

The Higher Education Workplace

Published by the College and University Professional
Association for Human Resources

Spring 2013

Unlock the Potential of Aging Workers and Veterans With Disabilities

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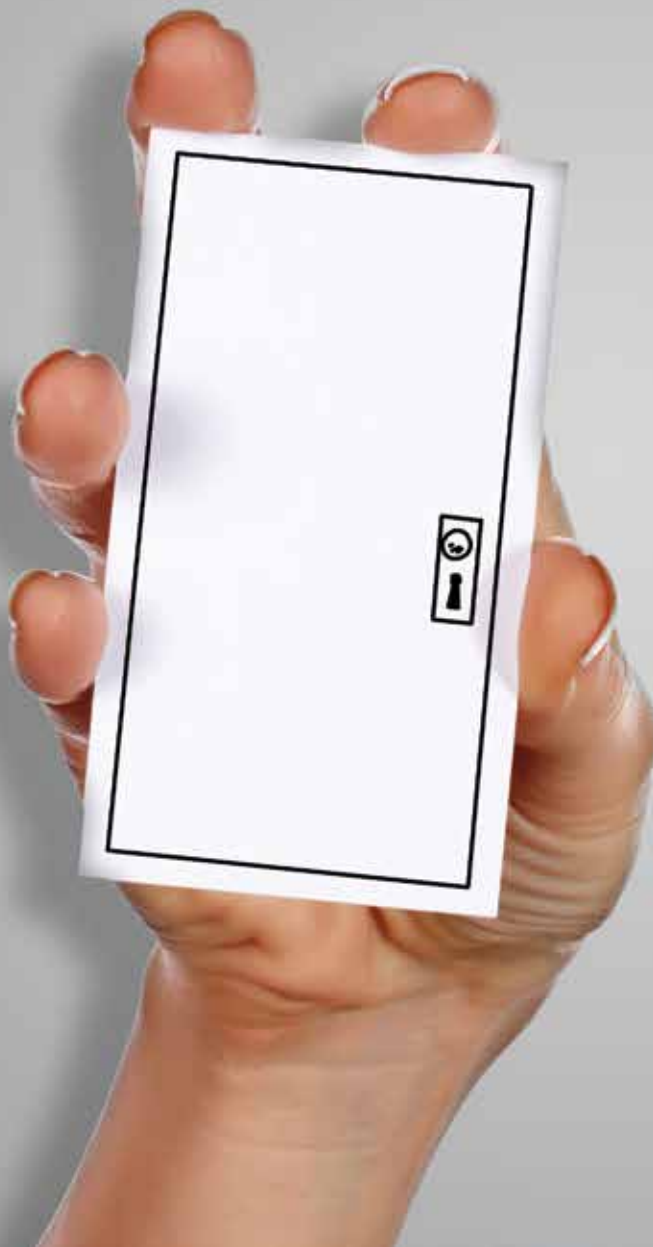
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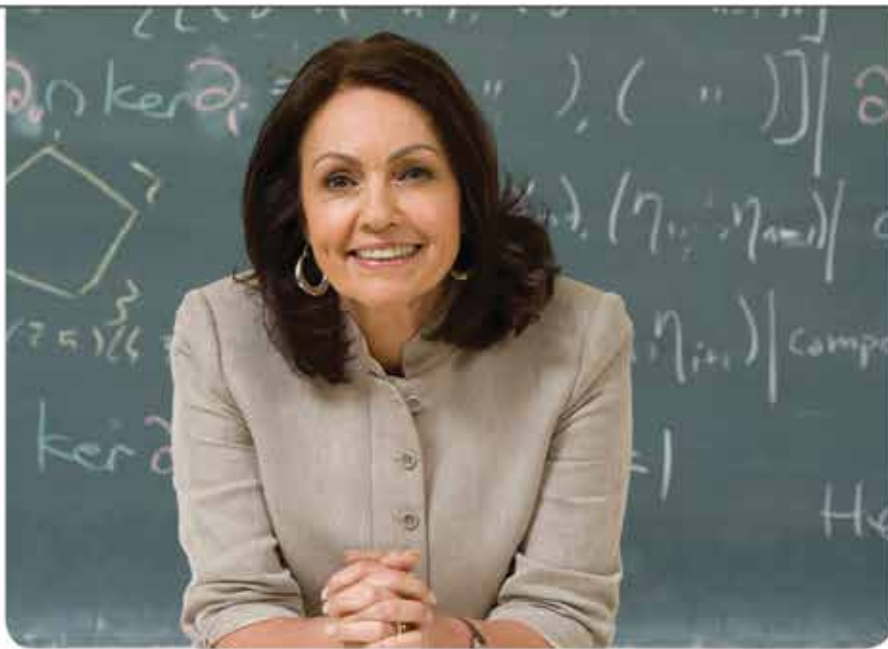
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21 Attitude Is Everything

Whatever your role in HR, by the very nature of your work, you are an influencer, a leader. If you aren't motivated and engaged, what does that convey to the employees who look to you for guidance? If you want enthusiastic, committed, hard-working employees, you must lead by example.

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What's important to know from the get-go in higher ed HR? What skills can help you climb the career ladder? What makes a great supervisor? Six senior HR leaders offer advice to those just setting out on their higher ed HR career paths.

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Questions on HR staples such as FMLA, FLSA, performance management, discipline and termination topped the list of inquiries phoned in to the Employers Resource Association's HR Hotline in the first three months of 2013.

30 Are We Doing Enough to Protect Our Campuses?

From using due diligence in the hiring process to facilitating threat assessment efforts to helping develop a campus culture where safety and security are viewed as everyone's responsibility, HR has an important role to play in keeping our campuses safe.

35 Unlock the Potential of Aging Workers and Veterans With Disabilities

Not only are baby boomers and post-9/11 military veterans two of the fastest growing groups of workers in America, but they are also the most likely to have some form of disability. Fortunately, there are myriad resources available to help employers facilitate the hiring, accommodation and retention of these valuable members of our workforce.

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The Higher Education Workplace

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

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Who Moved My Priorities?

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



Here's a conversation that I was a part of a few weeks ago:

As a keynote presenter finished a presentation meant to challenge us to get out of our "HR box" and focus more on the "strategic stuff," a colleague turns to me and says something like the following: "I am so tired of listening to HR management gurus who don't actually work in HR tell me that I need to be more strategic. I already work far more than 40 hours per week just to get my HR work done. People expect to get paid and I can't even keep up with all the federal compliance stuff. I don't have time to be strategic."

In response to my colleague's concern, I put on my magician's hat and made all the payroll and federal compliance stuff go away. Well, maybe I wasn't able to do that, but it did make me reflect on what my response could and should be to this type of statement. It also made me reflect on where the speaker could have done a better job with his message.

Let's focus on the speaker's message first. Speakers need to quit telling us to "get out of our HR box." Our work must always be grounded in the core functions that are expected of HR. Instead of focusing on what we are not doing, spend more time helping us connect what we are doing to the important leadership roles that we must perform. (Of course, this never means that we should be complacent with outdated, routine processes that need to be changed or eliminated.)

And here's the response I gave to my colleague: Try not to think about your opportunities to lead as different

from the roles you currently perform. Instead, try to connect the things you do every day to issues of broader importance to the entire institution. You may be mired in the discussions regarding the latest Affordable Care Act guidance from the IRS, but take the opportunity to consider your role as not just compliance officer as it relates to the ACA, but also as a campus leader and authority regarding the ACA.

Along those same lines (connecting your everyday, routine work to broader institutional leadership), following many months of work by leaders from across the country, CUPA-HR has implemented a new higher education HR learning and development competency framework. The new framework clearly acknowledges the importance of competence in the core areas of human resources, but it also helps us connect those core areas with areas of broader leadership, impact and influence across campus. We are very excited to have this more clearly defined focus for the learning and development we provide for you and your colleagues. I encourage you to visit the CUPA-HR website to learn about the new learning framework (www.cupahr.org/learning/framework.aspx).

This new framework will drive the development of the programming and resources we develop to help you in your role ... whatever that role might be now, and whatever you might want that role to be in the future.

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

Private Institutions Looking to Simplify Investment Options and Better Manage Fiduciary Risk of Retirement Plans

The findings of Cammack LaRhette Consulting's third annual survey of U.S. private colleges and universities' retirement plans reveal that simplifying investment options is a top challenge for plan sponsors and that heightened fiduciary concerns have led to an almost 100 percent increase in the utilization of consultants and advisors in the last two years.

With more than 100 of the country's leading private colleges and universities responding to the survey, the results represent 325,000 employees and a combined enrollment of over 900,000 students.

Sixty-three percent of plans offer 50 or fewer fund options and 84 percent utilize only one or two vendors.

- Despite the focus on simplifying options for employees, plan sponsors are not convinced that the Department of Labor's new fee disclosure regulations will help participants make investment decisions. One in four respondents believes the regulations will make it more confusing for participants, whereas only 9 percent believe it will make it easier.
- Heightened fiduciary concerns have made the use of consultants and advisors the norm, rather than the exception. Sixty-four percent of the institutions surveyed utilize a consultant or investment advisor, up from just 33 percent two years ago.
- Excessive administrative costs have led to an increased focus on plan expenses, as indicated by the 19 percent of respondents that said changing how plan expenses are paid is a key initiative, up from 9 percent in 2011 and 2 percent in 2010.
- The number of institutions that have implemented expense reimbursement accounts, a mechanism that allows the plan sponsor to decrease fees by capturing revenue in excess of recordkeeping costs, nearly quadrupled from 2011 to 2012.
- Twenty-two percent of institutions surveyed now have, or have plans to implement, an automatic enrollment feature.
- Employer contributions to higher ed retirement plans remain robust and largely unchanged from 2011. The majority of institutions in the survey indicated an immediately vested employer contribution of 8 percent of pay or greater through a combination of base and matching contributions.



Key Findings

- Institutions continue to seek ways to facilitate administration and simplify decision making for participants. Consolidating or reducing the number of vendor products (vendors and investment options) being offered to employees was ranked as the top challenge, and more than half of the survey respondents noted that changing the number of investments in their plan was a key initiative for the upcoming year.

Study Finds Higher Ed Leaders Less “Business-Minded” Than Corporate Leaders

A recent study suggests that, while higher education and corporate leaders exhibit many similar characteristics, significant differences may hold clues to how academic leaders perform and adapt to rapidly changing market conditions and future challenges.

The Witt/Kieffer study *Leadership Traits and Success in Higher Education* compared results of personality, motives and values tests of more than 100 presidents and other higher education leaders to those of private-sector executives. Overall, the two leader groups rank similarly in most areas. Both showed strong scores related to “ambition,” indicating they are driven, achievement-oriented and willing to take initiative, and “learning,” indicating they value the acquisition of knowledge and education. Both groups also scored high in the “prudence” trait, indicating self-discipline, responsibility and thoroughness.

“The findings of this survey reinforce the notion that leaders exhibit similar qualities no matter what organization or industry they’re in,” says Lucy Leske, vice president and co-leader of Witt/Kieffer’s Higher Education practice. “Nevertheless, the differences between academic and corporate leaders may be telling.”

Among the most striking discrepancies between the two groups are their scores in the “commerce” scale, a general measure of a leader’s interest in profits, investment and business opportunities. Education leaders scored well below the mean — at the 30th percentile — and

significantly lower than corporate leaders in this category. Given the uncertainty over the changing business model of higher education and the trend toward fewer resources, tighter budgets and greater need to prove return on investment, this low “commerce” score may be a red flag for current and potential higher ed leaders, as well as for those who recruit and select them.

“Not-for-profit colleges and universities are increasingly under pressure to behave more like for-profit businesses as they face a host of business and financial challenges,” says Leske. “A low ‘commerce’ score suggests these leaders may be less inclined to take on the entrepreneurial perspective they need to attract more students or create profitable new programs.”

Other key differences: college and university leaders scored significantly higher than business executives on the “altruistic” scale, which suggests a desire to help others and contribute to society; higher ed leaders also showed higher scores related to “interpersonal sensitivity,” which may indicate they tend to communicate more diplomatically than corporate executives and seek to form and maintain alliances. Private-sector leaders tended to show higher scores on the “mischievous” scale, indicating they are more likely to react to stress by making daring decisions and testing boundaries and limits.

To read the full report on the *Leadership Traits and Success in Higher Education* study, visit www.wittkieffer.com.

Five Institutions Earn Presidential Honors for Community Service

Five colleges and universities have taken top honors in the 2013 President’s Higher Education Community Service Honor Roll. This year’s Presidential Award winners are Georgia Perimeter College, Gettysburg College, University of Connecticut, La Sierra University and Nazareth College.

The President’s Higher Education Community Service Honor Roll, launched in 2006 by the Corporation for National and Community Service (CNCS) in collaboration with the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the American Council on Education and Campus Compact,

annually highlights institutions that achieve meaningful, measurable outcomes in the communities they serve. Hundreds of institutions are named to the Honor Roll each year, but only a handful receive the top Presidential Award.

Georgia Perimeter College

George Perimeter College campuses in Clarkston and Decatur are located in communities with the most underserved populations in the Atlanta metro area. In 2012, students contributed more than 189,500 service hours to address issues in their community, including



education, environmental sustainability, immigrant and refugee literacy, and veteran needs.

Gettysburg College

At Gettysburg College, 72 percent of students engage in community service. With one in every four families in the area dealing with food insecurity and 70 percent of the community living in poverty, Gettysburg students have distributed over 12,000 pounds of food and have provided afterschool tutoring and mentoring for young learners in the community and for migrant farm workers and their children.

University of Connecticut

In the 2011-12 academic year, UConn's community outreach saw an increase of 278 percent in student participation and 540 percent in service hours compared to 2003. Projects have included a sports-based youth development program and presenting leadership development workshops twice a week for local high school students from low-income households.

La Sierra University

La Sierra University takes a "cradle-to-college" approach to help local children reach their full potential. La Sierra students apply their talents to provide children with coordinated education, family, social service and community programs. Last year, business students analyzed the local school district to determine which materials and resources would be necessary to secure grants. Students also provided tutoring, mentoring and project-based activities to the school district where about half the students are from low-income families and are learning English as a new language. In addition, La Sierra University students have logged 500 service hours for critical anti-bullying activities.

Nazareth College

In a city where only 46 percent of youth graduate from high school, Nazareth College students are encouraging schoolchildren to work toward a college education. Last year, through a partnership with a local elementary school, 25 high-needs students attended free of charge a summer program on Nazareth's campus, exposing them to a curriculum rich in literacy, arts, social skills, science, technology, engineering and math. According to follow-up assessments, the students who attended the program made significant academic gains, and anecdotal evidence and family surveys point to gains in self-confidence, social skills and interest in learning.

"We congratulate the 2013 Presidential Award institutions and their students for their dedication to service," says Wendy Spencer, CEO of CNCS. "These institutions have inspired students, staff and faculty alike to roll up their sleeves and work alongside members of the community to solve problems and improve their neighbors' lives."

"Communities are strengthened when we all come together, and we are encouraged that these institutions and their students have made service a priority," says U.S. Secretary of Education Arne Duncan. "Civic engagement should be a key component of every student's education experience. Through reaching out to meet the needs of their neighbors, these students are deepening their impact, strengthening our democracy and ultimately preparing themselves to be successful citizens."

Visit www.nationalservice.gov to read more about the President's Higher Education Community Service Honor Roll.

Higher Ed Presidential Pipeline Slow to Change

A selection of 149 four-year higher education institutions tracked between 2008 and 2013 showed slight increases in the age and gender diversity of senior administrators holding positions that often lead to the presidency but no change in the share of racial and ethnic minorities in these roles, according to a new report from the American Council on Education (ACE).

At a time when 58 percent of all college presidents are age 61 or older and nearing retirement, the *On the Pathway to the Presidency* study, a collaboration between ACE and CUPA-HR (with support from the TIAA-CREF Institute) examines the key demographics — including gender, age, ethnicity, time in position and location of previous position — of their most likely replacements.

“Last year’s *American College President Study* showed us that 26 percent of presidents are women and 13 percent are racial or ethnic minorities,” says ACE President Molly Corbett Broad. “As a companion to that study, this report helps us better understand who is poised to become part of the next generation of leadership. It will be instructive in future efforts to make the senior leadership of American higher education more reflective of the student body it serves.”

“Diversity — of both thought and background — helps drive fresh ideas and perspectives, enriching the intellectual and cultural environment of an organization,” says Stephanie Bell-Rose, senior managing director and head of the TIAA-CREF Institute. “This study underscores the importance of developing a diverse higher education leadership pipeline, which is essential to meeting the needs of an increasingly diverse student population.”

The study focuses on data on chief academic officers (CAOs) and senior academic officers, such as associate provosts or deans of graduate studies, because in 2012’s *American College President Study*, 45 percent of presidents list CAO or senior academic officer as their immediate prior position.

Among a matched sample of 149 four-year institutions that answered the survey in both 2008 and 2013, the following trends emerged:

- The percentage of women in senior administrative leadership positions increased from 40 to 43 percent overall. Today, women make up 49 percent of chief

diversity officers, 41 percent of CAOs, 72 percent of chiefs of staff, 28 percent of deans of academic colleges and 36 percent of executive vice presidents.

- While overall, racial/ethnic characteristics of senior leaders remained the same, the share of African Americans in the CAO position declined from 3.7 percent to 2.3 percent, while Asian American CAOs declined from 3.7 percent to 2.4 percent and Hispanic CAOs declined from 1.5 percent to 0.8 percent.
- The share of senior leaders 61 or older increased from 21 percent to 26 percent between 2008 and 2013. The average age of administrators at these institutions is 55 and ranges from 52 for chief student affairs officers to 57 for deans and CAOs. Nearly a third of CAOs are 61 or older, and the share of senior academic affairs officers in that age group increased by 11 percentage points to 34 percent.
- Institutions are just as likely now to hire senior leaders from within as they were in 2008, although the share of CAO hires from within declined from 43 percent to 41 percent, and the share of senior academic affairs officers increased from 67 percent to 69 percent.

“The data overall don’t indicate large demographic shifts in these positions over the past five years, but in our 20 years of researching the *American College President Study*, we’ve learned that large-scale change doesn’t happen overnight,” says Bryan J. Cook, director of ACE’s Center for Policy Analysis. “However, we can use this information to focus our efforts on areas where diverse leadership is wanting.”

Adds CUPA-HR Chief Executive Officer Andy Brantley, “To quote Mark Twain, ‘If you always do what you’ve always done, you’ll always get what you’ve always got.’ To see results that indicate no increase or a decrease in racial/ethnic representation among our campus leaders is unacceptable in 2013. Many campuses are making great strides to enhance their efforts to recruit and retain a more diverse workforce and leadership team, but there is obviously much work to do.”

To order a copy of the *On the Pathway to the Presidency 2013 report*, visit www.acenet.edu.

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A Focus on Service Excellence *By Denisa Metko*

Three years ago, Rollins College President Lewis Duncan launched an initiative designed to improve the experiences from a service standpoint of students, campus visitors, alumni, employees and other institutional stakeholders. Dubbed the Service Excellence Initiative, it revolves around four service standards identified by the president and his leadership team — responsive, respectful, competent and collaborative.

At the outset of the initiative, the president assembled a team of senior leaders (the Service Excellence Team) to spearhead the campus-wide effort to integrate Rollins' service philosophy and standards into its internal processes, identify solutions to service issues and problems on an ongoing basis, and provide training and support to the campus community. In just three short years, the Service Excellence Initiative has grown to permeate the entire Rollins campus, and thanks to several drivers that keep it front and center, the service philosophy is top of mind for most every employee.

Recognition

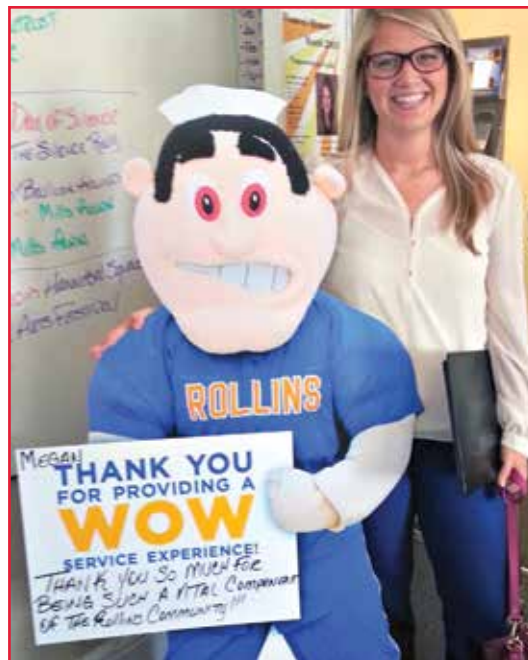
Public recognition of a job well done is the foundation of the Service Excellence Initiative, and there are several mechanisms by which Rollins employees are acknowledged for their efforts and commitment to service excellence.

Wow! E-Card

Wow! e-cards provide an easy way for any member of the campus community to quickly and personally acknowledge a Rollins employee for exceptional service. It's as simple as filling out a quick online form on the Service Excellence website and hitting the "submit" button. The e-card features Rollins' mascot, Tommy the Tar, with the message "You provided a Wow! experience." Senders also have the option of composing a short personal note to accompany the card.

Traveling Tommy Award

Rollins' newest service excellence award, Traveling Tommy is a four-foot-tall cardboard cutout of mascot Tommy the Tar holding a dry-erase version of the Wow! e-card on which the recipient's service deed is written. Each recipient displays Tommy in his or her work area for a period of up to two weeks before passing him along to another deserving recipient. Wherever Traveling Tommy is spotted on campus, he serves as a reminder that service excellence is alive and well at Rollins.



Rollins College employee Megan Joyner with her Traveling Tommy Award

Service Excellence Departmental Award

This annual award was established as a means of recognizing a campus department or team for demonstrated evidence of meeting or exceeding Rollins' service standards. Any faculty or staff member can submit a nomination. The department selected for the award is recognized at the college's annual awards celebration, receives a trophy and a plaque, and each member of the department receives a \$10 gift card to the campus bookstore. Rollins' HR department was the 2012 recipient.

"You Are Remarkable" Staff Recognition Award

This award is given annually to a handful of Rollins staff members who have gone above and beyond to offer exceptional customer service. Any member of the campus community can submit a nomination for the "You Are Remarkable" award. Each recipient receives personal recognition from Rollins' president, an award certificate and a \$50 deposit on his or her R-card. Six individuals per year receive the award, but nominees also are recognized, with each receiving a card and a "You Made Your Mark" button, which they are encouraged to wear with pride!

Service Excellence Kudos

Another way individuals can be publicly recognized for exemplifying Rollins' four pillars of service excellence

is with a Service Excellence Kudos. Any member of the Rollins community can fill out the online form to submit a shout-out to an individual. The form is sent electronically to the Service Excellence Team, which then posts the kudos to an online Wall of Acknowledgement on the Service Excellence website. Each kudos message is addressed to the recipient and signed by the sender. Currently, there are more than 70 kudos posted to the “wall.” Just one example:

“I stopped by the bursar’s office this morning to process a reimbursement and forgot my R-card when I left. Pat was nice enough to call me to let me know and when she couldn’t reach me, delivered it on her way to lunch. Thanks so much for going out of your way to help me, Pat!”

Service Obstacle System

If recognition is the foundation of Rollins’ Service Excellence Initiative, then the Service Obstacle System is the cornerstone. The Service Obstacle System (SOS) is a mechanism by which employees can report campus-wide system obstacles that impede them from delivering excellent service to students, colleagues and other members of the Rollins community.

The SOS is not merely a complaint box to report minor problems, but rather is intended for issues that are larger in scope and systemic in nature with the potential to affect more than one person from providing excellent service. Observations that are submitted through the online SOS are evaluated by a cross-functional team, as well as management and staff representatives from the departments closest to the issue.

The process is simple, and the automation ensures communication flow and efficiency. When submitting a ticket, submitters must:

- Include at least one example of the obstacle and be as specific as possible;
- Describe the impact on the customer experience and/or the ability to provide excellent service to the customer;
- Include which department(s) might be involved in helping to resolve the obstacle;
- Include any recommendations for solving the issue;
- Indicate if they know of any action that has already been taken in an attempt to mitigate the obstacle.

Upon submission of the ticket, the submitter is automatically greeted with a thank-you notice, ensuring

the individual that the submission has been successful and that it will be discussed at the next scheduled SOS meeting. The traffic control coordinator, the member of the SOS team charged with the maintenance and information sharing responsibilities, receives an e-mail notification of the issue, and then alerts the other team members of the new issue.


The team investigates the problem and identifies members or departments within the college most closely connected with the issue. A representative of the team brings the issue to the attention of those with the responsibility to eliminate or change the obstacle. All involved explore possible solutions and ultimately develop a suitable resolution, all the while keeping the obstacle submitter in the loop with an automated communications system.

Since the SOS was launched in June 2011, more than 50 tickets have been submitted, with 30 having been successfully closed and the remaining 20 presently being worked on. The variety of resolutions has ranged from creating an office for student employment to the enhancement of campus maps.

STARSS

Striving to Achieve Rollins Service Standards (STARSS) is an ongoing series of workshops, discussion forums, speakers and events intended to foster dialogue, interaction, professional development and community building around the college’s four service standards. All faculty and staff are encouraged to attend at least one of the events each year.

A Culture of Service Excellence

Excellence in service delivery is an important element of Rollins College’s mission. We believe that all employees are in a position to shape the service culture of the organization. Simple, inexpensive, creative mechanisms like our many recognition tools, the Service Obstacle System, the Service Excellence website, and our workshops and training sessions ensure that service excellence is at the forefront of all that we do. The culture shift has been remarkable, as providing outstanding service seems to be second nature now to most Rollins employees. As we enter the third year of the Service Excellence Initiative, we can’t wait to try and top ourselves yet again! 

Denisa Metko is human resources assistant at Rollins College. She can be reached at dmetko@rollins.edu.

Helping Hands at Virginia Tech

By *Laura L. Neff-Henderson*

In true embodiment of the university's motto *Ut Prosim* (That I May Serve), thousands of Virginia Tech faculty and staff devote their time, talents and resources to community organizations and the university.

As part of the university's service-learning curriculum, many employees work in cooperation with students each year, building bridges in third world countries and helping communities become sustainable. Some employees help students move onto campus each fall. Others spend nights and weekends volunteering in their communities, and many serve in leadership positions on nonprofit boards throughout the state.

Our Stories

Keith Moore, associate director of Virginia Tech's Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program, spends much of his time advising communities worldwide on how best to manage their agricultural resources. At home, he serves as a volunteer on the city of Blacksburg's Greenway/Bikeway/Sidewalk/Corridor Committee, which

promotes the preservation, use and expansion of the town's alternative transportation corridors. "It's all about improving the quality of life we share in Blacksburg," says Moore, who commutes to work on his bicycle.

A self-described small-town farm girl, Lynn Brammer makes a big difference in the lives of everyone she

meets. Her mission in life, she says, is to help make her community a better place for people and animals. During the workday, she works as a small animal medicine technician at the Virginia-Maryland Regional College of Veterinary Medicine's Small Animal Hospital. On evenings and weekends, she works to help people in her community. A master gardener since 1997, Brammer is the founder of *Share the Spare*, an initiative that encourages gardeners and those who shop at the local farmer's market to donate extra produce to those in need. "Many of us are fortunate enough to walk into a grocery store and buy what we need and not think twice about it, but some people don't have that luxury," she says. Her commitment to serving others doesn't end there though. She also manages to find time to care for the stray animals that have become her pets and volunteer at Blacksburg's Lyric Theatre, a not-for-profit movie theatre and community center. She also supports several other local causes.

Betty Watts, an administrative assistant to the associate vice president for international affairs, also spends much of her free time at volunteering at the Lyric. "I've always been a volunteer wherever I have lived because I feel it's important to give of yourself to the community, but I have never enjoyed working anywhere as much as I do the Lyric," Watts said. "It is such an integral part of Blacksburg and the surrounding area."

For more than 55 years, the entire time she's been employed by Virginia Tech, Helen B. Williams has taught Sunday School classes to hundreds of children. Williams, the unit administrative assistant for the Amherst County Virginia Cooperative Extension office, also serves on



Virginia Tech Small Animal Medical Technician Lynn Brammer with patient Henry



Virginia Tech employee Helen Williams has taught children's Sunday School classes for 55 years

giving back

several other committees at the church and helps run the Sisters United group, which helps teenage girls learn the importance of “what’s right in life.” The 73-year old also spends time visiting with residents of a local nursing home. “So many people in our community know Helen and trust her,” says her supervisor, Kevin C. Irvin, a senior extension agent and the unit coordinator for the Amherst Extension office. “She lives our land grant mission of service to our community every day.”

“I try to live the 4-H motto, ‘always make the best better,’” says Williams, who has earned the distinction of being the longest-serving employee at Virginia Tech, an institution with more than 7,000 employees across the country.

Virginia Tech’s College of Liberal Arts and Human Sciences staff association has led several service efforts over the years. Its 100+ members have collected supplies for area schools and animal shelters, sponsored blood drives, supported food pantries, played Santa to seniors at retirement facilities, and donated more than \$8,500 in student scholarships. “The can-do spirit of our staff goes far beyond the walls of the university,” says Leigh Ann Teel, business manager for the College of Liberal Arts and Human Sciences and the association’s president-elect. “Our scholarship, outreach and community service endeavors are a true reflection of our university’s motto, *Ut Prosim*.”

Student-Faculty-Staff Collaborations

As part of the university’s VT Engage: The Community Learning Collaborative program, faculty members are helping inspire students to be thoughtful, active community members and, at the same time, improving the quality of life for those they are serving. Some of the program’s signature collaborations include Students Engaging and Responding through Volunteer Experiences (a program in which first-year students study community development and social change theory while participating in a variety of community service projects); AmeriCorps VISTA; Coalition for Refugee Resettlement (in which students provide a variety of services, including ESL classes and in-home tutoring, to help refugees succeed in reaching their goals in their new lives); and several days of service each year.

“Providing an opportunity for our civic-minded students to be able to work alongside faculty and staff who are also



Participants in Virginia Tech’s Relay for Life event


passionate about serving the community sends a powerful message,” says Gary Kirk, director of VT Engage. “It sets a great example and allows our students to visualize their own potential as engaged community members.”

Other service events pair the energy and manpower of Virginia Tech students and employees throughout the year. Hundreds of faculty and staff members participate in the student-run Relay For Life event held on campus each spring — an event that raises funds for the American Cancer Society. The Big Event is another campus-wide community service effort. In 2012, more than 6,700 students, faculty and staff completed 990 service projects in southwest Virginia, making it the largest service event in the university’s history. And each fall, faculty and staff donate to the Virginia Tech marching band’s canned food drive.

Commonwealth of Virginia Campaign

The Commonwealth of Virginia Campaign is an annual workplace giving campaign for all state employees. In the last four years, Virginia Tech employees have donated a combined total of nearly \$1 million to the campaign, which benefits 1,300 charities. More than 1,400 employees donated last year, raising a total of \$285,294 and ranking fourth in overall giving across the state.

“Giving to others is what Virginia Tech’s mission calls us to do,” says Patty Perillo, vice president for student affairs. “Donating to the Commonwealth of Virginia Campaign is one of the ways we can honor our university’s land grant history and demonstrate our commitment to service.”

“Giving back to the community is simply about doing what’s right,” adds Virginia Tech Men’s Basketball Coach James Johnson. 

Laura L. Neff-Henderson is employee communications manager at Virginia Tech. She can be reached at lauranh@vt.edu.

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Institutional Values Unite Stetson Community

For one day each fall, Stetson University cancels classes, closes offices and comes together as a campus community to celebrate all that the institution stands for. Values Day, as it's called, provides an opportunity for Stetson students, faculty and staff to interact with and learn from one another and to recommit to the university's core values. For Values Day 2012, Stetson had something big to celebrate — a new values statement and a new set of core values, both of which the campus community played a part in creating.

Values Research Project

In the summer of 2011, Stetson University President Wendy Libby charged Vice President of Student Affairs Christopher Kandus-Fisher with reevaluating the institution's core values. At the time, the university's values statement was organized around seven themes and though each was important, President Libby was looking to simplify matters while more clearly articulating the values the institution holds sacred.

Kandus-Fisher and Associate Professor of History and American Studies Emily Mieras partnered to facilitate a study to explore the current values, determine if they were aligned with the institutional mission and vision, develop an updated values statement based on community feedback and offer recommendations as to how to operationalize the values.

Kandus-Fisher and Mieras began this mammoth task by distributing a survey to the entire Stetson community, from students, faculty and staff to alumni and governance board members. The survey was designed to measure what and how much the campus community knew about the institution's current values. "Perhaps the most striking information we gleaned was that the vast majority of the Stetson community did not know what our values were," says Kandus-Fisher. Results of the survey,

which yielded more than 1,200 responses, were used to initiate a conversation with members of the main campus on Values Day 2011. "We asked some important questions that day," says Kandus-Fisher. "Why are Stetson's values what they are? Do they need to evolve? How can we incorporate our values into our work, the curriculum and our daily interactions? How can we look to the future yet honor the past? Can we all unite under the same values?"

Using feedback and ideas generated from the campus-wide Values Day dialogue, Kandus-Fisher and Mieras forged ahead. Over the 2011-12 academic year, Stetson community members continued the conversation in breakout sessions and open forums. "We really wanted to learn what was important to our students, staff and faculty in a learning environment, workplace and academic community," says Kandus-Fisher. "If we wanted our campus community members to truly embrace and uphold our university values, they had to resonate in some way with each and every individual."



Members of the Stetson University campus community on Values Day 2012

The sessions and forums were often jam-packed and filled with lively debate. "Throughout our discussions, members of the campus community continually challenged one another to think outside their comfort zones," says Kandus-Fisher. There were discussions on the meaning of the word "diversity;" conversations around the words "religion" and "spirituality" (Stetson has historical ties to the Baptist church); and dialogue on the importance of a continued commitment to academic excellence, development of the "whole person," civic engagement, social justice and global awareness. Though much of the community-wide discussion focused on effective ways to integrate the university's values into student life, there was also talk of the importance of institutional and administrative commitment to the values.

“Through these campus-wide conversations, it became evident that the Stetson community wanted a set of straightforward, meaningful core values that we could put into practice — not just words on paper — on a daily basis,” says Kandus-Fisher. “Using the feedback from the campus community as our compass, Emily and I drafted a proposal to adopt a revised values statement organized around three core values: personal growth, intellectual development and global citizenship.” In May 2012, Kandus-Fisher and Mieras presented their proposal to the board of trustees, which approved the new framework and recommendations.

Stetson’s Values Defined

Stetson’s new values statement reads: “Stetson values the development of the whole person committed to engaging and building life-long connections with the larger world through Personal Growth, Intellectual Development and Global Citizenship. To that end, the university fosters policies, practices and modes of inquiry to support and explore these values areas.”

Personal Growth encompasses the understanding that no single formula defines the journey to personal success, but that passion, the drive to increase self-knowledge and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

Intellectual Development is a commitment from the university and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

Global Citizenship is an important part of Stetson’s mission to prepare students to be informed, active and engaged citizens of both local communities and the world. Global citizenship includes university and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

Leading the Charge

A seven-person work team was appointed to facilitate the integration of the new institutional values into Stetson’s curriculum, policies, practices, culture, traditions, marketing and recruiting efforts, and physical space. The Values Commitment Steering Team (VCST) consists of the

chair (who is appointed by the president to a three-year term) and six core values co-chairs (who are appointed to two-year terms and are chosen based on discussions among the VCST chair and the president and provost).

The core values co-chairs (CVCCs) are tasked with overseeing implementation of each core value (two CVCCs — one staff member and one faculty member — are assigned to each of the three core values). Each CVCC team is responsible for setting up initiative-focused, action-oriented task forces and subcommittees (made up of students, staff and faculty) within its assigned core value to work on specific issues and implementation recommendations. Current task forces are exploring issues of religion and spirituality; the institution’s cultural credit requirement for students; and the recruitment of diverse faculty, staff and students.

Values Day 2012

Last fall’s Values Day served as the kickoff celebration for Stetson’s new core values. Here, the new values and revised values statement were formally introduced to the Stetson community. Programming for the day included three separate breakout sessions and work groups in which each value’s year-one goals were discussed and participants were invited to offer suggestions on how best to meet these goals.

One of the keynote speakers at the event was CUPA-HR President and CEO Andy Brantley. His presentation was titled “A Call to Action: A More Diverse, Inclusive Campus Creates Institutional Excellence.” Brantley also provided guidance and support to members of Stetson’s Diversity and Inclusion Committee.

“Values Day 2012 allowed us, as a campus community, to learn about our new values and how we can unite around these common principles for the greater good of the institution,” says Kandus-Fisher.

Gaining Momentum


A year out from adoption of the new values, momentum is still going strong. “The entire Stetson community is truly invested in and has really rallied behind these new institutional values,” says Kandus-Fisher. “There is a genuine interest from students, faculty and staff to explore the values and how they can be infused into our daily work and our daily lives.”

The administration has embraced the values as well. “The core values have become part of the foundation of our

inclusion cultivates excellence

strategic planning process,” says Kandus-Fisher. “President Libby is committed to ensuring that the concepts of Personal Growth, Intellectual Development and Global Citizenship are at the heart of all that we do here at Stetson.

“The values and discussion surrounding them have really served to bring us together as a campus community and

have allowed us to interact with one another in new and different ways,” continues Kandus-Fisher. “As the Values Commitment Steering Team continues to explore unique and innovative ways to integrate the values into the culture and climate of the university and as each member of the Stetson community continues to explore these values in his or her own way, we will continue to grow and learn, both as individuals and as a collective.” 

On the Diversity Front

Stetson University’s Global Citizenship core value has many arms and legs, one of which is diversity and inclusion. As part of their year-one objectives, the Global Citizenship co-chairs created a diversity work group to explore ways that Stetson can be more deliberate in its efforts to recruit and retain a diverse workforce.

The first thing the group did was revise the institution’s diversity statement and create language related to diversity to include in all Stetson job advertisements. Currently, the group is working on several proposals to further Stetson’s commitment to diversity and inclusion — one suggests creating a diversity scorecard to gauge where the institution currently is and to help chart a course to where it hopes to be; one recommends hiring a recruitment specialist to help bring in diverse candidates; and one offers suggestions related to retaining and promoting those diverse candidates.

“We know that the type of transformational, institution-wide change we are after takes some time — it’s a journey,” says Global Citizenship Co-Chair Joshua Rust. “The action items we’re proposing are just the first small steps on this journey, but we’re moving in the right direction.”

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Fighting for Access, Funding and What's Right *By Heather Boerner*

November 2012 was an anxious time for California community colleges. Proposition 30 promised to stop the bleeding of funds from the state's 112 two-year career and technical institutions — if voters would pass it. That was a big if, especially in California, where voters are notoriously tax averse. When the measure passed with 54 percent of the vote, California Community Colleges Chancellor Brice Harris attributed the victory, in part, to advocacy — on the part of the governor, who toured the state promoting the measure, students who registered and voted, and community college leaders.

“One of the things we can and could do was help everyone understand what the college system would look like with the passage of Prop 30 — and without it,” says Harris. “That kind of leadership at the local level is what caused young people, especially our students, to register and turn out to vote in such large numbers.”

California's passage of Proposition 30 is but one example of how committed top-down advocacy can have an impact statewide. As budgets are slashed, community college leaders from coast to coast continue to fight for access and resources, pursuing causes and opportunities that promise to raise the profile of their colleges and further support the students and communities they are committed to serve. These are their stories.

The Veteran

Brice Harris started his new job as chancellor of the California Community College System on Election Day 2012. It was an odd confluence of events. He'd retired from his post as chancellor of the Sacramento-area Los Rios Community College District (LRCCD) in August. But the challenges and opportunities calling him back to service were too strong to resist. “Higher education leadership is much more complicated during a time of rationing,” he says. “The only way to get through is with a great deal of articulate, passionate and committed leadership.”

A modest man, Harris would never volunteer his name to that list, but his history speaks for itself. In his nearly 42 years at community colleges — starting as a faculty member in Kansas City, Missouri, through his years as



president of Fresno City College, and later as chancellor of LRCCD — he's played an important role in state measures. He's represented higher education at the state house repeatedly. He was involved in building consensus among college leaders for funding equity. He worked with former Chancellor Jack Scott on several pivotal issues.

Harris knows that success requires more than sound leadership. It requires student and faculty buy-in, collective bargaining and a willingness among executives to come together to affect change. With the growing list of challenges colleges face, making those changes won't be easy. But that's part of the reason he returned to work.

The Helper

When Hurricane Katrina hit the Mississippi Gulf Coast in 2005, Mary Sison remembers thinking it would take an eternity to recover. Then help arrived: Companies donated washers and dryers. People came from all over the country to help clear away the rubble and rebuild. Donations streamed in. When Hurricane Sandy devastated the Eastern Seaboard in late 2012, she decided it was time to give back.

Matt Russell, a Mississippi Gulf Coast Community College (MGCCC) student, had the same idea. He contacted

fellow Pi Epsilon group members and approached Sison, an anthropology professor and group co-sponsor, with an idea: Let's send blankets to community college students. What started as a blanket drive has grown into a community-wide fundraiser that will send more than \$3,000 to New Jersey community colleges through MGCCC's foundation. It comes at a good time. Not only are New Jersey colleges receiving donations from MGCCC and others, but local voters last November approved a bond issue that allocates \$150 million to the state's community college system. The catch is that the colleges must come up with a 25 percent match. Assuming the colleges do their part, these funds could be a big help, especially now.

Fundraising and acts of goodwill are another means by which colleges can give back — and demonstrate their impact as community-focused institutions. "Compassion and service are key components of student learning at MGCCC," says President Mary Graham. "Promoting those values ensures our students and employees are active, successful members of our community and world."

The Voice

Nothing gets Montgomery College President DeRionne Pollard so pumped as the debate over educational access for students. When Maryland voters were asked last November to vote on the Dream Act, controversial legislation that would give students access to in-state tuition, regardless of immigrant status, she came out strongly in favor of the bill.

"It was a natural thing to assert my leadership on," Pollard says of the bill, which was eventually approved by voters. "To me, this wasn't about immigration. It was about education — and the consequences of someone not being educated. It's one thing to talk about how much education costs. But if you think education is expensive, what do you think the costs of being uneducated are?"

In the months leading up to the election, Pollard did everything she could to voice her opinion. She was in the local newspaper, both as an op-ed writer and as a source. She was at the state house in Annapolis — twice — to testify about the importance of educational access for

healthy communities and economies. She attended press conferences and speaking engagements.

She was vocal. And so was her board. Never mind that her college was already being sued by residents who objected to its long-standing policy of providing in-county tuition for undocumented students. Despite objections, the college pursued what it thought was the best course.

"The most important thing I can say to you is that I don't consider this a courageous act," says Stephen Kaufman, Montgomery College board chair. "It was absolutely the right thing to do and the board, to a person, supported [Maryland's Dream Act]."

The Evangelist

When Devin Stephenson, president of Three Rivers College in Missouri, pulls out the Winston Churchill quote, "Never, never, never give up," he's not kidding. Since arriving at the Poplar Bluff-based community college four years ago, he's opened a new campus in Dexter, started talks to open another and expanded enrollment college-wide by 51 percent.

As budgets are slashed, community college leaders continue to fight for access and resources, pursuing causes and opportunities that promise to raise the profile of their colleges and further support the students and communities they are committed to serve.

To support this growth, Stephenson lobbied hard for a tobacco tax on the November 2012 ballot. It failed 51 percent to 49 percent. But the result did little to deter him. Instead Stephenson changed tack, inviting all 80 freshmen state legislators to tour the campus. He wanted to show the lawmakers what they were getting for their money — and how much more the college could do with adequate resources. "We are underfunded; we are your best bang for the buck; and we are the future of this state," he tells legislators. "We are the engine that will turn this state around with job creation." But there's a caveat: "Decision-makers have to empower us and provide us with


resources,” he says. Stephenson says it’s up to community college leaders to “show legislators the revolution college creates in the lives of our students.”

On his tour, he introduces visitors to four students. One went from earning \$13 an hour as a pharmacy tech to \$37 an hour as an ICU nurse. The strategy is yielding promise, if not results.

The state community college association is in the process of lobbying to increase the share of capital bonding funds received by community colleges from 15 percent to 40 percent, or 50 percent, commensurate with the 50 percent of Missourians who attend two-year institutions.

“I feel like an evangelist, sharing the good news of the community college,” Stephenson says. “You share our success stories and you talk about disparity in funding,

Higher education leadership is much more complicated during a time of rationing. The only way to get through is with a great deal of articulate, passionate and committed leadership.

and the legislators — the light comes on and they get it. We’re getting a lot of, ‘We’re with you. We’re ready to start developing a strategy.’” 

This article is an abridged version of an article that appeared in the February/March 2013 issue of the Community College Journal, which is published by the American Association of Community Colleges (AACC).

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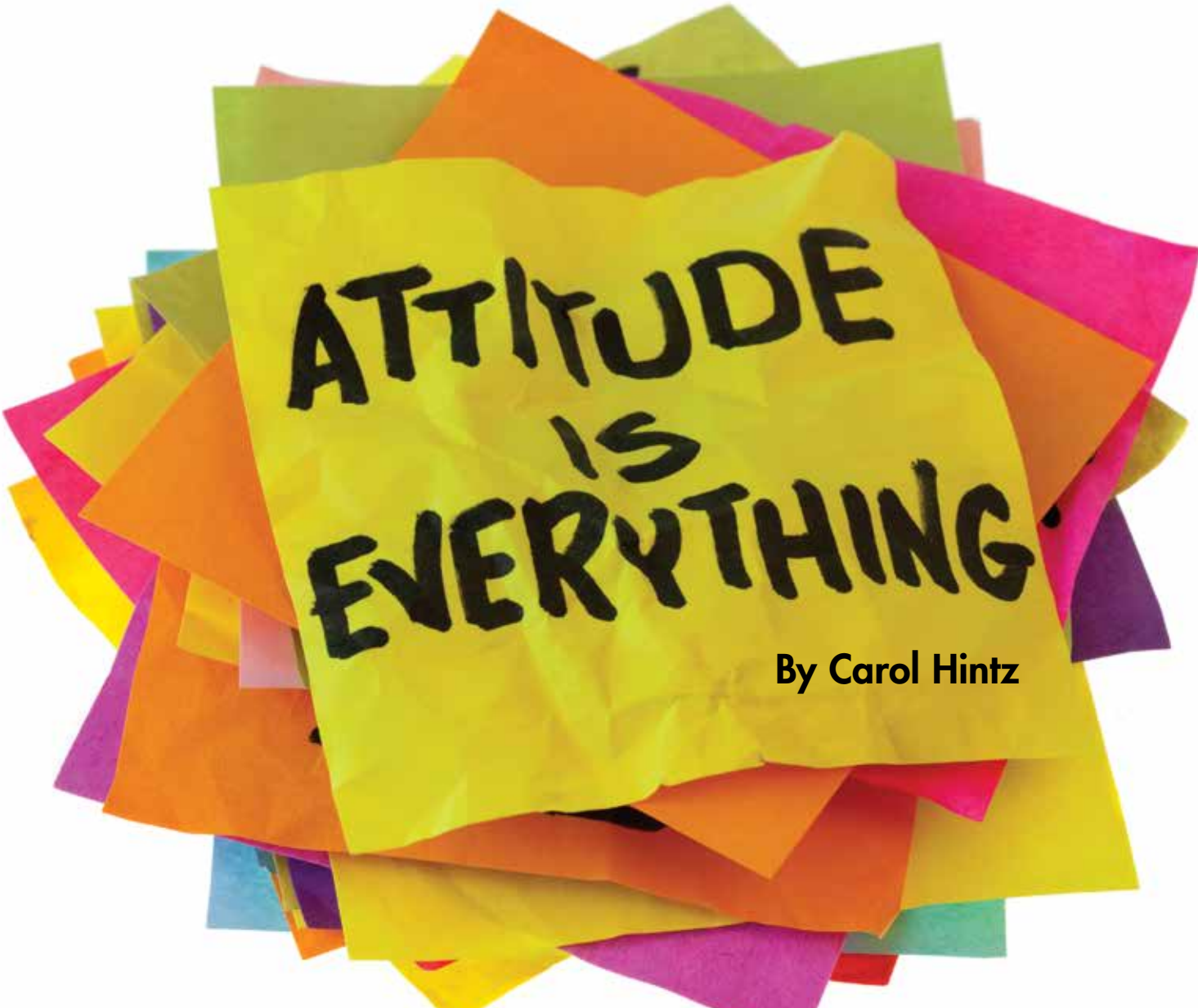
As a human resources professional, you've likely encountered this scenario: no matter who in HR answers any given employee's question — be it the chief HR officer or the person managing the front desk — the employee may well then proclaim throughout the organization “human resources said ...”

Whatever your role in HR may be, by the very nature of your work, you are an influencer, a leader. Employees throughout the organization notice and follow what you do. Employees look to you for information and support. Because of the nature of your job, you are often held to a higher standard, with employees looking to you to set the mood and following your lead on what is and is not acceptable in your organization. Everything you do counts.

But if you aren't motivated and engaged, what does that convey to the employees who look to you for guidance?

Building your own motivation and projecting a positive attitude requires that you recognize and pay close attention to the profoundly meaningful ways that you impact life at work. Before you can successfully conduct motivation training, coach managers on how to retain employees or conduct engagement surveys, you must first set the proper tone by modeling motivation and engagement in action. If you want enthusiastic, committed, hard-working employees, you must lead by example.

Let's start as you walk into the office. You can shuffle off to your desk with nothing more than a mumbled “good morning” to your coworkers, or you can walk in with a self-assured spring in your step and a smile on your face, greeting people warmly and letting your enthusiasm show. As an HR professional, you often have more influence over others than you realize, and you

A stack of colorful sticky notes in various colors including yellow, orange, pink, purple, and blue. The topmost note is yellow and has the text "ATTITUDE IS EVERYTHING" written in bold, black, hand-drawn capital letters.

**ATTITUDE
IS
EVERYTHING**

By Carol Hintz

Been feeling less than motivated lately? Here are some quick and easy self-motivation tips from international speaker, writer and motivation coach Mike Moore.

- 1) **Be willing to leave your comfort zone.** The greatest barrier to achieving your potential is your comfort zone. Great things happen when you make friends with your “discomfort” zone.
- 2) **Don't be afraid to make mistakes.** You might just learn something from them.
- 3) **Don't indulge in self-limiting thinking.** Think empowering, expansive thoughts.
- 4) **Commit yourself to joy and choose to be happy,** as happy people are more easily motivated.
- 5) **Spend at least one hour a day in self-development.** Read good books or listen to inspiring tapes.
- 6) **Finish what you start.** So many of us become scattered as we try to accomplish a task. Finish one task before you begin another.
- 7) **Live fully in the present moment.** When you live in the past or the future, you aren't able to make things happen in the present.
- 8) **Never quit when you experience a setback or frustration.** Success could be just around the corner.
- 9) **Dare to dream big.** Status quo dreams and ambition produce the status quo.

often are a powerful factor in employee motivation. If you demonstrate positive energy, it most certainly will be contagious.

But you can't stop there. Here's a clever and surprisingly effective idea: set your computer password to remind you of the critical role you play in your organization — something catchy like “Buildup#1” or “Grateful4” to keep central what you need to do on a daily basis. Put a note to yourself on your desk that reminds you to “speak positively,” “inspire,” or “focus on strengths.” I believe most HR professionals truly enjoy what they do. If that is you, then show it. Let your positivity be tangible.


Work to motivate yourself and create conditions where others will want to seek their own self-motivation. Pay

attention to your staff and other employees. Recognize and respect them. Build an environment where people want to do their best work and have a little fun.

The reality is that it is challenging to discuss discipline issues, flagged criminal background checks, grievances, FMLA, benefits costs, lack of pay increases and the other not-so-fun aspects of HR work without getting a little downhearted. As such, it's important that you be perpetually aware of attending to yourself and nurturing your positive attitude. Show others that you are able to have light moments and enjoy the place where you spend the better part of your days.

Earlier in my career I worked for an individual who taught me a great deal about leadership simply by the way he conducted himself

on a daily basis. He modeled humility, grace and giving others credit. He showed me that leadership, engagement and motivation have a great deal to do with one's actions, attitude and how one treats others.

Make up your mind today to be positive, happy, enthusiastic and motivated. Strive to be a role model. Let your words, actions and attitude set a good example for others. If you embrace this “walk the talk” philosophy, you're guaranteed to see positive results. 

Carol Hintz is associate vice chancellor for human resources at the University of Missouri-Kansas City. She can be reached at hintzc@umkc.edu.

Are your Stars Ready to Fly?

With turnover low and a large pool of talent available, some institutions are unaware that there is a new war forming: the War for Stars. High performers and staff with scarce skills are in demand and are seizing opportunities outside of your institution.

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Words of Wisdom

Are you just starting out on your higher ed HR career path? Could you use some good, solid advice from a seasoned professional in the field? Here's the scoop from six senior HR leaders, offering their perspectives on what it takes to grow as a professional and succeed as a leader in the always unique and sometimes challenging world of higher education human resources.

What I Wish I Knew Then

Q What is one thing you know now that you wish you'd known when you first began your career in higher education human resources?



I wish I had known at the outset just how important change management skills are in this sector. Those who are unfamiliar with our world think “stability” — higher ed has been higher ed for centuries, and its mission (to educate) has never changed and will never change. While I suppose that statement is true on the most basic level, it’s far from the truth in many other ways. Today, higher ed as a whole (and its business model) is in a state of flux, and the higher education workplace is very different than it was even 25 years ago. As HR professionals, having skills that will enable us to roll with the punches and to coach and help lead our institutions through significant change is of the utmost importance. — *Isaac Dixon, CUPA-HR board member and associate vice president and director of human resources, Lewis & Clark College*



How important it is to truly understand the “business” of higher education. From a strategic standpoint, HR’s value increases exponentially when we demonstrate conversant comfort around the “connective tissues” of higher ed — diversity of funding sources, competitive student enrollment challenges, creative faculty workload agreements, the dynamic nature of academic programming, foundation work/endowments/giving, revenue generating potential, budgetary costing models and practices, impacts of current and potential legislative mandates and regulations, workforce design ... the list goes on.

Until we can speak cogently about these topics and demonstrate recognition of their impact on institutional stability and workforce management programs and designs, HR’s credibility (and our own individual credibility) as a strategic partner will remain tethered to the customer service model that is all about the transactional processes and regulatory compliance which, although important, remain anchors tied tightly

to HR’s bow. Remember, agility and creativity begin with knowing how and when to pull the anchor. — *Mary Maher, former chair of the CUPA-HR board of directors and assistant vice president for human resources, University of Baltimore*

Climbing the Career Ladder

Q What are some of the must-have competencies for moving up the higher ed HR career ladder?



I think one of the most important competencies needed in order to advance in any career, but especially in human resources, is a commitment to building and developing yourself and others. As I have advanced in my career, I have made it a point to stay active in learning and to encourage those around me to do the same. It’s all too easy to get comfortable in our positions and let changes to the profession pass us by. And while we of course need to stay current in our specific functional areas, we also need to become proficient in critical thinking and interaction skills, which are imperative for anyone wishing to be seen as a leader.

The ability to think critically and demonstrate self-awareness is invaluable when leading teams, and building strong relationships and cultural competence serves to help us influence and be part of helping to steer our institution’s strategic direction. As you advance in your career, you will increasingly need to demonstrate your ability to develop those around you. The greatest thing we can do for others is to help them achieve their potential. — *David Blake, CUPA-HR Western Region board member and assistant vice president for human resources, Oregon State University*



Moving up the ladder in HR requires more than being a subject matter expert. You do have to know your “stuff,” but you also have to be attuned to the business of your institution in particular and higher education in general. This level of HEHR sophistication can only be acquired through networking with colleagues outside as well as inside of HR, reading

everything you can get your hands on about trends in higher education, and building professional relationships over time.

You have to love the work you do, be an active and avid listener, and care about the people with whom you work. Most of us don't go into human resources (especially in higher education) because we want to make a lot of money. We do it because we can make a difference. As Oliver Wendell Holmes wrote, "Greatness is not in where we stand, but in what direction we are moving. We must sail sometimes with the wind and sometimes against it – but sail we must, and not drift, nor lie at anchor." – **Lynn Bynum, chair of the CUPA-HR board of directors and chief human resources officer, Bellarmine University**

Characteristics of a Great Supervisor

Q What makes a truly exceptional supervisor?



A great supervisor approaches managing people with empathy and understanding. This doesn't mean you need to be a "softie," but an excellent manager knows that managing people is very much like raising children.

When your charges do something well, you praise them, reward them and reinforce the good behaviors. When they do something wrong, you let them know, offer suggestions as to how they might do it better, and let them know that you care about them getting it right.

The best supervisor I ever had constantly gave feedback — after practically every meeting or event. He would let you know the three things you did well and the one thing you could do better. He would also actively solicit my feedback on his performance and his work. He used to tell me "all feedback is a gift," and I now know that he was so right.

Finally, the truly exceptional supervisors I've come across in my career provide folks with clear expectations and stretch assignments. People generally thrive if they feel they are contributing to the mission of the organization, learning and growing, and feel accountable for the process and the outcomes. Great supervisors set a high bar and expect strong performance. – **Lianne Sullivan-Crowley, CUPA-HR board member and vice president for human resources, Princeton University**



Throughout my career, I've had many great bosses, and a few not-so-great ones. In addition to learning from and emulating the exceptional ones, I also made it a point to take away some "what-not-to-dos" from the less than stellar ones. In my experience, great bosses believe in (and practice) shared accountability. They know that humor is necessary and appreciated. They are always willing to jump in, roll up their sleeves and do what is necessary to help their team succeed (including "taking one for the team" if need be).

Great supervisors encourage, demonstrate and foster an environment of continued learning — keeping ahead of the curve and anticipating the challenges and opportunities that are imminent. They also hire right, taking into account an individual's skills and motivation (and not just experience) and actively recruiting the talent needed to take the team or organization where it needs to go. They realize that learning is 360 and are always open to learning from their team members. They create opportunities for new and different ideas to emerge and then help to cultivate those ideas. Great supervisors also show appreciation, foster collaboration, and are present, accessible and supportive. – **Pamela Prescod-Caesar, chair-elect of the CUPA-HR Eastern Region board of directors and vice president for human resources, Swarthmore College**

CUPA-HR is currently developing several resources for young and early career professionals and those new to higher education human resources. Keep an eye on the CUPA-HR website (www.cupahr.org) for details.



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WHAT'S ON YOUR MIND?

In a time when legislative and economic issues are evolving as rapidly as interpersonal and social dynamics, perhaps no business discipline has been transformed as much in recent years as human resources. Keeping up with what at times seems like rapid-fire changes to workplace and workforce policy can make your head spin. So just what questions are human resources professionals asking so far in 2013?

Retaining employees, using social media for recruiting, succession planning, employee morale and engagement and how employers stay compliant with Affordable Care Act requirements have been covered in the mainstream and business media. However, questions on HR “staples” such as the Family and Medical Leave Act, performance management, discipline and termination topped the list of inquiries phoned in to the Employers Resource Association (ERA)’s HR Hotline in the first three months of 2013.

ERA, an organization specializing in HR consulting, training, development, legal updates, news and information, recently released its list of the 10 most often asked about topics in calls to its HR Hotline, which fields more than 8,000 inquiries each year. “Demands on HR professionals continue to increase and practitioners continue to be challenged to handle more

tasks and issues with fewer resources,” says Dan Chaney, director of HR Advisory Services for ERA. “The common questions we receive center around hiring and firing, leave management, access to personnel records, drug testing, immigration rules and classifying independent contractors.”

Questions Abound

Here’s a top 10 list of HR Hotline inquiry topics so far this year:

1) FMLA – the single most asked-about topic.

Questions center on who is covered, what is deemed a serious health condition and how to control intermittent leave. Employers also are curious about proposed changes to FMLA, such as those that may expand military family leave provisions and incorporate a special eligibility provision for airline flight crew employees.

2) Advice and counsel for taking such adverse actions as termination, suspension and discipline is a close second to FMLA.

Commonly requested information includes what documentation is needed to fire someone; does a recent workers’ compensation claim or FMLA request affect the decision being made; can the employee sue for termination?

3) Performance management strategies.

Questions concerning strategies for dealing with a problem employee are common: is it safe to ramp up the heat on a new hire that may not be working out or on a protected-class employee that isn't responding to counseling?

4) FLSA.

Concerns center on correctly classifying a position as exempt, calculating overtime for multiple rates, what travel hours must be paid for an hourly employee, and federal and state child labor rules. In addition, how much time can we ignore at clock-in or out? Can we round?

5) Immigration.

Many questions arise regarding I-9 documentation and procedural questions. What do we do when the SSN comes back a no-match? How do we respond when we know an applicant has a matching SSN and ID, but we know it is not his? How complicated is employing an H1-B visa employee?

6) Lunch hour and breaks.

Questions revolve around giving breaks and how many per day. Is a lunch period required? What has to be paid versus non-paid time? Can an employee work through break and leave early?

7) Employee access to personnel files.

Does the law require us to allow an employee to see or copy his file? What are the pros and cons of allowing it versus not? We just got a letter from an attorney requesting files. Do we have to send them the files? We have employees in other states. Are the rules different there?


8) Independent contractor vs. employee.

What's the difference between an independent contractor and an employee? Why can't I just pay this person as a contractor and issue a 1099? What constitutes a legal independent contractor status? Who makes the rules?

9) Employee privacy.

Can we read employee e-mails or monitor internet usage? What about the use of surveillance cameras? Is it legal? Can we search employees or their workplace, belongings or cars? Can we use GPS technology to monitor our employees? What about employees that use company-provided smart phones?

10) Drug and alcohol policies and procedures.

Under what conditions can employees be tested? If the employee tests positive, can we discharge? How can a drug test procedure be set up? What should be in the policy? 



Could you benefit from a refresher course on some of these hot HR topics? CUPA-HR Boot Camp — a new self-paced, e-learning course — provides the higher ed perspective on essential HR topics. Visit www.cupahr.org/bootcamp to learn more and register for this course.

4 Quick Facts From CUPA-HR Boot Camp

- 1) Under the **FMLA**, an eligible employee who is the spouse, child, parent or next of kin of a covered service member who is recovering from a serious illness or injury sustained while on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the sick or injured service member.
- 2) Under the **FLSA**, for most employees, the minimum salary level required for exempt status is \$455 per week.
- 3) As it relates to **immigration law**, the H-1B visa allows for long-term employment of foreign nationals in the United States and is commonly used in teaching and research positions in colleges and universities.
- 4) The term **independent contractor** is referenced in the FLSA as a separate category of worker that is exempt from some of its provisions. Misclassification of an employee as an independent contractor can result in serious monetary penalties and expose the employer to significant risk.

Resources in CUPA-HR's Knowledge Center can help you answer many of the questions surrounding these HR issues. Visit www.cupahr.org/knowledgecenter and browse our many HR focus areas, toolkits and other resources to find the answers you need.



Are We Doing Enough

to Protect Our Campuses?

By A.G. Monaco

In March 2010, as I sat in a meeting being pressured to hire someone with a long and expansive criminal record (because his mother worked for a prominent county politician), my mind kept going back to what had happened on the campus of neighboring Ohio State University just a few days earlier. A janitorial employee who had been let go for poor performance returned to campus and opened fire, killing his supervisor and wounding two coworkers. The media reports indicated that the perpetrator had been hired by the institution shortly after being paroled for an earlier violent crime (which he failed to disclose on his employment application). Despite the stories that appeared just two days earlier on the front page of every newspaper in the region, here I sat.

Though I continued to say no, I was barraged by multiple accusations that I was unsympathetic, politically biased and unwilling to recognize that people could change. Even some of my colleagues in human resources felt that my refusing to give a “second chance” to the young man was unreasonable. Although I do believe that people can change, the facts are the facts — people with criminal records, especially extensive ones, are more likely to commit crimes again. It is my belief that trying to ensure

the safety of each and every individual on our campus relies partly on carefully playing the odds, and the odds in this particular case told me that the individual in question, with several arrests and convictions on his record, was not someone we should entrust with access to our residence halls and close contact with our students.

By the Numbers

According to the Occupational Safety and Health Administration, nearly 2 million American workers report having been victims of workplace violence each year, and homicide is currently the fourth leading cause of fatal occupational injuries in the United States. Since the 2007 massacre on the campus of Virginia Tech, in which a gunman shot and killed 32 individuals before turning the gun on himself, there have been 10 other shootings on college campuses in the U.S., in which 28 people died and nearly 30 more were wounded.

These numbers in and of themselves are frightening, but perhaps even more frightening is that, according to a recent *Campus Safety* survey of more than 630 campus protection stakeholders, nearly a quarter of respondents said that their campus was not adequately prepared to deal with an active shooter incident, and nearly half said

that their campus's general staff don't receive enough training on how to safely restrain individuals who are harming or threatening to harm themselves or others.

HR's Role in Campus Safety

Campus safety and security cannot be thought of as the domain solely of campus police. We all have a role to play. And human resources is no exception. In fact, HR may well be the first line of defense against a security breach in the employee population. By exercising due diligence in the hiring process, HR often can identify and eliminate possible threats from the outset by preventing individuals with obvious potential for criminal activity from even being considered for employment in the first place.

Additionally, human resources can play an important role in facilitating threat assessment efforts on campus by taking the lead on creating and implementing training resources and communication policies.

Due Diligence in Hiring Practices

Despite continued, high-profile incidents of criminal behavior on college campuses nationwide, most positions in higher ed are still filled without applicants having undergone criminal and employment background checks. Too often we assume that simply calling the references provided by an applicant will suffice in place of a formal background check, but we all know that the information references can, by law, provide is minimal. And besides, what is the likelihood of an applicant listing a reference who will provide anything but a positive recommendation?

Due diligence in regards to hiring practices requires the standardization of background and employment checks through a central process. If the decision is made to conduct criminal background checks and full employment verifications, it must be done across the board — from hourly workers to faculty members and senior administrators. Take advantage of outside firms, state agencies or your campus's public safety department to assist in performing thorough criminal background checks for all potential employees. The cost is minimal compared to the risk an institution takes by not carefully screening job applicants.

Best practice dictates that you ask all applicants to sign a waiver permitting your institution to perform a complete criminal, employment and (when necessary) credit background investigation. If state law allows it, you should also ask on the employment application if the applicant has ever been arrested or convicted of a crime, and be sure to also ask for an explanation of any arrest or conviction. (While there is no federal law prohibiting an

According to the Occupational Safety and Health Administration, nearly 2 million American workers report having been victims of workplace violence each year.

employer from asking about arrest and conviction records on employment applications, many states prohibit asking about arrests and only allow employers to ask about convictions.)

In my experience, oftentimes people who have been disqualified from employment due to the results of a criminal background check have lied on the employment application and claimed to have never been convicted of a crime. I instruct my HR folks to never hire anyone who has lied about a conviction, no matter how minor the offense and no matter how long ago the event took place. While the past crime itself might not preclude someone from being considered for the position, the fact that he or she is willing to lie during the application process is, for me, more than enough reason to reject the applicant.

Considering arrests and convictions in hiring decisions does get a little tricky. Title VII of the Civil Rights Act of 1964 makes it unlawful to discriminate in employment based on race, color, national origin, religion or sex. It has long been the opinion of the Equal Employment Opportunity Commission (EEOC) that excluding

Find articles and resources related to workplace violence, threat assessment, crisis management, safety programs and more in the Safety and Health section of CUPA-HR's online Knowledge Center (www.cupahr.org/knowledgecenter).

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."

In April 2012, the EEOC issued extensive guidelines for employers in considering the criminal history of a job applicant or employee, citing the most important considerations as: (1) the nature and gravity of the offense,

Research has shown that the majority of violent events on campus were preceded by events and behaviors that, had they been properly reported and reviewed, may have provided a good indicator that future violence was a possibility.

(2) the time that has lapsed since the offense, and (3) the nature of the job. In that same guidance, the EEOC states that employers may not treat people with the same criminal records differently because of their race, national origin or another protected characteristic.

In addition, unless required by federal law or regulation, employers may not automatically bar everyone with an arrest or conviction record from employment. The EEOC states that an automatic bar to hiring anyone with a criminal record is likely to unjustifiably limit the employment opportunities of applicants or workers of certain racial or ethnic groups. Further, the EEOC states that if an employer's criminal record exclusion policy or practice has a disparate impact on Title VII-protected individuals, it must be job-related and consistent with business necessity.

The fact that the EEOC and other federal agencies continue to distribute opinions designed to reduce reliance on background investigations requires that the policy you create undergo a thorough review by legal counsel. Legal counsel can also ensure the proper use and handling of the information garnered from the investigations and can assist you in setting the standards

for disqualification due to past behaviors. As mentioned before, not all convictions need result in elimination of consideration for employment.

Facilitating Threat Assessment

Behavioral assessment teams (which investigate and address matters of crisis, disturbing behavior, and medical and psychiatric situations of students, faculty and/or staff in order to determine needs and appropriate responses) and threat assessment teams (which assist in assessing threatening situations and developing risk abatement plans that minimize the potential risk for violence) are becoming commonplace on college campuses nationwide.

According to findings from the *2008 National Campus Safety & Security Project Survey* (in which members of the National Association of College and University Business Officers were polled regarding key aspects of safety and security on their campuses), roughly two-thirds of the 342 institutions represented in the survey indicated that they had a behavioral assessment team (BAT), and slightly

less than half indicated that they had a threat assessment team (TAT). Students are the primary focus of most BATs, but in many instances the employee population is also included and as such, human resources is represented on BATs and TATs at a majority of the institutions surveyed. In conjunction with colleagues in student affairs, campus security and academic affairs, HR should indeed be a driving force in threat assessment efforts, as HR has much to offer in the way of training and communication resources.

Research has shown that the majority of violent events on campus were preceded by events and behaviors that, had they been properly reported and reviewed, may have provided a good indicator that future violence was a possibility. Among the events and behavior commonalities in those cases were significant losses, personal failures, stated or written threats, a previous history of suicide attempts or suicidal thoughts and statements, domestic disputes, divorce and custody disputes. An organized approach in which troubled students or employees as well as potential victims are identified and engaged by trained staff can go far in reducing the potential for violence.

It is important to put into place a mechanism by which the campus community can report concerns or troubling behavior. It is a misconception on many campuses that privacy and disability laws are barriers to action or intervention when it comes to troubled individuals. Independent reports following the tragedy at Virginia Tech indicated that misinterpretations of privacy rules and statutes contributed to that institution's failure to share critical information about the shooter. Campus counselors and social workers should be reminded of their obligation to report students or employees that might pose a danger to themselves or others. Additionally, faculty and staff who are not employed to provide mental health or medical treatment to students or staff should be reminded that they are not subject to privacy rules or standards of confidentiality as they relate to sharing information about individuals.

Human resources should take a lead role in developing threat assessment communication and training techniques. We must work toward a full understanding by students, faculty and staff of the processes available to report a potential for violence or threats of violence. People who are victims of bullying or threats, whether on or off campus, should be encouraged to report the events to campus officials so that steps can be taken to protect them. Communicating with the campus community about what assistance can be offered as well as explaining the resources available for the assessments of the potential for violence can be a crucial step in helping the campus to become safer.

The entire campus community should be trained and annually reminded of the steps necessary to report the potential for violence and to protect oneself should


violence occur. The effectiveness of using staff and faculty to help identify obstacles to security such as broken locks, poor lighting or suspicious outsiders can be enhanced through proper training. Helping campus community members to recognize the causes of violence and the early signs of violence is important, but training them to properly act once violence breaks out is also critical

to saving lives. Utilizing local and campus police resources as well as training videos and online resources is an effective way to design a successful "violence survival" program.

Additionally, methods of dispute resolution should be discussed and training in workplace mediation should occur. If disputes between individuals can be mediated and resolved, the possibility of violence between coworkers is greatly reduced. Campuses with such programs reap the

additional benefit of a more productive workplace due to the reduction of interpersonal conflict.

A Team Effort

Campus security and police personnel cannot guarantee our personal safety or the safety of each and every employee and student. We in human resources need to help develop a culture on our campuses where safety and security are viewed as everyone's responsibility. Working with colleagues across our institutions, we must raise the awareness that violence can visit any place. We must take proactive steps to help identify potential problems before they arise, but we also must be well prepared to deal with a violent situation if we ever find ourselves in the midst of one. 

A.G. Monaco joined Louisiana State University in the fall of 2010 as associate vice chancellor for human resources management. He can be reached at amonaco@lsu.edu.

EEOC Guidance

In April 2012, the Equal Employment Opportunity Commission approved new enforcement guidance related to consideration of arrest and conviction records in employment decisions. See the guidance at www.eeoc.gov/laws/guidance/arrest_conviction.cfm. After the guidance was issued, CUPA-HR's Chief Government Relations Officer Josh Ulman sat down with the EEOC's Jim Paretti to discuss the new guidance and its implications. Paretti offers clear definitions and excellent examples of the situations the guidance is intended to address. Watch the interview at www.cupahr.org/eeoc.



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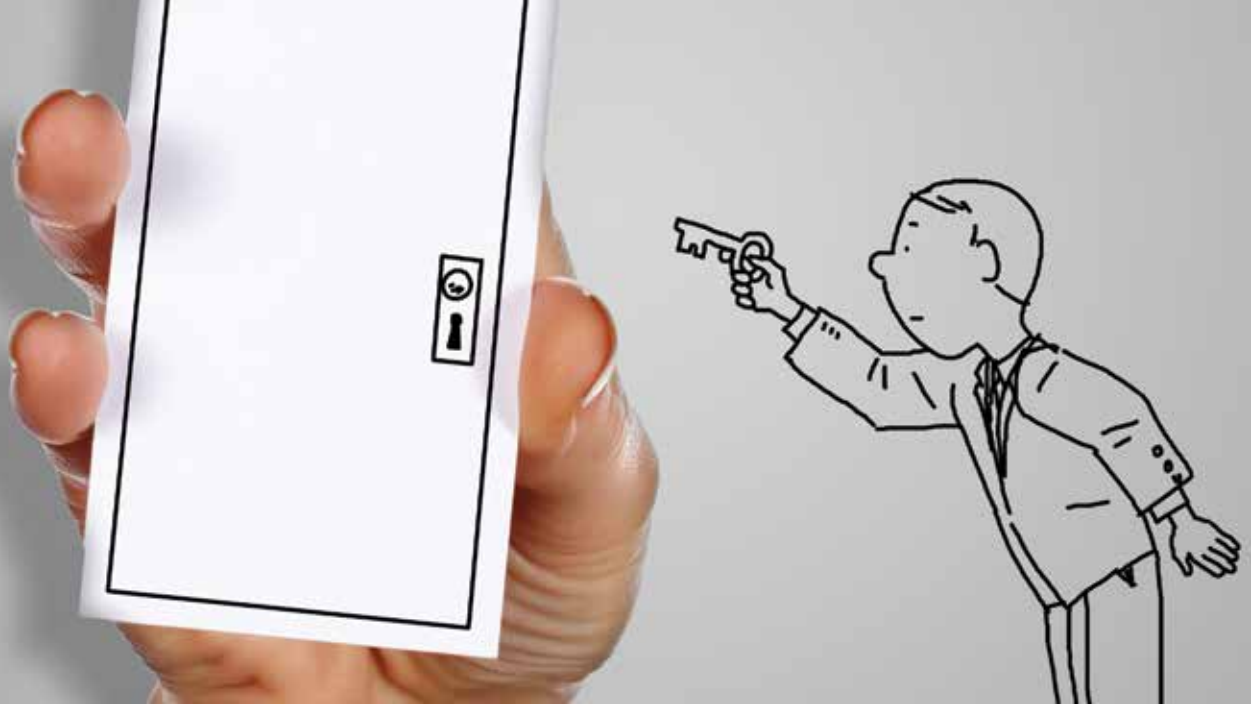
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Unlock the Potential of Aging Workers and Veterans With Disabilities

By Anne Hirsh, Robert (Jake) Jacob, Judy Young

Demographic changes, a decade of conflicts overseas, the recent recession, and major legislation protecting the employment rights of persons with disabilities have significantly altered the composition of today's workforce. American workplaces have seen exponential growth over the past decade in two specific groups of workers — baby boomers and post-9/11 military veterans.

According to the Bureau of Labor Statistics (BLS), baby boomers now make up 40 percent of today's workforce. Also according to BLS, 2.1 million post-9/11 veterans are currently employed or actively seeking employment. And the Department of Veterans Affairs estimates that over the next five years, close to 1 million active-duty service members will leave the military, with the vast majority looking to enter or re-enter the workforce.

Although few individuals within these two groups would self-identify as "disabled," data show that a significant number of individuals within the baby boomer age group, as well as soldiers returning from conflict, do have health concerns and many require some form of accommodation to enhance and/or maintain their workplace productivity. Furthermore, with increased emphasis on diversity, successful organizations recognize that incorporating

disability into their inclusion practices is essential to creating a culture that values the contributions of all employees while gaining competitive advantage. The economic benefits of a diverse workforce are undeniable, and the inclusion of people with disabilities, including wounded veterans and aging baby boomers, is increasingly viewed as an important business imperative of all workplaces.

In spite of the economic and cultural competency benefits that are derived from hiring and retaining a diverse workforce, inclusive of workers with disabilities, employers today are facing myriad administrative challenges: rising healthcare costs, compliance risks and changing regulatory climates. For higher education, the challenges are even greater given the complicated structure of large educational entities, the nature of the academic work environment, including the physical barriers of many "old-world" institutions, and the demographics of academia. However, effective coordination of policies, especially those related to leaves, and increased understanding of the interplay between these policies and the Americans with Disabilities Act and its amendments, may minimize absenteeism and support the efficient return to work for injured or sick employees.

Aging Workers

According to the latest U.S. Census, one in four Americans is a baby boomer (an individual born between the years of 1946 and 1964). The first of the baby boomer generation turned 60 in 2006, and today, a boomer turns 60 every seven seconds. Due to the financial impact of the recent recession, many of these individuals, who otherwise might have been enjoying retirement by now, have needed to remain in the workforce. In fact, in a recent Wells Fargo survey, 30 percent of respondents said they would need to work until age 80 in order to retire comfortably.¹

The correlation between aging and disability is well documented; therefore with individuals working well into their 70s, workplaces are seeing a rise in the number of employees who require some form of accommodation. Although most baby boomers do not view their age-related constraints as a disability, 42 percent of those 65 years and over report some form of functional limitations.²

For employers, the aging workforce brings on a slew of challenges, from healthcare cost considerations to staffing adjustments and the provision of reasonable accommodation. However, the benefits of hiring and retaining older workers significantly outweigh the potential costs. Older workers typically have lower turnover rates, fewer on-the-job accidents and a strong work ethic. They bring to the table valuable work experience and a diversity of thoughts and perspectives. They are motivated and engaged and demonstrate loyalty and reliability.

Veterans With Disabilities

Since 2001, more than 1.6 million men and women in the military have been deployed overseas to support operations in Afghanistan and Iraq. According to recent data from the Department of Defense, nearly 50,000 have been wounded in combat. The signature disabilities of returning veterans are post-traumatic stress disorder, traumatic brain injury and depression.

In a 2010 survey conducted by the Northeast ADA Center in collaboration with Kessler Foundation, Tip of the Arrow Foundation and the U.S. Army,³ 421 veterans (most of whom served in Iraq or Afghanistan) were polled at job fairs and Wounded Warrior events around the country. Eighty-six percent of respondents self-identified as having a disability (with 57 percent stating a mental impairment, 60 percent stating a physical disability and 30 percent stating a sensory impairment). Close to 60 percent feared

to disclose their disability to prospective employers, 46 percent said they believed that their disability would create barriers to obtaining many jobs, and less than half (44 percent) said they would be comfortable communicating accommodation needs to an employer or prospective employer.

Another recent survey, conducted by the Northeast ADA Center and ADA Center Network in collaboration with the Society for Human Resource Management,⁴ aimed to gauge the extent of the knowledge, beliefs, willingness and practices of HR professionals as they relate to hiring, accommodating and retaining veterans with disabilities. Results show that of the 1,083 HR professionals surveyed, 31 percent did not know which laws covered veterans with disabilities. Fifty-eight percent indicated that they thought that applicants must disclose a disability. Nearly three-quarters were unaware of the programs and resources that exist to support the recruitment and hiring of veterans with disabilities. Sixty-one percent believed that accommodating veterans with disabilities would take up a disproportionate amount of a manager's time.

But all in all, respondents indicated they were willing to hire veterans with disabilities, with 77 percent of large organizations specifically targeting this group in their recruitment efforts (however, only 25 percent of small organizations did so). Seventy-three percent of respondents said that they recognized the benefits of hiring disabled veterans, and 72 percent believed that they performed as well as other workers.

Veterans, like older workers, can bring countless positive attributes to a workplace. They have proven leadership skills, perform well under pressure, are usually proficient in the latest technology, have respect for standards and procedures, and are accustomed to high-level teamwork. But many, especially those who have served in combat zones, often struggle with mental, emotional or physical hardships upon returning home, which can make reintegration into civilian life and, in particular, the workforce, quite difficult. The challenge for both veterans and employers is to gain the knowledge and understanding for translating military experiences to the civilian workplace.

Resources for Employers

With a disproportionate number of two of the fastest-growing groups of employees in today's workforce (and those seeking employment) — aging baby boomers and post-9/11 veterans — legally qualifying as having some type of disability or requiring some form of

accommodation, the onus is on employers to fully understand the implications and follow the letter of the law. The good news is there are many resources available to help employers facilitate the hiring, accommodation and retention process of workers with disabilities.

Job Accommodation Network

Funded by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the Job Accommodation Network (JAN) provides one-on-one consultation regarding reasonable accommodation and the Americans with Disabilities Act (ADA). Services include guidance on all aspects of job accommodations and the accommodation process; resources for ensuring accessibility; information about product vendors; and ADA compliance assistance. JAN has an extensive website (askjan.org) with over 200 publications on disability and employment topics, including sample forms that employers can use in their onboarding and reasonable accommodation processes. JAN also conducts research on the cost and benefit of implementing effective job accommodations.

Employer Assistance and Resource Network

Also funded by ODEP, the Employer Assistance and Resource Network (EARN) is a service of the National Employer Technical Assistance Center based at Cornell University's Employment and Disability Institute. EARN's goal is to increase the employment and workplace inclusion of people with disabilities by engaging and empowering employers to source, hire, retain and advance qualified individuals with disabilities.

EARN offers individualized technical assistance, customized training, webinars, weekly e-mails of critical information, monthly newsletters and recruitment resources, including links to state and local community-based organizations serving job seekers with disabilities, aging workers and veterans. Consultations focus on effective strategies for compliance with affirmative action requirements, diversity and inclusion practices, the Americans with Disabilities Act, the Family and Medical Leave Act and the implementation of effective return-to-work policies.

The EARN website (www.askearn.org) contains a wide range of documents pertaining to disability laws and practices and an event calendar of applicable conferences, workshops and training programs. The website also provides strategies for creating inclusive workplace cultures and best practices.

Cornell University Employment and Disability Institute

Cornell's Employment and Disability Institute (EDI) is a leading authority on employment and disability research, policy and practice. The EDI team consults with policymakers, disability advocates and rehabilitation program professionals to help companies, labor organizations, government agencies, schools and communities throughout the United States and abroad to accommodate and integrate individuals with disabilities. The EDI offers employment and disability-related training, professional development courses, publications, extensive online resources and more (www.ilr.cornell.edu/edi).

America's Heroes at Work

America's Heroes at Work is a U.S. Department of Labor project that addresses the employment challenges of returning service members and veterans living with traumatic brain injury (TBI) and/or post-traumatic stress disorder (PTSD). The America's Heroes at Work website (www.americasheroesatwork.gov) offers a wealth of tools and resources to help employers better understand TBI and PTSD and how they can help employees with these types of combat-related injuries succeed in the workplace.

Case Studies in Accommodation

Each year, the Job Accommodation Network conducts a survey of employers who have contacted JAN for information about workplace accommodations and/or the ADA. Survey results consistently show that the benefits employers receive from making workplace accommodations far outweigh the cost. Employers report that making reasonable accommodations for employees who need them allows them to retain valuable employees, improve productivity and morale, and reduce workers' compensation and training costs. Employers also report that 56 percent of accommodations cost absolutely nothing, while the rest typically cost less than \$500.

Accommodations can range from modifying a schedule to restructuring how work is done to using various types of equipment to enable an employee to successfully perform a job to the employer's standards. The following examples and solutions represent real-life situations reported to JAN by employers and employees alike:

- An educator developed glaucoma that resulted in low vision and a permanent decrease in her visual field when working on a computer. The employer


installed magnification software on the employee's desktop and laptop and also provided the individual some time for training with the new software. The typical cost of this accommodation is \$400-\$700.

- A call center employee developed a heart/circulatory condition, and her doctor recommended that she take frequent breaks to get up and move her legs. The job required the employee to stay at her desk until she was on scheduled breaks. After considering a number of options and including the individual in the interactive process, the employer purchased an under-the-desk exercise pedal device that enabled the employee to exercise her legs while remaining on the job. The cost of this accommodation was \$40.
- A retired Army medic working in a university hospital system had difficulty managing stress in the workplace due to PTSD. Her stress intolerance was intensified when she heard the emergency medical helicopter arrive and depart from the hospital where she worked as a nurse. The employee was reassigned to a vacant position on a unit that was far from the helipad.
- A manager for an educational services company had back surgery, which resulted in a back condition and speech impairment. He had difficulty sitting, running weekly meetings and communicating with others due to the combination of pain and weak speech. As a reasonable accommodation, the employer purchased an articulating keyboard tray and ergonomic chair. The employer also purchased a voice amplifier and communication software to improve the employee's ability to communicate. The cost to implement was \$5,000.
- An individual with PTSD working in a university building that was undergoing construction was experiencing extreme anxiety when interacting with or seeing construction workers with whom she was unfamiliar. The employer instituted a check-in procedure and badges for all visitors. The employee was also provided flexibility in break time to access support via phone, and a mirror was installed on her computer monitor so she could see people approaching her work station. The cost of the accommodation was approximately \$25.

Based on these examples, it is not surprising that when asked to rank the effectiveness of accommodations on a scale of 1 to 5, with 5 being extremely effective, 76 percent

of employers who responded to JAN's survey reported that the accommodations they made were either very effective or extremely effective.

Doing Our Part

As more and more employees continue to work well into retirement age and as vast numbers of post-9/11 veterans return to or enter into the workforce, organizations will likely see a rise in the number of disabled workers on their payrolls. Indeed, many forward-thinking organizations are actively recruiting people with disabilities and are including this group in their diversity plans. As such, we as human resources professionals need to take proactive steps to ensure that we are doing all we can to help our organizations facilitate the success of these individuals in their jobs. By utilizing the plethora of resources out there for recruiting, hiring, retaining and accommodating people with disabilities, we can help our organizations and institutions not only become more diverse and inclusive (and competitive), but also stay compliant with applicable state and federal laws. 

¹Touryalai, H. 2012. *More Americans Say 80 is the New Retirement Age*. Retrieved from www.forbes.com/sites/halahtouryalai/2012/10/23/more-americans-say-80-is-the-new-retirement-age/.

²Kampfe, C., J. Wadsworth, G. Maboledo, S. Schonbrun. 2008. *Aging, disability and employment*. *Work*, 31, 337-344.

³Northeast ADA Center, Kessler Foundation, *Tip of the Arrow Foundation, U.S. Army*. 2010. *Veteran study from Beyond Yellow Ribbons: How Prepared Are Veterans With Disabilities and Employers to Participate in a Disability Inclusive Workforce?* Retrieved from www.northeastada.org/r-vets.cfm.

⁴Society for Human Resource Management, National ADA Network, Northeast ADA Center. 2010. *Employer study from Beyond Yellow Ribbons: How Prepared Are Veterans With Disabilities and Employers to Participate in a Disability Inclusive Workforce?* Retrieved from www.northeastada.org/r-vets.cfm.

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The Affordable Care Act: Where Things Stand

Hurry up and wait — that’s the feeling many institutions are experiencing as they try to decipher and prepare for the Affordable Care Act (ACA). Although there is plenty to be done prior to January 2014, some critical details are still up in the air.

CUPA-HR’s government affairs team in D.C., with input from members and CUPA-HR’s Public Policy Committee, has provided leadership on the issues unique to the higher ed workplace. The following round-up provides summaries of what has already been discussed and proposed regarding the ACA.

August

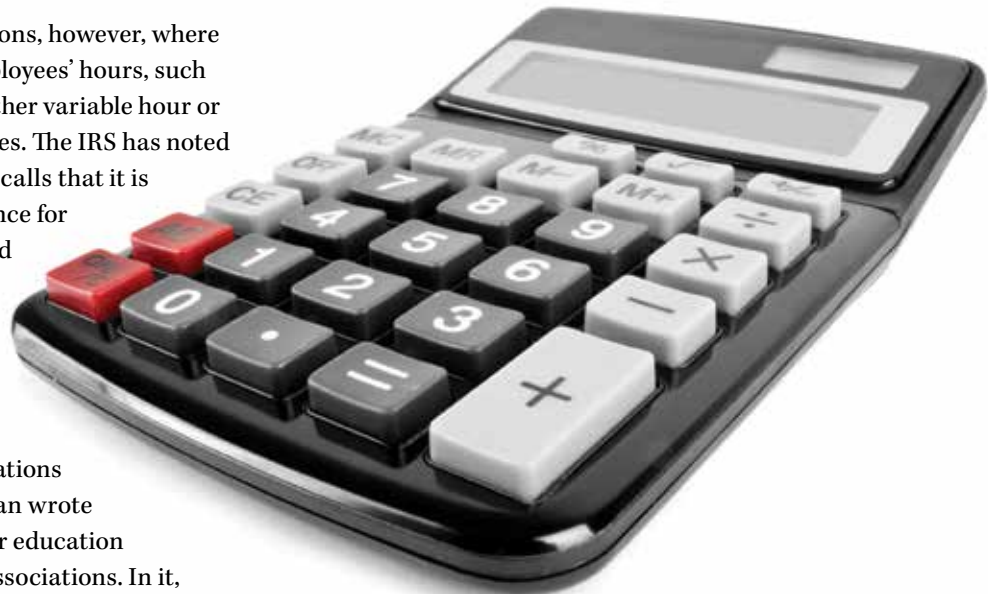
2012

The IRS released guidance creating a “safe harbor” for employers trying to determine whether variable-hour and seasonal employees meet the 30-hour threshold (a variable-hour employee is one where the employer cannot

determine beforehand whether the employee will meet the 30-hour weekly average). That guidance can be found in Department of Treasury Notice 2012-58. Following are the key elements of the notice:

- Employers may use a three-month to 12-month measuring period to determine whether a variable-hour or seasonal employee meets the 30-hour threshold.
- Employers will not be required to provide the employee with coverage during the measuring period, but will need to provide coverage to the employee during a subsequent stability period, if the employee continues working for the employer and meets the 30-hour-a-week threshold during the measuring period.
- The stability period must be equal to or greater than the measuring period.
- Employers need to provide coverage during the stability period to an employee that met the 30-hour-a-week threshold during the measuring period regardless of whether the employee meets the 30-hour threshold during the stability period.
- A second measuring period would run concurrently with the stability period to determine benefits eligibility for a second stability period and so on.

The guidance did not address situations, however, where the employer is not tracking the employees' hours, such as in the case of adjunct faculty or other variable hour or seasonal part-time salaried employees. The IRS has noted publicly in seminars and conference calls that it is working on a second round of guidance for employment situations not addressed in the August guidance, including adjuncts.



November

2012

CUPA-HR Chief Government Relations Officer Josh Ulman wrote a memo to higher education employers and associations. In it, he outlined the challenges posed

by trying to calculate hours worked by adjunct faculty, who are typically paid on a per-course basis, with no accounting of hours spent in preparation or working with students outside of class, and often have course loads that change, sometimes on short notice.

In preparation for the guidance CUPA-HR was developing to send to the IRS, the memo invited higher ed associations and CUPA-HR members to provide input on the proposed guidance.

January

2013

The IRS and Department of Treasury issued a Notice of Proposed Rulemaking (NPRM) and a related questions and answers document on section 4980H. In the NPRM, the agencies acknowledged concerns

raised by CUPA-HR and other higher education associations, but did not provide any specific guidance on adjuncts.

The NPRM states that the government may provide additional “guidance to address potentially common challenges arising in determining hours of service for certain categories of employees ...” Until further guidance is issued, the NPRM states that employers with such employees “must use a reasonable method for crediting hours of service that is consistent with the purposes of section 4980H.” The NPRM, however, provides little guidance as to what is reasonable, simply noting that it would not be reasonable to “take into account only classroom or other instruction time and not other hours

that are necessary to perform the employee’s duties, such as class preparation time.”

March

2013

Exchange notification to employees — originally required by March 1, 2013 — was delayed indefinitely. In the meantime, CUPA-HR joined the American Council on Education and other higher education organizations

in filing comments on the NPRM. In our comments, we asked the agencies to adopt “safe harbor” methods for determining when students who work on campus and adjunct faculty are entitled to benefits under the ACA. Specifically, with respect to students working on campus, we requested guidance clarifying that:

- For purposes of calculating the hours worked by a student under ACA Section 4980H, an institution of higher education may exclude the hours worked by a student who is enrolled in classes at least half-time at the institution and who receives a wage as part of a job under a work-study program.
- For purposes of calculating a student’s hours under ACA Section 4980H, institutions of higher education may apply the standards set forth in the U.S. Department of Labor (DOL)’s Field Operations Handbook at sections 10b03(e), 10b11, 10b14, 10b18, and 10b24.
- To the extent a student works more than one job (either for the college or university or as part of a

We asked the Treasury Department and IRS to adopt “safe harbor” methods for determining when students who work on campus and adjunct faculty are entitled to benefits under the ACA.

work-study program), each job should be evaluated independently to determine whether it meets the DOL standards.


- An individual college or university that receives a ruling or determination specific to that institution with respect to the status of a particular group of students may rely on that specific ruling.

The agencies acknowledged in the NPRM concerns that CUPA-HR and others previously raised about difficulties employers are encountering in determining when adjunct faculty work 30 or more hours per week on average and are thus entitled to benefits.

While we appreciated the agencies acknowledging the difficulty with tracking adjunct faculty hours and

permitting higher education employers some flexibility in this regard, we urged them to provide greater clarity by also adopting specific “safe harbor” provisions as follows:

- Adjunct faculty should be classified as full-time employees if the course load they teach meets or exceeds three-quarters of the course load for a full-time, non-tenure track teaching faculty member; or
- A second method of calculating the total hours worked by adjunct faculty would be to credit adjunct faculty members with one hour of work outside the classroom for each hour teaching in the classroom.

We hope the agencies will act on our recommendations in the near future and provide further guidance on these topics. We will continue to provide you updates. 

CUPA-HR’s ACA CENTRAL

The ACA now has a dedicated space in the Advocacy and Compliance section of CUPA-HR’s website: www.cupahr.org/aca.

Here you’ll find:

- ACA News — links to ACA Alerts and other recent developments
- ACA Resources — helpful links and information
- ACA FAQs — answers to questions we’re receiving from our members
- ACA Glossary

For the very latest developments, look for CUPA-HR ACA Alerts, which are sent via e-mail as soon as we have details to share. If you have an ACA question or a suggestion for improving the ACA portion of CUPA-HR’s website, contact us at aca@cupahr.org.



CUPA-HR Annual Conference

and Expo 2013
October 27-29 | Las Vegas

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www.cupahr.org/vegas

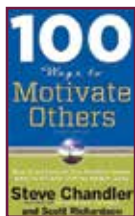
Recommended Reading

Workplace Bullying in Higher Education (edited by Jaime Lester)



As higher education institutions continue to face budget issues and external pressures, the incidences of workplace bullying are on the rise. This book provides guidance on the nature and impact of bullying, legal and ethical issues, and approaches to assist leaders in facing these challenges in their colleges and universities.

100 Ways to Motivate Others: How Great Leaders Can Produce Insane Results Without Driving People Crazy (by Steve Chandler and Scott Richardson)



This guide for executives, managers and professionals offers insights on how to slow down and enjoy a new level of focus; why multitasking is a myth, not a strength; the power of building on peoples' strengths; how to avoid the damaging inclination to obsess about peoples' weaknesses; simple and creative ways to hold people accountable; and how to cultivate the art of supportive confrontation.

Better Ethics Now (by Christopher Bauer)



Companies routinely lose six percent or more of their gross profits to ethics-related problems but rarely see those problems until it is too late. This book focuses on how personal values and working styles can create ethics problems and what to do to reduce those risks. By asking provocative questions and providing a variety of specific concepts and tools, this book will help individuals and companies rethink and refocus on ethics.

The Advantage: Why Organizational Health Trumps Everything Else in Business (by Patrick Lencioni)



Healthy organizations routinely outperform their counterparts, are free of politics and confusion, and provide an environment where star performers never want to leave. This book provides leaders with a model for achieving organizational health — complete with stories, tips and anecdotes from *New York Times* best-selling author Patrick Lencioni's experiences consulting to some of the nation's leading organizations.

Movers and Shakers

Moves

Yohna Chambers joined Virginia Tech on December 1 as assistant vice president for human resources. Prior to joining Virginia Tech, she served as chief human resources officer at James Madison University.

Jamie Tanner recently joined South Georgia State College as human resources director. He previously served as classification and compensation manager at Valdosta State University.

Been promoted? Retiring? Moving to another institution? Received an award? Send your announcements to communications@cupahr.org. Looking to make a move? Visit CUPA-HR's JobLine (www.cupahr.org/jobline) to find a position that's right for you.



CUPA-HR Featured Events

May 2013

May 17: North Carolina Chapter Meeting – Winston-Salem, North Carolina

May 17: Utah Chapter Conference – Orem, Utah

May 19: Ohio Chapter Meeting – Columbus, Ohio

May 19-21: Midwest Region Conference – Columbus, Ohio

June 14: Northern New England Chapter Meeting – South Royalton, Vermont

June 17-18: Arizona Chapter Conference – Tempe, Arizona

June 21: Southern California Chapter Conference – Pasadena, California

June 2013

June 6-7: Rocky Mountain Chapter Conference – TBD

June 7: Alabama Chapter Meeting – Tuscaloosa, Alabama

July 2013

July 10: Washington State Chapter Conference – Seattle, Washington



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

Welcome to CUPA-HR!

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

Institutional Members:

Antioch College
Aquinas College
A.T. Still University of Health Sciences
Beacon College
Brescia University
Central Baptist College
Columbia College Hollywood
Education Corporation of America
Emmanuel College
Florida Atlantic University
George C. Wallace Community College
High Point University
Iowa Wesleyan College
Jackson State University
Johnson College

King Fahd University of Petroleum & Minerals
Louisburg College
Maryland University of Integrative Health
McPherson College
Montana State University-Billings
Prairie State College
Prairie View A&M University
Rochester College
San Juan College
School of the Art Institute of Chicago
Sistema Universitario Ana G. Mendez
South Georgia State College
South Puget Sound Community College
Southwest Florida College
St. Clair County Community College

Taylor University
Texas A&M University-Texarkana
Thomas More College
University of California Merced
University of California-Santa Cruz
University of the West Indies
Westminster College
Westminster Theological Seminary
Wichita Area Technical College

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