

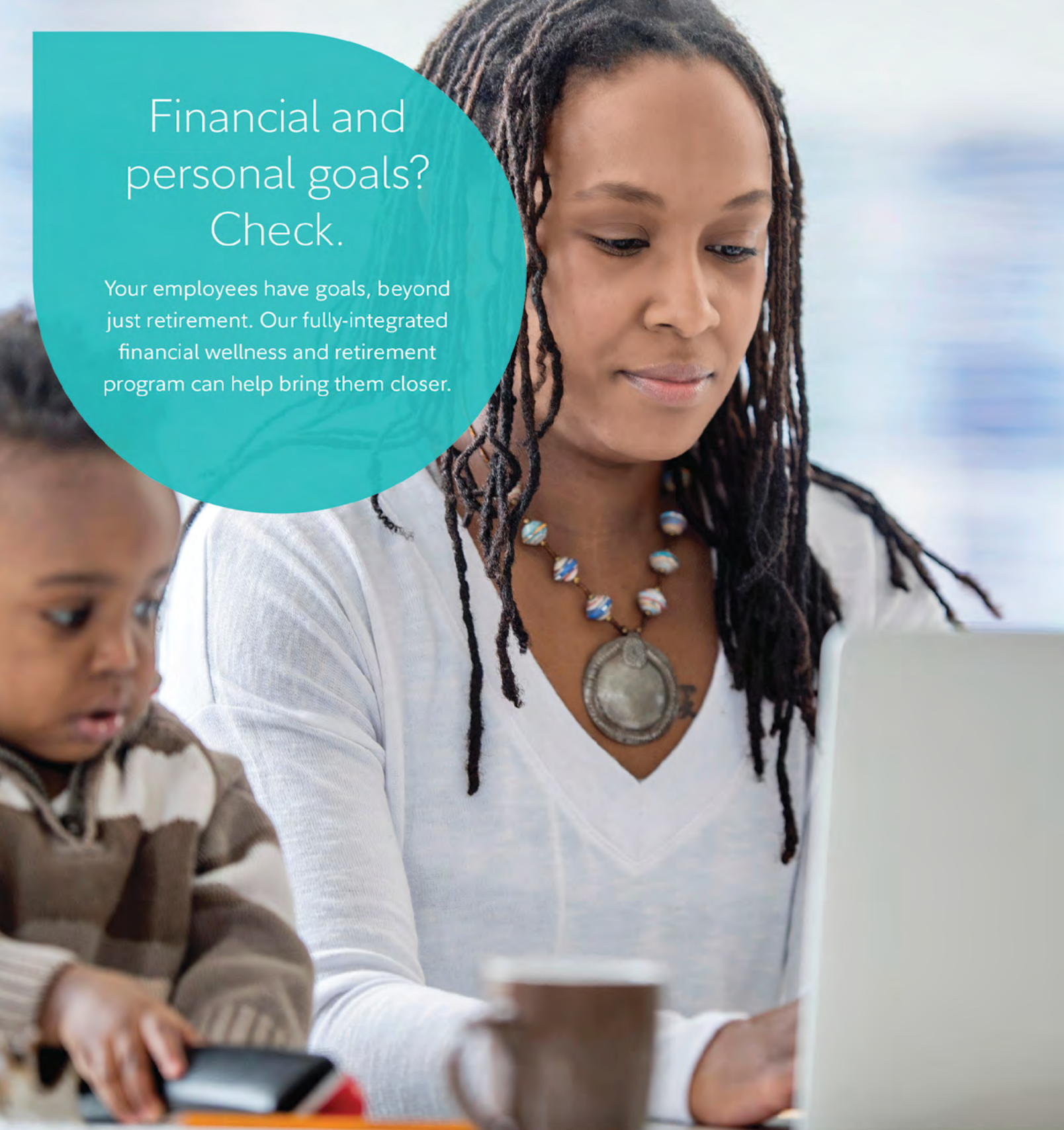
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HR
MAGAZINE

Spring 2019

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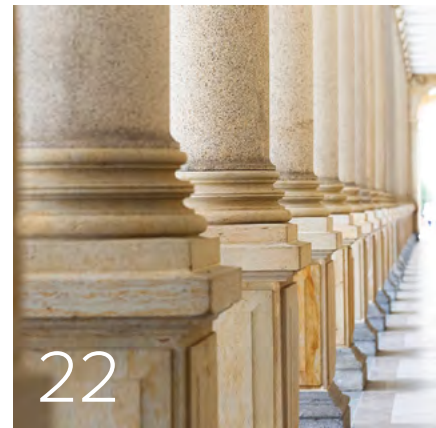
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THE HR LEADERSHIP ISSUE



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ANDY BRANTLEY, CUPA-HR PRESIDENT AND CEO

It's Time to Start Listening

"You're short on ears and long on mouth." – John Wayne

As HR professionals, we're experts at listening, right? In my experience (and I'm also pointing my finger at myself), sometimes yes, and sometimes, not so much.

Galen Emanuele, one of the keynote speakers at CUPA-HR's spring conference in Seattle, encouraged us to apply the improv concept of "Yes, and ..." to improve our communications and the performance of our teams and to more fully engage the members of our work groups. His guidance to us centered around five key concepts:

We Say Yes — we accept ideas, remain open, are mindful of our words and body language.

We Are Present and Listen — we don't just hear what is being said, we listen for what is meant.

We Make Each Other Look Good — we are generous with praise and quick to help others.

We Embrace Change and Failure — we do our best in any situation, we understand that setbacks will happen, and we learn and grow from our experiences.

We Choose Positivity — we focus on overcoming challenges and never include or foster the inclusion of negativity.

These concepts seem pretty straightforward, but I find again and again that we need to be reminded. Emanuele's words encouraged me to up my listening and engagement game, and I hope you use these concepts as part of your own self-reflection.

I also had the opportunity to facilitate some great panel discussions at our spring conferences. Each panel included a provost, a student affairs vice president, a general counsel and a chief HR officer. We often discuss our higher ed HR challenges, but we are much more impactful leaders if we take the time to listen to (and for what is meant by) other campus leaders. Our challenges are their challenges, and if we fail to make that connect, we are relegated to the paper-pushing "personnel" clerks who are called in *after* decisions are made instead of being asked to be one of the decision makers.

Some of the challenges we discussed during the panel discussions included:

- campus climate and the impact it has on campus culture,
- the changing faculty as many institutions utilize more adjunct and non-tenure-track positions,
- the increasing diversity of our students and our challenges to diversify and create an inclusive environment for our faculty and staff,
- the mental health and well-being challenges of our students,
- the approaching enrollment cliff and what impact this will have on higher education,
- the highly regulated environment of higher education, and
- the increasing willingness of employees and students to quickly move issues to the courts and/or social media.

Few jobs are as difficult as that of provost. What would you say are the three biggest challenges for your institution's provost? How does your work in HR help your provost address the numerous, often very complex challenges of your institution?

We know that the mental health and well-being of our students is a critical challenge for our campuses, but did you also know that many of our student-life colleagues are burning out as the complexities of creating and sustaining a welcoming environment for our students becomes increasingly difficult? When was the last time you asked your student affairs leaders how they are doing?

The partnership between HR and the office of general counsel must be strong and collaborative. If this is not true for your campus, what steps can you take to strengthen this critically important relationship?

As HR professionals, we need to listen. We need to really listen. Don't start thinking about what your response will be. Just listen. The conversation is not about you, it's about the person talking to you. So just listen.





A Decade Later, Higher Ed as an Employer Is Still Seeing the Impact of the Recession

Many colleges and universities, particularly master's and doctoral institutions, have seen an increase in the numbers of part-time and adjunct faculty over the past decade — a trend that has likely been driven in part by the 2008 economic recession and institutions' responses to financial challenges in its aftermath.

New research from CUPA-HR on how the recession impacted student enrollment and faculty composition in higher ed found that many institutions responded to the spike in student enrollment during the recession by hiring more part-time and adjunct faculty relative to full-time faculty. The exception is baccalaureate institutions, particularly public ones, which have maintained a low and steady proportion of part-time faculty since before the recession.

According to the research report, *Impact of the Economic Recession on Student Enrollment and Faculty Composition in U.S. Higher Education: 2003-2018*, prior to 2008, new hires of full-time faculty were rapidly growing at public master's and doctoral institutions. But during and after the recession, there was a notable decline in new assistant professor hires — a decline that continued until 2016, when institutions began to increase new hires.

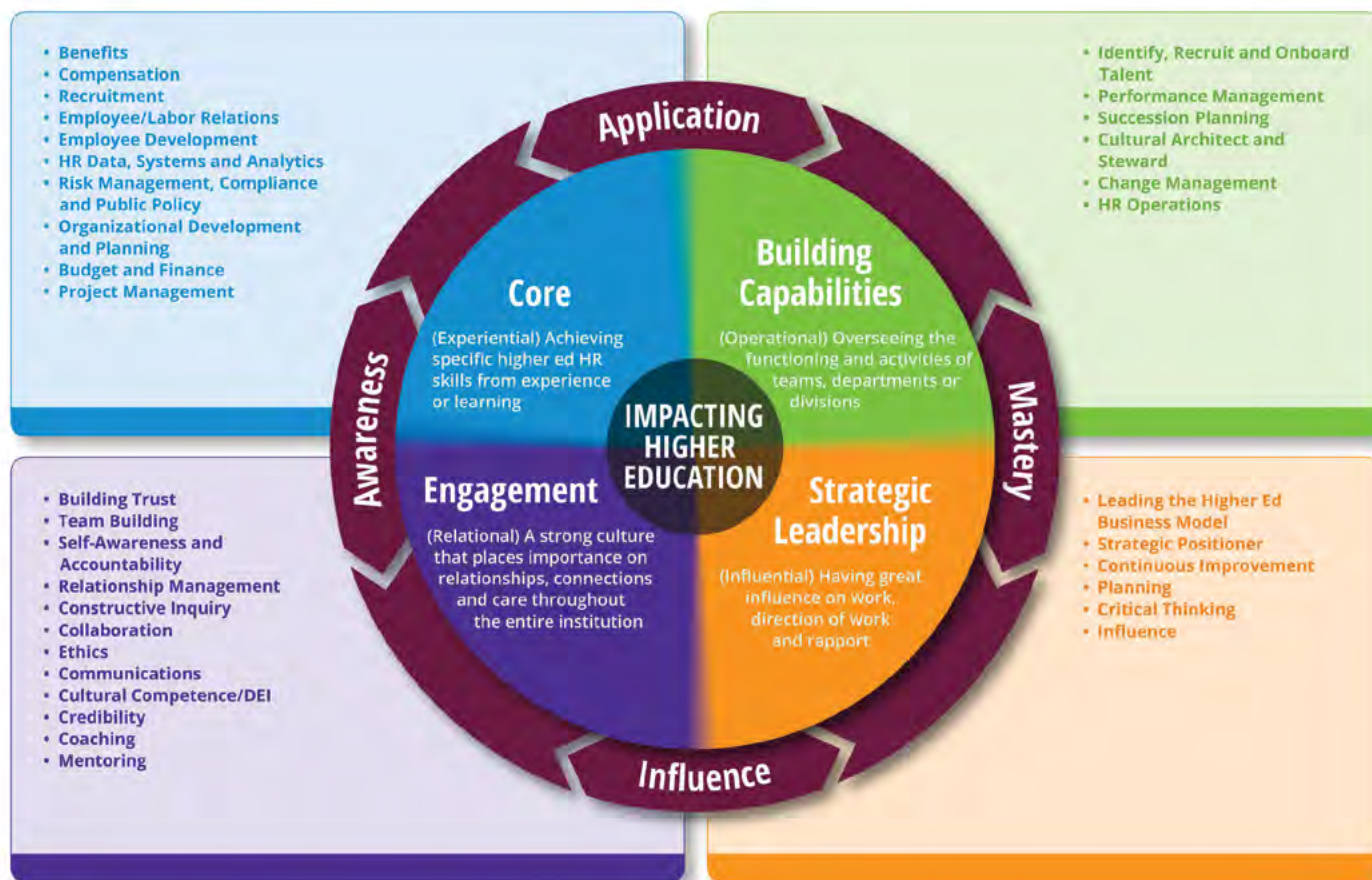
Other findings from the report include:

- During the recession, public institutions decreased the number of faculty they retained or hired in proportion to their student size, and recovery of pre-recession faculty-student ratios has been slow. Most private institutions were able to maintain or slightly increase their faculty-student ratio during and after the recession.
- Public doctoral institutions have continued to increase the utilization of part-time faculty post-recession.
- Master's institutions — particularly private ones — have the highest percentage of part-time faculty.
- During the recession, public institutions decreased the number of faculty they retained or hired in proportion to their student size, and recovery of pre-recession faculty-student ratios has been slow.

Read the full report at www.cupahr.org/surveys/research-briefs.

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National Academies, Colleges and Universities Working Together to Prevent Sexual Harassment in Higher Ed

The National Academies of Sciences, Engineering and Medicine have joined with over 40 colleges, universities and research institutions to launch the Action Collaborative on Preventing Sexual Harassment in Higher Education.

The action collaborative is designed to be an active space where higher education institutions and research and training organizations can research and develop efforts that move beyond basic legal compliance to evidence-based policies and practices for addressing and preventing all forms of sexual harassment.

The collaborative builds on the National Academies' 2018 report *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*, which found that between 20 percent and 50 percent of female students and more than 50 percent of female faculty and staff experienced sexually-harassing behavior while in academia.

Read more about the collaborative at www.nationalacademies.org.

Applicants Are Getting More Aggressive About Negotiating Salaries

Another sign of a tightening job market: More than half of professionals (55 percent) participating in a recent survey said they tried to negotiate a higher salary with their last employment offer. That's a 16-point jump from a similar survey conducted last year, according to research from the staffing firm Robert Half.

And it looks as though employers are ready to deal with the new dynamic. In a separate survey, 70 percent of senior managers said they expect some back-and-forth on salary, and about six in 10 (62 percent) are more open to negotiating compensation than they were a year ago.

Other key results from the research:

- 68 percent of male employees tried to negotiate pay vs. 45 percent of women.
- More professionals ages 18 to 34 (65 percent) asked for higher compensation compared to those ages 35 to 54 (55 percent) and 55 and older (38 percent).

- Boston (80 percent), Denver and Washington, D.C. (78 percent each) have the most managers who said they expect job seekers to negotiate salary.
- Houston (73 percent), Los Angeles (72 percent) and Miami (71 percent) have the largest number of executives more willing to discuss pay than they were a year ago.
- Managers in Washington, D.C. (71 percent), Houston and Los Angeles (70 percent each) are most open to negotiating non-monetary perks and benefits compared to last year.

What's the cause of the increased confidence in employees' leverage? Experts point to two factors — increased competition for highly skilled workers and more access to salary information via the internet. Bottom line: In order to remain competitive, companies are going to have to be vigilant about monitoring compensation trends.

This article was authored by Lynn Cavanaugh and first appeared on HRMorning.com on March 8, 2019.

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Microlearning: A New Trend in Training, Learning and Professional Development

By Missy Kline

What's your learning style? Are you a visual learner or an auditory learner? Do you take endless notes, or do you sit back and let it all sink in? Do you prefer a group setting or individualized learning? Do you learn better if you're in a room with the one leading the learning, or does an online course suit you better?

There are more ways than ever to learn today, but seemingly less time than ever to do so — particularly for an organization's already-stretched-too-thin employees. As the unit typically charged with creating and delivering training and professional development in our organizations, HR should create myriad ways for employees to access those opportunities.

One emerging trend in the learning and professional development space is microlearning. Microlearning is just what it sounds like — small chunks (think five minutes or less) of focused, one-topic learning that provides information to employees when, where and how they need it. This type of learning can be formal or informal, is action-oriented, and enables users to immediately apply the knowledge they have gained.

In an article on eLearning Industry's website (elearningindustry.com/microlearning-trends-in-2019-adopt), Asha Pandey, chief learning strategist at learning and performance solutions company EI Design, explains the benefits learning and development teams and organizations as a whole can realize from using bite-size learning. The value of microlearning to employers, she writes, is "its ability to engage learners across profiles in today's multigenerational workforce, its ability to provide a sticky learning experience, and its high completion rates," among others.

Microlearning Formats

Here are four types of microlearning that you can use to transfer knowledge to your employees in a focused, efficient, effective, impactful way:

Infographics

It seems infographics are everywhere these days, and for good reason. These quick, at-a-glance representations of data or other types of information are a great way to turn otherwise complicated, lengthy or involved topics into easily-digestible, bite-size chunks. Infographic design application company Venngage has some great examples of how HR can use infographics to relay important information to employees (venngage.com/blog).

Video

Video is one of the most commonly used microlearning formats. In an article on eLearning Industry's website (elearningindustry.com/video-best-medium-microlearning), the author shares three reasons why video works so well:

- **Alignment.** Seventy-five percent of millennials visit YouTube monthly. Millennials coincidentally are going to make up 75 percent of the workforce by 2025. However, regardless of age, people simply prefer video over other mediums. According to Nielsen, video is the most popular content consumed globally.
- **Retention and Transfer Knowledge.** Video is the most effective medium for communicating information in a short period of time. Most people are visual learners, so combining visual examples with audio creates a higher likelihood of knowledge transfer. Studies show that humans only retain 10 percent of heard information after three days versus 65 percent when visuals are added.
- **Ease of Production.** Because of the advances in cameras and software, video is easier and cheaper to produce than ever. It no longer takes an expert in video production to produce high-quality video that people want to consume.



Gamification

Games aren't just for entertainment anymore. Says Kathy Anttila, senior communications consultant with Sibson Consulting, "We're seeing organizations starting to use gamification to inform, educate and motivate desired behaviors." And, she says, you don't have to develop a game from scratch, as many vendors will work with you to develop a game on their platform or to deliver their "off-the-shelf" solutions to your employees. (Read about how three organizations successfully used gamification in recruitment and selection, training and development, and engagement and retention strategies at www.elearningindustry.com/power-gamification-in-hr.)

Complex Branching Scenarios

Content marketer Nikki VanRy, in a blog post for e-learning solutions provider EdgePoint Learning, explains complex branching scenarios like this: "Imagine a simulator that is like a choose-your-own-adventure book. This interactive microlearning tool responds and reacts to an employee's choices as they make them, changing the situation." Microlearning like this, she says, offers multiple opportunities for problem-solving in different scenarios.

When to Use Microlearning

Microlearning is most effective when it is aligned around moments of need. Writes learning industry expert Alex Khurgin in an article on Association for Talent Development (ATD)'s website, "A moment of need is a motivational window in which someone is open to help, guidance or training to achieve a goal. Most workplace learning is hard to facilitate and engage with at a moment's notice, so by the time employees get to the experience, they are already motivated by something else. Hence, low engagement, low application and low impact. But when you surround these high-motivation moments of need with microlearning, something quite powerful happens."

Khurgin's suggestions for identifying these moments of need?

- Review **HRIS moments**, like when someone joins the organization or gets promoted to manager. Trigger microlearning as soon as the change occurs to capitalize on peak motivation.

- Identify **calendar moments**, like annual performance reviews or quarterly planning. Provide microlearning experiences leading up to these events.
- Identify **recurring moments**, like candidate interviews or project kickoffs, which may happen frequently in your organization but not at set intervals. It can be hard to keep track of when these moments occur, so make sure employees are aware of the relevant microlearning they can pull when they need it.
- Track **organizational changes**, as these are great moments for everyone on the team to learn together.

With attention spans getting shorter and shorter, methods for delivering learning and development must change. While some topics will always be best suited for in-person or classroom-style delivery, many more can be delivered through short bursts via microlearning. Have you explored how microlearning can further your institution's training and professional development goals?

About the author: Missy Kline is managing editor of Higher Ed HR Magazine and content manager for communications and marketing at CUPA-HR.

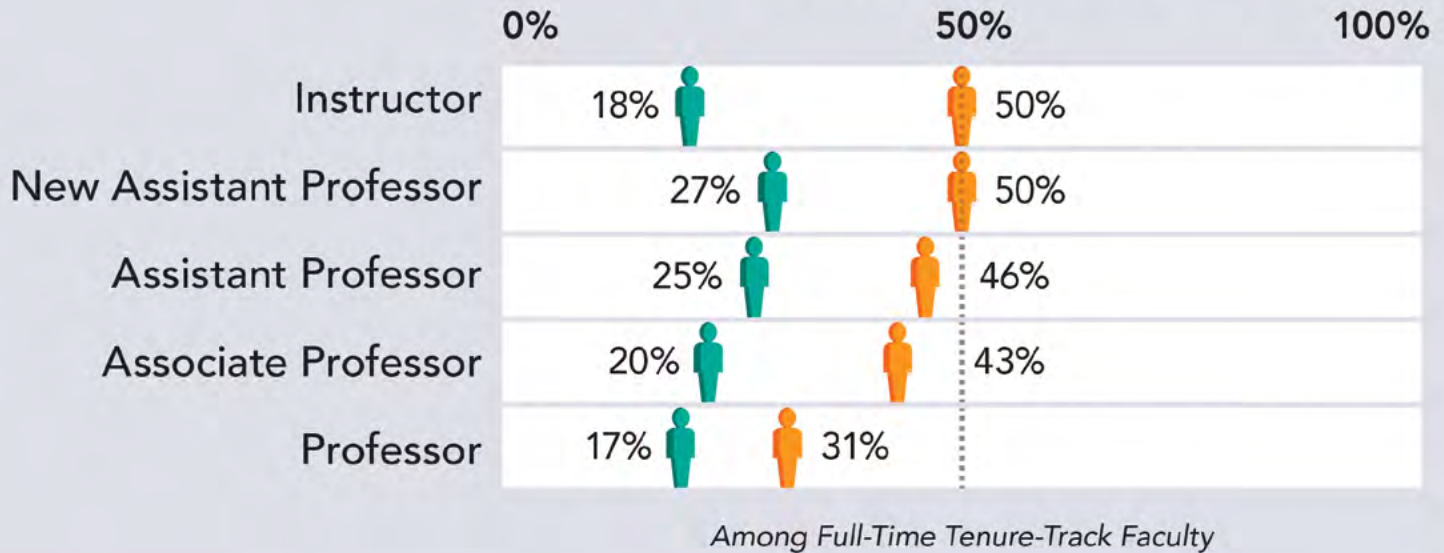


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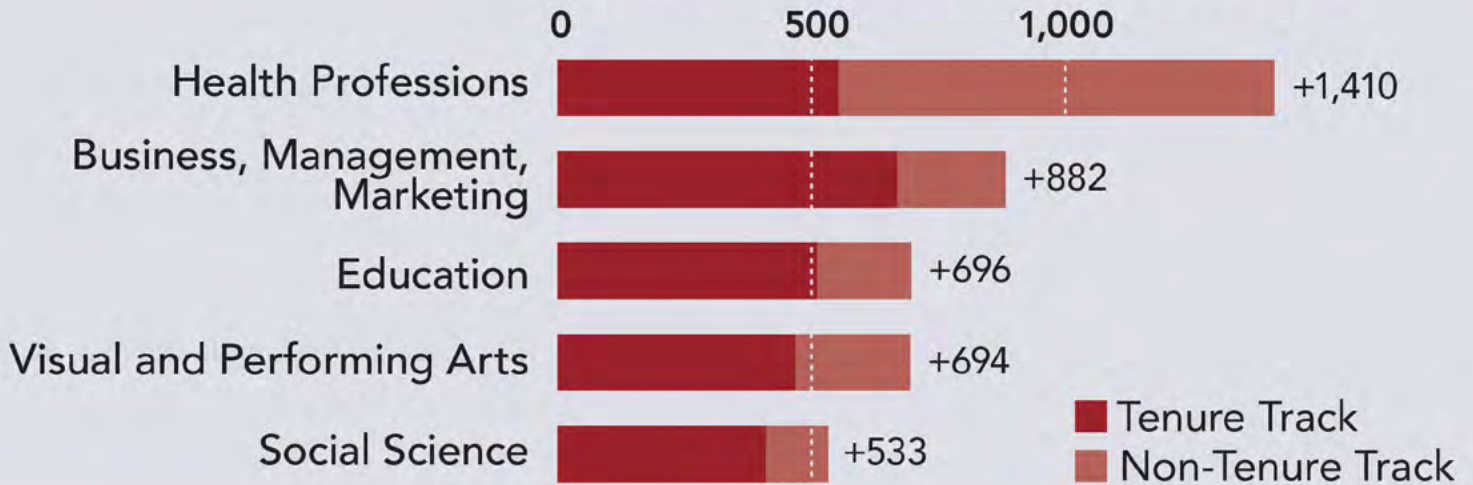
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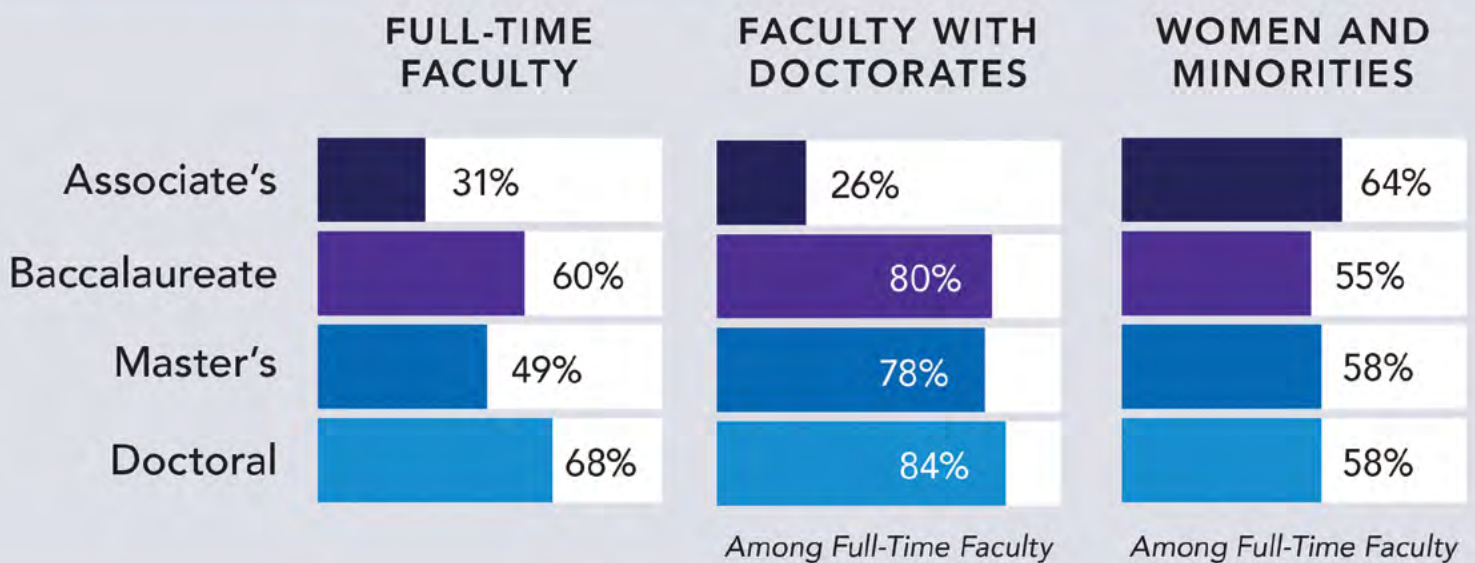
■ WOMEN
 ■ RACIAL/ETHNIC MINORITIES

Pay Equity



Women's Median Pay Compared to \$1.00 of Men's
 Minorities' Median Pay Compared to \$1.00 of Whites'

CHANGES BY INSTITUTION CLASSIFICATION



Data from the 2019 CUPA-HR Faculty in Higher Education Survey

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The Current State of Workforce-Related Policy and Legislation in D.C.

By Josh Ulman, Christi Layman and Basil Thomson

At the start of the 116th Congress in January, Washington, D.C., was visibly and palpably different than before. Congress was newly divided following the midterm elections, which handed the House majority to the Democratic party for the first time in nearly a decade, and the federal government was in the midst of the longest partial government shutdown ever.

As politicians debated the extent to which the midterms could or could not be considered a Democratic wave and whether those results were a foreshadowing of what is to come in 2020, policy analysts and government relations professionals made predictions about the House Democrats' legislative and oversight agendas and whether the shutdown, combined with aggressive House oversight, would render the Trump administration's regulatory agenda ineffective.

While a complete evaluation of all that was promised or foretold is beyond the scope of this article, we can begin to evaluate where the Democratic majority is as it relates to its workforce policy agenda.

Workforce Legislation

With Republicans losing control of the House to the Democratic party, it was widely expected that we would see aggressive oversight (in the form of hearings and investigations) of the Trump administration in order to slow down aspects of President Trump's agenda opposed by Democrats. It was also expected that Democrats would introduce legislation in the House to highlight issues they believe will propel them to additional Congressional gains and control of the White House in the 2020 election.

While President Trump's regulatory agenda on workforce issues has thus far not been the target of oversight hearings and investigations, House Democrats have introduced, held hearings, marked up and passed legislation to highlight and fulfill the promises of

their "For the People" agenda, which aims to improve workplace culture by increasing efforts to promote diversity and inclusion by combatting discrimination and harassment, increasing union leverage at the bargaining table, expanding mandated employee benefits and raising the minimum wage.

Minimum Wage

With respect to higher wages, Democrats campaigned on a \$15 per hour minimum wage pledge. To deliver on that pledge, Rep. Bobby Scott (D-VA), chairman of the House Education and Labor Committee, introduced H.R. 525, the Raise the Wage Act, which would gradually raise the federal minimum wage to \$15 per hour over the course of five years. That legislation would also tie the minimum wage to the annual percentage increase, if any, in the median hourly wage of all employees as determined by the Bureau of Labor Statistics — effectively instituting automatic annual updates. The bill would also eventually eliminate the subminimum wages for tipped workers, workers under the age of 20 and workers with disabilities.

To drum up support for the bill, the House Education and Labor Committee held a hearing on the legislation in February and marked up the bill on March 6. At the hearing and markup, Democrats argued that increases to the minimum wage are a boom for the economy, as workers would have more money to spend. They also sought to allay concerns that increasing the minimum wage too dramatically could have a negative impact on jobs or businesses by pointing to data suggesting that localities and states that have implemented minimum wage increases have not seen these kinds of negative impacts.

Republicans, on the other hand, claim the bill will hurt the economy and that it does not address the cost-of-living differences around the country. Additionally, they have expressed concern that low-skill workers looking



to enter the workforce will be the most negatively impacted by the changes and have advocated that the issue be handled at the state level. Republicans also argue that tying wage increases to inflation will put the economy and employers under strain in less prosperous times, hurting the economy even further. Following the debate, the legislation was passed out of committee on a voice vote and sent to the House for a final vote.

While Democratic House leadership has yet to schedule a final vote on the wage mandate, CUPA-HR is concerned that a minimum wage increase to \$15 per hour may have unintended consequences for certain institutions across the country. According to a recent analysis of data from CUPA-HR's *Staff in Higher Education Survey*, the median pay of hourly employees at institutions of higher education is \$17.70 an hour. However, 26 percent of all staff are paid less than \$15 an hour (this number increases to 33 percent for institutions in the South and institutions with fewer than 1,700 students).

Based on this analysis, CUPA-HR is concerned that the Raise the Wage Act would disproportionately impact those colleges and universities with fewer resources and/or in areas with a lower cost of living that can least afford it. It also could negatively impact entire communities, as in many college towns the local college or university is the major employer. CUPA-HR also is concerned with automatically updating the minimum wage, as doing so will negatively impact institutions' budgets and budget planning, their ability to provide merit-based increases, and employee morale, especially as it relates to wage compression.

If this legislation does receive enough votes to be passed in the House, it will likely not be taken up in the Senate as long as Republicans hold the majority there.

Improving Workplace Culture

While increasing the minimum wage is a top priority of House Democrats, they have also given precedence to legislation that they believe will help combat workplace discrimination and harassment and therefore improve workplace culture.

The Gender Pay Gap

One way the new majority hopes to combat workplace discrimination and harassment is by tackling the gender pay gap via the Paycheck Fairness Act (PFA) (H.R. 7). The bill, which was first introduced in Congress in 1997, aims to close the gender pay gap by amending the Equal Pay Act. Specifically, the PFA would ban inquiries into job candidates' wage history, limit defenses against



While increasing the minimum wage is a top priority of House Democrats, they have also given precedence to legislation that they believe will help combat workplace discrimination and harassment and therefore improve workplace culture.

claims of unequal pay, allow employees to inquire about and discuss wages without retaliation, enhance penalties for Equal Pay Act violations, and direct pay data collection and analyses.

At a hearing in February, Democrats called for passage of the bill "in order to eliminate the loopholes that exist under current law as well as provide additional, more powerful enforcement against wage discrimination," and Republicans argued that "the PFA was the wrong approach to ensure equal pay, because it offers no new protections for workers, imposes a one-size-fits-all mandate, limits communication between employers and employees, and is not designed to help female workers."



CUPA-HR submitted a letter for the record reiterating support for narrowly tailored legislative and regulatory proposals that are designed to prevent and remedy documented discrimination in the workplace. However, the letter also expressed concern with the bill's provision imposing liability for pay practices that an employer has shown are justified by business necessity if a plaintiff, their lawyers and judges conclude an "alternative employment practice exists that would serve the same business purpose without producing such differential." If this scenario were to become law, it would impose unprecedented government control over how employees are paid and create widespread uncertainty about which pay practices are lawful, leading to confusion and litigation (however, this legislation is unlikely to move anywhere in a Republican-controlled Senate).

Non-Discrimination Protections

Although there is a fair amount of disagreement between employers and Democrats over the unintended consequences of some of their workforce-oriented legislation, H.R. 5, The Equality Act of 2019, has received tremendous support from over 160 individual businesses and a wide variety of employer-based associations.

Reintroduced on March 13 of this year, the bill would make employment and other forms of discrimination based on sexual orientation and gender identify unlawful. Specifically, the legislation would amend existing civil rights law — including the Civil Rights Act of 1964, the Fair Housing Act, the Equal Credit Opportunity Act, the Jury Selection and Services Act and several laws regarding employment with the federal government — to explicitly include sexual orientation and gender identity as protected characteristics. The legislation also amends the Civil Rights Act of 1964 to prohibit discrimination in public spaces and services and federally funded programs on the basis of sex.

For a long period following passage of the Civil Rights Act of 1964, federal courts uniformly held that Title VII did not prohibit employment discrimination on the basis of sexual orientation or gender identity. Two U.S. Supreme Court decisions (one in 1989 and another in 1998) have challenged much of that prior reasoning and as a result some subsequent decisions have allowed Title VII claims to proceed where the plaintiff can

demonstrate that he or she was the victim of unlawful sex discrimination in the form of gender stereotyping or sexual harassment.

Despite those decisions, the law remains unclear and divided as to whether Title VII protections also apply to sexual orientation discrimination. In fact, the Human Rights Campaign finds that "50 percent of LGBTQ Americans live in the 30 states that still lack statewide legal non-discrimination protections, leaving their residents and visitors at risk of being fired, denied housing, or refused service because of who they are or who they love."

For those compelling reasons, CUPA-HR along with 43 other trade associations sent a letter to Capitol Hill in support of the provisions in the bill that provide employment non-discrimination protections based on sexual orientation and gender identity.

Since 1974, seven separate pieces of legislation to prohibit employment discrimination on the basis of actual or perceived sexual orientation or gender identity have been introduced in Congress, with none ever being signed into law. The Equality Act of 2019 already has the bipartisan support of more than 280 members of Congress as well as support from 165 individual corporations and may have a stronger chance of being signed into law than previous iterations.

Still to Come

Democrats in the House have spent most of their time introducing their workforce policy agenda to highlight those issues which won them the majority in the 2018 midterm elections. There are still issues such as declining union density that Democrats will seek to address via legislative proposals; however, as 2020 looms ever nearer and Democrats have succeeded in passing their legislative priorities out of the House, they may turn to their oversight powers to limit the effectiveness of the Trump administration's policy agenda and slow down its policy-making ability.

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.*



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Ripple Effect

HR's Role in Influencing Diversity Management Practices

By Lauren Turner and Kimberly Merriman

Organizations approach workforce diversity in different ways, and organizational diversity management practices have shifted over time. When effectively managed, a diverse workforce can increase employee innovation and creativity, improve organizational performance and decision-making, and serve as a competitive advantage. Within this context, HR leaders have an opportunity to influence how their organizations respond to workforce diversity and, specifically, what diversity management practices are put in place.

Diversity Management Practices

Much research has been conducted to explore the wide set of diversity management practices and programs that make up organizational strategy aimed at supporting a diverse and inclusive work climate. Simply stated, a diverse and inclusive work climate is one in which all members feel a sense of inclusion and belonging and are treated fairly. From a legal context, this means having systems and structures in place that ensure equal opportunity and non-discrimination compliance.

From a broader workplace climate perspective, this means establishing diversity management practices that foster a sense of fairness and belonging and that can help an organization leverage the positive effects of workforce diversity. Explored in this way, diversity management practices are the structural aspects of an organization's diversity management efforts, are subject to influence from leadership, and have the potential to vary across organizations.

To conceive a comprehensive range of diversity management practices, we start with a recognized framework developed by Kalev, Kelly and Dobbin in a study published in 2006 that identifies three broad categories: structures that establish clear responsibility for and oversight of diversity management, programs to mitigate the effects of bias and stereotyping on organizational decision-making, and programs to reduce social isolation of female employees and employees of color.

Structures That Establish Clear Responsibility for and Oversight of Organizational Diversity Management

Organizations must assign specific responsibility for diversity goals or risk a decoupling of goals from actual employee behavior. This approach can take various forms. For example, many organizations have established positions and/or offices specifically charged with developing and overseeing diversity management. Many organizations have also incorporated diversity and inclusion as an explicit component of their mission and strategic planning and have structured employee involvement through diversity task forces, advisory committees and councils. Organizations have maintained oversight through mechanisms to assess the effectiveness of their diversity management efforts, including organizational climate surveys.

Programs to Mitigate the Effects of Bias and Stereotyping in Organizational Decision-Making

Research scholars apply social categorization and implicit bias concepts to illuminate the potential for pervasive undesirable effects of biases and stereotypes on diversity management efforts. A basic premise of social-categorization theory is that everyone holds a set of stereotypes and biases that they attribute to people whom they categorize as different from themselves, which are informed by the learned assumptions and socially constructed definitions and beliefs about the group to which the others belong.

To counter this propensity, many organizations have established diversity training and education programs, with particular attention paid to providing training for managers and supervisors who have the potential, through their managerial discretion and decision-making, to adversely impact subordinate employees. Many organizations have also established performance management processes that provide managers with feedback on their diversity performance and instill accountability.

Programs to Reduce Social Isolation of Female Employees and Employees of Color

This third broad category of diversity management practices relies on the notion that social networks influence job advancement. For instance, we know that having effective networks is an important resource and provides access to information, support and career coaching. Networking and mentoring opportunities can foster a more inclusive and welcoming work environment, but women and people of color historically have not had beneficial social networks to the same extent as White men. Recognizing this, many organizations have established formal networking and mentoring programs as part of their diversity management efforts.

Chief HR Officer Role

Recent studies have documented the elevation of chief human resources officers to membership on the senior leadership team in many organizations and the important role that HR management plays in developing strategy for competitive advantage and organizational success.

HR leaders have an opportunity to influence how their organizations respond to workforce diversity and what diversity management practices are put in place.

In a recent survey we administered to chief HR officers at 193 higher education institutions across the nation, 53 percent reported that their position is a member of their university's senior leadership team. Thirty percent indicated that they report directly to the president or chancellor, 68 percent report to a chief financial and/or administrative officer, and 2 percent have a joint reporting relationship to the president and chief financial officer.

Distinct from whether CHROs are formal members of the senior leadership team or not, 74 percent reported that they meet regularly with their organization's senior leaders. This disconnect between formal and informal status is consistent with other research findings that show that the senior status of the CHRO position, apart from formal senior leadership status, can permit channels of influence on organizational strategy. This suggests that CHROs, regardless of where their "seat at the table" is, have an opportunity to influence organizational decisions. This then raises the question of how CHROs go about exerting this influence.

Transformational Leadership as Influence

The concept of transformational leadership was introduced nearly 40 years ago and is commonly defined as a leadership style in which leaders

encourage, inspire and motivate employees to innovate and create change that will help grow and shape future success.

Transformational leadership behaviors, as compared with transactional leadership behaviors, are those that have a focus on relationships rather than transactions and are conceptualized as a driver of organizational change. Transformational leadership incorporates two dimensions of behaviors used by leaders to exert influence: collective-focused and individual-focused.

Collective-focused behaviors are displayed when the leader envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence, presumably inspiring a collective vision of the future. Individual-focused behaviors are leader behaviors that differentiate among individuals, focusing more on individual empowerment and self-efficacy than collective interests, encouraging individuals to become more innovative and to challenge the status quo, and recognizing that individual differences require different approaches.

In the context of our research on this topic, we examined

CHRO use of these two sets of transformational leadership behaviors toward senior leadership team members, speculating that this is how CHROs ultimately influence the establishment of diversity management practices at their institution. Our study showed that CHROs appear to be more influential with senior leadership team members through their use of individual-focused transformational leadership behaviors. This finding supports our prediction that CHROs, regardless of their formal status on the senior leadership team, exert what research labels both "upward" and "lateral" influence. However, findings from our study show a greater potential for this form of influence when a CHRO has formal senior leadership team status in addition to CHRO status.

Cultural Intelligence as Competency

Cultural intelligence is defined as a person's capability to function effectively in situations characterized by cultural diversity. In our study, CHRO cultural intelligence was assessed using established survey items to capture the four aspects that holistically form cultural intelligence: self-awareness, knowledge, motivation and behavioral capability. We know from previous research that a leader's beliefs about the value of workforce

diversity influence organizational strategic decision-making related to diversity and inclusion practices.

Research further shows that leaders' ability to manage a diverse workforce improves if they develop their awareness of their perceptions and beliefs about people who are different from themselves. In line with this, social categorization theory explains that all people hold a set of stereotypes and biases based on dimensions of human difference about themselves and about other groups of people whom they regard as different from themselves. These perceptions and beliefs about others influence how leaders behave, how they perceive workplace roles and how they make decisions. From this, it seems that CHRO cultural intelligence may influence their attention to and efforts toward establishing diversity management practices.

One could argue that simply having the functional expertise of a CHRO on the senior leadership team should have a positive impact on the existence of diversity management practices. However, while the existence of a CHRO position within an organization's senior leadership team may be one way for CHROs to influence diversity management, research suggests it is likely an insufficient condition for the broad-based development of diversity management practices.

Taken all together, a comprehensive path emerges with cultural intelligence as a possible factor beyond functional HR expertise that contributes to individual CHRO ability and motivation to establish diversity management practices, and transformational leadership as the set of behaviors used by CHROs to influence other senior leaders toward the establishment of these practices.

Putting It All Together

Findings from our study showed a significant and positive relationship between CHRO cultural intelligence and transformational leadership, particularly between CHRO use of individual-focused transformational leadership behaviors toward senior leadership team members and the number of diversity management practices in place. These findings support our predictions that CHROs are more likely to see individual-focused transformational leadership behaviors as their go-to strategy for garnering support from the senior leadership team in establishing diversity management practices on campus.

Our findings also show that cultural intelligence in a CHRO matters and can influence an organization's overall diversity management strategy. These findings are particularly relevant for higher education institutions that strive to increase the diversity of both

prospective and enrolled students and their workforce and timely given the significant uptick in the level of student activism on college and university campuses. Students are calling for college and university leaders to increase their focus on and commitment to campus diversity and inclusion and issues of social justice more broadly. These calls to action require broad-based stakeholder engagement, suggesting that developing the cultural intelligence of leaders more broadly may be a fruitful investment.

At a more granular level, our study findings show that an organization's status as a federal contractor, (i.e., required to have an affirmative action plan), the size of its budget, and the CHRO's length of service in the position and membership on the organization's senior leadership team also have a positive influence on the number of diversity management practices reported to be in place.

Of note is that these organizational-level control variables, while explaining a significant portion of the variance in the number of diversity management structures in place, do not explain as much of the variance in the number of programs aimed at mitigating bias and reducing social isolation. This raises the interesting possibility that an organization's attempt to remain federally compliant may more likely take the form of diversity

Cultural intelligence in an HR leader matters and can influence an organization's overall diversity management strategy.

management structures, rather than the more subjective and difficult-to-measure programs that reduce bias and social isolation.

Our findings suggest that elevating the role of human resources to the organization's strategic leadership-level is helpful, but not sufficient. It is the placement in the organization's senior team coupled with having a CHRO with high cultural intelligence that appears to most affect establishment of organizational diversity management initiatives. Our findings also highlight the potential value of an organizational investment in professional development in the areas of diversity and inclusion specifically aimed at increasing cultural awareness and capability in leaders. Cultural intelligence is a dynamic construct and can be developed over time as an individual is exposed to new information. Further, following theory and research that draw attention to a

composite of organizational senior leadership team leaders, cultural intelligence is a quality to develop and recruit beyond the CHRO position and should include other senior leadership team members and even board members. Results of our study show that only one-quarter of the 193 respondents reported providing training in diversity management for members of their board of trustees or board of regents. When organizations in general do address diversity management at the board level, it is commonly by adding a diverse board member rather than implementing training.

By showing the relevance of cultural intelligence to establishment of diversity management practices, our findings suggest there is value in extending related developmental opportunities to the very top of the organization's hierarchy — and who better to champion this diversity management practice than the chief HR officer.

Going Forward

The role of the chief HR officer has increased in strategic importance, yet still has room to grow its influence on diversity management. Clear ways forward include membership on the top management team, development of cultural intelligence, and use of influential leadership behaviors. These steps may well distinguish whether diversity management practices are treated simply as a duty of the HR function or embraced as an institutional priority. The diversity landscape is too impactful and too complex to be anything but the latter.

***About the authors:** Lauren Turner, Ph.D., is senior associate vice chancellor for human resources, organizational strategy and effectiveness at University of Massachusetts Lowell. Kimberly Merriman, Ph.D., is professor of management at University of Massachusetts Lowell.*



HOW HR CAN CONTRIBUTE TO PUBLIC POLICY WORK ON CAMPUS

By Katie Ross

Have you ever been caught off guard by your state legislature passing a new law that had a profound impact on your employees or on your university as an employer? Have you wondered what your state legislators were up to, and how you could support or oppose their initiatives?

As higher education HR professionals, we operate in a highly regulated environment and navigate an ever-increasing web of laws, rules and regulations. While there are many great resources for staying informed about pending federal public policy and compliance issues, it can be a challenge to find similar resources for staying informed about legislation at the state level.

Several years ago, the University of Illinois System HR office began to address this challenge by developing a state legislative review and monitoring function within our unit. We partnered with our governmental relations office to strengthen our message and gain advocacy experience. While this has been an effective partnership for a number of years, we as HR occasionally find ourselves challenged to raise awareness of how employment and benefits issues are part and parcel to the primary concerns of academics, research and budget.

So where should you start, and how can you develop a consistent process that will help others recognize your valuable contributions and expertise in the public policy arena?

Do Your Homework

First, you'll need to know some basics to understand the legislative process in your state, including how a bill becomes a law, when the state legislature is in session, and a calendar of important bill passage dates and deadlines. Your state legislature's website is a great place to start. Here, you can also find out who your local senators and representatives are, the committees on which they serve and which bills they sponsor or support. Find the committees that are most applicable to the work being done through human resources (examples include Labor, Personnel and Employment; Human Resources; Ethics; Pension and Benefits; and Higher Education).

Look for bills in those committees that might be of interest to or have implications for your college or university, and keep track of them. You might create a simple “watch list” spreadsheet that includes the bill number, a brief synopsis, the status and the date.

Many states offer bill-tracking services on their legislative websites. These free online applications will let you flag bills of interest and create reports.

Private bill-tracking services can also be a great resource and a time-saver, but typically come with a fee (Google “state bill tracking in [your state]” to find options).

It does take some work and dedication to monitor activity in committees and review the bills that you’re tracking for updates, amendments and status changes, but the effort pays off when you can identify a critical bill early and take steps to help advance your university’s position.

Collect Data and Gather Stories

You’ll need to prepare to address a state bill by doing research, collecting data and, perhaps most importantly, collecting stories. Many bills are proposed based on personal experiences and emotional appeals of constituents to their state leaders. Data that show the reality of the expense or impact to your university is helpful and often eye-opening for lawmakers. Equally powerful, and sometimes more so, are brief stories that illustrate how a

proposed bill might impact specific students, professors or employees. Prepare a one-page fact sheet (in a bulleted, easy-to-read format) that highlights a few key data points or stories. Be sure to try and anticipate and prepare responses for

legislators’ districts and state capitol offices are one of the quickest and easiest methods. If you call, you’ll likely be speaking to a legislative staffer. Always be brief, polite and positive. Practice what you can say in 30 seconds to a minute to give

With a little legwork, you can use your expertise as a higher ed HR professional to make an impact on public policy within your state and on your campus.

important highlights of your position. Reference the bill number, and provide your name, phone number and email address. If you choose to communicate via email, keep it brief and attach your fact sheet. If you choose to mail in a letter, a neatly handwritten or typed personalized letter is more meaningful and impactful than a form letter.

If you can visit your state legislator’s district office

counterarguments to your position and alternate viewpoints from others who are impacted. Also, think about whether you can or should involve others who are similarly impacted — are there local employers, state agencies, sister schools or other colleges who will sign on to a letter of support or host a meeting with you? Often your voice is strengthened by involving others. Finally, know your “ask” — what is it that you want your legislators to do? Support the bill, oppose the bill, amend the bill?

Identify How You’ll Communicate With Legislators

Now that you’re prepared to advocate for your university’s position on a bill or issue, how do you actually share your views? Phone calls and emails to your state

or travel to your state capitol, even better. Call ahead to the district office to make an appointment or find out when your representative is holding open office hours. Look for committee meetings and subject-matter hearings at the capitol that allow public comments. You can usually complete a short form online or in person, which indicates your support or opposition to a bill and allows you to receive a brief timeslot for making comments. You can also call to set up a short meeting with your legislator or committee members at the state capitol. Prepare and practice 30-second to five-minute “elevator speeches” so you can vary your comments and hit the highlights depending on how much time you are allotted. Always bring multiple typed copies of your comments and your fact sheet to the capitol as leave-behind material.

For high-profile issues, especially those that have your local legislators' support, consider working with your government relations or public affairs office to hold a town hall meeting or press conference on campus where your legislators, faculty, staff and other supporters can speak to the issue.

The Takeaways

In summary, here are tips that can assist you in developing relationships and interacting with your state legislators:

- Always be polite, even when things don't go your way — you never know when you might need assistance on a new issue.
- Focus on short stories about impacts on real people, but also have costs and data handy to back up the stories.
- Be flexible and understanding of schedule changes. State legislators are pulled in several

different directions on any given day and may have urgent matters or important votes come up, so your meeting might get postponed or canceled at the last minute. A positive attitude will win you a lot of points with legislative staffers, and you may be able to use the time to stop in at other legislators' offices and make new connections.

- Remember, if you're advocating as a citizen (not representing your university), it's a best practice to be clear about that, and you may also need to use your personal phone or home computer during lunch, breaks or non-work hours to do so to avoid any conflict with work responsibilities.
- Finally, know when to stop advocating. Your bank of political capital is not bottomless. It might be better to agree to a less

detrimental but still not perfect amendment, or to step out of the ring and start figuring out the best way to comply with a new law (and save some fight for the next bill).

Higher education HR professionals hold the keys to important information about the effects of many state proposals on their university in terms of impact to faculty and staff, increased costs and increased administrative burdens. It is important that we have a role in supporting or opposing state bills in order to protect our employees and our universities as employers. We can have a powerful impact with our unique perspective, data and stories from our universities. Taking an active role helps ensure that state legislative changes happen *with* you and not *to* you.

About the author: Katie Ross is senior director of human resources at the University of Illinois System.

Whether advocating at the state or the federal level, CUPA-HR's government relations team offers the following advice for higher ed HR professionals:

- ① Get to know your institution's chief government relations officer or federal affairs officer, and share with them CUPA-HR's public policy resources (www.cupahr.org/advocacy/key-issues and www.cupahr.org/advocacy/advocacy-positions) and discuss the impact certain issues might have on your institution.
- ② Get your institution's approval before advocating as a representative of your college or university.
- ③ Determine contacts in both the state and federal arena who might need to be informed on the impact certain legislation might have on your campus and who might help champion your institution's interests.
- ④ Partner with other senior leaders to help identify policy positions for your institution, and help ensure senior leadership is ahead of emerging public policy in the HR realm.
- ⑤ Understand your institution's policies/restrictions on lobbying — advocacy must be done strategically and done right.



A Collaborative Approach to *How HR and Search Firms Can Partner*

By Melissa Fincher



Higher Ed Executive Searches

An executive search can feel like drinking from a fire hose. Where do we start? What kind of leader are we looking for? Who will serve on the search committee? Where do we find the right candidates?

Because of the complexity of a high-profile search at a college or university, search firms are often hired to take the lead and are charged with managing the various stages, providing counsel to the hiring manager and search committee, conducting widespread sourcing, and producing a slate of diverse and intriguing candidates for the committee and institution to consider.

As a search consultant, I believe we excel at what we do and provide real value in identifying difference-making leaders. As a former higher education human resources administrator and talent manager, however, I know the value that the chief HR officer (CHRO) can and should play as a trusted partner to search consultants, from the very beginning of the engagement. In my experience, search consultants and an institution's HR leader do not always work together as closely as they could on a given search — and I see this as a missed opportunity.

I recently completed an executive search in a major metropolitan area that experienced significant hardship following the recession in the late 2000s. Making the case to candidates for relocation to this area was an obvious challenge, and I knew that identifying leaders who had a strong affinity to the region and a passion for its revival would be paramount to the search's success.

In speaking with the CHRO about the market response and about times when the institution was successful in attracting candidates from other parts of the country, I learned that when several of the major local industries failed, entire families relocated to other cities throughout the United States for job opportunities. This information uncovered a very specific niche market and was pivotal in forming a sourcing strategy that ultimately identified several excellent candidates with a desire to return to the region. This is just one example of many in which partnering with an institution's CHRO aided a search in which I was involved.





In my experience, search consultants and an institution's HR leader do not always work together as closely as they could on a given search — and I see this as a missed opportunity.

While there are many key players in a search, this article focuses on the search consultant/CHRO partnership and suggests some ways HR can collaborate with search consultants on recruitment and talent acquisition efforts. Here's how HR can play an active role.

Advocate for the Value of the Search Firm

When an external firm is hired, there may be questions as to why it was brought in and what the CHRO's role will be. One of the most important factors to consider is that search consultants have relationships with passive candidates who are looking for a layer of confidentiality between the client and their candidacy, and they may feel a bit more exposed by working directly with the hiring authority. The search team and CHRO can work together to anticipate questions and concerns from stakeholders and present a unified voice in responding to them.

Provide Key Background Information

The executive search firm and search committee will want to move quickly through the initial steps of an assignment. As they do, they'll want substantive information — including fiscal reporting, organizational charts, strategic plans, executive profiles and more — to support the recruitment strategy. The CHRO, having a comprehensive knowledge of the institution and its resources, can be the primary point person in obtaining reliable information.

Provide Effective Recruitment Insight

As the search progresses, it is important that the head of human resources remains a visible and active partner to the committee and the consultants, especially pertaining to the institution's

competitive differentiation in the marketplace and as an employer of choice. A neutral but invested HR leader can be the go-to authority on what has and has not worked within the institution's culture, challenges to attracting and retaining talent, compensation limitations and other matters.

Ensure That the Search Firm Adheres to Internal Policies, Practices and Procedures

It is important that the search firm understand the unique needs of an institution's recruitment procedures with regard to documentation, analysis of credentials, the institution's application process and so on. This will help ensure that the firm is satisfying the institution's internal recruitment requirements relative to the qualitative and quantitative analyses of candidate credentials. The chief HR officer can

and should work closely with the firm in this area.

Steward the Finalists

As candidates for a position are narrowed, the hiring manager will seek to understand the professional and personal considerations candidates may have in making a major life decision. The CHRO can play an important role in aligning the second part of that narrative — the personal components.

At this point, the CHRO and search consultants can consult with each other on matters such as career support for a trailing spouse, academic needs for school-aged children, or the state of the local real-estate market. Additionally, discussions around compensation are not always as simple as “base and bonus.” There are cost-of-

living and other considerations, from healthcare benefits to tuition remission and a flexible work schedule. The CHRO’s input in crafting a customized total rewards package that will attract and retain the candidate of choice is essential.

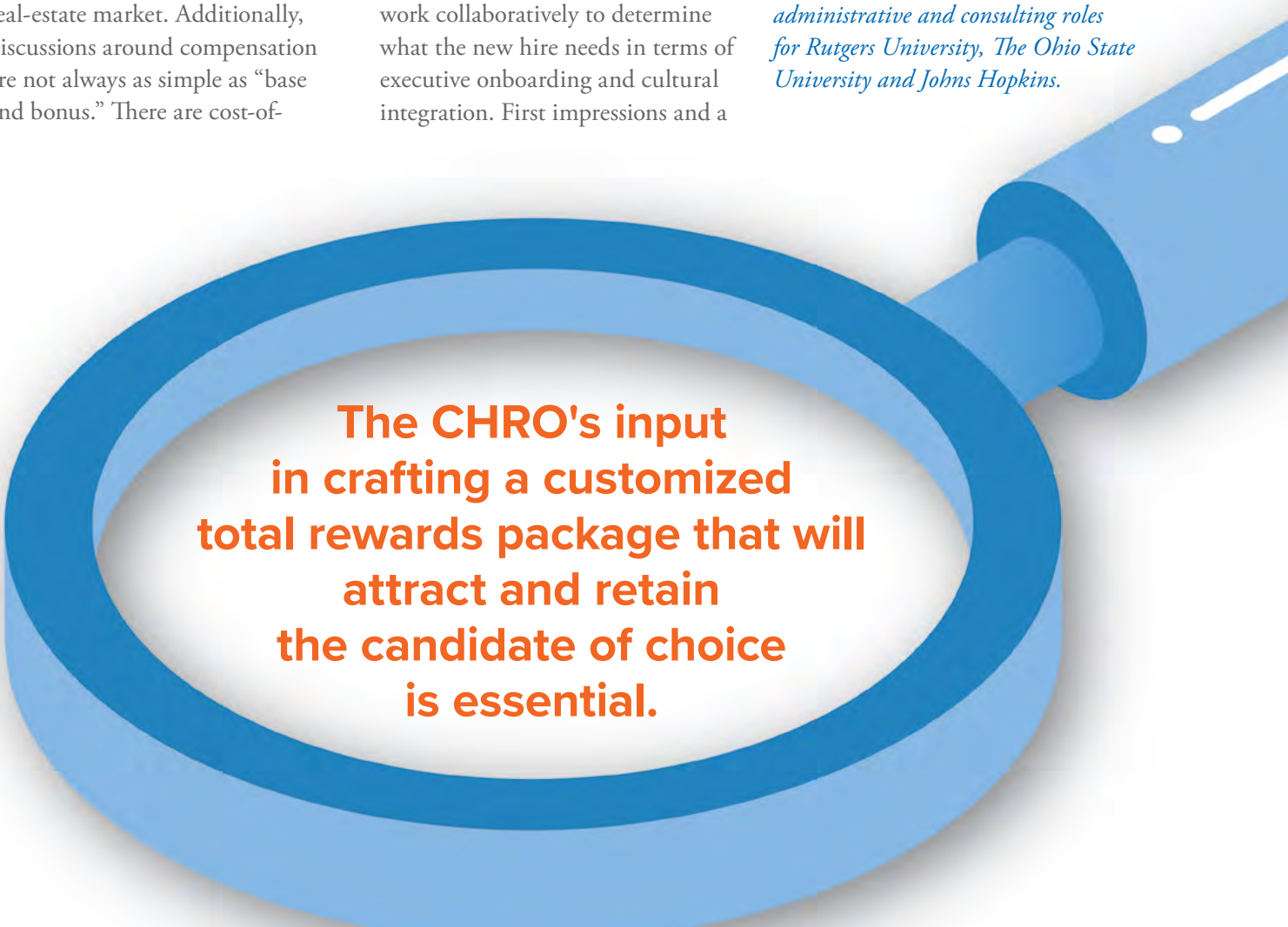
Ensure a Successful Transition

The hand-off between the search firm and employer is a delicate one. It should not feel like a transaction, but rather one more stage in a strong, ongoing partnership. It is critically important that the CHRO and hiring manager are committed to a smooth transition, warm welcome and substantive orientation. The search consultants, hiring manager and CHRO should work collaboratively to determine what the new hire needs in terms of executive onboarding and cultural integration. First impressions and a

well-thought-out onboarding process can make all the difference in setting the new leader up for success.

While there are many critical elements to a successful executive recruitment effort, a strong partnership between the client institution’s chief HR officer and the executive search consultant is an invaluable component of a successful search and creates a foundation for them to work together efficiently and effectively on future engagements.

***About the author:** Melissa Fincher is a member of Witt/Kieffer’s Education Practice. Prior to joining Witt/Kieffer, she served in various senior administrative and consulting roles for Rutgers University, The Ohio State University and Johns Hopkins.*



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REINVENTING

HR

By Ramona Agrela



Change within an organization isn't easy, but when the old way of working isn't working anymore, it's time to do things differently.

The University of California, Irvine's HR organization recently underwent large-scale change in order to turn a fractured HR infrastructure into a collaborative, strategic, service-driven HR model. While the change was not without its challenges, the benefits realized from reinventing HR have far exceeded expectations.

An HR Evolution

Historically, HR services had been provided to University of California, Irvine (UCI)'s three business units — a medical center, a health sciences organization and the main campus — in "silos," with no common oversight or accountability. Costs were above industry benchmarks, technology was deployed and leveraged unevenly, and services were not coordinated (and were in many cases duplicative). When a new chancellor came to the university in 2015, bringing with him a focus on innovation and service, HR saw an opportunity to think differently about how it is organized, the services it offers, and how those services are delivered.

HR leadership's vision for a "new HR" included unifying its independent operations into a more efficient, responsive and consistent function. A unified HR would enable the organization to interpret and apply policies and practices consistently, reduce redundancies, leverage best practices, and respond quickly and nimbly to change, thus elevating its value to its clients.

Applying change management best practices (see the sidebar in this article), HR leadership led the organization on a change journey.

A Focus on Strategy

Phase I of building a new HR included hiring executive directors for each of the three HR units and creating a strategic HR center of excellence, dubbed the Partnership for Strategy and Innovation. The Partnership is staffed with individuals who are responsible for planning and implementing strategic initiatives for the benefit of the university enterprise.

The HR team at UCI, comprised of approximately 100 staff members at the time, soon fell into a rhythm with the new model. The executive directors led their teams through change and established a trusting rapport. Subject matter experts were making connections and sharing best practices with their counterparts across the three business units. The Partnership was a high-functioning team taking strategic burden off the individual units.

HR leadership anchored this change by highlighting the positive impacts resulting from the new model. In the old days, organizational procedures, systems and structures were established to support the status

quo. But if you don't address the old way of doing things, change cannot occur. To this end, HR actively worked on developing new processes and procedures that highlighted the HR transformation and the positive impacts the transformation could have on the enterprise.



The new HR model has cut transactional-focused activities nearly in half, allowing UCI's HR organization to focus more on programs and strategy.

A Focus on Service

After a year of working within the new model, it was time to evaluate its effectiveness. Every HR staff member had the opportunity to weigh in, and the organization worked through a list of pros and cons regarding the model. In that review, the organization learned that it was still duplicating tasks in each of its three units and that specialized staff were still spending an inordinate amount of time handling questions and issues that could be resolved through self-help tools and/or a call center.

As a result, the HR model was refined and enhanced, and the People Services unit was created. Thirty staff members were transferred from the three HR units into the People Services unit.

While creating a more unified HR, the new way of working also appreciates and values the cultural and business differences across UCI's medical center, health sciences organization and main campus.

People Services offers an improved consistency in HR services across the enterprise while creating a “one-stop shop” for candidates, employees and managers. In this new structure, HR services such as benefits, talent acquisition and onboarding, temporary employment services, HRIS, people analytics and operations are provided more efficiently and cost-effectively by centralizing administrative processes from the three HR units into one unified service center. By consolidating self-help and HR generalist-level-services within a single service center, HR has

experienced a savings enterprise-wide. In addition, the creation of this unit has enabled HR to assume administrative processes currently being performed by staff in the schools, units and departments throughout UCI, thereby saving money and mitigating risk. Creation of the People Services unit has also freed up unit leaders, HR business partners and Partnership for Strategy and Innovation staff to focus on strategic concerns and assist clients with requests and issues requiring in-depth knowledge of HR functions.

The new five-tiered HR service structure looks like this:

Tier 0 — Self Service:

An enhanced, easy-to-use, searchable HR website is the primary source of basic HR information for employees and managers.

Tier 1 — Talent Support Center: A case management system currently under development will be used to route and track issues, providing accountability and appropriate routing of escalated issues and ensuring resolution. Talent Support Center staff receive training, reference materials and access to perform system lookup to address a span of customer inquiries. These staff members are knowledgeable about common HR/payroll topics and know when to escalate to tier 2 or tier 3 support.

Tier 2 — Case Managers/HR

Generalists: These staff members are the contact for general HR knowledge and for more complex processes requiring professional HR judgement. They primarily support supervisors and managers, walking them through HR issues like starting a recruitment, employee relations issues, performance management and other general issues.

Tier 3 — Functional Experts/HR

Business Partners: These functional experts within central HR address issues that have been escalated from tiers 1 and 2 and that typically require a resolution outside of normal processes.

Tier 4 — Partnership for Strategy

and Innovation: From a customer-service perspective, Partnership staff are infrequently involved in the escalation of select issues.

A Focus on Clients

Throughout the change process, HR never lost sight of its clients. While creating a more unified HR, the new way of working also appreciates and values the cultural and business differences across UCI's medical center, health sciences organization and main campus.

Campus HR supports academic and administrative units at UCI. Many of these units have their own HR support staff who work in collaboration with campus HR. Health sciences HR supports UCI's School of Medicine, School of Nursing, pharmaceutical sciences, population health and more, including the university's physician's residency program. The medical center HR team supports staff at

a major hospital and numerous ambulatory offices throughout Orange County, California. With the highest percentage of represented staff in their constituency versus the other business units, this HR team services nurses, medical technical professionals, dining services staff, facilities staff, administrative staff and the myriad other professional staff it takes to run a healthcare organization.

The teams within each of the three HR units have particular expertise and experience in specific areas of HR, providing technical advice and support to clients and their unique needs.

The three HR units are focused on:

- **Organizational design and talent alignment** – creating and maintaining the right set of

roles for UCI and sourcing the best talent to fill those roles.

- **Organizational effectiveness** – fostering shared practices that contribute to collaboration, productivity, resiliency and efficiency.
- **Wellness** – developing and delivering programs that support individual health and sustainability.
- **Coaching/performance/learning** – engaging leaders and staff to promote a growth mindset and connecting them to the right resources.
- **Employee relations** – facilitating interactions between employees, managers and the enterprise to maintain individual effectiveness, compliance, and a safe, and inclusive workplace.

UCI's HR organization also introduced an HR business partner certification program to ensure a baseline level of knowledge and skill for HR staff with frontline responsibility to clients. HR business partners are the point of contact for internal clients within their business units. Collaborative by design, UCI's HR business unit model encourages teamwork across units to maximize impact and success for all HR team members. And HR's success, in turn, creates a culture of success and satisfaction for all UCI employees.

Empowering People Success

In greater numbers than ever before, UCI HR is being consulted by clients across the enterprise and is being engaged to lead departments and units enterprise-wide through key HR initiatives.




For its new business model, University of California, Irvine's HR team received CUPA-HR's 2018 HR Innovation Award.

HR now holds a seat on the executive cabinets for both the campus and UCI Health, and has become a highly regarded university partner. As HR continues to push the innovation envelope, using the new model as the foundation for its success, other UCI units and departments have begun


applying the foundational elements of the HR model within their own organizations. Throughout its change journey, HR used the tagline “Empower People Success” to keep front of mind why the organization needed to change — to better serve its clients. Now, with a new model and a new

way of working, HR is keeping that commitment to the UCI community.

About the author: Ramona Agrela is associate chancellor and chief human resources executive at University of California, Irvine.



Tips for Managing Organizational Change



Oftentimes, managing the change process itself is the hardest part of organizational change. Here are some change management steps UCI’s HR leadership team took to usher in a new HR model.

- 1. Create a vision.** For a change initiative to be successful, there needs to be a clear vision for what the change will look like, how the change will occur, and what the end result will be.
- 2. Communicate the vision.** Communication is vital for any change process. Before, during and after its change journey, UCI HR leadership was in constant communication with HR staff, stakeholders and clients as to what the change would entail and why it was in the best interest of the HR organization. Through effective communication, people will not only understand the reasons for the change, but are also more likely to agree with it and commit to making it happen.
- 3. Identify and recruit change champions.** Find change champions — those who understand the reasoning behind the needed change and who wholeheartedly support it — to help rally the troops. A watercooler conversation among peers is usually more effective than a top-down mandate.
- 4. Gain buy-in from everyone else.** Have milestone celebrations and launch parties. Whenever possible, give people a voice in the change process, and acknowledge people’s efforts often and publicly.
- 5. Empower people to act on the vision.** Bring people into the fold. For UCI HR leadership, this meant developing a bare-bones framework for the new unified HR organization, and asking HR staff members organization-wide to help define and build out the model.
- 6. Put metrics in place to measure success.** One of the goals of UCI’s new HR model was to empower the university’s people to drive a culture of innovation, learning and service. To make sure it is achieving this goal, HR has measured (and will continue to measure) the level at which employees feel empowered, energized, connected and committed to UCI; the level at which highly-qualified candidates view UCI as a talent destination; and more.



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TREND WATCH:

Strategies to Address
the Changing Higher Ed
Workforce

By Scott Nostaja



Six major trends are currently impacting the higher ed workforce — technology, an aging workforce, a new generation of workers, increased competition for talent, a focus on well-being, and diversity and inclusion. Here's an overview of each trend and some strategies higher ed can use to address the challenges related to a changing higher ed workforce.

Technology

The Trend: Within 10 years, there will be an estimated 500 billion connected devices worldwide. Nearly every aspect of the employment relationship will be transformed by technology — from recruiting and onboarding to performance management, training, communications and more. Most faculty and staff expect and/or want more HR technology, including mobile capabilities, information on demand, and self-service functions. Artificial intelligence, including chatbots (or HR bots), is already transforming HR services in corporate America. Technology is definitely a competitive differentiator in today's marketplace, particularly among millennial and Generation Z candidates.

The Strategy: Organizations need to stay informed of technology advancements and needs and continuously ask customers what they want. Many HR transactions could be simplified through process reengineering and by leveraging technology. HR organizations should look for these opportunities to create easy, accurate and timely

access to HR information and services through just-in-time, on-demand tools and applications.

Aging Workforce

The Trend: Ten thousand baby boomers turn 65 in the U.S. every day, and that rate will continue until 2030. Baby boomers occupy critical positions within most colleges and universities, yet many institutions have not adequately prepared for the loss of these workers. On the flip side, projections of a healthier aging population could result in faculty and staff working longer.

Workforce demands and practices will need to change in order to recruit, engage and retain the best and brightest from the newest generations.

The Strategy: Organizations should engage in institutional-wide workforce planning to identify gaps and areas of risk. Building innovative recruiting and succession pipelines is also a best practice to address the challenges related to an aging workforce. Additionally, employers can move longer-term employees into expanded mentorship and development roles in order to leverage their skills, knowledge and experience.

By 2025, 75 percent of the U.S. workforce will be millennials or Generation Z. These new generations of workers generally approach work differently than the generations before them.

New Generations of Workers

The Trend: Millennials (those born between 1981 and 1996) are deeply committed to their professional and personal development (however, research has shown that seven in 10 millennials report being unhappy with what their organization

offers in the way of learning and professional development). Millennials are typically socially conscious and civic-minded, which can make them good corporate citizens. They thrive in a collaborative (as opposed to a competitive) environment and work well in a team-based structure. They want a workplace that is social and fun (research has shown that 90 percent of millennials identify this as an important aspect of work).

They are considered less loyal to an employer than other generations (30 percent have had three or more jobs in the last five years). Millennials also want immediate and constant

reported quitting social media, and 64 percent reported taking a break, citing negativity, privacy concerns and too much pressure to get attention).

time in role (meaning traditional forms of rewards and recognition likely won't be sufficient for these workers). To attract and retain these new generations of workers, organizations would be well served to offer portable benefits that don't link to long tenure at one employer; work to create highly diverse and inclusive work environments; create more team-based structures as opposed to hierarchical structures; offer variety in work assignments and experiences; implement robust recognition strategies; ensure that social consciousness and civic engagement are organizational values; and offer benefits like paid days off for volunteer service and sabbaticals.

Much of the duty will fall to HR and organization leadership to embrace diversity and inclusion and use it to drive growth and to recruit and retain employees.

feedback about their work. They crave multiple and varied work experiences; just-in-time, do-it-yourself technology; and robust wellness programs.

Generation Z workers (those born between the mid-1990s and the early 2000s) value stability and security and will likely be more loyal employees and less likely to job hop than millennials. Gen Z is the first generation to be born in a technologically-driven atmosphere — they don't know a time before smart phones, social media and Google. Because of the constant barrage of information they've been exposed to throughout their lives, they expect to be in the know 24/7. Gen Z's communication preferences are via text and instant messaging, using short text and few words. However, recent trends show that Gen Z is gravitating away from social media (34 percent recently

The Strategy: Workforce demands and practices will need to change in order to recruit, engage and retain the best and brightest from these generations. Millennials and Gen Zers are technologically advanced and will likely look for technology solutions to address issues and for do-it-yourself, just-in-time, bite-sized learning. These generations will no doubt foster acceleration of technology in the workplace. As mentioned above, workers from these two generations are used to immediate feedback (thanks in large part to social media); therefore, traditional forms of performance feedback (think, the once-per-year sit-down meeting) will be inadequate to keep these workers engaged. Millennials and Gen Zers want defined promotion and career paths, rational development approaches, and rewards linked to gained experiences as opposed to

Increased Competition for Talent

The Trend: There are currently 6.2 million job openings in America that are unfilled (up from 5.6 million during the same time in 2016). Organizations can't seem to find the right workers that have the right skills at the right time.

The Strategy: Colleges and universities are looking to their HR organizations to build greater recruiting capabilities by developing new and innovative recruiting and hiring strategies; expanding professional development offerings; strengthening engagement and retention programs; and developing better succession planning programs.

Financial and Mental Wellness

The Trend: According to some studies, 78 percent of Americans are living paycheck to paycheck. Student loan debt in the U.S. is more than \$1.4 trillion. Workers are stressed out and burned out, and it's affecting not only their productivity but also their satisfaction on the job. More than a quarter of millennials say financial stress affects their job performance and has made them feel physically ill and depressed. Nearly half of employees recently surveyed have financial concerns, causing them to lose an average of six productive work days annually. Mental health, which has long been a stigma in the workplace, is now becoming something that is recognized and talked about.

The Strategy: Organizations would be well served to add or expand employee access to financial planning. HR can partner with student affairs to expand access to mental and behavioral

wellness services to employees. HR organizations should also assess quality, effectiveness, awareness and use of employee assistance services and invest in and expand employee well-being programs.

A Focus on Diversity, Equity and Inclusion

The Trend: It's well known that diversity and inclusion in the workplace promotes greater workforce innovation. Employees from diverse backgrounds contribute unique experiences and ideas, and an inclusive and collaborative workplace fosters greater employee retention. New generations entering the workforce seek diverse, equitable and inclusive work environments and experiences. In a recent survey, 80 percent of more than 1,300 full-time employees in the U.S. said inclusion is an important factor when choosing an employer, and nearly three-quarters of respondents said they would leave or consider

leaving their employer for a more inclusive organization.

The Strategy: Organizations must adapt to ensure competitiveness in the economic market and a globalized world. Much of the duty will fall to HR and organization leadership to embrace diversity and inclusion and use it to drive growth and to recruit and retain employees. HR can set the tone for diversity, inclusion and access by ensuring robust training and development for senior leaders and managers to serve as champions of diversity and inclusion. HR can also reach diverse candidates by implementing targeted outreach and recruitment programs.

***About the author:** Scott Nostaja is senior vice president and national organizational effectiveness practice leader at Sibson Consulting.*



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