practice, foreign students typically enter the U.S. for the “duration of status,” which means a student can remain in the country until completion of the academic program. ICE says SEVP-certified schools, nonimmigrant students and the employers of nonimmigrant students who participate in practical training would incur costs for increased requirements. This rule is intended to decrease the incidents of nonimmigrant student overstays and improve the integrity of the nonimmigrant student visa.

**Moving Parts**

As is clear from the numerous pending regulatory initiatives facing the administration and the complicated dynamics a divided Congress will bring to Washington in the 116th Congress, there will be myriad moving parts for higher ed HR leaders to keep abreast of in 2019. We at CUPA-HR will continue to monitor these many developments and keep members engaged and aware of any changes that could impact campuses and the higher ed workplace. 

***About the authors:** Josh Ulman is chief government relations officer for CUPA-HR. Christi Layman is manager of government relations for CUPA-HR. Basil Thomson is government relations specialist for CUPA-HR.*

# How Two Universities Are Building Community Partnerships to Strengthen Local Hiring

Colleges and universities strengthen and support the communities they call home in myriad ways — one of which is providing jobs for local residents. Although institutions often must cast a wide net in order to find the most qualified faculty and high-level administrative talent, the majority of staff and many professional-level positions can be filled by tapping into the local labor market. While many institutions do a great job of reaching qualified candidates in their own backyard, others struggle to identify and bring local talent into their candidate pools.

By collaborating with local economic-inclusion and community-development organizations, two institutions — Towson University in Baltimore and Drexel University in Philadelphia — have paved the way for economically disadvantaged individuals in their communities to get training, an education and jobs with their institutions.

## Towson University's Approach to Leveraging Local Talent

By Jennifer Stano

After years of only modest success tapping into the local labor market, Towson University changed the way it identifies and recruits local talent by partnering with community organizations whose mission is to provide professional, learning and training opportunities for economically disadvantaged Baltimore residents.

### Lacking in Local Talent and Diversity

In 2015, Towson University (TU)'s HR office conducted an analysis of two years' worth of applicant data. Specifically, we were looking to learn more about our qualified applicants — where they were coming from, their demographics, how far they progressed in our recruitment process. The findings were surprising. Despite Towson being situated on the Baltimore County/Baltimore City line, the majority of our qualified applicants came from all over Maryland and the surrounding states. In addition, the diversity of qualified candidates was far less than the reported availability from our census data in our affirmative action plan. It was evident that passive recruiting efforts were not making an impact on our local community.

We quickly realized as an institution that we needed to conduct more outreach and develop stronger partnerships to reach qualified applicants in the Greater Baltimore region. We wanted our residents to not only know about TU, but to consider us an employer of choice. To increase our presence as a viable option for employment in the Baltimore area, we partnered with the Baltimore Integration Partnership (BIP) and Humanim. BIP serves as a collaborative of anchor institutions, funders, nonprofits and public organizations focused on establishing economic inclusion as the business culture of norm in Greater Baltimore. Humanim's mission is to support and empower individuals with disabilities and socio-economic challenges throughout Maryland and Delaware by building pathways to economic equity, opportunity and independence.

### A Partnership That Makes Sense

BIP connects local anchor institutions to a variety of programs and efforts and allows anchors to provide feedback and support for the effort. BIP sees anchors as the region's most powerful allies, providing the strongest opportunities to advance economic inclusion and positive economic growth for local citizens and small business owners. BIP is not unique; there are close to 20 existing and emerging anchor institution collaborations across

the country. For HR professionals, these partnerships are particularly important for organizations focused on workforce training and placement.

Shortly after we connected with BIP, Humanim presented to a local hiring anchor group. They were looking for support for their administrative assistant training program, a nine-week course that delivers occupational skills training in the administrative field, specifically targeting economically distressed communities across Baltimore City. The organization was looking for HR representatives to participate on their steering committee, to guide curriculum and to commit to consider graduates for hire.

I was intrigued, but unsure. Our recruitments for administrative assistant positions typically gather 100+ applicants within a few weeks of posting and are highly competitive. In addition, many of our job requirements include several years of administrative experience, and in some cases a bachelor's degree. I committed TU's support to Humanim, although I was uncertain in what way. As HR professionals, we are often tapped into opportunities to provide resume reviews or conduct mock interviews. At the time, I resigned to the idea that this may be the only way TU's HR team could contribute.

BIP and Humanim served as leaders for the administrative assistant training program work. BIP coordinated meetings between the anchor institutions and provided insight into best practices and additional information sessions on new or potential partnerships. Humanim continuously recruited hundreds of potential candidates for the program, ensured quality instruction, designed and executed the program, and worked closely with anchors on placement. Initially, my role in HR was limited to providing feedback on the curriculum, attending mock interviews and coordinating visits to TU's campus. Throughout the time I supported the effort, I met dozens of diverse, highly qualified administrative assistants and recognized that they got lost in the large candidate pools for our open positions. I knew I had to find a way to better connect the candidates to our hiring managers so that they could be considered for positions at our university.

### The Temp Pool

Human resources at TU traditionally engaged in temporary services from different agencies in Baltimore. When we occasionally needed outside temporary support, we would contact and hire from an agency, with mixed levels of success and with a lot of infrequency. When a colleague suggested that we create our own temp pool, I had a light bulb moment.

We posted an ongoing requisition on our jobs website for administrative support. The minimum requirements were a high school diploma and no experience, but an applicant may be placed in a higher level depending on the needs of the unit and the individual experience and education. The job posting explained that TU was building a pool of potential candidates for temporary and part-time administrative positions who would be interviewed and placed once the need arrived. We pitched the idea to the group at Humanim and were met with enthusiasm. While we highly support the goal of getting permanent employment, Humanim trainees could continue to gather experience, and a paycheck, from TU while conducting their job search.

TU staff and faculty quickly embraced the idea of the temp pool, and we saw the number of requests for temporary support rise. Our first Humanim hire was only at the university for a few months before being selected for permanent employment at another anchor institution, but another Humanim program graduate was hired into the permanent position for her TU department after serving in the temporary role for only three months. Subsequent hires have supported various departments and continued their learning through continuous temporary employment. In addition, we have engaged our faculty and staff in the process earlier in the training program by inviting them to meet and interact with the Humanim cohort at an onsite visit prior to graduation. Faculty and staff have remarked that these events help them to think differently about how they are recruiting and selecting their final candidates.

### **The Talent**

These efforts also create a valuable experience for the Humanim trainees. By encouraging interaction between hiring managers and the trainees, we've seen greater buy-in for the program. In addition, the trainees build confidence in their ability to demonstrate value and secure employment. After three years of a successful partnership between BIP, Humanim and TU, I have witnessed firsthand the pride and excitement of the cohort when they graduate the program. By the time members from the anchor institutions attend the graduation ceremony, they have already established relationships with the trainees, and many of them already have jobs in place. I met one of the Humanim trainees during a mock interview session. I was immediately struck by her positive attitude and friendly approach. She had entered the Humanim program to better establish herself professionally and to gain the

support and experience so that she could get her foot in the door. Almost immediately after graduating from the Humanim program, she joined TU's HR team as a temporary employee. For her, the temporary role was a time to build confidence in working at a university and better prepared her for her interview to a permanent administrative assistant position.

### **Replication**

It didn't take long for TU to replicate these efforts with other community partners. The Workforce and Technology Center through the Department of Rehabilitation Services offers opportunities to work with their trainees and provide guidance throughout their training program. This 24-week program focuses on keyboarding skill development, Microsoft Office and business etiquette. While conducting a mock interview session, I was approached by one of the clients who had already prepared a cover letter and resume in expectation of my arrival, which led to her being placed in a part-time temporary role at TU while she continued the program. As a temporary employee, she attended every training class she could and made it a point to network within the university in preparation for applying for a permanent position.

### **Successes and Opportunities**

Over the past year, we've hired six employees from our community partnerships and have prospective graduates that we are looking to bring on in the future. When we hire from one of our partners, we know that we are getting an employee that is prepared, hungry for success and ready to carry on the momentum of our fast-growing university.

For TU, the experience is rewarding on all levels. I'm honored to have the opportunity to bring together our employees and our community partners in a way that creates opportunities for everyone. The more I listen to Baltimore residents share their valuable experience and the struggles they have faced, the more I intimately understand the barriers to employment for many in our community. At the end of the day, I get to do what most HR professionals seek to do — help others. The long-term goal is to replicate the program for other areas and functions so that our university can continue to leverage the talent that our city has to offer. The qualified and eager candidate is there, and our community partnerships help to bridge the gap.

**About the author:** *Jennifer Stano is senior HR partner at Towson University.*

## Drexel University's "Hire Local" Strategy

By Jennifer Britton

Drexel University's main campus straddles two very different Philadelphias. The campus sits in the southeastern corner of the West Philadelphia Promise Zone, a designation for a set of neighborhoods facing the challenges resulting from urban disinvestment, generational poverty, violence and persistent unemployment. Directly to the east of campus, just across the Schuylkill River from Center City Philadelphia, groundbreaking has recently begun for the Schuylkill Yards innovation neighborhood, a science-and-tech economic development whose benefits have remained out of reach for Promise Zone residents.

Drexel and several community partners have been working together on a vision to integrate these two seemingly polar opposite areas, with the goal of ensuring that children born today in the Promise Zone have the education opportunities they need to become scientists at Schuylkill Yards, while their parents and caregivers have access today to jobs with family-sustaining wages.

### Why Hire Local?

Drexel's motivation behind its "Hire Local" strategy is the same one driving the university's broader civic engagement and anchor mission work. The notion of working for the greater good is embedded in the mission of higher education, and as such we identify an obligation to collaborate with university neighbors to address issues of shared concern — and economic inclusion is high on the list of concerns that local communities articulate.

There is also a business case to be made about the value of being an engaged anchor — for example, civic engagement is an appealing form of applied learning for students, and faculty recruits increasingly value this spirit of inclusion as an institutional feature. As far as local hiring and recruitment goes, we can experience salary savings by tapping into federal workforce development dollars; we can improve retention in high-turnover positions; and initiatives like placing local jobseekers into temporary positions can reduce costs associated with temp agencies (with additional benefits realized when we can transition local temporary employees into permanent positions).

Additionally, turning our attention to a previously untapped network of jobseekers is a path to building a more diverse, talented and creative university workforce.

### Our Partners in the Effort

Drexel's office of university and community partnerships worked diligently to bring a diverse team together around the issue of local recruitment and hiring. Internally, creating this strategy called for a blessing from the chief financial officer along with active collaboration with human resources. The data study to come would also identify as important internal partners managers in departments experiencing high turnover.

**We realized that turning our attention to a previously untapped network of jobseekers is a path to building a more diverse, talented and creative university workforce.**

External to the university, we linked with Philadelphia Works, the regional workforce intermediary and a source of federal workforce dollars. We also worked closely with West Philadelphia Skills Initiative (WPSI), an organization that connects West Philadelphia employers seeking talent to West Philadelphians seeking jobs. WPSI brought expertise in connecting jobseekers to hiring organizations and a deep familiarity with the strengths and needs of West Philadelphia workers.

We also teed up working relationships with respected adult education providers in Philadelphia to help us devise mechanisms for addressing gaps between minimum education credentials required for entry-level jobs in the university and the education attainment levels of neighborhood jobseekers.

### What the Data Told Us

Rather than relying on assumptions and guesswork to drive our strategy, we took time to understand our data, with the analysis deriving from questions about:

1. Jobseekers: How can we characterize the job readiness and qualifications of local residents, and what jobs are the university's neighbors applying to in our institution? Additionally, what are the gaps between the university's minimum job requirements and the average local education attainment and literacy?

2. Internal opportunities: In which positions are we experiencing higher-than-average rates of turnover? High-turnover positions offer a locus for customized on-the-job training that can solve problems for internal managers while also generating employment for local residents.

## Cohort-based training — walking a group of recruits through on-the-job training together — is an intentional aspect of our Hire Local effort.

Some findings:

- While Drexel requires a high school diploma or GED as a minimum education requirement for all jobs entry-level and up, around one-third of Promise Zone residents have not finished high school.
- The average adult literacy level in the Promise Zone is a fourth-grade capacity.
- Medical practices connected to Drexel's College of Medicine were experiencing exceptionally high turnover rates in their medical assistant positions.
- Many West Philadelphia residents hold medical assistant certificates but are unemployed or under-employed because the private, for-profit, certificate-granting institutes where they received training do not provide students with enough practical internship experience to meet the job requirements for most medical assistant positions in regional medical systems.

These findings informed two programmatic initiatives at Drexel:

- 1) A community-based adult education program that would support literacy, digital access and diploma completion, helping residents with eligibility for and access to jobs with Drexel and its major vendors.
- 2) A customized, cohort-based recruitment and training program that would pull West Philadelphia residents into medical assistant positions.

### Adult Education Programming

In 2013, Drexel's office of university and community partnerships launched the Dornsife Center for Neighborhood Partnerships, a community resource center inspired by the tradition of cooperative extension. Located off campus, the Dornsife Center houses programming from Drexel academic departments and the administrative office, along with select nonprofit organizations, around themes identified through an ongoing stakeholder engagement process.

One of the programmatic areas consistently identified as a priority by neighborhood residents is jobs access, and as a result one of

the earliest programs established at the Dornsife Center was an open-access computer lab. Because job listings and applications are almost exclusively online these days, digital literacy and digital access are important tools for jobseekers. And in a low-income neighborhood where only about one-third of homes have WiFi access, opening the lab at the Dornsife Center effectively doubled the public internet resource that was already available at the nearby public library branch. The lab is consistently busy each day, with participants taking advantage of digital skills training, setting up email accounts, learning to use social media, and getting more advanced training in commonly used office software.

In response to the education-attainment gap experienced by many neighborhood residents, the Dornsife Center set up a partnership with Goodwill Industries of New Jersey and Philadelphia to bring their Helms Academy program to the site. First piloted in southern New Jersey, Helms Academy (named for the founder of Goodwill Industries) walks participants through their high school diploma completion while simultaneously offering 30 free-of-charge community college credits, all accompanied by career support and counseling.

The link to community college credits is an innovative answer to a challenge many community college students face when they start their first year not entirely prepared — completing necessary remedial courses can take up all of their available federal grant support before they even begin completing credits that count toward an associate's degree, and this is a driver of community college dropout rates.

Helms Academy gives participants access to free community college courses without the work taking a bite out of education grant money. At the Dornsife Center, the Community College of Philadelphia is the community college partner with Helms Academy. Another important aspect of the Dornsife Center's adult education suite of programming is HR Open Hours. Once each week, a specialist from Drexel's HR office holds walk-in hours connected to the open lab. During the HR Open Hours, neighborhood jobseekers can get help searching job announcements (whether inside Drexel, with Drexel's major vendors or around the city), working on resumes and cover letters, and practicing interview skills.

### **On-the-Job Cohort Training for Medical Assistants**

Since 2014, Drexel has run several cohort-based recruitment and training programs, primarily to fill medical assistant (MA) positions with medical practices affiliated with the College of Medicine — where we realized from data analysis that we were experiencing higher-than-average turnover.

Cohort-based training — walking a group of recruits through on-the-job training together — is an intentional aspect of our Hire Local effort for two reasons: (1) the cohort framework offers a network of support and accountability among trainee peers that has been shown to support success in job placements, and (2) cohort training is substantially more cost effective than carrying out numerous unconnected training processes for individuals.

In the MA training program, Drexel's office of university and community partnerships coordinated with human resources and the West Philadelphia Skills Initiative (WPSI) to guide trainees and their practice managers through a six-month process to permanent placement in full-time MA positions, with benefits.

Working with WPSI, we used what we learned in focus groups with medical practice managers to design a training curriculum. Before a cohort ever starts, personnel from the office of university and community partnerships and HR spend time talking with medical practice managers to ensure that there will be training site placements and open positions available for each successful participant, as we feel strongly about ensuring opportunities for employment for those who successfully complete the program.

### ***The MA Training Model***

The MA training model features substantial classroom time with the training partner, with phased-in and increasing amounts of time for trainees in their placement practices. Classroom time is used to cover some of the topics that most for-profit MA certificate-granting institutes do not, including intercultural competence, problem-solving skills and financial education.

One of the key aspects of the training plan ensures that trainees come out of the program with the skills hiring managers need most. MA trainees get substantial time working with the proprietary software that Drexel's medical practices use, so they arrive in their placements already comfortable with everyday records-management tasks. The program also makes use of the College of Medicine's hands-on training labs so that trainees have ample opportunity to build clinical skills. The MA cohorts initially split their time between the job placement site and a training classroom. A gradual transition to a full workweek at the placement site allows time for trainees to continually reflect with trainers and peers on their workplace experiences and allows trainers to make real-time corrections in the cohort's learning objectives based on performance early in the program. In our structure, trainees go from three to four to five days a week in the job site over the course of six months as they take on increasing responsibilities and gain knowledge and skills. As trainees hit specific performance milestones throughout the program, they receive wage increases as incentive and reward.

We have found it important to not neglect support for managers as we train and place new MAs in positions in Drexel's medical practices. Other employees in these practices may feel resentful about new hires who appear to spend so much time away from the practice, so we work with managers to prepare them to discuss the program with transparency with all employees in order to create a welcoming work environment for trainees. Additionally, where gaps in managers' skills may have contributed to MA turnover, we offer support and training for managers in better navigating and supervising workers in a culturally diverse workplace.

### ***Trial by Error***

As part of the classroom training time, MA trainees are encouraged to build their professional networks, and through that network building they often receive outside

job offers. In at least two of our MA cohorts, our recruits were being poached by medical practices outside of the Drexel system because they were such good candidates. Early in the design of the program, we had failed to consider where our hourly wages for trainees should start, and as a result of losing promising recruits, we revised our starting wages in order to be a more competitive workplace for trainees.

Our MA recruits are unemployed for an average of 56 weeks prior to beginning their employment through the cohort program. As they transition into a new workplace, their needs around supervision and support may be a little different from MAs who are hired through traditional routes. We realized after the first cohort that frontline managers represented one of the most substantial challenges for new MA recruits and that managers needed more training than we initially realized.

We worked with WPSI to develop manager training that specifically addresses issues like racial and class consciousness, locus of control and conflict management. We also found that managers needed support in messaging about the program. Medical practices are staffed with other medical assistants hired in a more traditional way, and by taking time with managers to prepare them to talk about the program, we could ensure the cohort MAs would be better able to integrate with the rest of the staff as a fully realized team member.

### ***Benefits to Drexel's Medical Practices***

The MA trainees have been an asset to the medical practices in which they are placed. Says Vanessa Stepney, director of quality management and patient safety at Drexel's College of Medicine, "Most of the clinical sites have a need for additional staff to support their daily activities. The MA trainees bring enthusiasm and willingness to work, and they see the program as a great opportunity to work at Drexel. Many of the participants have been out of work or unable to find work in their field due to their lack of experience, but the program acts as a bridge for many to continue their education and further their career in healthcare."

The medical practices likewise get support, solving a resource and recruitment issue — the MA cohort program has substantially reduced turnover among MAs in Drexel's medical practices. For the university more generally, the less quantifiable benefit to the program is that when local residents have a good experience with access, recruitment, training and employment, they become enthusiastic ambassadors for the institution.

### **Paving the Way for Success, Now and in the Future**

Drexel's medical assistant cohort training program along with the adult education programming out of the Dornsife Center have resulted in a substantial increase over the past five years in the percentage of university employees living in West Philadelphia, from under 8 percent to more than 12 percent.

In fiscal year 2018, the university paid \$30 million in salary dollars into West Philadelphia. These numbers represent some of the building blocks of a long-term commitment by Drexel to contribute to community wealth building. Not only are we counting salary dollars, but we are also beginning to track the extent to which our newly-hired local employees take advantage of benefits like tuition remission, more-than-minimal retirement savings contributions and the homeownership benefit that provides forgivable loans for home purchase or renovation inside a specific local footprint.

Our intent is that by supporting West Philadelphia adults in career pathways, we may contribute to the kinds of family-sustaining wages and family security that will pay off in children's education and health outcomes — children that we hope will one day become our colleagues and our leaders. 

***About the author:*** Jennifer Britton is director for communications and special projects in the office of university and community partnerships at Drexel University.



# TRAIN. TRACK. TRANSFORM.

---

**LEARN**

from

# NEOGOV

---

NEOGOV's learning management system  
makes training your workforce easy.



Simplify Training  
Increase Engagement  
Reduce Risk

Cohesive Talent Management  
Productive Employees  
Culture of Learning

CALL 866.636.4681 or VISIT [neogov.com](http://neogov.com)  
to see a demonstration

**EMBRACING THE**



**IN HIGHER ED**

**By Jake Burke and Theresa Holland**

**T**he traditional full-time position is becoming less prevalent in the workforce and on campuses. As colleges and as universities face budget restraints and expanding educational and student career-readiness needs, the consideration of part-time and contract workers, or “gig” workers, is becoming a welcomed option. New technologies have ushered in virtual education and opportunities for employees to work remotely. And many of today’s workers want to be more autonomous and are looking for flexible schedules and positions.

Borrowed from the music industry, the word “gig” applies to all sorts of flexible or contingent employment. “Gig economy” refers to this new model where much of the workforce no longer holds a traditional “job” with a long-term connection to a single institution or business. Instead, they work gigs, where they are employed for a specific task, project or role or for a defined time.

A 2016 study by McKinsey Global Institute estimates that 20 percent to 30 percent of the working-age population engages in some form of short-term, task-based or autonomous work — and that figure is estimated to grow to 40 percent by 2020. While some are working independently by necessity, many actively choose to engage in the gig economy.

### **Why Higher Ed Is Embracing Gig Employment**

According to a recent FlexJobs report, education is one of the top five industries with high demand for freelance laborers. Online learning instructors, adjunct professors, curriculum developers and IT professionals are increasingly popular higher ed gig roles.

Why is gig work so appealing to higher ed? There are a few reasons:

- By using freelance talent, institutions can find individuals with unique qualifications who might otherwise not be able to commit to a full-time or in-person position.
- Hiring part-timers gives institutions more flexibility, allowing them to more precisely match faculty to the demand for classes as well as hire or let go part-time workers in response to rising or declining enrollment.
- Hiring gig workers can save institutions money, with cost savings realized in salary and benefits.

### **Why Workers Choose Part-Time Work**

Many Americans are seeking greater autonomy and flexibility in their careers than they can find in the traditional 9-to-5 model. Workers are also increasingly interested in work/life balance. According to Randstad’s *Workplace 2025* report, 74 percent of workers surveyed choose agile working arrangements or find them a better fit for their lifestyle. New generations are bringing new attitudes to the workplace — there are changing ideas around career growth, job loyalty and what makes work meaningful. Particularly as it relates to higher education, many who want to teach are going the adjunct route because it can be difficult to land a tenure-track position in a tight labor market.

### **Attracting and Hiring the Best Gig Workers**

Many organizations and businesses used to consider part-time workers to be the unemployed or a mostly younger workforce, or a workforce that they didn’t need to attract and recruit. However, as part-time workers continue to become a larger portion of the workforce, the competition for talent is now no different than the competition for full-time workers — organizations still want to be able to attract and keep the best talent. One way many organizations are attracting quality gig workers is to offer employment packages tailored specifically to this population, including:

- Voluntary benefits that can allow part-time workers to take advantage of special pricing and underwriting concessions offered to other employees.
- Pay incentives and opportunities for professional development and training.
- Flexible working and telecommuting options (more than half of those who work part-time cite greater control over their schedule as a driving factor).
- Allowing part-time employees to accrue vacation time at an appropriate rate.
- Tuition assistance — companies like AT&T, Amazon and UPS offer their part-time employees tuition assistance, and this trend is beginning to catch on in higher education as well.
- Office space for those working on campus and access to resources and campus facilities.

A well-crafted job description is also essential for attracting the right applicants. It should plainly spell out the level and type of experience you are seeking and should make clear the person hired will play a critical role at the organization. Be strategic about posting these job openings in order to ensure you are reaching the right candidates. Try smaller, niche job boards that specialize in higher ed

## Few occupations have seen as steep an increase in contingent labor as teaching in higher education.

job listings or websites that concentrate on part-time job listings, like FlexJobs and Remote.com. Additionally, you should be recruiting for part-time positions constantly, even when there is no vacancy. Oftentimes, great part-time workers and adjunct faculty know other great part-time workers and adjunct faculty, so they can be a good source for leads.

### Onboarding, Retaining and Engaging Part-Time Employees

It's important to recognize that the onboarding needs of part-time employees are different than those of full-time staff. Remember, they may be on the job only half the time the majority of your workforce is, so they'll have half as much time to absorb new content. Here are a few tips for onboarding part-time employees:

- Utilize a “pre-boarding” process, which might include sending a welcome kit to their home with a flash drive with a welcome video and other pertinent policies, procedures and documents.
- Build in blocks of self-study or skills practice time within the first few weeks of the new hire's tenure. Have pre-determined study or hands-on projects ready for them to tackle during the training process.
- If you have other staff members who work flexible/part-time/remote shifts, consider finding ways to introduce them to the new staffer, either on campus or through a phone call, skype session or go-to meeting within the first few days.

Additionally, fostering and growing a community among your part-time employees will go a long way toward keeping them around and avoiding costly turnover. Include them in rewards programs, wellness programs, celebrations and employee feedback programs. Invite them to participate in campus activities that full-time employees attend, like student orientation, commencement and days of service. Include them on teams and committees, and offer them opportunities for professional development.

Personal growth and challenges are huge motivators to stay at a job and can help maintain employee happiness. When possible, give part-timers increasing responsibility in the workplace. If they have ownership over what they are working on, they will be more engaged and thus more likely to stay. Focus on what their career goals are and, as appropriate, assign them tasks that will help them develop the skills they need and want.

It's also important to track key performance indicators, including turnover rates, cost of turnover, promotion rates and participation in part-time benefits. Studying this data will help you gauge the effectiveness of your part-time employee engagement and retention efforts.

### Gig Workers Are Here to Stay

Few occupations have seen as steep an increase in contingent labor as teaching in higher education. The number of adjunct faculty continues to grow as institutions struggle to balance the budget, but turnover in these positions is also impacting the bottom line. Instead of treating part-time employees as an afterthought or a subset of the campus workforce, colleges and universities are better served when they invest time, resources and energy in attracting, retaining and engaging the best “gig” talent.

Don't be afraid to embrace the gig economy. When you take the time to do it right, the benefits are many. 

**About the authors:** *Theresa Holland is manager of talent acquisition at Babson College. Jake Burke is director of sales – higher education at SkillSurvey. They will be presenting a session on the gig economy in higher ed at CUPA-HR's 2019 Spring Conference in Washington, D.C.*



# Benefits expertise for the complex needs of the Public Sector

**We're MetLife and we're for the Workforce.**

The Public Sector has been committed to providing a comprehensive suite of benefits to attract and retain employees. But today, cost pressure and complexity has made this increasingly challenging. MetLife's dedicated team of experts provide the insights you need to unlock greater value by providing:

- Benefits designed to meet your employees' needs
- Competitive pricing that can work with any budget
- The experience and expertise that comes with 60+ years serving 2,000+ public sector organizations

**Learn more about MetLife's Public Sector Solutions at [MetLife.com](https://www.MetLife.com)**

Like most group benefits programs, benefit programs offered by MetLife and its affiliates contain certain exclusions, exceptions, waiting periods, reductions, limitations and terms for keeping them in force. Ask your MetLife group representative for costs and complete details.





# **HIRING HEROES**

**Providing Employment Opportunities  
for Military Veterans**

**By Anja Wayne**

**V**isit any U.S. military base in the world and you will find what is akin to a small town, run by a city manager, with a shopping district, schools and neighborhoods. Each base has a specific mission, which is supported by its own training and development specialists, logistical support, maintenance crews, police force and administrative teams.

If you remove the uniforms, you could possibly see a university campus. Service members live in resident halls, eat in large dining facilities, exercise in the recreation center and are constantly working to improve their respective skills — and this highly skilled workforce has the potential to add value to the higher education landscape.

Taking the time to understand the benefits of hiring and retaining veterans can help your institution and campus stakeholders capitalize on this unique hiring opportunity.

### **Leadership and Commitment**

Given that there is a high probability that a veteran could leave your institution's workforce very soon after arriving (studies have shown that as many as 70 percent of veterans leave their first post-military job within one year), it may seem counterproductive to build an intentional recruitment effort targeting veterans. However, the Department of Defense spends billions of dollars each year training and developing competent, highly-motivated leaders. Contrast this with the training and development dollars budgeted in higher education, and you may quickly realize the benefits these men and women can bring to your workforce.

Historically, veterans have a strong pattern of positive employment outcomes with an emphasis on leadership and organizational commitment. The military trains its members to lead by example, as well as through delegation, motivation and inspiration. Military leadership is based on a concept of duty, service and self-sacrifice. Military veterans have experience leading and contributing to diverse teams representing race, gender, geographic origin, ethnic background, religion and economic status, as well as mental, physical and attitudinal capabilities. These concepts of servant leadership and teamwork are not only valued in the military, but also in higher education.

As employees of colleges and universities, we all know about doing more with less and serving the campus in roles above and beyond our job descriptions. Veterans also understand the rigors of tight schedules and limited resources and often live by the mantra of doing “an honest

day's work.” They have developed the capacity to know how to accomplish priorities on time, despite tremendous stress, and most know the critical importance of staying with a task until it is done right. They can enter your campus community with identifiable and transferable skills, proven in real-world situations, and this background can enhance your organization's productivity. At the University of Colorado Colorado Springs (UCCS), we have veterans serving in all levels of the organization, from dean, vice chancellor and faculty to academic advisors, auxiliary managers and a variety of support roles.

### **Skills That Translate**

While there are countless benefits to hiring veterans, there are also challenges. UCCS is situated within 20 miles of five military installations. With nearly 500 service members seeking employment in the Colorado Springs community each month, we should have no problem meeting the Office of Federal Contract Compliance Programs goal of maintaining a workforce that is 6.4 percent veterans. However, we are also faced with the challenges of a competitive job market and in overcoming the higher ed stereotype of only hiring faculty and recruiting students.

One of the greatest challenges veterans face when joining the civilian workforce is effectively translating their military skills to skills that are relevant to the work world. Both veterans and the organizations they're applying to struggle to translate military experience into comparable civilian credentials, be it direct skills such as logistics, aviation or public affairs, or “soft skills” like leadership and resilience under pressure. Even a well written, “civilianized” resume can confuse a hiring manager or search committee. Candidates who appear to job hop from one location to another can be misinterpreted as not being committed, when in fact agreeing to move every 18-24 months was a sign of loyalty in their previous military career.

Another classic mistake search committees and hiring managers make is having some preconceived notions that military members are highly regimented and not creative in their thinking. However, a study by executive search firm Korn Ferry measuring learning agility found that veterans score higher than 58 percent of “high-performing people in great organizations.” In fact, the study found that veterans scored highest in “results” agility, suggesting they are very skilled in getting the job done.

Veteran candidates may appear overly formal and possibly nervous, because the concept of interviewing for a job is not common in military organizations. While veterans may be highly trained, agile leaders, they may not communicate this well during an interview. Hiring managers will be well served to remember the value placed on teamwork in the military, which may preclude a veteran from “selling” herself or himself during the interview. Answers to behavioral interview questions often result in praise for their team or unit, rather than taking credit for their individual contributions.

### **Recruitment and Hiring**

Hiring veterans should mirror your institution’s current talent acquisition process — target your recruiting efforts, evaluate candidates on their relevant skills, provide a quality interview process, and welcome the new hire through intentional onboarding.

#### ***Recruiting***

As veterans leave military service, they interact with their local transition center. During this process they are coached on resume writing, searching job boards, interacting with recruiters at job fairs and interviewing. A career coach helps identify goals and draft a roadmap for future employment success. While many are searching for federal jobs where they know their skills are directly transferable, the number-one source ex-service members rely on for job searching is traditional job boards such as CareerBuilder, Indeed and LinkedIn. LinkedIn has a platform called “Employers Hiring Veterans” where you can search, segment and connect with more than 2.4 million veterans. Other unique resources for recruiting

veterans are Hiring Our Heroes ([www.hiringourheroes.org](http://www.hiringourheroes.org)), Hire Heroes USA ([www.hireheroesusa.org](http://www.hireheroesusa.org)), and Hire Our Heroes ([www.hireourheroes.org](http://www.hireourheroes.org)). Other ways to target veteran applicants is to partner with your student veteran organization. Many student veterans are non-traditional students who can help open doors to local veteran organizations. If students or current employees recently separated from the service, they can introduce you to the transition center that assisted with their transition. Transition centers often seek volunteers to assist with critiquing resumes, conducting mock interviews or sitting on employment panels. While you may not recruit a candidate, you will help brand your institution as an employer. Also, you will position yourself for success if the OFCCP chooses to audit your organization.

#### ***Translating Skills***

As mentioned earlier, translating military skills is one of the most challenging obstacles for both the candidate and the search committee or hiring manager. Since less than .5 percent of the U.S. population currently serves in the military and only 8 percent of the population are veterans, there are limited opportunities for exposure to service members. It is incumbent for candidates to accurately describe their military experiences; however, knowing how to target campus jobs to veterans is a useful skill for recruiters. There are multiple online resources to assist in this process. One of the most useful is O\*NET OnLine ([www.onetonline.org](http://www.onetonline.org)). This site provides a crosswalk for skills and occupations, allowing the recruiter, hiring manager, search committee or candidate to research an appropriate career path based on education, skills and experiences.

## **Additional Resources**

**CUPA-HR has several resources related to hiring veterans:**

- **Hiring Veterans Toolkit in the Knowledge Center ([www.cupahr.org/knowledge-center/toolkits](http://www.cupahr.org/knowledge-center/toolkits))**
- **Supporting Veterans in the Higher Ed Workplace and Transitioning Veterans Into the Higher Ed Workplace – learning videos created by military veteran and CUPA-HR Wildfire program alumnus Drexel King of Baylor University Human Resources ([www.cupahr.org/knowledge-center/essentials](http://www.cupahr.org/knowledge-center/essentials))**
- **Veterans in the Higher Ed Workforce: Insights From Veterans and Hiring Managers – blog post ([www.cupahr.org/blog](http://www.cupahr.org/blog))**

## Interviews

For many veterans who went straight from high school or college into the military and therefore have no experience with job hunts, interviewing can be a new and different process. It's important to remember, as the one doing the interviewing, interviews with veterans may look or feel different than one with a candidate who has long been in the workforce.

Set the tone for the interview by demonstrating that you value their military experience. Don't be afraid to thank her/him for their service and encourage the candidate to relax. Your candidate may be sitting "at attention" and you will likely hear "sir/ma'am" during the interview. Present behavioral questions during the interview, as these allow the candidate to provide specific examples rather than theoretical ones. If you ask the right questions, the candidate will reveal to you how he/she responds to stress, involves others in processes and overcomes obstacles.

## Onboarding

Service members come from a strong culture of camaraderie and onboarding, and you may find your institution needs to step up its game in these areas. For

example, in the military, when service members are moved from base to base, they are assigned a sponsor who coaches them through the process. This person can help the service members meet people, find resources, attend events, etc. You may want to consider doing the same at your organization by assigning an onboarding mentor (another veteran if possible) or creating a veterans' employee resource group. Doing so can help the veteran understand your organization's culture, the "unspoken rules" of the workplace and career advancement options.

## An Untapped Talent Pool

Through their service in the armed forces, veterans gain valuable leadership, problem-solving and critical thinking skills. Organizations that have not yet tapped into this talent pool may be missing out on loyal, adaptive, eager-to-contribute, ready-to-learn employees. 

**About the author:** *Anja Wynne, Ph.D., is chief HR officer at University of Colorado, Colorado Springs. She joined higher ed five years ago after retiring from a combined Army and Air Force career and working in the IT industry in Europe.*

### ADVERTISEMENT



**Institutional Retirement, Wealth Management, Actuarial and Executive Benefits Consulting**

**\$90 Billion Assets Under Management**

**24 Offices Around the Country**

**Plan level investment advisor on first 403(b) Multiple Employer Plan**

**Specialized higher education practice working with retirement plans at colleges and universities**

**Experience with restructuring legacy contracts**

**Flexibility to serve as a 3(21) investment advisor or 3(38) investment manager**

**Nationwide independent and unbiased 17-member investment committee**

**Dedication to implementing best practices**

### SEE WHERE YOU'RE GOING

FOR MORE INFORMATION ABOUT SAGEVIEW:

Doug Webster | [dwebster@sageviewadvisory.com](mailto:dwebster@sageviewadvisory.com)

Jonathan St. Clair | [jstclair@sageviewadvisory.com](mailto:jstclair@sageviewadvisory.com)

Nick Jahn | [njahn@sageviewadvisory.com](mailto:njahn@sageviewadvisory.com)

t: 865.246.1776 | w: [sageviewadvisory.com](http://sageviewadvisory.com)



One of the only firms to voluntarily submit to an annual audit to certify fiduciary best practices by CEFEX



Named one of the top retirement advisory teams in the nation by the National Association of Plan Advisers

# CUPA-HR RESEARCH: FEMALE FACULTY

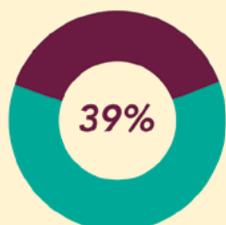
Tenure-Track Faculty at Four-Year Institutions

## FEMALE/MALE FACULTY PAY RATIO BY RANK



## DEPARTMENT HEADS/CHAIRS

Percent Female



Median Summer Salary



KEY

FEMALE

MALE

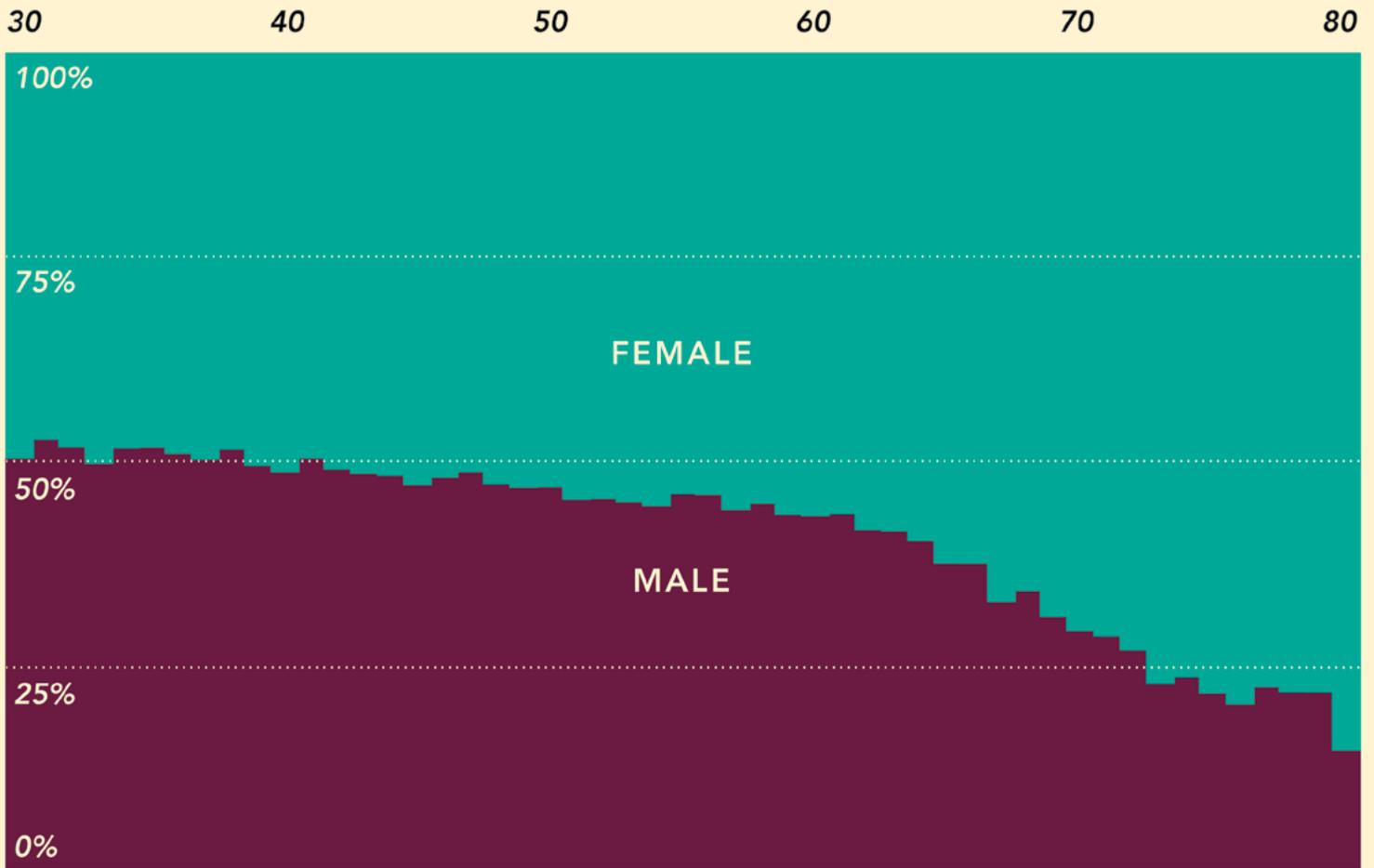
Data from the 2017-18 CUPA-HR Faculty in Higher Education survey

Nearly half (43%) of this year's faculty survey participants have provided data for 16 years or more!



For more on survey results and participation, visit: [www.cupahr.org/research](http://www.cupahr.org/research)

## DISTRIBUTION OF FEMALE FACULTY BY AGE



## DISCIPLINES WITH THE MOST FEMALE FACULTY

#1



Family, Consumer, and Human Sciences

#2



Area, Ethnic, Cultural, Gender, Group Studies

#3



Education

#4

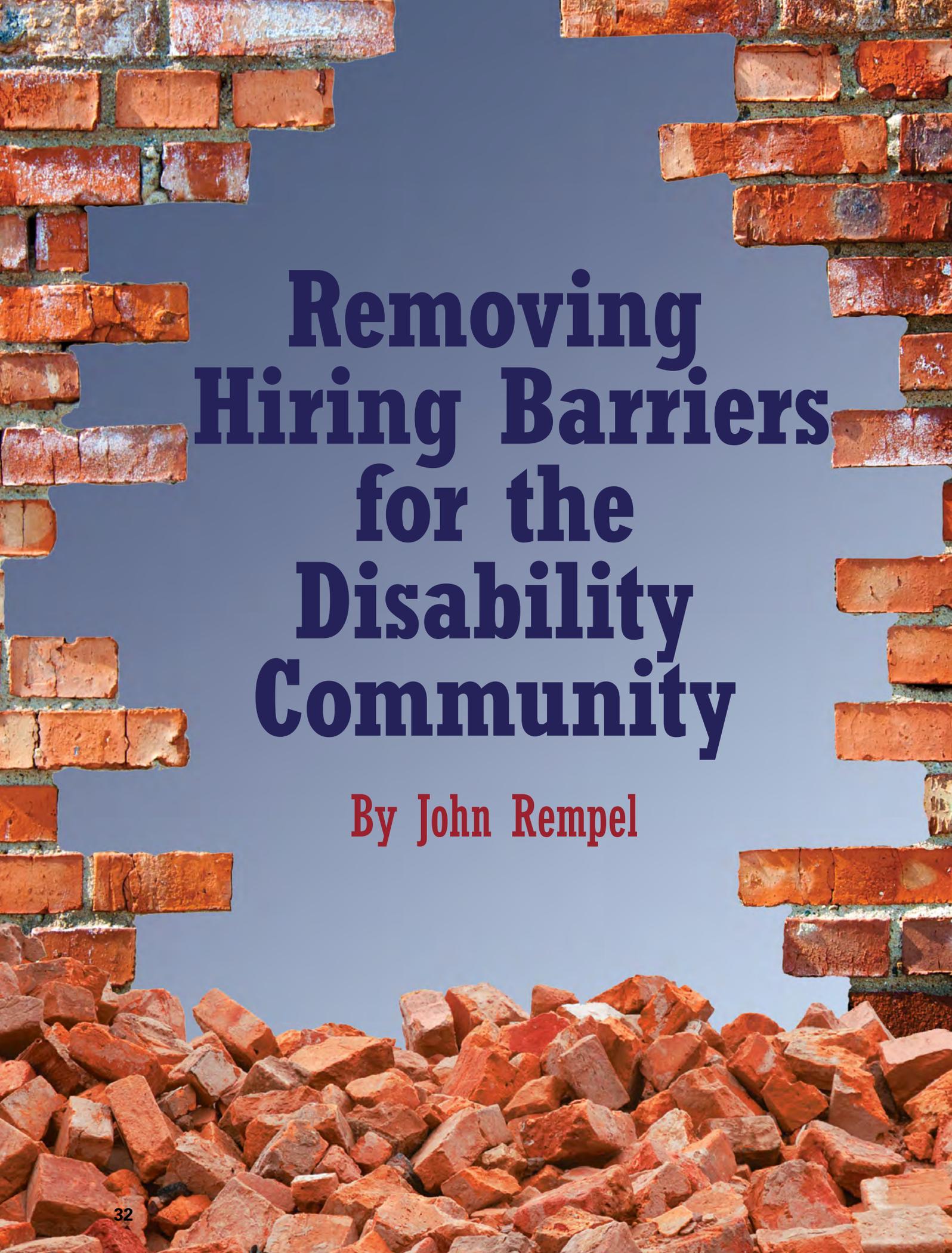


Library Science

#5



Health and Clinical Professions



# Removing Hiring Barriers for the Disability Community

By John Rempel

**A**ccording to the World Health Organization, approximately 1 billion people, or 15 percent of the world's population, live with some form of disability. Under the Americans with Disabilities Act, a disability is defined as “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.” The most commonly used symbol representing “disability” is the International Symbol of Access, which depicts an image of a person in a wheelchair.

Regardless of the symbols and legal definitions of “disability,” we all tend to draw from our own experiences, perceptions and biases when it comes to disabilities.

### **The Many Benefits of Hiring Individuals With Disabilities**

Most people would agree that considering people with disabilities who are qualified for the job is simply the right thing to do — both morally and ethically. After all, most of us will personally experience some form of disability at some point in our lives. For example, we may experience a temporary disability such as a broken arm or sprained ankle, or we might experience a reduction in our senses and physical or cognitive abilities as we age.

Maybe you or someone you know has a permanent disability, which makes it all the more personal. Although hiring people with disabilities because it's “the right thing to do” is certainly compelling enough in itself, there are several additional reasons why including people with disabilities in your organization is simply a wise business decision.

In the February 2018 article *A Systematic Review of the Benefits of Hiring People With Disabilities*, published by National Institutes of Health, the authors highlight the multiple benefits that people with disabilities have to offer an employer — profitability (profits and cost-effectiveness, less turnover and better retention, reliability and punctuality, employee loyalty, company image); competitive advantage (diverse customers, customer loyalty and satisfaction, innovation, productivity, work ethic, safety); inclusive work culture; and ability awareness.

If necessity is the mother of invention, then people with disabilities can certainly be considered co-contributors. There are countless examples of inventions that were originally created by or for people with disabilities and resulted in tremendous value to the general public.

Examples include:

- Vinton Cerf, who currently serves as vice president and chief internet evangelist for Google, is hard of hearing. Because of his hearing loss, he needed to rely on an effective method of sharing information with his colleagues that didn't include using the phone. In the 1970s, he was part of an initial research team that developed internet protocols, allowing him to share documents with associates. These initial seedlings to what we now know as the internet were partially driven by a person with a disability who was seeking an alternative means of information-sharing than what was currently available at that time.
- Text messages were first invented by Finnish engineer Matti Makkonen, with the initial intention of allowing deaf people to communicate with one another remotely.
- The auto-complete feature available within word processors and smartphones today was originally created for people with physical disabilities in order to increase their typing speed by decreasing the number of keystrokes required.

Although perhaps less dramatic than the examples listed above, people with disabilities offer almost any organization the opportunity to think outside the box with creative and accessible solutions that often result in better products and services for everyone. When physical and digital environments are developed with accessibility in mind, this often translates into greater usability for everyone.

For example, a blind Georgia Tech employee who was unable to complete electronic forms using her screen reader resulted in a greater awareness of accessible documents by the university's HR department to ensure that forms were made accessible going forward. This same employee's inability to complete a mandatory online training course resulted in AMAC Accessibility — a research and service center located within Georgia Tech's College of Design that promotes technological innovation and the development of user-centered research, products and services for individuals with disabilities — offering training, a comprehensive accessibility evaluation and follow-up technical assistance to the application development team at Georgia Tech.

The results of those initial accessibility barriers resulted in a more accessible experience, not only for individuals who are blind, but for anyone accessing the application using the keyboard alone and people with learning disabilities using additional text-to-speech solutions. It also resulted in enhancing the skill set of the application development team in the area of digital accessibility, which can be applied to other applications in the future.

### **Reducing and Eliminating Legal Risk**

AMAC Accessibility receives frequent requests for accessibility services that often stem from potential or current legal concerns from organizations related to their customers or students. For better or worse, the long arm of the law with its legal sledgehammer is often the catalyst that causes many organizations to take action related to the accessibility of their physical environments and digital content. Hundreds of colleges and universities across the country have faced lawsuits in recent years due to a lack of accessibility, and the number of legal actions continues to escalate.

## **When physical and digital environments are developed with accessibility in mind, this often translates into greater usability for everyone.**

In 2015, Harvard and MIT were both sued by advocates for the deaf and hard of hearing community for not providing closed captioning for their online lectures and other educational materials. The Americans with Disabilities Act is often cited in many of these cases as the legal basis for requiring accessibility as a means of equal access. Other laws specifically related to public colleges and universities include Section 504 and the recently updated Section 508 standards.

### **The Recruitment Process and Applicant Experience**

It's likely that your organization will experience a steep learning curve when you embark upon an initiative to increase accessibility throughout the recruitment and applicant process. Providing a flawless experience and environment that is 100 percent accessible at all times for a person with a disability may not always be possible, especially when there are factors that are beyond your

control. However, putting forth a good-faith effort to accommodate the needs of people with disabilities will go a long way toward ensuring equal access and a rewarding experience for the individual and the organization.

### ***The Online Application Process***

There are several considerations to be aware of regarding the online application process. Some important questions to consider:

- Is there any documentation available to indicate whether or not the online application process meets accessibility standards? If there is no language referencing Section 508 or web content accessibility guidelines, the answer is likely “no.” If the application is an external application that was not built in-house, the procurement department or officer should be aware of accessibility requirements and considerations for current and future applications. This is certainly an instance where forewarned is forearmed.
- Does the application process itself allow an alternative means for completion if it is not fully accessible? For example, is there a contact email address and/or phone number that the applicant can reach out to for additional assistance if needed? Providing a means for the potential candidate to reach out to a person within your organization could also be considered a form of reasonable accommodation. It reduces the likelihood of an inaccessible process or experience escalating into a formal complaint and provides the organization with the opportunity to explore potential solutions.

It may be necessary for hiring managers to receive additional training related to disabilities in order to more effectively determine strengths of applicants that could otherwise be overlooked. As an example, a person with autism might avoid eye contact and be less verbal (which could be misinterpreted as a lack of engagement or motivation), but might be highly skilled at detail-oriented tasks. A pre-employment personality test during the application process could help better determine the candidates' strengths.

### *Interviewing Considerations*

The following are areas that can represent common barriers within the interview process for people with disabilities.

Concrete solutions are offered for each situation:

- Barrier: Skills tests are only on paper or in an inaccessible format.
  - Solution: These should be made available in an accessible PDF or web-based format.
- Barrier: Surprise skills tests can potentially stress interviewees with Autism Spectrum Disorder.
  - Solution: The interviewer can simply ask if any accommodations are needed in advance.
- Barrier: Interview questions are fixed and homogenous.
  - Solution: Evaluate on the skills for the position, not necessarily social interactions like the ability for small talk and eye contact. Formulate direct questions or adapt behavioral questions to focus on concrete examples, not hypotheticals.
- Barrier: Hiring managers may not be trained to accommodate people with disabilities during interviews or may not consider asking the applicant if any accommodations are needed in advance.

- Solution: Hiring managers may require additional training on both the legal aspects of interviewing and how to be inclusive of various abilities and backgrounds.
- Barrier: Applicants are uncertain about whether or not they should disclose their disabilities.
  - Solution: Encourage hiring managers to specifically ask interviewees if any accommodations will be needed and if so, direct the hiring manager to consult HR.

**Better aligning your organization with an effective application, hiring and employee retention process that includes people with disabilities will prove to be a tremendously valuable investment.**

### **Customized Employment Options**

Customized employment is an increasingly popular accommodation in workplaces. Customized employment is a process by which the job description is negotiated between an applicant with a disability and the employer. In this process, the applicant (or in some instances a specialized job developer speaking on behalf of the applicant) presents a proposal voluntarily disclosing issues concerning their disability and offers suggestions for support and/or accommodation. The hiring manager

## **About AMAC Accessibility**

AMAC Accessibility is committed to the promotion of technological innovation and the development of user-centered research, products and services for individuals with disabilities. As a research and service center within Georgia Tech's College of Design, AMAC Accessibility's goal is to address unmet needs in higher education, government, nonprofits and corporations by providing accessible and inclusive environments for everyone. The organization conducts research and development on accessible electronic materials, services and assistive technologies, including disability compliance consultation, disability awareness training, braille production, captioning, audio description, accessible document creation and remediation, technical assistance and web/application accessibility evaluations, and assistive technology assessments and training. Approximately 25 percent of our full-time staff have some form of disability, which is reflective of our commitment to practicing what we preach.

should strive to find alignment of contribution potential and essential duties of the job. It is also important to correctly identify what may be deemed as “essential” for the particular position. This ensures reasonable expectations by both the employer and the candidate. It is important for an employer to remain flexible and open to the potential needs of a person with a disability. And remember, people with similar disabilities may require different accommodations.

### **Disability Awareness and Inclusion: An Ongoing Investment**

Even within AMAC Accessibility, an organization filled with subject matter experts in the areas of disability awareness and accessibility, we still don't get it right 100 percent of the time. Wherever your organization currently is on your roadmap to achieving greater accessibility and

inclusion of people with disabilities, it is essential to realize that it is an ongoing process. It is more a journey than a final destination, offering many enriching rewards and lessons along the way.

There is tremendous value for an organization to carry out an honest and comprehensive inventory of its current state related to accessibility — warts and all. Far from opening oneself up to legal risk by doing so, which is a frequent fear that many organizations have, completing an inventory of the areas needing additional improvements and prioritizing those areas on an ongoing basis will display a good-faith effort and provide concrete steps in addressing those vulnerabilities if or when an external audit is carried out.

Some of the things AMAC Accessibility does on a consistent basis in order to ensure and maintain that we uphold our own standards and expectations toward an inclusive and accessible environment include the following:

- Orientation for all new staff that includes an immersion into disability awareness and accessibility.
- Periodic luncheons made available to all staff on various topics related to disabilities and accessibility awareness.
- Monthly meetings of the management team that serves as a repository and steering committee for ongoing accessibility concerns, along with a continued prioritizing and reprioritizing of action related to accessibility and disability awareness throughout the agency.
- The development of an accessibility policy which reflects AMAC Accessibility's policy, goals and accomplishments toward addressing and improving accessibility throughout the organization.

Twyla Moore, assistant director of human resources at Georgia Tech's College of Design, says that her department has recently revamped how it interviews for staff positions, which has resulted in a more effective and equitable process for everyone. She states: “We've moved away from social interview questions, which often result in hiring decisions being made on the basis of how well the interviewer ‘likes’ the candidate rather than focusing on whether or not the candidate demonstrates the ability to carry out the duties of the job. Social interviews are often not reliable, fail to connect questions to measurable criteria, and frequently rely on criteria and intuition versus data. We now utilize the critical behavior interview method, which

## **Resources and Readings on Accessibility and Inclusive Hiring**

**ADA Toolkit in CUPA-HR's Knowledge Center**  
([www.cupahr.org/knowledge-center/toolkits](http://www.cupahr.org/knowledge-center/toolkits))

**AMAC Accessibility** ([www.amacusg.org](http://www.amacusg.org))

**Easy Steps for Including Disabled People in Your Workforce** ([www.paciellgroup.com/blog/2017/06/easy-steps-for-including-disabled-people-in-your-workforce/](http://www.paciellgroup.com/blog/2017/06/easy-steps-for-including-disabled-people-in-your-workforce/))

**Americans with Disabilities Act Section 508 Toolkit**  
(<https://section508.gov/refresh-toolkit>)

**Why Inclusive Hiring Is Good for Business**  
([www.extension.harvard.edu/inside-extension/why-inclusive-hiring-good-business](http://www.extension.harvard.edu/inside-extension/why-inclusive-hiring-good-business))

**Introduction to Inclusive Talent Acquisition**  
(Free EdX MOOC) ([www.edx.org/course/introductioninclusive-talent-perkinsx-inc1-1-1](http://www.edx.org/course/introductioninclusive-talent-perkinsx-inc1-1-1))

**Recruitdisability.org** ([www.linkedin.com/pulse/10-facts-recruitdisabilityorg-janet-fiore](http://www.linkedin.com/pulse/10-facts-recruitdisabilityorg-janet-fiore))

**Federal Government Resources** ([www.opm.gov/policy-data-oversight/disability-employment/](http://www.opm.gov/policy-data-oversight/disability-employment/))

**Employer Perspectives** ([www.dol.gov/odep/documents/employerperspectives.pdf](http://www.dol.gov/odep/documents/employerperspectives.pdf))

**5 Benefits of Hiring People With Disabilities**  
(<https://chicagolighthouse.org/sandys-view/top-5-benefits-hiring-people-disabilities/>)

which allows candidates to provide real-life examples versus ‘canned’ responses. This method also allows a better understanding of how candidates’ skill sets meet the needs of the position.”

### **Systemic Investments Translate to Systemic Dividends**

The technological revolution of recent decades has served as an immense equalizer for people with disabilities. Stephen Hawking is just one such example. Considered to be one of the greatest minds of the modern era, he was able to continue contributing to the scientific body of knowledge through the use of various assistive technology solutions throughout his life. This level of independence and access could not have been possible even a few decades ago. The importance that technology plays as an equalizer for all people across the globe, regardless of ability, cannot be overstated.

Better aligning your organization with an effective application, hiring and employee retention process that includes people with disabilities will prove to be a tremendously valuable investment. The resulting benefits include a more diverse staff, a broader range of talent and accessibility to better serve your students and/or customers, reduced legal risk that could prevent costly and time-consuming lawsuits, and the ability to promote your organization to the community as one of diversity and inclusion for everyone. 

**About the author:** John Rempel is QA accessibility analyst with AMAC Accessibility within Georgia Institute of Technology’s College of Design.

ADVERTISEMENT



# ModernThink

## Deadline is February 11th!

# GET ENGAGED AND REGISTER NOW!

**2019 Great Colleges Program** -  
Building an engaged,  
inclusive campus culture.

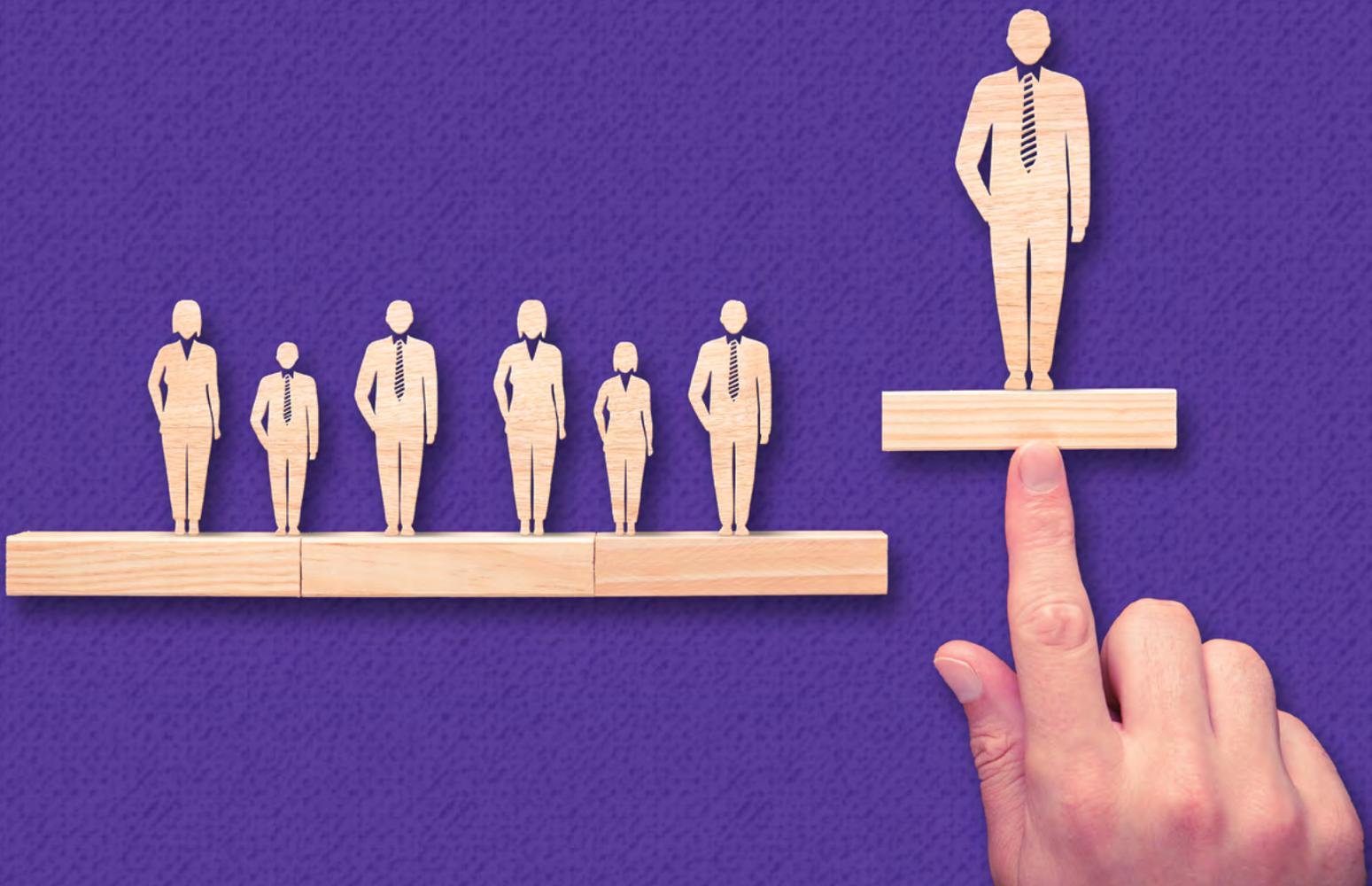


## GreatCollegesProgram.com

# Who's Next?

## A Model for Developing an Internal Talent Pipeline

By Missy Kline



The higher education workforce is aging. Data from CUPA-HR show that the median age of executive leaders (deans, provosts, presidents, vice presidents) is 60. The majority of faculty are between the ages of 55 and 75. The median age of chief HR officers is 55. About half of higher ed staff are at least 50 years old, and 37 percent are 55 or older.

While succession planning is widely used in the corporate world to ensure a pipeline of internal talent is primed and ready to fill the gaps when they arise, higher education has been slow to adopt this philosophy. But as a large portion of the higher ed workforce creeps ever closer to retirement, institutions would be well served to begin identifying positions that may become vacant in the next five to 10 years and individuals who might be good candidates to fill these vacancies.

University of Tennessee (UT) has recently begun to tackle the challenges related to a looming retirement boom on its seven campuses with a straightforward, simple, low-cost, replicable succession planning and leadership development model.

### The Catalyst: Looming Retirements at the Executive Level

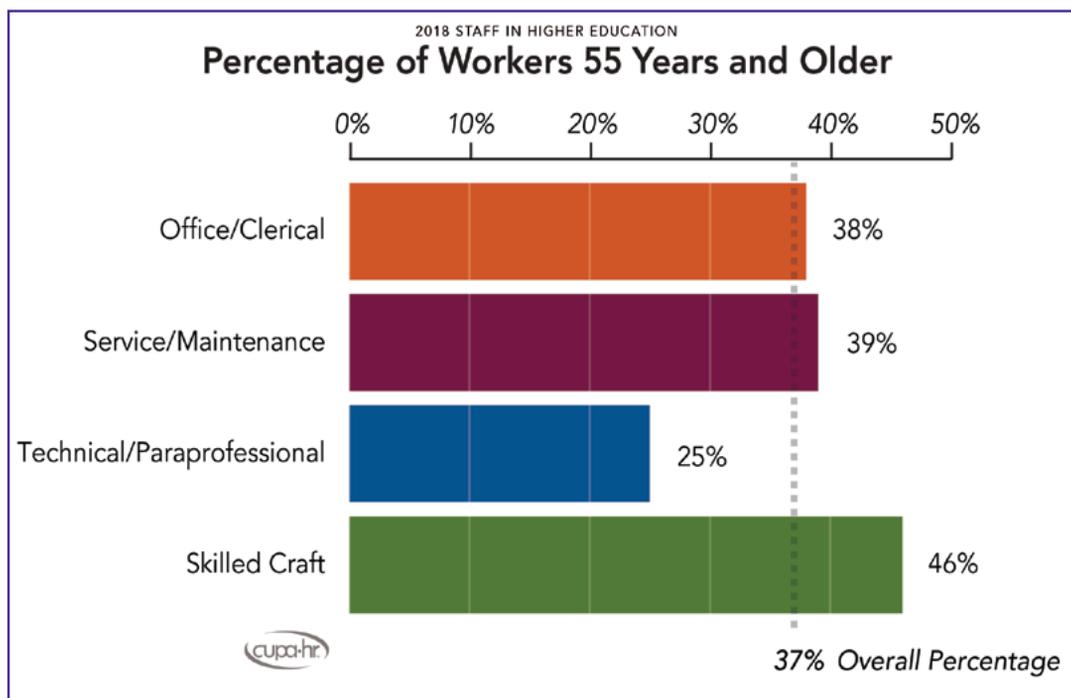
In 2016, the UT System’s board of trustees asked the system president and chancellors to create a path forward for potential successors for the 70 percent of the university’s executive leaders that are at or near retirement age. While there were some successful pockets of succession planning and leadership development happening in various areas across the institution, there was a lack of consistency across the system as a whole, and there was no plan in place for top-level leadership positions.

The president tapped the System Office’s human resources leaders to head up the project, and Ron Tredway, executive director of employee and organizational development for the UT System, along with the system’s vice president of HR served as project co-leads. With the help of a consultant, they were able to build out a simple succession planning model for the president’s direct reports — looking at their roles and responsibilities and developing competencies around those as well as identifying some potential successors and putting together a plan to develop those individuals toward those higher-level positions.

With the model having been successfully implemented at the cabinet level, HR began to think about how it could be emulated for other high-turnover and hard-to-fill positions across the institution.

### False Starts and the Need to Reframe

By nature of the industry, succession planning in higher education differs from succession planning in the corporate sector. In the business world, if an individual is tapped to be groomed for a higher-level position, he or she is all but guaranteed the job down the line. However, in higher ed, that guarantee can’t exist. And that, says Tredway, is why they encountered resistance when introducing the model to other campus areas. “Some leaders were hesitant to invest the time, resources and emotions into developing successors toward a certain role without assurance that those individuals would be placed in the role when it opened up,” he says. “Since we couldn’t make those



guarantees, we had to take a step back and look at the way we were framing the notion of ‘succession planning.’” This is where the concept of “developing leaders” came into play. “I actually prefer the term ‘leadership planning’ over ‘succession planning,’ and we use that verbiage as often as we can,” says Tredway. “We want individuals who are identified as potential successors to have the mindset that even if they don’t end up in the role for which they’ve been developed, they have still gained valuable leadership skills — and as an investment by the university.”

The HR team also quickly realized that some campuses and areas of campus were more ready than others to embrace the concept of succession planning, which led them to take another step back and determine who to partner with on a smaller scale. Says Tredway, “We decided that instead of trying to force the matter, we’d start with the campuses and areas on those campuses that were ready and willing to embrace the model and make the commitment and put in the work.”

### A Seven-Step Model

The University of Tennessee’s succession planning model looks like this:

#### Step 1: Confirm Commitment

Once a department or area of campus expresses interest in succession planning/leadership development for their

area, they must complete a commitment confirmation. This consists of the organization leader completing a checklist and answering some questions to check their readiness level for the change upon which they’ll be embarking. They’re also tasked with identifying succession planning focus areas and the responsible leader(s) or manager(s). Says Tredway, “We want to make sure everyone is in the know on what this process will look like, what the expectations are and how they can be successful.”

#### Step 2: Identify Key Positions

In the second step, the area leader identifies the positions most in need of a succession plan — those that are traditionally hard to fill, have the greatest complexity and/or where the incumbent is likely to leave in the next one to three years. Tredway stresses the importance of being selective and strategic about which positions are chosen for succession planning, as some are more critical than others. The area leader then works with HR to prioritize the positions selected based on mission criticality and imminences of loss.

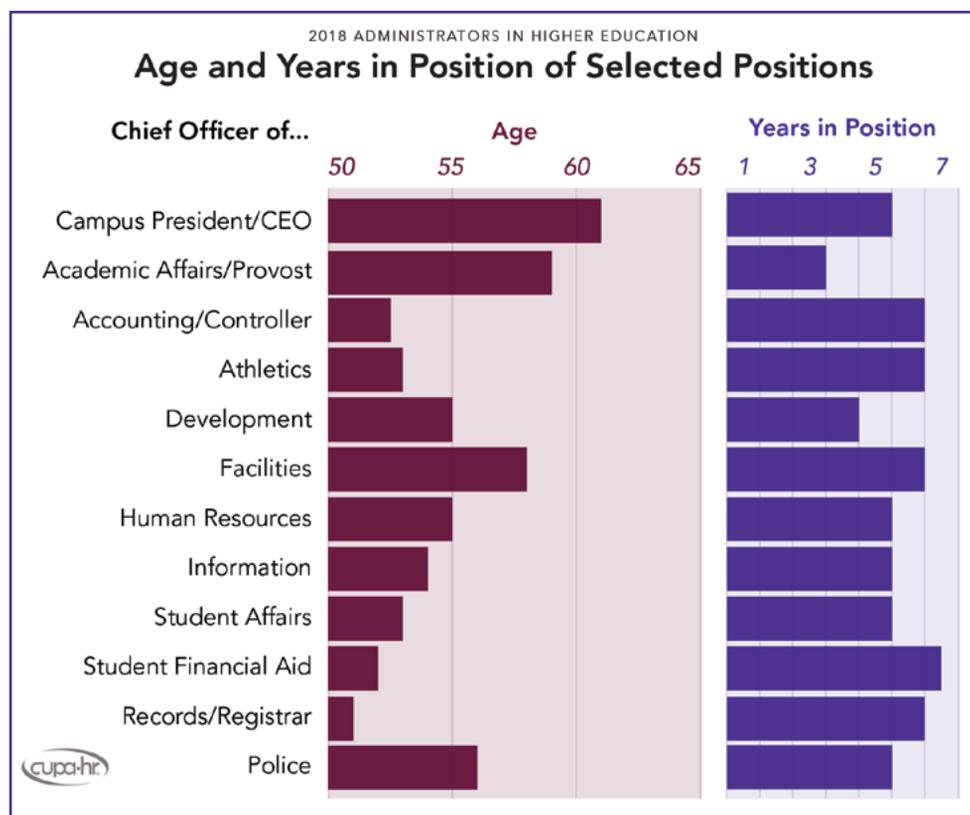
#### Step Three: Develop Position Competencies

Next, the area leader or hiring managers work with HR and the incumbent to develop and confirm the required and desired competencies (including position-type, position-specific, core and technical) and desired proficiency levels for the positions chosen. Says Tredway,

“It’s critical for HR to work in collaboration with the hiring managers in developing these competencies, because not all managers understand what competencies are or how to identify them.”

#### Step Four: Identify Potential Successors

While there are several ways to go about identifying potential successors (self-identification, nomination by a supervisor, nomination by peers, etc.), Tredway says it’s important to establish criteria that will be used consistently to minimize potential bias. It’s also important to make sure the



identified individuals are invested and committed — and understand that they aren't guaranteed a job.

### **Step Five: Assess the Competencies of Potential Successors**

In UT's model, potential successors are assessed on their proficiencies around the competencies identified for the role. Assessments are administered in several ways — by supervisors, by executives the individual may have interacted with, by their peers, and through self-assessment techniques. If there are multiple candidates for the same position, supervisors or area leaders must prioritize the development of the candidates based on available resources.

### **Step Six: Create a Development Plan for the Potential Successor**

The hiring manager or supervisor then works with the identified potential successors to create an individual development plan focusing on the competencies in which they are lacking for the position to which they're aspiring. "We encourage them to keep it simple, with one to three development actions to start, and then add on as needed," says Tredway.

### **Step Seven: Periodically Review the Actions**

Finally, managers and supervisors should develop a plan for reviewing progress on potential successors' individual development plans and the succession planning process outcomes. Says Tredway, "There should be a clear alignment between the potential successor's individual development plan and the individual's annual performance review."

### **Training and Funding**

Before the succession plan model was put in place, System Office HR trained all of the university's HR officers on what succession planning means for the university, what the seven-step model looks, where it requires consistency, where it has flexibility, and on the related documents and processes. "This enabled us all to be on the same page across all of our campuses and paved the way for our HR officers to educate their constituents and help us roll out the model," says Tredway.

As far as funding the development of potential successors, this falls to the department or area in which the position resides. However, says Tredway, the cost is not prohibitive. By using free online resources, existing professional development on campus, mentoring, coaching, committee appointments, shared assignments, dedicated project leadership, cross-functional exchanges and/or job

shadowing, development of key position competencies may be realized with minimal to no additional cost to the department.

### **Implementation at UT Health Sciences Center**

Three campuses across the UT System agreed to pilot the model in various areas, and the Health Sciences Center (UTHSC) was one of these campuses. UTHSC's associate vice chancellor of human resources, Chandra Alston, found a champion for succession planning in executive vice chancellor and chief operations officer Kennard Brown. In fact, he agreed to pilot the program on some of his 14 direct-report positions. The pilot just recently got underway.

#### *A Focus on High-Risk, Hard-to-Fill Positions*

While several positions under Brown's leadership are included in UTHSC's succession planning initiative, three are especially hard-to-fill, high-risk positions — facilities director, police captain and death investigator. Brown and Alston are hoping to see the fruits of their succession planning labor with these positions especially.

**Director of Facilities:** UTHSC's current facilities director has been in that role for 44 years and will be retiring in the next couple of years. According to Alston, the level of specialized knowledge (on everything from HVAC to construction to contracting work and more) and the range of competencies required of a facilities director make this position tough to fill. Add to that the fact that the Health Sciences Center has not had to look for new talent for this role in nearly half a century, says Alston, and it made perfect sense to include it in the succession planning pilot.

**Police Captain:** The police captain role at UTHSC has been unfilled for the past five years. According to Alston, several internal employees have shown interest in the position throughout the years, but because the department was without leadership (a police chief) for a while as well, those employees had not had the opportunity to be developed for that role.

**Death Investigators:** UTHSC manages the county's medical examiner's office, and with the high murder rate in Memphis (where the Health Sciences Center is located) death investigators work 24/7/365. These less-than-ideal working hours and the grim nature of the job make these positions hard to fill. But UTHSC has several autopsy technicians on its payroll, and through the succession planning program, some are now being developed for death investigator roles. "Our autopsy techs have much of the

same skill set, the same dedication, the same work ethic and strong stomach that our death investigators have, so it makes perfect sense to enable them to progress into that next role if they so choose.”

Alston says the pilot has thus far been well received at UTHSC. “Our employees are grateful for the opportunity to develop their skill sets and competencies, and can’t believe the university is footing the bill,” she says. “We’re confident we’ll realize the ROI down the road.”

### UT Executive Leadership Institute

Another realization from early implementation efforts of the leadership/succession planning model was the need for development of enterprise leaders — those with multifunctional, cross-campus responsibilities and accountability. Following the same seven-step model of succession planning and leadership development, the UT Executive Leadership Institute was initiated.

This 12-month program for executive leaders links the individual development plan (step 6) with dedicated investment of resources to develop competencies for aspiration positions at the enterprise level among nominated and selected potential successors. These individuals receive 360 feedback, leadership development training, executive coaching by external coaches and mentoring related to key position competencies. According to Tredway, this program helps connect the succession planning vision of the UT System board of trustees to the practical need of the university.

### But What If They Leave?

One of the reasons higher education has been slow to embrace succession planning is the fear that good employees might gain valuable leadership skills, not progress as quickly as they’d like (or at all) into the higher-level role, and subsequently take their newly-honed skills elsewhere. Tredway says this is an understandable concern, but not a good reason to not prepare your talent pool for the future. And, he counters, “What if you don’t provide development opportunities, and they stay? That puts us at a disadvantage when it comes to our talent management strategies. Our philosophy is, ‘We’d much rather invest in our people and then they leave than experience a talent shortage and not have internal talent developed to help address it.’”

While Tredway knows that the HR team will continue to see ongoing pockets of resistance around succession planning at the university, he’s also seeing more enthusiasm and interest in the concept as it continues to be introduced across the institution. “It’s all about investing in and developing the talent you have in order to meet the workforce demands of the next few years,” he says. “If you do it the right way and for the right reasons, it’s worth the time, energy and investment.” 

*The data graphs in this article represent findings from CUPA-HR's 2018 surveys of colleges and universities across the nation.*

**About the author:** Missy Kline is content manager – communications and marketing at CUPA-HR and managing editor of *The Higher Education Workplace* magazine.

## CUPA-HR Resources Related to Succession Planning and Workforce Continuity

In CUPA-HR's Knowledge Center, you'll find toolkits on succession planning, workforce planning, mentoring and more ([www.cupahr.org/knowledge-center/toolkits](http://www.cupahr.org/knowledge-center/toolkits)).

On The Higher Ed Workplace blog ([www.cupahr.org/blog](http://www.cupahr.org/blog)), you can read about:

- Skilled Crafts: The Next Job Boom in Higher Ed?
- Short Tenure for Higher Ed's Top Leaders
- The Faculty Workforce Is Aging ... Is the Pipeline More Diverse?

# Guiding Plan Sponsors Toward **Better Retirement Plan Outcomes**

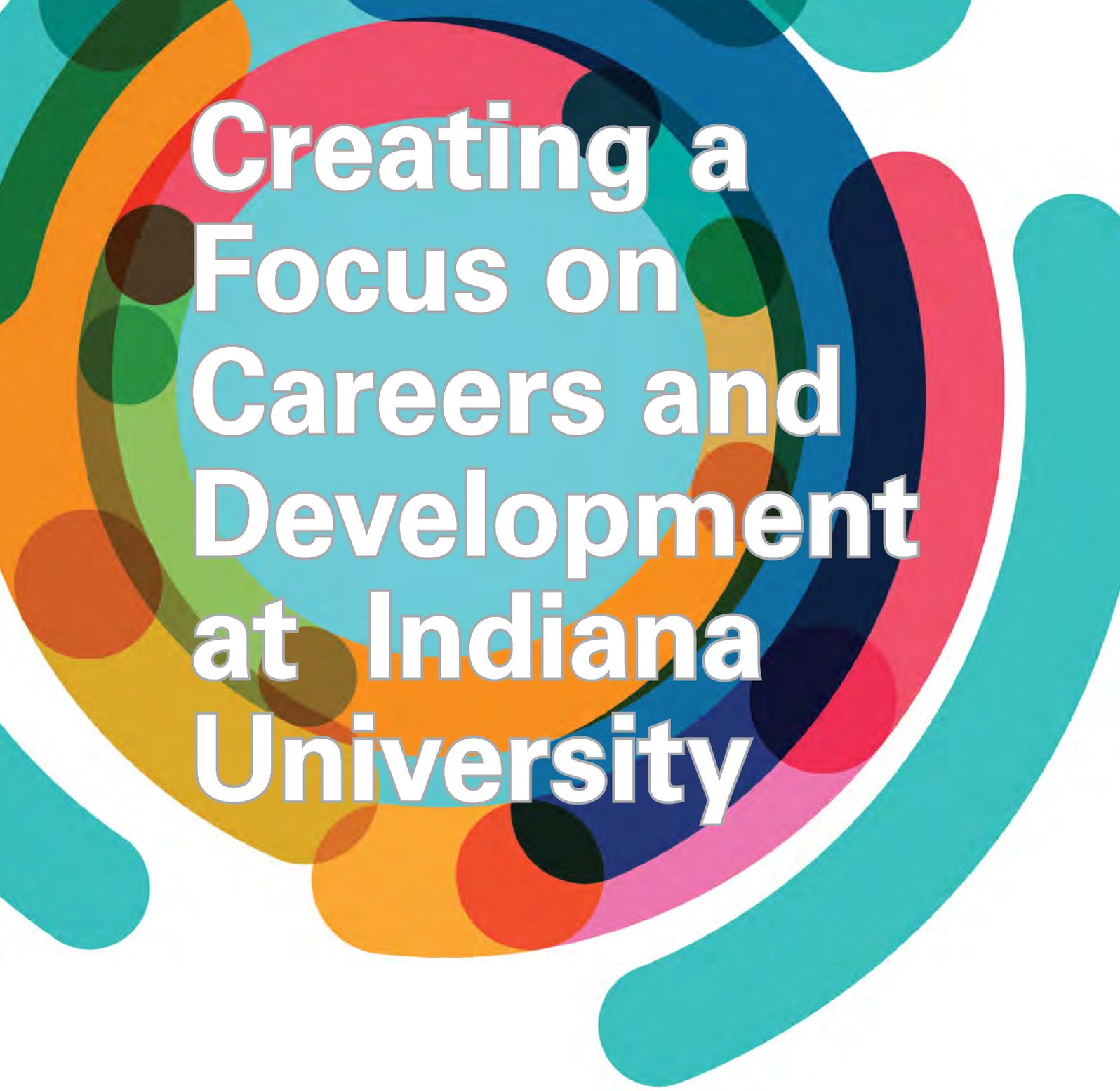
PlanPILOT delivers comprehensive retirement plan advisory services to higher education plan sponsors.

**Let us guide you.**



223 W. Jackson Blvd. • Suite 800 • Chicago, IL  
312.973.4911 • [www.planpilot.com](http://www.planpilot.com)

RETIREMENT PLAN CONSULTING  
CYBERSECURITY  
FOUNDATIONS & ENDOWMENTS



# Creating a Focus on Careers and Development at Indiana University

Indiana University human resources has embarked upon a multi-year project to redesign the university's classification structure for all staff positions across its seven campuses. The goal is to create a consistent, fair and fiscally responsible job framework that empowers staff to self-direct their careers while strengthening the university's ability to attract and retain talent.

And they're doing it all in-house.

We spoke with Betsy Larson and Nick Sexton of Indiana University (IU)'s compensation team about the project, which is currently in the design phase and will be rolled out beginning in January 2020.

## Q: What was the catalyst for changing IU's classification structure?

**A:** While IU has changed exponentially over the past several years, our classification and compensation structure has not been updated in more than a decade. There was no overarching philosophy or approach to our class and comp structure, the number of job titles was excessive and inconsistent, and there was a lack of flexibility to reward employees. We also found through a listening tour of our seven campuses that employees felt there was a lack of transparency from HR about how we make compensation decisions and a lack of understanding of classifications.

## Q: What is the goal with the new job framework model?

**A:** We want to create a job framework that is clear, consistent and transparent and that will empower staff to navigate what's next in their career journey. The new framework will provide a way for employees to make informed decisions about advancing their careers; tools for employees to see how their job relates to other jobs across the university so they can explore career and development opportunities; and tools to help managers to make informed decisions about pay, advancement and development for their employees.

## Q: What will the framework look like?

**A:** Staff jobs will be organized by function and families, and we'll be moving to consistent titling and away from a title for every individual. We're also creating new salary ranges that are tied to the market (we currently have very broad salary ranges), developing new role descriptors which will be focused on the role vs. specific tasks (as many of our role descriptors are now) and developing core and career-level competencies for each staff position.

We're also creating new career structures (there are three: non-exempt individual contributor, exempt individual contributor and people leader) with career leveling, and we're not building hierarchy into the job titles — this is because we want the employee to focus on the role and his or her career, not on simply gaining the next title. Job titles and naming conventions will be consistent within job families.

When all is said and done, every staff employee will have a new job function, job family, career level, job title and role descriptor.

One of the biggest changes is that we'll be moving away from "manager" and "director" titles and to the title descriptor "leader." What we've found is that the "director" title often gets in the way of employees advancing to the next level. For example, if someone is using a director or associate or assistant director title (which in our current classification structure is sometimes not representative of the level of work they're doing), it can impede them from moving onward or upward to another role because maybe that role doesn't have that title attached to it. We want to remove those "artificial" barriers.

## Q: Who in HR is leading the project?

**A:** Our compensation team is at the helm. Currently, we have five individuals from our comp team working on building out the job functions and creating the role descriptors. When these are drafted, we'll be working with our HR partners across all of our campuses to vet them.

## Q: How are you communicating the new job framework to IU stakeholders?

**A:** We've conducted several listening sessions to educate staff and other stakeholders about the project, to ask for feedback and to answer questions. From the beginning, we've been intentional about transparency, and we've brought employees along with us in real time. We also have a website dedicated to the project where employees can go to see an overview of the project, see the new job functions and families, see a timeline, submit questions and provide feedback. 

To learn more about Indiana University's Job Framework redesign project, visit [hr.iu.edu/redesign](http://hr.iu.edu/redesign). For resources on classification and compensation in general, check out the Class and Comp toolkits in CUPA-HR's Knowledge Center ([www.cupahr.org/knowledge-center/toolkits](http://www.cupahr.org/knowledge-center/toolkits)).

# CUPA-HR

## Spring Conferences

Register now for CUPA-HR's spring conferences! Choose from higher ed HR sessions based on your professional interests, collect innovative ideas to keep your campus thriving, and connect with other smart higher ed HR pros.

### Washington, D.C.

*Hosted by CUPA-HR's Eastern and Southern Regions*  
March 28-30, 2019



### Seattle, Washington

*Hosted by CUPA-HR's Midwest and Western Regions*  
April 14-16, 2019



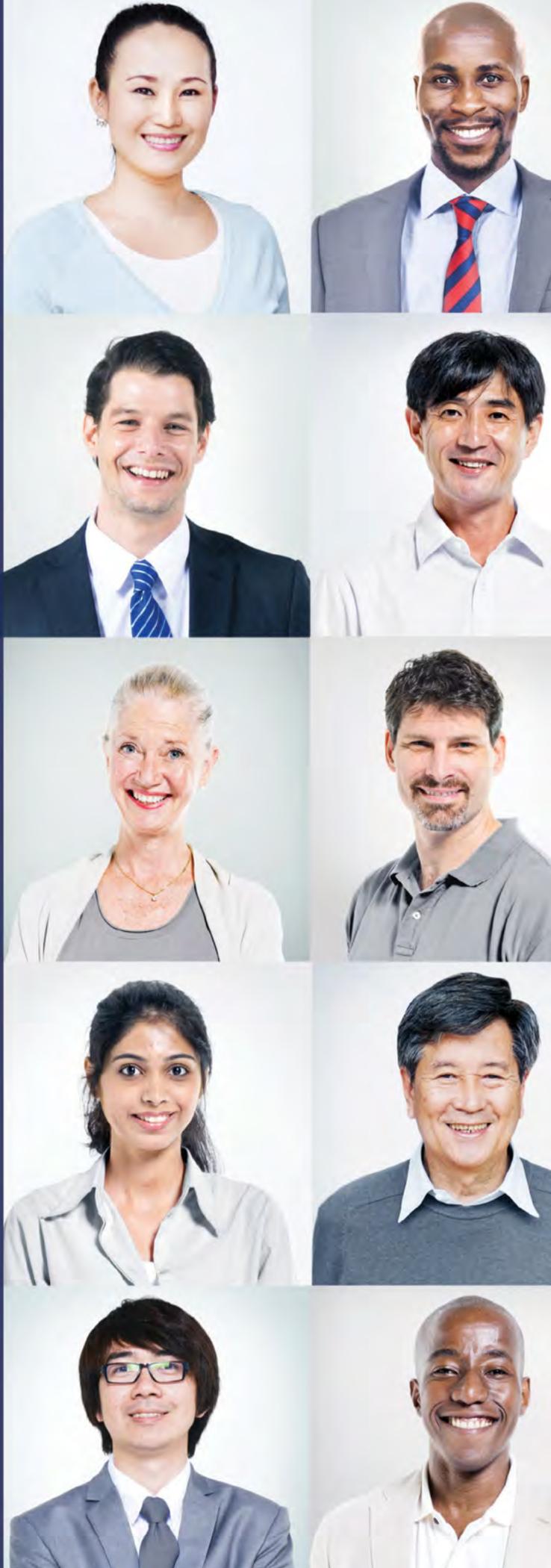
Learn more at [www.cupahr.org](http://www.cupahr.org)

# Build a healthier campus community by assessing the health and wellness of your faculty and staff.

## ACHA's National Faculty and Staff Health Assessment

specifically surveys faculty, staff, and graduate student employees working on college campuses and can assist schools in providing better wellness services and support for their employees.

To learn more or get started today, visit [www.acha.org/ACHA-NFSHA](http://www.acha.org/ACHA-NFSHA).





# Featured Events



february

- 7** Webinar – Laying the Foundation for a Diverse and Inclusive Workforce
- 12** Webinar – Courageous Conversations: Building an Inclusive College Community
- 22** Alabama Chapter Conference - Birmingham, Alabama



march

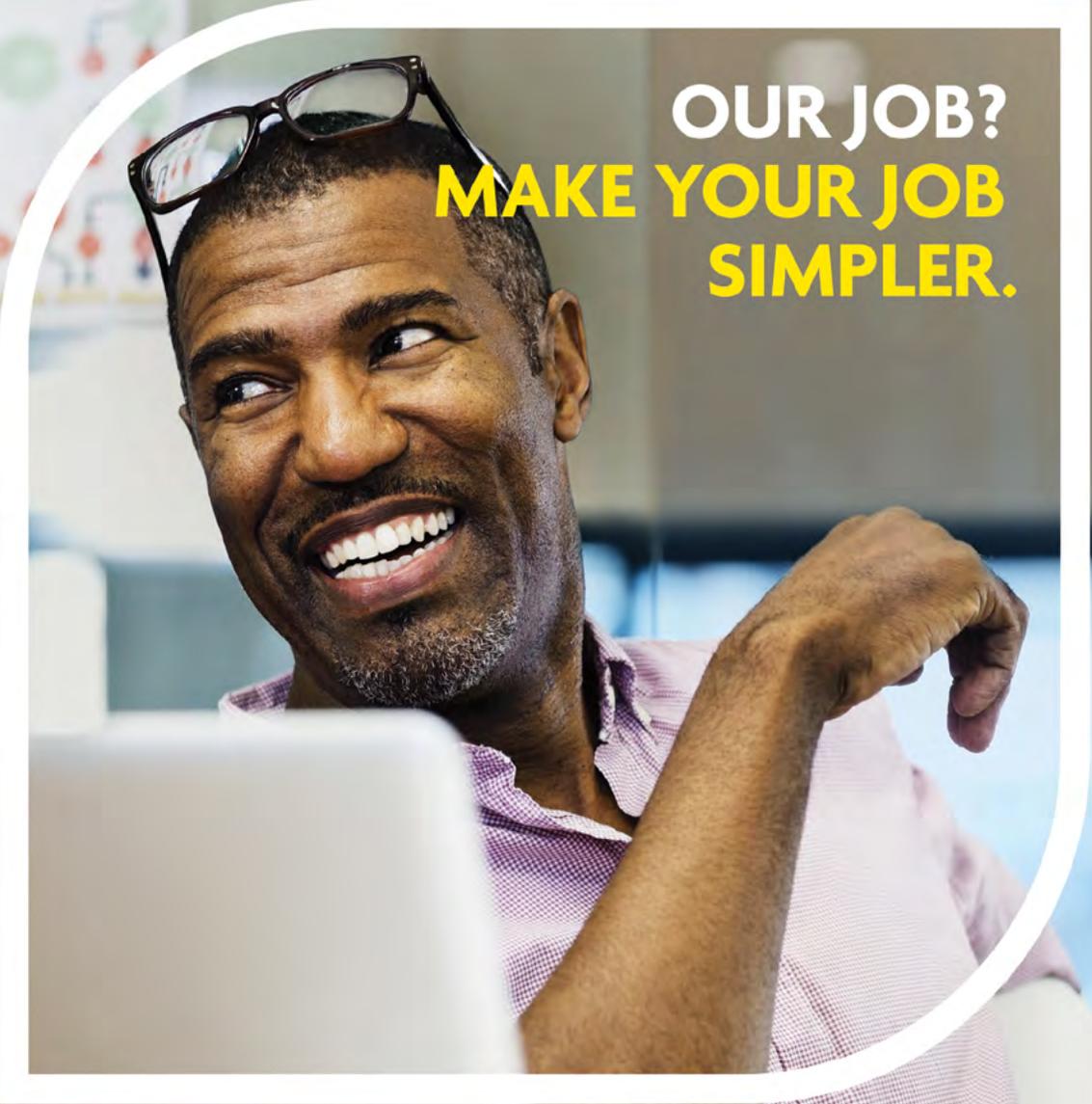
- 19** Webinar – Onboarding: A Strategic Partner Model to Bring About Cultural Change
- 21** Webinar – The Mirage of Multitasking: Finding Your Focus, Flow and Finish Line
- 28-29** Iowa Chapter Conference – Des Moines, Iowa
- 28-30** CUPA-HR Spring Conference, Hosted by the Eastern and Southern Regions – Washington, D.C.



april

- 11** Webinar – Quarterly Washington Update With CUPA-HR's Government Relations Team
- 14-16** CUPA-HR Spring Conference, Hosted by the Midwest and Western Regions – Seattle, Washington
- 25** Webinar – Creating Order in the Wild West: A Path to a Compensation Structure
- 25-26** Southern New England Chapter Conference – Sturbridge, Massachusetts
- 30** Webinar – Using CUPA-HR's DataOnDemand Tool for Strategic Decision-Making: Salary Increases, Equity Analyses and Prevailing Wage Determinations

*We're constantly adding to our calendar of events – chapter meetings, conferences, just-in-time webinars, virtual workshops and more. Visit [www.cupahr.org/events/calendar](http://www.cupahr.org/events/calendar) for a full listing.*



**OUR JOB?  
MAKE YOUR JOB  
SIMPLER.**

**BUILT TO PERFORM.**

**CREATED TO SERVE.**



From retirement plans to employee education and advice services, we can help you streamline your day-to-day benefits management — and make your job simpler. [Learn more at TIAA.org/PlanSponsors](https://www.tiaa.org/PlanSponsors)



INVESTING | ADVICE | BANKING | RETIREMENT

Certain products and services are only available to eligible individuals. Investment, insurance and annuity products are not FDIC insured, are not bank guaranteed, are not bank deposits, are not insured by any federal government agency, are not a condition to any banking service or activity, and may lose value. TIAA-CREF Individual & Institutional Services, LLC, Teachers Personal Investors Services, Inc., and Nuveen Securities, LLC, Members FINRA and SIPC, distribute securities products. Annuity contracts and certificates are issued by Teachers Insurance and Annuity Association of America (TIAA) and College Retirement Equities Fund (CREF), New York, NY. Each is solely responsible for its own financial condition and contractual obligations. ©2018 Teachers Insurance and Annuity Association of America, 730 Third Avenue, New York, NY 10017. 491535



CUPA-HR  
1811 Commons Point Drive  
Knoxville, TN 37932