

The Higher Education Workplace

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PILLARS OF THE COMMUNITY

How Institutions Are Giving Back Through
Community Service and Outreach





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The Higher Education Workplace

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Honorable Mentions

Many of the institutions featured in this issue of *The Higher Education Workplace* were nominees for CUPA-HR's 2011 Community Service and Outreach Award. Rooted in CUPA-HR's ongoing commitment to service and volunteerism, this award recognizes the efforts of institutions to engage their employees through community service and outreach. **The recipient of the award, Middle Georgia College, was featured in the Giving Back column of the Fall 2011 issue (www.cupahr.org/knowledgecenter/files/heworkplace/HEWorkplace_Vol3No2.pdf).** Thanks to the generous support of Fidelity Investments, Middle Georgia College received a \$10,000 contribution to its endowment.

It's a Beautiful Day!

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



November 8, 2011, was a great day in Knoxville, Tennessee. The sky was clear and the temperature was around 70 degrees. As the band U2 would proclaim ... “It’s a beautiful day!”

But it was not the weather that made it beautiful. It was the CUPA-HR national office staff. As part of our commitment to service to our community, the national office was closed so that all staff could participate in one or more of three service activities: Habitat for Humanity, Keep Knoxville Beautiful and Second Harvest Food Bank.

Our Habitat volunteers spent the morning building sheds for newly constructed homes . We learned fun things about some of our colleagues, including that Paul can drive a nail with one strike of the hammer. Our Keep Knoxville Beautiful volunteers focused most of their efforts on the area in close proximity to our office. It’s truly mind boggling to me how many people litter in 2011. Who are these people and what the heck are they thinking? We live in such a beautiful place. Why would any ignorant person choose to throw trash out of their car window? The group gathered more than 15 lawn and garden-size bags of garbage from the busy stretch of road by our office (and suffice it to say, many interesting things were found – including a briefcase!).

Our Second Harvest Food Bank volunteers spent most of their time labeling cans of Bush’s Baked Beans and prepping them for shipment across East Tennessee. Yes, we can now recite all the ingredients in a can of baked beans! We also tested several different methods of label sticking and can sorting including the “Suzi method.” You can see photos of our volunteer groups in action on page 15.

A day of service is a great way to serve once or twice a year, but there are other things that we can do every single day. A few months ago, I was at a meeting that included a number of chief HR officers from across the country.

Everyone in the group has been a supportive member of CUPA-HR for many years. Imagine my surprise when one of them commented to me that she supports CUPA-HR for the work we do and the development opportunities it provides to other members of her staff but that she no longer sees our annual conference as a learning opportunity for her. My response to her was as follows:

“Hasn’t it been about 10 years since you participated in an annual conference? I have learned so much at our annual conferences during the last few years and I always come away with new ideas and confirmation of the challenges that other institutions are facing. I also encourage you to think of the annual conference as an opportunity for you to help others learn. We are all busy, but I need for you to help me prepare our successors.”

In other words, it’s not just about the service we *receive* through CUPA-HR. It’s also about the service we *provide* to one another and to our profession. And for the record, you don’t have to be a “seasoned” higher ed HR leader to help others learn and grow.

There are significant benefits to serving others. The CUPA-HR national office day of service was also a great day because we were able to interact with our national office colleagues in different ways — no spreadsheets, no pending projects, no deadlines; just our collective commitment to support others and each other. I feel very fortunate to be able to work with such a great group of people. I’m also fortunate to be one of the leaders of an association that has service to others (and each other) at the core of its DNA. Thanks for giving me this opportunity to serve you.

And I hope you enjoy reading in this issue about the service and support your peers and colleagues are providing to their communities, cities and constituents.

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

Elmhurst College Sets New Precedent by Asking About Sexual Orientation on Admissions Application

Elmhurst College, a small liberal arts school located just outside Chicago, Illinois, has included in its 2012-13 admissions application a question on sexual orientation. The question — “Would you consider yourself to be a member of the LGBT (lesbian, gay, bisexual, transgendered) community?” — can be answered by applicants in one of three ways: “yes,” “no,” or “prefer not to answer.” The reasons behind adding the question to the application form are numerous

campus to include self-identified LGBT students in this process. Creating a positive, welcoming environment for all of our students is part of our mission and is reflected in our core values.”

The question will also be used to identify possible scholarship recipients. Elmhurst President S. Alan Ray says, “Every year, we offer prospective students a wide range of scholarships. Among those are our Enrichment Scholarships which go to members of groups that have been traditionally underrepresented on campus. We intentionally recruit students of color, students from a wide geographic area, first-generation students and many others. We’ve awarded Enrichment Scholarships to a wide range of these types of qualified students whose presence in our community would add to the diversity and richness of campus life. This year, we also will offer this scholarship to academically qualified, self-identified LGBT students.”

Asked about whether the lure of a scholarship may cause some students to lie on their applications and answer “yes” to the LGBT question when in fact they do not identify in that way, Ray says that is a possibility. But, he says, it’s always been a possibility, even before the question was added. “A white person might try to pass as a light-skinned Native American, for example. At worst, adding LGBT persons to the mix may marginally increase the potential for pranks and fraud. In fact, though, there’s no evidence that happens a lot in practice, at Elmhurst or elsewhere. Young people tend to take college applications seriously; they tend not to see them as opportunities for mischief.”

The question has understandably garnered much attention, both from the Elmhurst campus community and from national media. Feedback has been mixed. “For decades now, our society has been in flux on LGBT issues,” says Ray. “We understand that we’ve entered a discussion in progress, and we’re determined to state our point of view as fully, respectfully and thoughtfully as we can. And our point of view, in short, is that self-identified LGBT students add to our campus mix and thus enhance the education of all of our students.”

According to Elmhurst College Dean of Admissions Gary Rold, “Elmhurst works very hard to find ways to help students transition to college life. Key to that transition is the identification of students with particular qualities who are looking for a friendly, supportive campus environment. For many years, we have sought information about ethnicity, race, faith tradition, national origin and language spoken at home, with the intent of facilitating the transition of the applicant to full membership in our campus community.

“We ask students about their interests, high school activities and the like so that they can be put in touch with valuable campus resources and programming, and to gauge their eligibility for certain scholarships. This year, we simply decided that the time had come for our



University Accused of Housing Bias

A federal agency charged the University of Nebraska at Kearney with discriminating against a disabled student by barring her from bringing her therapy dog to live with her in a university-owned apartment. But university officials said they are not going to back down without a fight.

The U.S. Department of Housing and Urban Development charged the university and five employees with violating the Fair Housing Act, which provides protections for disabled students, among other things. According to the suit, the student required her 4 lb. miniature pinscher, named Butch, to help her cope with depression and anxiety. At the beginning of the last academic year, the student, who is not named in the suit, was seeking an exception to the university's policy that bans any type of animal other than fish to live in university housing.

The department alleges that the university denied repeated "reasonable" requests for an exception to the no-pet policy, and that Kearney officials overstepped their legal bounds by inquiring about the student's medical status beyond what the law allows. The suit asserts that the university's "psychological documentation guidelines" require information "beyond what is needed to review a request for reasonable accommodation in housing under the FHA ... It improperly requests detailed information about the student's treatment, limitations and medications," the suit reads.

University officials, however, dispute the charges. "UNK is denying the allegations and we are going to be pursuing the charges in federal court," says Curt Carlson, vice chancellor for university relations at the university.

Carlson said he could not give specific reasons why the dog was not allowed in the university-owned building. He did say that a federal agency has never levied this type of charge at the university before. According to the suit, the university denied the student's request because she did not follow its documentation protocol; the animal was deemed a pet rather than a therapy dog. According to the suit, the university ultimately denied the student's exception request, saying that she could either move off-campus with the dog or stay on campus without the dog. The suit also states that during the investigation of this incident, the department uncovered another, similar case of a therapy dog request that was denied by the university.



Other institutions have faced these types of charges in the past; for example, there was a 2009 suit against Millikin University for refusing to allow a blind student with epilepsy to have a trained service dog live with her in her dorm room. The case was settled in January, with the university paying nearly \$4,500 to the student and adding language in all of its written materials explaining that housing discrimination against students with disabilities is illegal.

The Nebraska-Kearney student was diagnosed with depression in 2008 and was taking anti-anxiety medication, according to the housing agency's filings. By mid-October 2010, the student had withdrawn from the university and moved home with her mother, the suit states.

"When she left UNK, [the student] gave up her position on UNK's cheer squad and lost the opportunity to experience university housing and complete her academic goals. The negative experience drastically altered the direction of [the student]'s life, and has caused her to doubt if she could ever again attend a traditional four-year university," the suit reads.

The charges will be heard in federal district court but a court date has yet to be announced. If the university loses the case, it could be forced to pay any damages and up to \$16,000 as a penalty, according to the suit.

This article was authored by Elizabeth Murphy and first appeared in the October 12, 2011, issue of Inside Higher Ed. It was reprinted here with permission from Inside Higher Ed.

Adjunct Professors Often Lack Training in How to Handle Disabilities in the Classroom, Experts Say

The recent news that an adjunct professor had asked a student with a stutter to save questions or comments until after class highlights concerns about how well the growing cadre of part-time instructors in higher education are, or can be, trained to deal with an array of classroom dilemmas, including how to handle students with disabilities.

Faculty should be trained to deal with tricky and sensitive issues like how to accommodate the needs of students with disabilities in the classroom while being fair to nondisabled students, too, say college disability rights officials. While full-time faculty members typically get a reasonable level of exposure to key points of the Americans with Disabilities Act, most four-year institutions offer minimal training for adjuncts, says L. Scott Lissner, who coordinates disability law compliance for The Ohio State University system.

At four-year colleges, one quarter of instructional employees were part-time faculty in 2009, according to the most recent data. Lissner says limited training of those instructors can be a problem generally, beyond how to handle students with disabilities.

Reliant on Adjuncts

Sometimes adjunct faculty at community colleges are trained better than those at other types of institutions, Lissner adds. That's because two-year colleges depend so heavily on part-time faculty. In 2009, seven of 10 instructional employees at public, two-year colleges were part time.

The incident that made headlines recently occurred in a history class at County College of Morris, a community college in New Jersey. An adjunct professor sent an e-mail to a student with a severe stutter, according to the account first published in *The New York Times*, asking him to save his questions or comments until after class so as not to affect other students' time. College officials responded to the article by saying that the instructor had acted improperly.

Although the administrators expressed discontent with the e-mail the professor sent to the student, they didn't comment on whether they were taking any disciplinary action. In a subsequent interview with *The New York Times*, the professor, Elizabeth Snyder, said she sent the e-mail partly to try to put the student at ease and also because she was taking into consideration the amount of class time it took when he wanted to answer many questions. She added that she never intended to stop him from speaking and, in fact, that she had told him she would call on him once per class. She also told the newspaper she consulted a speech therapist about the situation.

An official at the County College of Morris says that it provides training to adjunct professors that includes information about how instructors should respond to students with disabilities, who make up 10 percent of the college's enrollment.

Dwight Smith, vice president for academic affairs, says that the college requires new adjunct instructors to review portions of the Americans with Disabilities Act as part of their orientation package. The college's Center for Teaching Excellence offers a training program for adjunct professors that includes information about accommodations for students with disabilities. The center also offers several workshops about how to work with students who have special needs, Smith says.

Little Training

Most colleges make little effort to train their part-time instructors, even though research suggests that adjunct faculty members would do a better job if they were trained properly, says Adrianna Kezar, an associate professor of higher education at the University of Southern California who has done research on adjunct-faculty training. "It's either not offered to them, or they are not paid to go, so they wouldn't go," Kezar says. Colleges could help their professors by working with disabilities experts to design professional training that might include things like questionnaires to test instructors' knowledge of the law

and find out where more education is needed, she says. Sometimes the problem for adjuncts is the timing of any training, she adds. If such instruction is available, adjuncts may have schedule conflicts because many of them have other jobs during the day.

Lissner says that it's important for colleges to give all faculty, not just adjuncts, more training in how to work with students with disabilities and to make more information available. Faculty members should seek assistance from the office of disability services on their campus before handling sensitive situations, he adds. Colleges, he says, could do more to use technology and to come up with creative ways to train their faculty. For example, he says, colleges could offer interactive, online

training courses and track which faculty members, including adjuncts, attend. Those courses could offer information about how to respond to an accommodation request and what generally is defined as a disability.

In response to the article about the New Jersey college, the Stuttering Foundation issued a news release listing eight tips to help educators respond to students who stutter. The tips include: "Convey that you are listening to the content of the message, not how it is said" and "Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom."

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Several Institutions Named Among Top Family-Friendly Workplaces

Two surveys have identified several colleges and universities as being among the best workplaces for working mothers and as among the top adoption-friendly workplaces in the U.S.

Adoption-Friendly Workplaces

Each year the Dave Thomas Foundation for Adoption publishes its list of the Top 100 Adoption-Friendly Workplaces in America. Ranking criteria include the maximum amount of financial reimbursement per adoption, including any additional support for special needs adoption, and the amount of fully or partially paid leave for adoption.

This year, three higher education institutions are included on the list — Cornell University, New York University and Harvard University. Cornell and NYU both provide up to \$6,000 reimbursement and up to six weeks of paid leave per adoption. Harvard provides up to \$6,000 reimbursement and up to four weeks of paid leave. The Ohio State University, although it did not make the Top 100 list, is identified along with Cornell, NYU and Harvard as being an industry leader in the higher education sector for adoption-friendly policies, providing up to \$5,000 reimbursement and three weeks of paid leave per adoption.

Working Mother 100 Best Companies

Working Mother magazine recently published its 2011 Working Mother 100 Best Companies list, and three universities made the cut — Cornell University, University at Buffalo and Yale University.

Working Mother cited Cornell for its flexible work arrangements, parental leave, childcare and health and wellness policies. University at Buffalo was recognized for, among other things, its policy of providing up to 28 weeks of job-guaranteed leave for new parents (not just for the birth of a baby, but for adoption as well) and for its onsite childcare. Yale made the list for the high representation of women in its workforce and for its childcare, benefits and work-life programs.

Companies were selected for the 2011 Working Mother 100 Best Companies based on an extensive application with more than 650 questions. *Working Mother* measured and scored seven areas for the 2011 initiative: workforce profile, benefits, women's issues and advancement, childcare, flexible work, parental leave and company culture. For this year's 100 Best, particular weight was given to benefits, flexibility and parental leave.





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Clear Passages in NYC: A Unique Approach to a Tobacco-Free Campus at St. Francis College

By Richard Coladarci and Irina Ellison

Much to the surprise of other big cities, unaware tourists and even some of its own citizens, New York City passed the Smoke Free Air Act in 2002. This controversial law prohibited smoking in places of employment, including restaurants and bars. It was also the launch pad for the statewide Clear Indoor Air Act of 2003. Encouraged by the success of this prior legislation, and again placing New York City as a frontrunner in the fight against tobacco, the City Council further expanded the Smoke Free Air Act in May 2011 to include pedestrian plazas, parks and beaches.

Unfortunately for commercial businesses, schools and colleges, there is currently no legal mechanism to extend a no-smoking policy to their adjacent sidewalk, which they do not legally own. Arguably, this space is very much part of an urban campus, especially in an establishment like St. Francis College in Brooklyn, New York, whose interconnected buildings are only accessible through one main point of entry which abuts the public sidewalk. As nonsmokers and smokers alike naturally congregate outside the entryway, anyone entering and exiting the building is exposed to harmful secondhand smoke, which also wafts into the lobby area, further posing a hazard to members of the college community.

Several employees responded and launched “Clear Passages,” a comprehensive, non-legalistic, college-wide initiative to maintain a tobacco-free environment based on three pillars of Franciscan values: respect, education and support. This volunteer collective, which came to be known as the Clear Passages Working Group, represents a cross-departmental initiative with members representing

human resources, faculty, community relations and student affairs.

The group sought to develop a policy that is truly inclusive, engaging the entire St. Francis College community: students, faculty, administration, staff and visitors, tobacco users and nonusers alike. In addition, and after much deliberation, it decided to take the bold approach of an immediate versus a phased implementation, guided in part by St. Francis’ inspiring words: “Start by doing what’s necessary, then do what’s possible and suddenly you are doing the impossible.”

As noted above, a key aspect of the tobacco-free policy is that it extends beyond the campus into the public sidewalk outside of the college, an area not covered

by the Smoke Free Air Act. The policy acts not only to deter smokers by removing visual cues and increasing the distance to travel to smoking zones, but also to decrease secondhand smoke exposure to the community. By prohibiting smoking directly in front of the college entrance, Clear Passages also targets the distorted perception among college students that tobacco use among peers is higher than in actuality.

The Clear Passages Working Group felt that a visual cue to brand the campaign would be particularly helpful in its communication. To that end, a triangular shape was chosen to emphasize the three Franciscan pillars on which the initiative is based.

Respect

The first pillar is respect: mutual respect for all community members, respect for one’s self and respect for the environment. The success of the policy is based on the



Pictured (from left to right): Richard Coladarci, Linda Werbel Dashefsky, Irina Ellison, Gregory Cellini

cooperation of all community members to comply with the tobacco-free policy and to encourage others to do so in a Franciscan manner. It is the responsibility of all members of the St. Francis College community to treat each other gently with dignity and respect and to embrace the responsible stewardship of our living, learning and working environment. Instead of a policing system, the responsibility of upholding the initiative is owned by all community members and relies on honest self-compliance and courteous sharing with others about the policy. This approach is rooted in the relational foundation of Franciscanism: people care about one another and creation.

Education

The second pillar of the initiative is education. The policy was initially communicated to all faculty, staff and administration during the summer of 2011 and was rolled out to students in the fall. It was introduced to incoming freshman during orientation by educating them of the

A key aspect of the tobacco-free policy is that it extends beyond the campus into the public sidewalk outside of the college ... and deters smokers by removing visual cues and increasing the distance to travel to smoking zones.

responsibility they have to themselves, to members of the St. Francis College community and to the environment. Then, over the first two days of classes, staff welcomed back returning students in the lobby by providing them with literature about the program alongside lifesavers branded with the Clear Passages logo. Finally, November marked the college's fifth year of participation in The Great American Smokeout, a 24-hour challenge for smokers to stop smoking in order to promote long-term cessation.

The college also participates in "Quit and Stay Quit Mondays," an opportunity at the beginning of each week for smokers to commence their cessation efforts. With most smokers taking seven to 10 tries to quit smoking, this allows for weekly attempts until permanent cessation is achieved. Other examples of educational outreach include education on cessation resources, seminars on the effects of primary and secondary smoke exposure, education on how to approach individuals who are not complying with the tobacco-free policy, and guidance on how to express dissent about the policy in a productive and peaceful manner.

Support

The third and final pillar of the initiative is support. As a Franciscan community, the college believes that everyone must support one another in its mission to promote holistic wellness, which includes physical wellness. To this end, St. Francis College provides tobacco cessation support to those seeking it. Employees who are enrolled in the health insurance plan are able to participate in a customized online cessation program through the American Lung Association, with the cost fully subsidized by the college. Efforts to quit are further supported as their participation in the program alone qualifies them for the same discount to their medical plan rates afforded to non-tobacco users.

Students seeking support on cessation are able to participate in free services through Peer Health Education, a service-learning program that allows students to seek anonymous counseling on health-related

topics from trained peers. The college also provides free nicotine replacement therapy to qualifying community members during The Great American Smokeout. Through these various forms of service, members of the community actively engage in support.

Changing behavior patterns, especially those centered on an addictive habit, is not without its challenges. However, through its unique approach to a tobacco-free campus drawing on the school's strong Franciscan values and call to responsible social action, the hope is that Clear Passages communicates and engages a healthier St. Francis College campus community. 

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Community Service Projects Allow Institutions to Give Back While Building Camaraderie Among Employees

Higher education institutions are inherently linked to the communities and cities in which they reside, and giving back to these communities and cities (and the people who live and work there) is often part of a college or university's mission.

Some of this "giving back" occurs in the form of days of service or ongoing community service projects. These projects provide an avenue for institutions to not only show their appreciation for their hometowns and



Agnes Scott College employees work on a Community Day service project

the people who make up their communities, but also foster a sense of kinship, engagement and institutional pride among employees who participate. Service projects don't have to be elaborate or expensive or time consuming

— simply spending an afternoon picking up litter at an area park or holding a food or clothing drive once per year speaks volumes about a college or university's commitment to its community.

Highlighted below are four institutions' community service programs. While these particular programs are designed for employees, many institutions also provide opportunities for employees and students to work together, and most student groups participate in their own form of community service. Each is unique in its own right; all are incredibly popular with employees; and in all of these programs, human resources plays an integral role.

Community Day at Agnes Scott College

The mission of Agnes Scott College is to "educate women to think deeply, live honorably and engage the intellectual and social challenges of their times."

The college is deeply committed to teaching students the importance of engaging with their communities, and Community Day is a tangible example of that commitment and is a time that the college can lead by example in providing services to those in need or to the benefit of the community.

The college's annual Community Day fosters a spirit of kinship among Agnes Scott employees and takes this spirit into the broader Atlanta/Decatur community. Faculty and staff members, along with college administrators, gather for breakfast on campus and then spend the morning in small groups volunteering at local nonprofit organizations. These volunteers then return to the campus in the early afternoon for lunch and to share their most meaningful experiences. A variety of team-building activities takes place on the campus in the afternoon.

Employee commitment to Community Day is strong. In 2010, staff participation was approximately 70 percent.

Faculty participation is growing — from 1 percent in the first year that faculty was invited to participate to 16 percent in 2010. In recent years, trustees of the college have also joined in, providing a wonderful opportunity for members of the faculty and staff to interact informally with trustees.



Johns Hopkins University President Ronald J. Daniels (l) and Baltimore City Public Schools CEO Andrés A. Alonso (r) read to students at Barclay Elementary/Middle School

In addition to the college-wide Community Day, Agnes Scott policy also allows each employee to take one day of paid leave annually for community service.

HR's Role: The Agnes Scott Community Day Planning Committee is chaired by the director of human resources. Committee members represent different divisions across the Agnes Scott campus, and two faculty members now serve on the committee. The Planning Committee does its work through sub-committees so that no one individual has an excessive amount of work and everyone has a role. Sub-committees plan the volunteer service activities, the breakfast and lunch, solicit donations for prizes and financial support, and plan games and activities. Under HR's leadership, the planning and implementation of Community Day has become seamless, effective and efficient.

Johns Hopkins Takes Time for Schools

Under the leadership of Johns Hopkins University President Ronald J. Daniels and the chief executive officer of Baltimore City Schools, the university's human resources and community affairs departments worked with the school system to develop the Johns Hopkins Takes Time for Schools program in 2009, launching it on March 3, 2010. The program is a service partnership aimed at providing support and assistance to Baltimore City Schools (BCS) while providing faculty and staff an avenue for community service, offering their talents to the city's youth and improving the administrative and educational capacities of the area's school system.

Participants can serve in many capacities including direct student support, management and leadership advice, or facilities and infrastructure improvement. Johns Hopkins University (JHU) staff members are eligible for up to two work days of paid service leave annually. In the first year of the program, 143 faculty and staff members participated. Also in the first year, the program provided 14 percent of all the city school system's volunteers.

HR's Role: JHU human resources took the lead in designing the Johns Hopkins Takes Time for Schools program and in developing the policy granting employees time off to volunteer. A task force of BCS and university HR staff worked to align the program's goals with needs of the school system. A data tracking system and participation guidelines were established. Participants are required to sign in and out of their service site on a computer kiosk located at each school. The computer kiosk records service time in a JHU/BCS partnership database and tracks all JHU participation. This information is shared with and managed by JHU's

Office of Work, Life and Engagement and overseen by the vice president for human resources. HR also financed the computers used in the school kiosks; oversees the day-to-day management of the program on the university's side; and assumed responsibility for the internal and external communication of the program.



For the past two years, attendees of the CUPA-HR annual conference have had the opportunity to participate in a service project the day before the conference kicked off. Dubbed CUPA-HR Cares, this event is intended to enable us to give back to the cities that host our annual conferences. In 2010, we were in New Orleans, where we partnered with HandsOn New Orleans to assemble children's desks and chairs that were then distributed to local families in need and to paint pre-drawn college logo murals that were hung in area public schools to inspire and encourage youngsters to work toward college. This year in Orlando we partnered with Clean the World to sanitize, grind and package used soap products for shipment to homeless shelters across the United States and impoverished countries worldwide. And for the three days we were in Orlando, we arranged for the conference hotel to collect all gently used amenities from the entire hotel on behalf of our conference attendees. Those amenities were then recycled at the Clean the World facility and distributed to those in need.

Thanks to corporate partners TIAA-CREF and HigherEdJobs for helping to make the CUPA-HR Cares events possible. Stay tuned for details on what we've got lined up for Boston in 2012, and if you're coming to the conference, we hope you'll plan to join us!

Relay for Life – Southeastern Louisiana University

Relay for Life is an annual event of the American Cancer Society held on the campus of Southeastern Louisiana University (SLU) every November. The goal is to raise money and awareness to benefit cancer patients and research. Several SLU campus divisions coordinate their own Relay for Life campaigns each year. Following is an overview of the division of administration and finance's 2009 and 2010 campaigns.

2009 Campaign: The HR analyst and the director of campus card operations served as co-chairs for the division of administration and finance (A&F)'s 2009 campaign. The co-chairs then recruited one employee from each A&F department to be a team member, and each team member committed to having their own individual fundraisers with the goal of raising at least \$100. The A&F team as a whole also planned a campus-wide "Family Night"-themed raffle and collected donations of money and theme-related gifts from all departments within the division.

This provided initial ownership of the efforts by all A&F employees and encouraged participation, regardless of how big or small a contribution was.

Employees donated DVDs, board games, and, with the monetary donations it received, the team was able to purchase a Wii game system and a gift certificate for a popular local restaurant. Thanks to the raffle, a bake sale, and a couple of other fundraisers, the A&F division raised \$6,690 for Relay for Life in 2009.

2010 Campaign: The HR analyst and the director of campus card operations again served as co-chairs of A&F's 2010 campaign. Thanks to the excitement over the New Orleans Saints winning the Super Bowl in January 2010, tickets to a Saints game were the perfect hot-ticket item for the campaign's theme, which was "Barbecue and Tailgating." When Relay for Life developed a tee shirt that utilized Louisiana's symbol of a fleur-de-lis in the Saints' colors of black and gold with a touch of purple for cancer awareness (called the Fight Dat tee shirt), the division's fundraising efforts were streamlined to just a raffle and tee shirt sales (with fewer individual departmental fundraisers). For the 2010 campaign, the A&F division raised \$9,148.



Members of Southeastern Louisiana University's division of administration and finance (and their family members) on Relay for Life race day

HR's Role: In addition to a human resources team member co-chairing the administration and finance division's campaign for the past two years, HR also was instrumental in the Relay for Life campaign in other

ways. All 17 HR department employees participated in the campaign in both 2009 and 2010, and HR held its own separate fundraiser both years. HR also provided administrative support for the A&F division's campaigns, overseeing the accounting for all money raised in the division and distributing e-mails updating the division about upcoming events and progress.



Valencia College employees spread mulch at Moss Park

Learning Day – Valencia College

Learning Day is a college-wide event designed to provide an opportunity for Valencia employees to come together and collectively focus on the college's learning-centered mission. Learning Day 2011 differed from past Learning Days in two ways. First, the event was expanded from

what had traditionally been an internal day of learning delivered in a conference-style format into an opportunity to give back to the community. Second, an invitation was extended for the first time to all part-time and adjunct employees to attend this day of learning, service and celebration. The result? More than 1,000 Valencia employees turned out to provide much needed assistance in 15,050-acre Moss Park, one of Central Florida's largest natural recreation areas and wildlife sanctuaries.

Through a wide variety of service projects (which were led by both traditional and non-traditional leaders from the college) ranging from “no exertion” to “medium-high exertion” levels, employees worked to clean, beautify and make the park more safe and enjoyable for the individuals, families and groups who visit there. Projects included filling pot holes; removing invasive species of plants around the park; working on nature trails; landscaping; cleaning playground equipment; cleaning and refinishing picnic tables, fire rings and grills; making bracelets, puzzles and toy models for local children who visit the park; and more.

Learning Day 2011 provided Valencia employees an opportunity to showcase their skills and provide assistance and leadership in ways they never have before. The experience of community service not only helped to transform Moss Park, but also gave employees a deeper sense of commitment by engaging in meaningful working relationships outside of their normal roles at the college, thus strengthening connections, creating new pathways and establishing an even greater level of dedication among Valencia employees.

HR's Role: The office for organizational development, a division of the human resources department, created the design and format of Learning Day 2011. The organizational development team acted as the project manager and was responsible for logistical planning, including transportation, establishing agendas and creating timelines; designing marketing materials; coordination between multiple departments; and communication with internal and external support teams and sponsors of the event. 

CUPA-HR National Office Day of Service



On November 8, CUPA-HR's 24 Knoxville, Tennessee-based employees ditched their typical workday routines to head out into the local community for a day of service. We split up into three teams, with one team cleaning up area sidewalks and roadways with Keep Knoxville Beautiful; one team building sheds for Habitat for Humanity; and one team sorting and labeling cans of food at a local food bank. Although the national office has for some time been supporting local nonprofits by collecting items for animal shelters, homeless centers and food banks, this is the first year we've gone out as a group into the community to lend a hand. We had a blast, and plan to make this an annual event!



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HR Drives Effort to Help University of Louisville Workforce “Get Healthy Now”

By Sam Connally and Patricia Benson

Like many large universities confronted with double-digit increases in health insurance rates offered by indemnity insurance providers, the University of Louisville (UofL) adopted a self-insured health plan in 2002. After a couple of years of paying its own health plan bills, but without realizing material cost savings, UofL President James R. Ramsey commented, “We have met the enemy and it is us. If we’re going to contain healthcare costs, we’re just going to have to get healthier!”

Health Management Program

Thus, UofL embarked on an ambitious health management program in 2005 which it branded “Get Healthy Now.” The program’s primary charge is to mitigate health risks within the employee population. Targeted, coordinated health strategies focusing on UofL’s three primary lifestyle drivers of cost (obesity, stress and lack of physical activity) are aligned to this purpose. Get Healthy Now participants are required to participate in a health risk assessment (HRA) during open enrollment for the health plan each year. If the HRA discloses health risks, participants agree to engage in monthly health coaching as a condition of retaining a premium incentive. In addition, Get Healthy Now maintains an on-site fitness facility exclusively for employees and staffed with certified fitness specialists who perform health/fitness assessments and provide positive encouragement to employees (and their spouses or partners) who are trying to improve their personal wellness.

With the university president setting the bar high with a public commitment to improve the health of his own lifestyle by leading weekly three-mile runs with employees for the first year, Get Healthy Now attracted 50 percent of all eligible employees. After six years, Get Healthy Now reflects substantial growth in program offerings and a participation rate exceeding 70 percent. Key to program success is leadership engagement and the development of initiatives based on data analysis that drive health management strategies and provide a means for measurement and program impact. Get Healthy Now is a data driven program, and the university’s third-party benefits vendor has been instrumental in providing a

venue for medical claims analysis, thus supporting the development of phase two of the initiative — disease management offerings.

Disease Management Program

In 2008, an informal health plan work group was formed to review the vendor’s data analysis tool. One of the features of this tool is the ability to identify employees with certain chronic conditions then analyze historical claims information to ascertain whether they are receiving proper preventive care. What the group found when it reviewed the information provided by the data analysis tool was that many employees with serious, long-term health conditions have a significant “care gap.” For example, the data analytics for diabetes documented that anywhere from 20 percent to 70 percent of UofL employees with diabetes were not receiving recommended preventive care. Based on these findings, the university in 2010 launched its disease management program, with an initial focus on diabetes.

The diabetes program enrolled 40 percent of employees with diagnostic indicators and enjoyed a 98.5 percent retention rate of program participants throughout the year. Employee participation incentives include fully-covered diabetic medications and supplies. How does it work? Employees participate in a medically supervised disease management protocol with UofL Physicians (the collective of 450 physicians that comprise UofL-affiliated University Physicians Associates Services Inc.), receive drug and disease management counseling from a dedicated pharmacist at UofL Hospital, and partner with Get Healthy Now staff at UofL to promote healthy lifestyles. The diabetes program has been well received by the campus community and the documented savings

The University of Louisville’s human resources team received CUPA-HR’s 2011 Excellence in Human Resource Practices Award for its Get Healthy Now and Cardinal Care programs. Thanks to the generous support of VALIC, UofL received a \$2,000 contribution to its endowment or for a scholarship of the HR team’s choice.



in healthcare spending support the development of other targeted disease management programs, such as COPD and depression/mental health management.

As stated previously, key to UofL's success is the development of initiatives based on data analysis; thus, when it was determined that 80 percent of UofL's hospital expenses and over 90 percent of physician expenses were spent among an array of local healthcare providers, but without any structured plan to direct these expenditures to the institution's affiliated healthcare partners (UofL Physicians and UofL Hospital), a custom-designed exclusive provider organization evolved as a separate health plan option (Cardinal Care) for university employees.

Cardinal Care

Launched in 2010, Cardinal Care was priced as the lowest cost health plan option and included a waiver of co-payments for all UofL employees for any UofL primary care or pediatric care physician. First-year enrollments attracted 10 percent of benefit-eligible employees, and second-year enrollment increased to approximately 15 percent of eligible employees.

Outcomes

UofL's external health management vendor documented an overall return on investment of 2.67 — meaning that the university saved \$2.67 in healthcare expenses for every \$1 in Get Healthy Now program costs. This analysis also demonstrated that annual healthcare costs for participating employees increased by only 2.5 percent, compared to 19.5 percent for non-participating employees.

In the diabetes program's first full year of operation, the university's cost indicators suggest a significant downward trend in diabetes-related costs. Conservative estimates suggest a 15 percent year-over-year savings for enrollees in the diabetes program (reducing total healthcare costs, on average, from \$11,500 to \$9,800 per participant).


In the first year of the Cardinal Care program, health plan spending with UofL Physicians increased by \$1.2 million (funds that would otherwise have been paid to local healthcare competitors). Maintaining a healthy clinical practice for UofL Physicians also helps the School of Medicine recruit top-quality medical faculty which, in turn, enhances UofL's ability to recruit top-quality medical students and sponsored research.

With its health and disease management programs and Cardinal Care, UofL has finally developed an effective strategy to control long-term health plan costs by focusing on improving employees' health rather than simply seeking cost reductions in a typical fee-for-service model.

Over the past three years, UofL budgeted for a 10 percent increase in its self-insured health plan (consistent with national trends). However, the university's actual increase in healthcare costs has averaged just 6 percent — allowing the university to enhance benefits while keeping the health premium constant for three years in a row. In bidding its health plan administration contract for 2011, UofL realized a net increase in total health plan funding requirements for 2011 of only 2.9 percent. The difference between budgeted expenses and actual requirements for the 2011 health plan year resulted in freeing up over \$4 million in continuing funds which the executive leadership team allocated directly to salary increases for faculty and staff.

Echoing President Ramsey's earlier insight, UofL has demonstrated through the health and disease management and Cardinal Care programs that the most effective strategy for containing long-term healthcare costs is to help employees live healthier lives by investing in the resources they need to do so.

HR as Partner

Promoting long-term sustainability in employee benefit programs while maintaining employees' confidence that human resources is looking out for their overall interests is critical to HR's ability to achieve its fundamental purpose of helping the institution recruit, retain, recognize and reward top-quality faculty and staff. UofL's health and disease management and Cardinal Care programs represent tangible, visible and highly valued examples for the university community of just the kind of partnership, collaboration and strategic alignment with institutional purpose that we all hope would characterize HR in our institutions and serves to connect HR to the academic, research and public service mission of the university. 

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Outdoor Classroom, Innovative Electric Bike Sharing Program Are Latest “Green” Efforts at Two Institutions

Rollins College, located in Winter Park, Florida, is taking advantage of the region’s sunny, warm climate to provide a year-round outdoor learning space for its students, while the University of Tennessee is using an innovative electric bike sharing program to help move it toward becoming a more pedestrian-friendly, bike-friendly, low emissions campus.

Rollins College Debuts New Outdoor Classroom

This fall, the term “the world is your classroom” took on literal meaning for many students at Rollins College when a new outdoor classroom was unveiled. Tucked under cypress trees on the shores of Lake Virginia, the new learning space has been constructed along a secluded section of a tranquil lakeside path at the 70-acre campus in the residential community of Winter Park, near Orlando, Florida.

The brainchild of a handful of Rollins College faculty, including assistant professor of critical media and cultural studies Denise Cummings, this outdoor classroom has become the newest learning environment on a campus renowned for its aesthetic appeal. The classroom features seven lake-facing benches and a cement podium/seat that likens a cypress tree stump. While benches in the back row are backed, the front row benches are backless to allow students to turn around and work together. Materials were chosen based on their aesthetic, indigenous appeal as well as their ability to withstand the elements. The classroom has power outlets, a wheelchair platform, and will eventually be wired for the Internet. A new bicycle rack was also installed for users of the outdoor classroom.

Native plantings provide a welcoming entrance to the outdoor classroom as well as screening from an adjacent parking lot. The entire area is almost completely shaded by giant cypress trees that block the sun but allow the lake’s gentle breezes to softly float through. As students listen to their professor, they can enjoy views of pristine Lake Virginia as well as the 55-acre Genius Preserve across the water.

Located in sunny Central Florida, Rollins College features daytime temperatures that typically fluctuate between 70 to 80 degrees during the latter part of the fall term through the early months of spring. These comfortable temperatures combined with minimal rainfall make for ideal conditions for outdoor learning, which professors have regularly taken advantage of over Rollins’ 125-year history. A pedestrian campus designed around a central green space, other secluded spots of this picturesque campus will most certainly still be used for impromptu gatherings; however, the outdoor classroom now offers an official learning space that can be reserved by professors and students in advance.

The classroom is connected to the new lakeside path which winds along Lake Virginia to McKean Hall, one of the college’s 18 residential facilities. An ideal strolling surface, the path was created using decomposed granite, a permeable substance that won’t flood or damage the nearby plant life or lake. It’s not only natural looking, but highly functional, wheelchair accessible, and celebrates the unique beauty and educational mission of the college. The project also showcases Rollins’ commitment to environmental responsibility because the space requires no electricity for lighting or temperature control.

“When we speak of ‘learning green’ and conceptualize an outdoor classroom, we are really continuing a long-standing Rollins College tradition of the understood relationship between our natural and built landscapes and our educational purpose,” says Cummings. “The creation of an outdoor classroom also builds upon a past that celebrated use of our outdoor spaces for educational and community gatherings.” Cummings is referring, in part, to the bygone “Animated Magazine,” founded by former Rollins College President Hamilton Holt. Beginning in the late 1920s, Holt annually invited prominent national figures to the Rollins campus for dialogue about subjects on which they had some expertise. Hundreds to thousands of community members gathered for these talks on what Rollins today calls Mills Lawn. “Even then, the use of outdoor space was embraced and understood,” Cummings reflects.



Rollins College outdoor classroom

While outdoor learning is firmly entrenched in the college's heritage, the official outdoor classroom remains a novel concept which is beginning to gain popularity. An obvious choice for classes such as environmental studies or art, proponents of the outdoor classroom also hope that professors teaching subjects from math to marketing will also see value in the opportunity to teach *al fresco*. Three other sites on campus will be considered for future outdoor classrooms. *Written by Kristen Manieri*

University of Tennessee Launches Nation's First Fully Automated E-Bike Sharing System

The University of Tennessee, Knoxville, is home to the nation's first automated electric bicycle (e-bike) sharing system. The pilot program is the subject of a research study by civil engineering assistant professor Chris Cherry and Stacy Worley and David Smith from biosystems engineering. If successful, it may be adopted into a full-scale program by the university.

The system will introduce two bike sharing stations with 10 bikes each — seven e-bikes and three bicycles. "We are pleased to add the e-biking share program as we work to become a more pedestrian- and bike-friendly campus," says Jeff Maples, senior associate vice chancellor for finance and administration. "This effort also fits in well with our campus' commitment to sustainability and energy savings. It is yet another way UT is blazing a new trail in our long-term climate commitment and energy savings and efficiency goals."

An electric bicycle is a bicycle with an attached motor which activates when pedaling gets difficult for the rider. The sharing station consists of an integrated bike rack with a battery-charging kiosk which distributes batteries to those who check out e-bikes. The system is fully automated — users simply swipe their university ID cards to check out and return bikes to the station. The pilot test is free to subscribers within the UT community. The project recruited 200 volunteers for two-month cycles for the 2011-12 academic year.

The e-bike is heralded as an environmentally-friendly alternative to driving. Cherry notes that the bikes could be part of a solution to three related problems: environmental degradation that impacts public health, quality of life and economic security; over-reliance on insecure energy; and a public health crisis of obesity related to inactivity.

The goal of Cherry's study is to test the operational and economic feasibility of introducing electric bikes in a shared bike system and also test how users respond to them. "We want to test the technology, operations, environmental impacts, travel demand impacts on physical activity, and economics of developing such a system," says Cherry. "With this being the first fully automated electric bike sharing system in the country and one of the first in the world, we hope to prove or disprove many of the assumptions that are attached to such a system."



E-bike recharging station on the University of Tennessee campus

Cherry hopes the program is attractive to both bike and non-bike users and to leverage his research into developing a full-scale program that can be adopted by the university as part of its Make Orange Green environmental initiative. "This is a very car-oriented campus, and UT is committed to providing high-quality alternative transportation modes to get to and from campus and to get around campus," he says. "This is a research project first but could provide a highly sustainable alternative model should the university adopt it." *Written by Whitney Heins* 

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Using Partnerships to Curb Cost of Facilities, Services

Facilities and services are a huge drain on community college budgets. They're also vital to the student experience. So as funding dries up across the country, many institutions are taking a team approach, working with partner colleges and private service providers to offset costs and generate revenue without sacrificing the services and amenities students have come to expect. Some have formed consortia to share resources with partner institutions. Others have explored outsourcing as a means of improved efficiency. Still others have embraced the role of landlord, renting out underused spaces to host community-based events.

No matter the strategy, the goal is the same: to find new and different ways to pool resources, cut operational costs and better manage facilities in the midst of a historic budget crunch. That's the aim at Ohio's Lorain County Community College (LCCC), where administrators are

— public and private — that they could never afford on their own," Potter says. "Sharing services and systems will enable students to easily move between institutions to satisfy their academic needs." There's a potential cost savings, too. Potter says the agreement should help "reduce the cost to purchase and operate these functions, while at the same time increasing the quality of service to customers," including students and their families.

The concept of sharing technology resources among neighboring colleges is nothing new. The New Jersey Virtual Community College Consortium (NJVCCC) was launched more than 11 years ago to help New Jersey's community colleges leverage cooperative purchasing, professional development opportunities and other benefits. It was first intended to help state colleges share online courses, says Josh Piddington, CIO at Gloucester County College (GCC), a member of NJVCCC.

"Pooling resources will enable us to provide a breadth and quality of services to colleges and smaller universities — public and private — that they could never afford on their own."

working with colleagues at the University of Akron and Stark State College to foster a new shared-services environment that will allow the partner colleges to host a range of educational software and facilities management applications, including complex enterprise resource planning (ERP) tools.

Quentin Potter, vice president for administrative services and treasurer at LCCC, says the shared services arrangement is made possible because, unlike the early years of IT management where proprietary systems were built to give institutions a competitive advantage, many colleges and universities today employ similar ERP applications and business processes. The emergence of a more open, transparent environment has created its own advantages.

"Pooling resources will enable us to provide a breadth and quality of services to colleges and smaller universities

Students would enroll through GCC and pay for courses through the college, but would take the courses using a partner college's online course system, Piddington explains. The shared online model was abandoned four years ago after participating colleges deemed they had enough online courses to support their own catalogues. But the consortium is still going strong. The ability to pool purchasing power among higher education partners is one reason. Piddington says the consortium also serves as a sounding board for sharing best practices related to distance learning, testing and tutoring, among other uses.

GCC's experience with the consortium has emboldened administrators to branch out into other partnerships. The college is currently working with the county's local technical school, the Gloucester County Institute of Technology, on a shared technological infrastructure project.

The Outsourcing Option

While some colleges have turned to partner institutions for help cutting costs and improving efficiencies, others have turned to the private sector, outsourcing services that levy too heavy a toll on their native environment.


Washtenaw Community College (WCC) in Michigan doesn't outsource in the traditional sense. Rather, administrators rely more on hosted services, such as software-as-a-service (SaaS), explains WCC Chief Information Officer Amin Ladha. The college uses a hosted service from Google for student e-mail at no cost. The free technology replaces an out-of-date internal system. The college's human resources department uses a different SaaS application for reviewing and sorting new job applicants. WCC also leans on open-source software which Ladha says helps save money and increases collaboration through the sharing of useful source code among partner colleges and organizations.

As with traditional outsourcing, Ladha says cost savings is key. WCC estimates it has saved upwards of \$200,000 on its Google e-mail hosting strategy alone.

Renting for Revenue

To save money and, in some cases, generate new revenue, many colleges are making better use of their

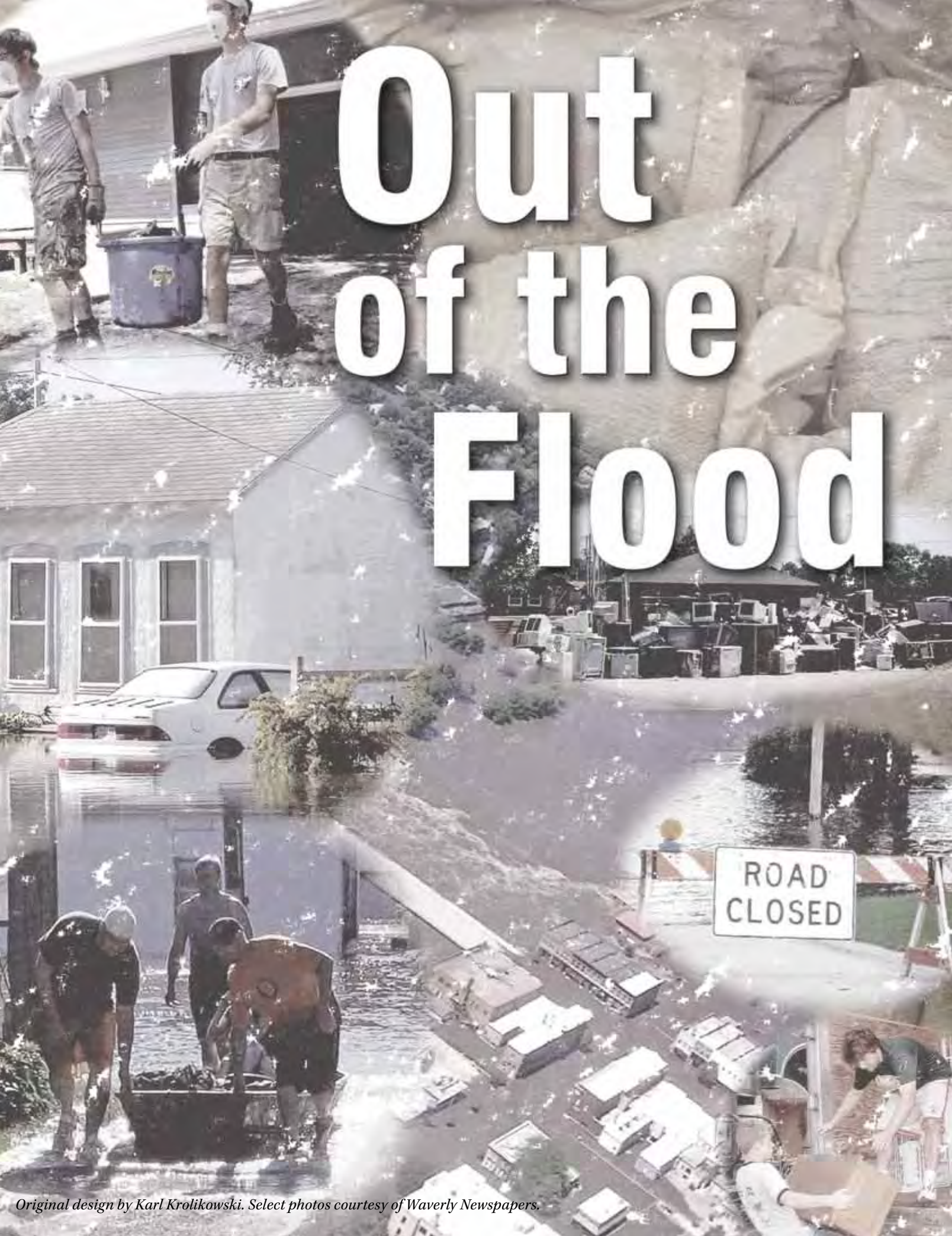
physical spaces. Whatcom Community College (WCC) in Washington rents out classrooms, theaters, conference rooms and athletics facilities to a variety of community groups through a conference and event services division launched in 2007 as a result of growing demand for these services.

During the 2010-11 fiscal year, rental revenue reached an estimated \$100,000, an 18 percent increase over the previous year, according to the college. Rates run anywhere from \$200 per day for a classroom to \$550 per day for its auditorium. Administrators contend the ancillary revenue has helped offset the pain of recent budget cuts. "Revenue is the driving force behind our services; however, we also see the importance of bringing the community onto our campus," says Fred Abitia, conference and event services coordinator. "Many of the community groups are nonprofit organizations, local businesses, youth programs and even other colleges." 

This is an excerpt from an article that first appeared in the October/November 2011 edition of the Community College Journal, the bimonthly magazine of the American Association of Community Colleges. The article was authored by Bob Violino.



Out of the Flood



Original design by Karl Krolkowski. Select photos courtesy of Waverly Newspapers.

It was June 9, 2008. Flood waters were rising rapidly in Waverly, Iowa. The Cedar River was expected to crest at 17.2 feet, surpassing the record of 16.8 feet in 1999. But the river kept rising, pouring over its banks and into the town of Waverly, finally cresting at 19.2 feet. All told, the flooding impacted more than 1,000 homes in a community of only 10,000 people. Many of these people were left without housing, food or clothing.

What now?

Enter Wartburg College. The Lutheran church-affiliated four-year liberal arts college is located only seven blocks from the river but was only minimally impacted by the flooding. With community service and engagement at the

agencies) as well as national and local volunteers. The CCE also coordinated and led assessment efforts: Which homes were impacted? Where were they? What did they need? These and other questions were answered through a series of door-to-door assessments that were led by college staff, county professionals and church volunteers.

Following the CCE's lead, other departments on campus began to engage in disaster relief efforts. The newly constructed Wellness Center was opened as a Red Cross Shelter which served more than 430 individuals in the first month after the flooding. A theater space on campus was provided for a Red Cross Disaster Assistance Center. The college's human resources staff adjusted contracts to allow employees to engage in relief efforts and worked to reassign staff so that as many employees that wanted to



Two Wartburg College students carry furniture out of a flooded house

very core of its mission, the college immediately sprang into action. As soon as the floodwaters receded and the planning for relief efforts began, the Wartburg College community came out in force. College employees immediately began attending meetings at the city's Emergency Operation Center. Overwhelmed and pushed to the limit, city staff and leadership asked the college to lead aspects of the disaster response.

A College-Wide Commitment to Flood Relief

Leading Wartburg's disaster relief efforts was the college's Center for Community Engagement (CCE). In the immediate aftermath of the flood, relief efforts were focused on volunteer coordination and needs assessment. The CCE was tasked with identifying and organizing professional responders (e.g., national disaster relief

Wartburg College declared June 13 — just four days after the flooding — as a Service Day so faculty, staff and students could volunteer in the community. Hundreds of hours were spent assisting flood-affected Waverly residents and businesses.

and were able could assist in response and recovery work. HR also led the charge to designate June 13 — just four days after the flooding — as a Service Day so faculty, staff and students could volunteer in the community. Hundreds of hours were spent assisting flood-affected Waverly residents and businesses — all on college-paid time.

After Wartburg's immediate response to the flooding came its ongoing relief and recovery work. The Wartburg physical Ppant loaned equipment and donated staff time for the long-term relief effort. The campus ministry



Wartburg College students are covered in mud after assisting with flood relief efforts

department offered funding and organized local churches for volunteer efforts and spiritual support. Academic departments engaged in a variety of ways, offering their expertise in counseling, marketing, fundraising and more. Student affairs and services opened residence halls and dining facilities to impacted Waverly residents. The investment of time and resources in relief efforts truly was college-wide.

Long after the floodwaters had receded, Wartburg continued to contribute to the cause. Nearly four months after the flood, during the college's Family Weekend, Dr. Simon Estes, artist-in-residence and distinguished professor, headlined the Voices of Hope concert with college musical ensembles, raising \$33,000 to benefit local churches and residents victimized by the disaster.

In recognition of its flood relief coordination efforts, the Center for Community Engagement received the key to the city, the Governor's Volunteer Award, and the week of August 4-8, 2008, was declared "Wartburg's Center for Community Engagement Appreciation Week."

Three Years Later

The flooding of 2008 has had a lasting impact on Wartburg College and the community of Waverly, and the lessons learned have born ideas and commitments that have positioned the city, the county and the college to be better prepared for future disasters. With the support, leadership and participation of Wartburg staff, several entities and programs have been put in place over the past three years.

Wartburg College Center for Community Engagement

Flood disaster recovery is just part of Wartburg College's Center for Community Engagement (CCE)'s story. The Center was formally established in the fall of 2005 to support and encourage students, staff and faculty in the development, coordination and evaluation of external relationships for student learning and vocational development. The CCE places special emphasis on projects that benefit young people and promote leadership education and financial self-sufficiency in the nonprofit sector.

Community partnerships include the Waverly Health Center, in which pre-med biology majors volunteer 30 hours and shadow physicians in surgery, OB/GYN, the emergency room and family practice; Civic Scholars, where people from local businesses and nonprofit organizations share their experiences with Wartburg students; Community Builders, in which students work with youth and senior citizens; K-12 school partnerships; and scholarship funding.

Other CCE efforts include coordinating service trips (many of which focus on disaster recovery and assistance) across the United States and abroad for Wartburg students; the student-run Volunteer Action Center, which matches students with various local community service projects; the Post-Graduate Service program for Wartburg alumni interested in full-time volunteer opportunities; and a student orientation program called Orange Exceleration where students participate in service opportunities to better understand the value of service as part of the Wartburg experience. The CCE also coordinates campus, local, national, global and multicultural internships for students.

"The Center for Community Engagement is part of the ethos of the Wartburg College community," says Dr. Dan Kittle, director of the CCE. "We are a very involved campus, and we strive to be a better partner in the Waverly community. The college has two responsibilities: to facilitate student learning and to provide reciprocal partnerships. The CCE helps us not only to meet these responsibilities, but also to connect them to one another in a deliberate, meaningful way."

Wartburg College now has a formal disaster assistance program, called the Disaster Preparedness, Response and Recovery Program, which has allowed the college to fine tune its disaster response guidelines and protocols so that it can be even better prepared in the event of future emergencies.

The Bremer County Recovery Coalition (BCRC) is a volunteer organization designed to provide a coordinated effort for recovery resources in Bremer County (in the city of Waverly) with the primary purpose of providing assistance and advocacy to those affected by disaster.

Wartburg's Center for Community Engagement was instrumental in organizing this group soon after the 2008 flooding, and CCE director Dr. Dan Kittle serves as the coalition's current president (another Wartburg staff member also serves on the coalition's executive committee).


Supported by the BCRC and Wartburg College and led by the county emergency management operator, Community Emergency Response Teams (CERT) have also been created. The CERT program educates community members about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills such as fire safety, light search and rescue, team organization, and disaster medical operations.

As an institution of higher education, Wartburg College has taken seriously its call to gather and share best practices regarding how other colleges and universities

might engage in disaster preparedness and relief work. Wartburg faculty and staff members have published on the topic, assisted the national network of Lutheran Disaster Response, shared the college's model for engagement at conferences around the country, presented webinars on the topic, and provided advice and counsel to other institutions interested in deepening their engagement around this type of work.

"The Disaster Preparedness, Response and Recovery Program and the work of the Center for Community Engagement has been used as a strategy to encourage

both students and the college's workforce to live up to the Wartburg mission of leadership, service, faith and learning," says Kittle. "Relief efforts have engaged staff through their hands, minds and spirit. The physically strong among us have picked up shovels and hammers; the organized among us have created volunteer databases and work schedules; the musically

gifted among us have provided music for fundraising and worship. We have sought to meet the needs of our community through the strengths of individuals and departments at the college, and we've been intentional about modeling these behaviors for our students. We hope that through the commitments of staff, our students will see that living a life of service and civic engagement has true meaning and purpose." 

The flooding of 2008 has had a lasting impact on Wartburg College and the community of Waverly, and the lessons learned have born ideas and commitments that have positioned the city, the county and the college to be better prepared for future disasters.



1000 Hours of Service

By John Toller

East Carolina University (ECU)'s motto is *Servire* — “to serve” — and has been the university's core value since the institution was founded in 1907. In 2007, as part of the university's Centennial Celebration, the task force planning the special events created the Servire Society as a way to formally recognize campus community members who have demonstrated a deep commitment to volunteer service. The initial program was announced by Chancellor Steve Ballard on April 24, 2007, and all faculty, staff and students were encouraged to apply.

A Lofty Goal

Each year, the Servire Society recognizes ECU faculty, staff and students who have contributed at least 100 hours of volunteer service to the external community during the previous year. Those nominated must demonstrate a strong commitment to volunteerism in service to the non-campus community, which is defined as any area outside of ECU and can include the city, region, country or world.

Examples of eligible outreach and community service activities include direct service to the community (tutoring, mentoring, assisting nonprofit organizations like the Humane Society, American Cancer Society,

American Heart Association, etc.); inspiring, encouraging and involving others in service through mentorship and through the creation of opportunities for service (setting up an emergency relief center, providing leadership in public programming, etc.); and responding to a concern, issue, emergency or need of the community external to the university (disaster relief, critical health issues, etc.).

ECU campus community members are encouraged to nominate individuals for Servire Society recognition. Self-nominations also are encouraged. The nominee is asked to complete a brief information form so that the service may be verified. The form asks for a list of service activities completed over the past 12 months. The following information is collected on the form: dates of service; name(s) of organization(s) for which the nominee volunteered; nature of involvement (a description of the activity, purpose, etc.); number of volunteer hours at each organization; and contact information for someone with each organization who can verify that the information reported is correct.

The Servire Society is formally endorsed by ECU's chancellor and board of trustees. The chancellor hosts an annual reception to honor and recognize award winners, including Servire Society members, and all members

receive a token of appreciation for their service and an official certificate signed by the chancellor. Also in support of the program, ECU staff members are encouraged to take up to 24 hours of paid time off each year to participate in community service activities. Membership in the Servire Society is for a period of one year. Membership for subsequent years must be earned by participating in 100 or more hours of service each year. This creates and sustains a service-oriented culture across all dimensions of the university community. Success of the program is evidenced by the number of repeat inductees (approximately 50 percent!) during the four years of the Servire Society's existence.

other purchases that fall outside the scope of the normal operating budgets of the department. Another example of service by ECU employees is the organization of the Pink Ribbon 5K Fun Run/Walk by an assistant professor and cancer specialist at ECU. This past year, the event raised \$15,355 for breast cancer services at the regional Leo W. Jenkins Cancer Center (LJCC). Also raising money for the LJCC is Gardeners for Hope. Over the last nine years, Gardeners for Hope has raised more than \$100,000 to support needs of breast cancer patients treated at LJCC. Many of the present and past board members of Gardeners for Hope have served while working at the university.

ECU staff members are encouraged to take up to 24 hours of paid time off each year to participate in community service activities.

Service Comes in All Forms

A husband and wife who both work at ECU commit numerous hours to the Greenville Little League program for the city. From observing their efforts, one might say that they spend practically every minute of their time outside of work involved in some way with Greenville Little League. One member of this dynamic duo maintains four baseball fields that are used for all of the games, as well as coordinates the umpires and uniforms for the entire season. His wife is in charge of concessions, organizing events and tournaments and everything else relating to Greenville Little League that her husband does not take care of.

Another employee serves as a volunteer with Eastern Pines Fire/Rescue (EPFR). At work, he is a systems analyst with ECU's department of information technology and computer services. In his leisure time, he is a state certified instructor and fire chief. He is now the residing fire chief for EPFR, logging numerous on-call hours per week for fire duty and spending additional time on training and administrative duties. He is also president of the EPFR Foundation, a nonprofit fundraising organization that operates to provide volunteers and staff with specialized equipment, advanced training and



An East Carolina University employee is inducted into the Servire Society

Several ECU employees, including a recent Servire Society inductee, are involved in the Greenville Jaycees. The Jaycees raise money for several different organizations and individuals in need and organize the Greenville Christmas Parade, the July 4th celebration, an annual fundraiser for the Boys and Girls Club and an annual 5K race. Recipients of Jaycee-raised donations include a paralyzed ECU employee, Give to the Troops, and the local Boys and Girls Club.

Another ECU employee and Servire Society member has been active with the Humane Society of Eastern Carolina since 2007. She served as president of the board of directors from 2008-10 and averages 350 hours of service to the organization every year! Examples of her service include planning and implementing fundraising events,

assisting with operations (maintenance and policies/procedures), serving as an adoption counselor, marketing, and assisting with human resources projects.

Several ECU staff and faculty members, as a team, have been volunteering for the City of Greenville to improve bike and pedestrian issues. They have worked in a variety of capacities and for several different entities (the Bike Friendly City Task Force, the Bike and Pedestrian Commission, the Bike and Pedestrian Master Plan Advisory Board). University employees who work toward these efforts include faculty in emergency medicine at ECU, outdoor recreation staff members, and faculty in the English and geology departments, as well as others. A number of ECU faculty and staff members are also involved in the Friends of Greenville Greenways, and the founder is an ECU faculty member. These individuals' service and outreach have led to real improvements that are happening around the city.

help the less fortunate receive care that they would not otherwise be able to afford. Employees in the ECU campus recreation and wellness department participate heavily in the local Special Olympics every year, with roughly half of the department volunteering at the event each year.

The Lucille Gorham Intergenerational Community Center is an example of broad-based, interdisciplinary community service efforts supported by ECU faculty and staff. Some of the programs and activities at the Center include:

- Youth Apprentice Program, which places troubled youth who have dropped out or been kicked out of school with an employer partner and assists the teens in getting back into high school or in getting a GED while also teaching life skills such as conflict management, parenting and coping skills.
- Summer Significance Academy, a six-week program for rising fifth graders about to enter

In just three years, the 182 employees [inducted into the Servire Society] provided 18,200 hours (approximately nine work years) of verified service and outreach in the local community.

Through efforts with the North Carolina Agromedicine Institute, ECU employees have been promoting the health and safety of North Carolina farmers and rural residents for years. One notable contribution is the development of a new type of healthcare delivery system for farmers in North Carolina called AgriSafe. The first clinic offering these services started in 2008 within the existing Tri-County Rural Health Clinic. ECU employees also have been instrumental in bringing the certified SAFE farm system into North Carolina. Service includes traveling around the state to help farmers and farm workers prevent potentially dangerous exposure to crop fumigants. This effort involves the custom fittings of respirators to individuals, as well as general training in fumigant hygiene.

Several physicians who work at ECU, as well as nurses and other healthcare professionals, attend clinics in other countries. They take several weeks off of work to

middle school. This program seeks to enhance math and science skills as well as to reinforce good study habits in the summer and then tracks youngsters in their sixth-grade year and provides tutoring as necessary.

- YES! 21st Century project which is designed to improve reading and math skills for third through fifth graders. In the two years the program has been in existence, improvement in reading and math skills for some children has been dramatic, with some scores improving by 80-100 points.
- Demonstration Community Gardening Project. A Kellogg Foundation-funded grant established a demonstration community garden and sent community members to the county extension office's Master Gardener program.

- Community health screenings and health evaluations.
- After-school programs.
- Behavioral health program aimed at preventing substance abuse.
- Financial planning and home ownership classes and assistance.

Servire Society Inductees and Support


ECU employs approximately 6,000 people. In 2008, 57 faculty and staff members were inducted into the first class of the Servire Society. In 2009, 63 faculty and staff members were inducted, and in 2010, 62 faculty and staff members were inducted. Over three years, these 182 employees provided 18,200 hours (approximately nine work years!) of verified service and outreach in the local community.

The Servire Society was developed and implemented by a committee that was made up of a diverse group of individuals from all divisions and departments of the university. The department of human resources actively supports the Servire Society by providing and approving the 24 hours of leave each year to be used for volunteer

work and community service. HR also supports the Servire Society by communicating to ECU employees details about the Society, the nomination process and the benefits of being inducted.

A Campus-Wide Commitment

East Carolina University employees have informally embraced the institution's "To Serve" motto for years; however, the creation of the Servire Society has formalized and organized efforts, resulting in enhanced service commitment to the community. The Servire Society serves as a strong, visible message to ECU employees that the university actively encourages and supports their service efforts in the community, and the program continually challenges ECU faculty, staff and students to serve individuals and organizations beyond traditional campus boundaries.

Whether or not individual employees succeed in reaching the goal of 100 hours per year, the ECU campus community's pledge to service is unequivocal. 

John Toller is associate vice chancellor/chief HR officer at East Carolina University. He can be reached at tollerj@ecu.edu. For more information on ECU's Servire Society, visit www.ecu.edu/servire.

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A hand in a white glove is shown pulling a vibrant red curtain from the left side of the page. The curtain is thick and has deep folds. The background is white, and the overall composition is clean and professional.

Diversity ProActors:

A Different Approach to Community Service and Outreach

Everyone has a story. Often as complex and intricate as the individuals themselves, these narratives provide powerful learning opportunities when brought to life. For nearly eight years, the Diversity ProActors in the division of housing and food services at Purdue University have used their narratives to engage one another and their audiences in meaningful diversity dialogue that goes beyond lecture and PowerPoint. Through news clips, celebrity interviews pulled from the media and game show formats that help teach concepts, paradigms and frameworks, the ProActors have managed to make diversity training relevant, engaging and truly innovative. As word of the ProActors program has spread, diversity education and outreach efforts that began as an internal initiative now reach beyond the confines of the housing and food services division and into the larger Purdue community as well as the Lafayette, Indiana, community.

Humble Beginnings

The idea of a peer-to-peer training format grew out of the need to make diversity training more meaningful, engaging and transformative for Purdue's housing and food services (HFS) division employees. While the more traditional approach to diversity training was effective for members of HFS's administrative professional staff, the division needed to find ways to better engage its nearly 600 clerical and service employees in the diversity conversation. In the summer of 2004, as part of HFS's Promoting Unity Through Diversity initiative (which was led by the division's office of the vice president for human resources), 18 HFS administrators were handpicked by their supervisors to attend a two-day workshop to learn the skills of InterActive theatre, where trainers proactively engage audience members to make learning a more transformative process. These full-time employees, stretched

beyond the usual demands of their 8-5 jobs, took it upon themselves on a strictly volunteer basis to create a space in which difficult and often controversial issues of diversity could be discussed from new perspectives and in creative ways.

Admittedly, two days of InterActive training did not equip the group, which called itself the HFS Diversity ProActors, to be professional actors, but they were prepared to turn seemingly ordinary narratives into short dramatic sketches to amicably provoke conversation among their

group of 18, the ProActors have gone on to train additional HFS employees as ProActors and have designed four additional training initiatives.

Building a House for Diversity

Building a House for Diversity was launched in the spring of 2006. The program was adapted from Roosevelt Thomas's book, *Building a House for Diversity: How a Fable About a Giraffe and an Elephant Offers New Strategies for Today's Workforce*. The initial program was developed to

Eighteen full-time employees ... took it upon themselves on a strictly volunteer basis to create a space in which difficult and often controversial issues of diversity could be discussed from new perspectives and in creative ways.

coworkers. To these trainers, the success was not in the acting, but in the reality behind the stories that resonated with the experiences of those in the audience.

Upon completion of the two days of training, reflection and teambuilding, and with the full support of HFS leadership, this group of volunteers set out to take the division and the institution into uncharted territories and begin a new chapter in the ongoing efforts to create and promote a community that, as the HFS diversity competency statement reads, “acknowledges, affirms and values differences, similarities and worth” of an increasingly diverse workforce and increasingly diverse communities.

The newly-minted ProActors' first training program, Unity Through Diversity, was performed before a group of nearly 180 HFS administrative and professional staff at Purdue's Elliott Hall of Music. The impact of this newly-created diversity training sparked a division-wide interest that resulted in a successful three-month road show within the HFS division. Since its inception, the Unity Through Diversity program has been presented 18 different times to more than 800 HFS employees.

The Programs

In the eight years since the creation and implementation of the Unity Through Diversity training by the original

help HFS administrative staff understand how diversity can improve the company's bottom line when managed effectively and allowed participants to talk about power and privilege in ways that are unconventional and engaging.

A reenactment of a fable about a giraffe and an elephant that could not be friends unless one changed the other set the stage for an engaging conversation about diversity tension, job expectations and effectiveness. The bottom line: diversity creates tension, and effective leaders are those capable of using this tension to their advantage and without attempting to make individuals, especially those from traditionally underrepresented backgrounds, fit a certain mold. In other words, valuing diversity means acknowledging and celebrating the individual aspects that make us who we are.

From the initial few who were invited to attend the first incarnation of the Building a House for Diversity training program grew an interest in bringing the “giraffe-elephant” concept to their peers, and the ProActors began taking their training on the road to other areas within the HFS division and eventually into other areas of the Purdue community. The program has grown into an engaging dialogue that includes multimedia clips, a game show format and the ever popular “giraffe-elephant” reenactment.

10 Lenses

Based on Mark A. Williams' book, *The 10 Lenses: Your Guide to Living and Working in a Multicultural World*, this program challenges participants to examine their own world view and the world views of those with whom they work. Ten Lenses is designed to help participants get to the core of the diversity discourse: a look inward to understand and challenge one's own deep-rooted



A group exercise in a ProActors-led diversity training class

assumptions and beliefs. Participants begin with a conversation about the “old diversity framework,” where the diversity discourse is limited to visible characteristics

learning meanings behind common names, placing particular emphasis on Spanish names. Additionally, this workshop provides basic computer knowledge to those looking for ways to take advantage of the various international features that can be found on personal computers.

Signs and Wonders

Through the lens of a young man, *Signs of Wonder: A Cross-Cultural Exercise in Communication*, takes the audience through a series of events that illustrates the frustration and confusion that people from other cultures often experience when they come in contact with ours. This exercise includes idioms, words, phrases and gestures that can be confusing and even offensive to someone experiencing U.S. culture from an “outsider” perspective. The overall objective of this exercise is to create awareness on cross-cultural communication, while exploring ways of better assisting people who find themselves transitioning into our culture.

When Worlds Collide

The ProActors' newest training program, *When Worlds Collide: Using the MBTI to Improve Retention, Engagement and Evaluation*, looks at how MBTI (Myers-

This group of dedicated volunteers has found a way of engaging diverse audiences, both on the Purdue campus and outside of the institution, in meaningful and productive dialogue that promotes inclusiveness and respect and challenges individuals to be intentional in their efforts to build community.

such as race, gender, ethnicity and age. Once this frame of reference is established, participants begin to explore the contemporary and more complex diversity framework, one in which visual characteristics shape a person's identity but do not define it.

What's in a Name?

Misspelling or mispronouncing someone else's name can be frustrating and embarrassing for all parties involved. What's in a Name was designed with the intention of

Briggs Type Indicator) preferences can provide challenges in the workplace when ignored and provides participants with various tools that will help them better assess and develop individuals within their diverse teams.

The Players

The Diversity ProActors team is comprised of HFS employees who identify with one or more facets of the field of diversity but who are not diversity professionals themselves. With interests ranging from areas of

ability, sexual orientation and gender, to race, ethnicity, language and religion, the HFS ProActors are full-time staff members who volunteer their time for a period of two years to provide diversity training to their peers, colleagues and community members.

The ProActors group has included HFS staff from several departments, including university residences, Elliott Hall of Music, marketing, the conferences office, Purdue Memorial Union and the diversity resource office. The HFS human resources office plays a central role in coordinating the efforts of the ProActors, and five HFS HR staff members are lifetime members of the group.

The Audiences

Although the initial group of ProActors came together to develop and implement training that was designed to deliver a specific message to HFS staff, the group soon found itself invited to do presentations for new and different audiences, both on and off campus. On campus, the group makes its training available to other departments and divisions, as well as to student groups, faculty groups, leadership classes and various boards and committees. Over the years, the programs developed by the ProActors have impacted all 800 full-time HFS employees, as well as 197 resident advisors and student staff. In addition, nearly 700 people from other Purdue departments and divisions, including nearly 400 from Purdue's academic side of campus, as well as members of the Lafayette, Indiana, community, have participated in ProActors programming.

The ProActors' exposure to and collaboration with the Greater Lafayette community has allowed this group of dedicated volunteers to take an active role in making the community they call home a more open and welcoming environment. Some of the community groups the ProActors have presented to include the Greater Lafayette Realtors Association, the Tippecanoe County Sheriff's Department, a Leadership Lafayette class, a local bank, the West Lafayette Police Department, a group of volunteers from the local YWCA, the local chapter of the Association of Administrative Professionals, the Lafayette Diversity Summit and a local high school.

The ProActors team is careful to adapt its presentations to the needs of its diverse audiences rather than offering a one-size-fits-all, cookie-cutter approach to the trainings.

Accolades

For its ongoing commitment to diversity outreach efforts, the Diversity ProActors have been recognized both locally and nationally. The National Association for College Auxiliary Services in 2007 recognized the diversity efforts of the HFS division, including the contributions of the ProActors, as did CUPA-HR in 2011 with its SunGard Higher Education Innovation Award. In 2008, the HFS



A reenactment of a fable is part of the ProActors' Building a House for Diversity program


human resources and cultural programs office was invited to conduct a webinar to help others better understand how to develop and implement effective diversity programs at their organizations, with a lot of attention given to the work of the ProActors.

In 2009, the group received the Purdue University Catalyst Award, which recognizes Purdue programs for their best practices and for their willingness and ability to export those practices to other areas of the university community. In 2010, HFS's various diversity initiatives, including the work of the ProActors, were highlighted in an issue of Business and Legal Resources' *Best Practices in HR* newsletter. Most recently, the group was recognized by Purdue's executive vice president and treasurer's office for its volunteerism and contribution to the university.

Community Service by Any Other Name

Not all community service and outreach efforts look the same. Sure, what usually comes to mind when hearing these terms is volunteering at an animal shelter or picking up litter or reading to schoolchildren or serving a meal to the homeless. But outreach and service can take many different forms. The work of the HFS Diversity ProActors is one such example. The ProActors programming,

although not what one would typically envision as “community service,” has indeed very successfully served the community, both the Purdue community and the greater Lafayette, Indiana, community, for eight years now. Through its unique and innovative interactive training approach, this group of dedicated volunteers has found a way of engaging diverse audiences, both on the Purdue campus and outside of the institution, in meaningful and productive dialogue that promotes inclusiveness and respect, and it challenges individuals to be intentional in their efforts to build community.

Whether in trying to help Purdue employees do their jobs better and more effectively by learning to work as a team, or helping law enforcement officers think through pertinent topics such as racial profiling, or demonstrating the value and importance of cultural differences and awareness to high school and college students, the Diversity ProActors group has enjoyed the distinct privilege of helping to promote respect, inclusiveness and civility to vast and varied audiences. 

Promoting Unity Through Diversity

Purdue University’s housing and food services division’s diversity outreach efforts encompass much more than the ProActors program. The division employs a large number of individuals from underrepresented groups and makes it a priority to make these employees feel welcome and a part of the university community. With its Promoting Unity Through Diversity initiative, the office of the vice president for human resources – housing and food services (HFS) has developed diversity-related programs in the areas of recruitment, cultural awareness, leadership groups and retention.

In the area of recruitment, hiring practices were reevaluated, taking into consideration the university’s diversity efforts and other basic standards, to ensure that incoming employees were a good match for the organization; respecting diversity was incorporated into all job descriptions as a minimum requirement; and supervisors and recruiters began attending job fairs targeted toward underrepresented groups. In the area of cultural awareness, in addition to the formation of the ProActors, other initiatives include all new employees, regardless of title, being required to go through diversity training as part of their new employee orientation process and Spanish classes being offered to supervisors to assist them in connecting and communicating with their Spanish-speaking employees.

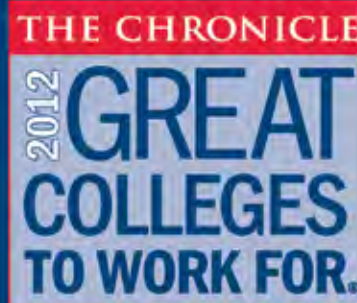
In the area of leadership, a Diversity Work Group was formed in order to assess HFS’s “culture” through student and staff surveys and to address the challenges facing the organization, and a Central Diversity Team was established in order to provide departments within HFS with more ownership over their diversity efforts. In the area of retention, the division made a conscious decision to incorporate respecting diversity as a core competency for all performance appraisals; a workplace English program was established to improve workplace communication so that employees whose first language was not English would be able to understand training programs and be eligible for promotions; a general citizenship and immigration-related program was implemented; and cultural nights are held throughout the academic year in an effort to bring greater awareness of the foods and traditions of the various underrepresented cultures that are part of the Purdue community.

As a result of the Promoting Unity Through Diversity initiative, a stronger sense of community was developed throughout Purdue’s HFS division, which in turn led to increased work satisfaction and improved performance among employees.

For its Promoting Unity Through Diversity initiative and related outreach efforts, Purdue’s office of the vice president for human resources – housing and food services (VPHR - HFS) division received CUPA-HR’s 2011 SunGard Higher Education Innovation Award. Thanks to the generous support of SunGard Higher Education, VPHR - HFS received a \$3,000 contribution to the endowment or scholarship of its choice.



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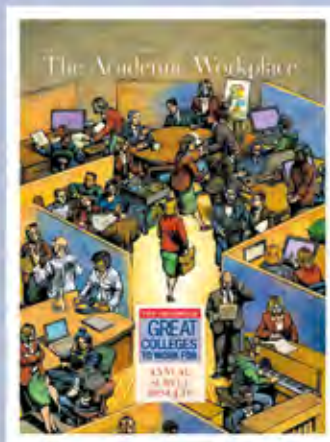
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—David C. Jordan
Associate Vice President of HR
Howard Community College

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—Bonnie G. Martin
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Name (Last)	(First)	(Middle Initial)	Home Telephone
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E-Mail Address	(Zip)		
Services needed			
Major Subject			
GED Test Passed? Yes No			

EEOC Reevaluates Criminal Background Checks

By Josh Ulman and Christi Layman

The U.S. Equal Employment Opportunity Commission (EEOC or Commission) was established in 1965 to enforce federal workplace discrimination laws. One of the laws within the agency’s jurisdiction is Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination on the basis of race, color, religion, national origin or sex.

The EEOC is currently reexamining the extent to which employers may lawfully consider employees’ or applicants’ past arrests or convictions when making employment decisions. The Commission’s existing guidance — which is more than 20 years old — states that excluding individuals from employment opportunities based on arrests or convictions may have an unlawful adverse impact based on race. The EEOC’s position is based on statistics showing that certain races are convicted at “a rate disproportionately greater than their representation in the population.”

The Commission has been considering adjustments to the existing guidance since 2008, when then EEOC Chair Naomi Earp held a public Commission hearing on the issue. This past July, current Chair Jacqueline Berrien held a second public hearing, and in September the EEOC released an advisory opinion letter. All signs suggest the agency will issued revised guidance sometime in the near future.

EEOC Jurisdiction and Existing Guidance

The EEOC’s long-standing position as articulated in its 1987 guidance on convictions and 1990 guidance on arrests is that employer reliance on arrest and conviction records as criteria for employment decisions may have an unlawful adverse impact on certain races that are arrested or convicted at a rate disproportionately greater than their representation in the population. The Supreme Court held more than 40 years ago in *Griggs v. Duke Power Co.* that an employer’s neutral practice or policy violates Title VII if it has an adverse impact on a group protected

under the statute, even if the employer did not intend to discriminate.

While courts have not created a uniform rule on what constitutes an unlawful adverse impact, they have held that for the practice or policy to be found unlawful, it must have a significantly disproportionate exclusionary impact on a protected group. Once the impact of a policy or practice is found significant enough to be “adverse,”

in the hiring, retention and promotion of employees. It was the second hearing the Commission held on the issue, the first one taking place in 2008 under then Chair Naomi Earp.

Current Chair Jacqueline Berrien opened the hearing expressing the Commission’s concern that employers properly use applicants’ or employees’ past arrests or convictions in employment decisions and comply with

The EEOC’s long-standing position ... is that employer reliance on arrest and conviction records as criteria for employment decisions may have an unlawful adverse impact on certain races that are arrested or convicted at a rate disproportionately greater than their representation in the population.

an employer may only defend it by showing it is “job related for the position in question and consistent with business necessity.”

The EEOC states in its 1987 guidance on convictions that, “where there is evidence of adverse impact, an absolute bar to employment based on the mere fact that an individual has a conviction record is unlawful under Title VII.” The guidance further states that to prove the use of the conviction was job related and the decision was justified by business necessity, the employer must show it considered: (1) the nature and gravity of the offense or offenses; (2) the time that has passed since the conviction and/or completion of the sentence; and (3) the nature of the job held or sought.

With respect to arrests, the employer burden is higher. The 1990 EEOC guidance describes the difference as follows: “As with conviction records, arrest records may be considered in the employment decision as evidence of conduct which may render an applicant unsuitable for a particular position. However, in the case of arrests, not only must the employer consider the relationship of the charges to the position sought, but also the likelihood that the applicant actually committed the conduct alleged in the charges.”

EEOC’s July Hearing

On July 26, the EEOC held a hearing to consider employers’ consideration of arrest and conviction records

the requirements of Title VII. Berrien stated that the EEOC’s existing guidance recognizes that employers may legitimately consider arrest and conviction records under certain circumstances. She noted that the guidance attempts to balance the interest of employers and the general public with access to the workforce.

Berrien went on, however, to note that there are societal consequences if criminal history is used inappropriately or unnecessarily and cited a statistic from the American Bar Association that incarceration costs taxpayers \$56 billion annually and former offenders who do not obtain employment after release from prison are three times more likely to return to prison. Berrien also pointed out that the EEOC is not alone in its concern that more work may need to be done to “dismantle unnecessary roadblocks to unemployment.” EEOC Secretary Hilda Solis has convened an interagency forum and Attorney General Eric Holder has convened the Reentry Council consisting of Cabinet-level and agency leadership from across the federal government to address this issue.

At the hearing, the commissioners heard from three panels of witnesses focusing on best practices for employers; local, state and federal programs and policies; and existing legal standards governing employers’ consideration of criminal arrest and conviction records. Several of the witnesses urged the EEOC to update its 20-year-old guidance on conviction records given that an employer’s reliance on criminal history could cause a

disparate impact based on race or ethnicity under Title VII of the Civil Rights Act. Amy Solomon, senior advisor to the assistant attorney general of the Justice Department's Office of Justice Programs, agreed, citing 2008 statistics from the Pew Center on the States showing that one in 36 Hispanic men and one in 15 African American men are imprisoned.

Barry Hartstein, a management attorney with Littler Mendelson in Chicago, disagreed that changes should be made and called the current guidance "sound." He said it provides the "type of flexibility that the employer community needs" and encouraged the EEOC to instead look at improving outreach and education to employers on the use of criminal histories in employment decisions. He noted that employers need flexibility not only to ensure safety in the workplace, but also to navigate various requirements that regulate or mandate employer use of background checks as well as potential liability under state tort law for failing to perform checks. Hartstein also suggested that sharing best practices would be the most effective thing the Commission could do.

Another witness, Robert Shriver, senior policy counsel for the Office of Personnel Management, testified about the federal government's "suitability policy" for applicants seeking federal competitive service positions. He explained how the agencies take several factors into account in evaluating criminal histories of applicants, such as the seriousness of the offense, the presence or absence of rehabilitation and the length of time since an offense occurred, as well as the type of job being applied for. Commissioner Constance Barker suggested that the EEOC might want to look at the federal government's criteria if it moves to revise or amend the current guidelines.

Commissioner Chai Feldblum added that it is the EEOC's obligation to enforce the Civil Rights Act that prohibits discrimination based on race and to examine if there is a disparate impact by certain neutral policies. Commissioner Stuart Ishimaru said that while the "underlying facts are too stark to ignore, the disparate impact on certain groups is stunning." He voiced his feeling that the Commission needs to get updated guidance out and that he wants to do so quickly, even if it is done piecemeal.


Following the hearing, CUPA-HR, along with several other organizations, sent a letter to the EEOC expressing concern with changes to the current policies. The letter, which can be found at www.cupahr.org/publicpolicy/advocacy.aspx, emphasized that fair and appropriate use of criminal histories is one of the most important tools employers have to protect themselves, their employees and those they serve and also called for flexibility.

Advisory Opinion Letter

Several months after the hearing, the EEOC came out with an advisory opinion letter (www.eeoc.gov/eeoc/foia/letters/2011/title_vii_criminal_record_peace_corps_application.html) responding to the Peace Corps' request for comments to its proposed application for volunteer positions with its international service programs. The letter provides a good idea of the Commission's current enforcement position, though the letter is not legally binding.

The letter was clear that the EEOC views arrest and conviction records very differently because arrest records are not a reliable indicator of guilt and implicated that the applicable standard for business necessity should also vary. The opinion letter also indicates that the EEOC expects that proof of disparate impact is required, instead of presumed. The Office of Legal Counsel, which drafted the advisory opinion letter, also specified that the EEOC will closely examine an employer's policies as to how far back it inquires about criminal history and the specific job position in question. The letter recommended consistency with the federal government's employment application form that only requests criminal history that would be related to the specific position and limits the request to the past seven years.

Guidance in the New Year

We expect we may see the new guidance from the Commission as early as the first quarter of 2012. CUPA-HR staff is proactively working to meet with EEOC members to provide input. The agency is not required to and most likely will not go through a notice and comment period prior to releasing the guidance, so the public will not have an opportunity to respond to or provide feedback on the guidance before it becomes final. 

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Congratulations to Our Newest Honorary Life Members

Three longtime CUPA-HR members and volunteer leaders have been granted honorary life membership in the association. Honorary Life Membership is the highest honor for recognizing retired CUPA-HR members who have demonstrated a lifetime commitment to the higher education human resources profession and long-term leadership in the association.

Robert S. (Bob) Foldesi



Bob Foldesi retired in June from his position as associate vice president for human resources at California State University Northridge. Over a 30-year career in higher education human resources, he served in senior

HR positions at several institutions, including the University of Notre Dame, University of Iowa, Illinois State University, Saint Mary's College and Central Michigan University. He began his HR career at Ford Motor Company. He's also been an HR consultant since 2004.

Foldesi's CUPA-HR leadership dates back to 1987, when he served as president of the Illinois Chapter. Over the next 10 years, he served as an Illinois Chapter board member, Midwest Region board member (including a term as chair), and on the national board of directors as vice president for professional development and chair of the communications and education committee. He's also received several awards from CUPA-HR, including the National Teaching Excellence Award in 1983 and the Midwest Region's Creative Achievement/Publication Award in both 1990 and 2001. Throughout the years, he's been a contributing author to several CUPA-HR publications and has presented at countless CUPA-HR conferences and meetings.

Beth Krueger



Beth Krueger retired in July after 21 years as director of human resources at Ferris State University and a marked 40-year career in human resources in both private sector healthcare and in higher education.

Krueger served in leadership roles at all levels of CUPA-HR for some 15 years. She was active on the Michigan Chapter board of directors in the 1990s, serving terms as secretary, chair-elect, chair and past chair; in 2000 and 2004, she served as the chapter's conference chair. She received the chapter's Distinguished Service Award in 1999.

Krueger also served for several years on CUPA-HR's Midwest Region board of directors, including terms as director of development, chair-elect, chair and past chair. From 2006-09, she served on the national board of directors and sat on numerous committees and task forces, including the career development committee, the emerging leaders task force, the national awards committee, the national conference program committee, and the learning and professional development committee. She has also presented at CUPA-HR regional and national conferences.

Jeanne E. Shader



Jeanne Shader recently retired from her position as executive director of human resources after 30 years of service at Community College of Allegheny County. Shader has been a member of CUPA-HR for 22

years and has served in a number of leadership positions at all levels of the association. She served as chair of the Southwest Pennsylvania Chapter from 1990-92; on the Eastern Region board of directors from 1996-2003, including terms as treasurer, chair-elect, chair and past chair (she was the first representative from a community college to serve as chair of the region); and on the national board of directors from 2003-06. In 2004, she received the CUPA-HR Eastern Region's Diedrich K. Willers Award (the region's highest honor) for her exemplary service and dedication to the association.

Over three decades with Community College of Allegheny County, Shader served in a number of roles. She began her career at CCAC in 1981 as an accountant, moved into the role of compensation analyst three years later, and was named executive director of human resources in 1991, a title she held until her retirement in early August. In the role of executive director of HR, she transformed the role of the HR department from a collection of employee services into a leading higher education human resources

department. Her accomplishments include developing the college's cost containment benefits program in 1994, negotiating paid time off, developing the school's first professional development plan in 1998, developing the college's hiring and salary guidelines, and developing a reasonable accommodations process.

She also played a key role in initiating and developing the institution's Go the Extra Mile and Spirit Awards programs when they first began, and coordinating the board of trustees recognition for employees who earned higher academic degrees.



Honorary Life Member Bob Foldesi shared in a recent CUPA-HR eNews article some of the leadership lessons he's learned over his 30-year career in higher education human resources. To read the article, visit www.cupahr.org/leadership.

For a listing of all CUPA-HR honorary life members, visit www.cupahr.org/aboutus/honorarylifesp.

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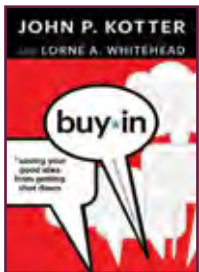
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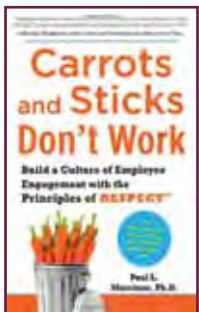
Recommended Reading

Buy-In: Saving Your Good Idea From Getting Shot Down (by John Kotter and Lorne Whitehead)



You've got a good idea. You know it could make a crucial difference for you, your organization, your community. You present it to the group, but get confounding questions, inane comments and verbal bullets in return. Before you know what's happened, your idea is dead, shot down. But it doesn't have to be this way. In *Buy-In*, best-selling author John Kotter reveals how to win the support your idea needs by understanding the generic attack strategies that naysayers and obfuscators deploy and then engaging these adversaries with tactics tailored to each strategy.

Carrots and Sticks Don't Work: Build a Culture of Employee Engagement With the Principles of RESPECT (by Paul Marciano)



Reward and recognition programs can be costly and inefficient, and they primarily reward employees who are already highly engaged and productive performers. Worse still, these programs actually decrease employee motivation because they can make individual recognition, rather than the overall success of the team, the goal. In *Carrots and Sticks Don't Work*, the author introduces his acclaimed RESPECT model, which provides specific, low-cost, turnkey solutions and action plans — based on seven key drivers of employee engagement that are proven and supported by decades of research and practice — that will empower supervisors to assess, troubleshoot and resolve engagement issues in the workplace.

Bringing Out the Best in Your Employees (by Lisa Giruzzi)



Widespread layoffs and a turbulent economy have forced managers to do more with fewer employees and, as a result, the world's workforce has become an overworked phenomenon. The relationship between bosses and their employees is now often neglected, which causes strain in the lives of all involved and has a negative impact on performance, productivity and the organization's bottom line. In this book, the author examines how organizations can reverse — through simple, effective communication techniques — many of the negative feelings employees may harbor and how these techniques can improve the quality of manager/employee relationships and workplace productivity.

Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage (by John Boudreau and Ravin Jesuthasan)



If organizations are to stay competitive in the increasingly global marketplace, they must have the ability to make informed human capital decisions. The evidence-based method outlined in *Transformative HR* refers to approaching HR processes and investments based on well-grounded evidence that relies on logic, strategic awareness and savvy change management. The authors assert that organizations can achieve greater success and create a more engaging work environment by adopting the five principles of evidence-based change: logic-driven analytics, segmentation, risk leverage, synergy and integration, and optimization.

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CUPA-HR Featured Events

February 2012

February 3: Southern California Chapter Winter Meeting and Workshops – San Diego, California

February 8: Lone Star Chapter Winter Conference – Fort Worth, Texas

February 23-24: Wisconsin Chapter Conference – Kohler, Wisconsin

March 2012

March 2: Rocky Mountain Chapter Benefits Conference – Denver, Colorado

March 18-20: Western Region Conference – Sacramento, California

March 30: Upstate New York Chapter Meeting – East Syracuse, New York

April 2012

April 1-3: Southern Region Conference – Savannah, Georgia

April 12-13: Rio Grande Chapter Conference – Lubbock, Texas

April 18-20: Arkansas Chapter Conference – Bismarck, Arkansas

April 22-24: Eastern Region Conference – Philadelphia, Pennsylvania

April 26-27: Iowa Chapter Joint Conference With IACUBO – Ames, Iowa

May 2012

May 6-8: Midwest Region Conference – Milwaukee, Wisconsin



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



Movers and Shakers

Moves

David A. King has been named the 13th president of Malone University in Canton, Ohio. He comes to Malone from Eastern University, where he served for 20 years in a number of roles, most recently as provost.

Promotions

Kelli Shuman was recently promoted to director of human resources at South Dakota School of Mines and Technology.

Michael Teichberg was recently promoted to human resources manager at The School for Field Studies.

**Been promoted? Retiring? Moving to another institution?
Received an award? Send your announcements to
communications@cupahr.org.**

Welcome to CUPA-HR!

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

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American University in Dubai
Angelo State University
Brewton-Parker College
Bryn Athyn College of the New Church
Capella University
Charleston School of Law
Claremont School of Theology
College of Mount Saint Vincent
Georgia Highlands College
Holy Names University
Hope International University
Indiana University South Bend
Lake Land College
Lake Washington Institute of Technology
Louisiana State University at Alexandria
Macon State College

Marian University
Minnesota State University, Mankato
Mitchell Technical Institute
Montreat College
Musicians Institute
Normandale Community College
Northcentral University
Oblate School of Theology
Renton Technical College
Saint Luke's College of Health Sciences
San Bernardino Community College District
Shaw University
Stillman College
Thomas University
Tuskegee University
United States Naval Academy
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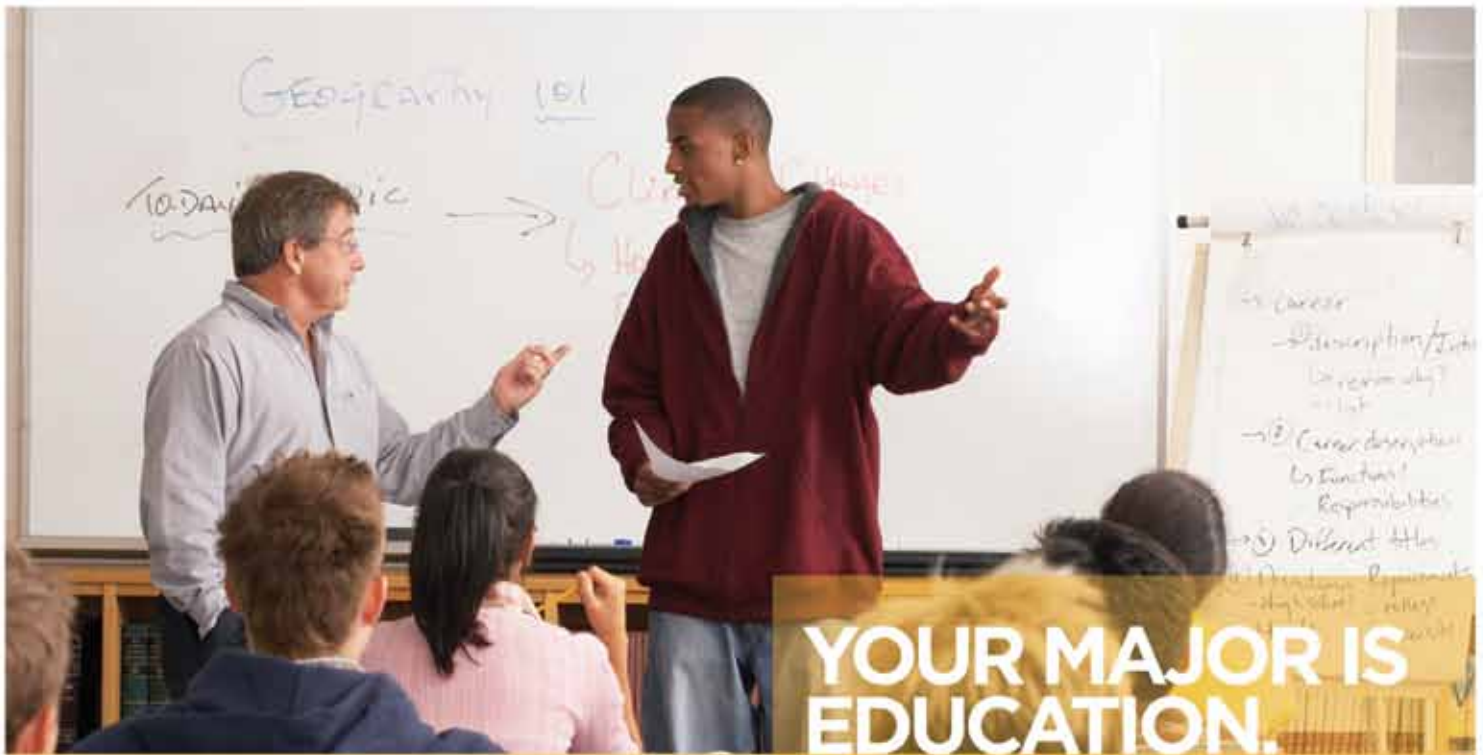
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