The Higher Education Workplace

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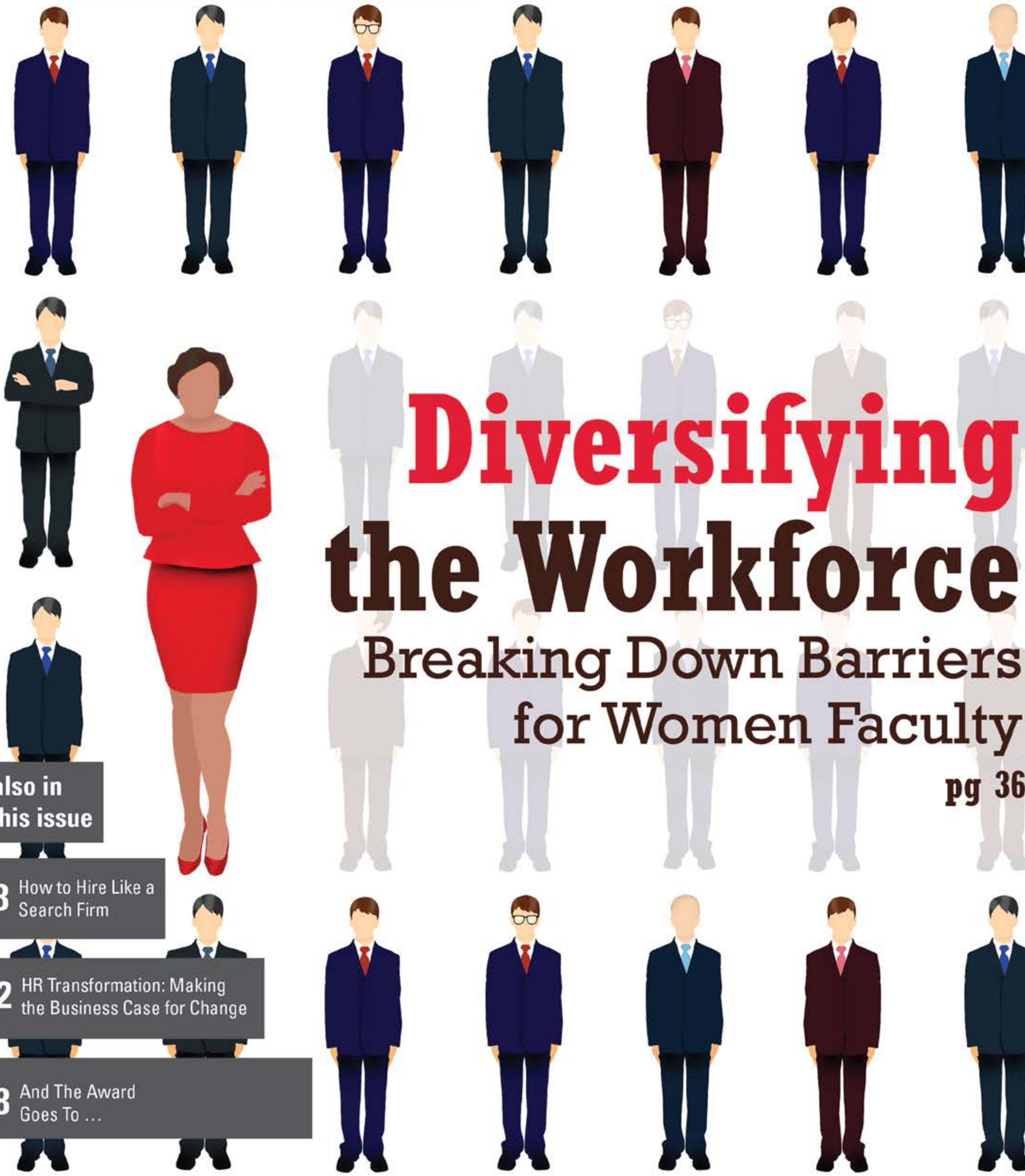

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Building a Better Higher Ed HR

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

"Recent complaints about the HR function have touched a nerve in a large, sympathetic audience, particularly in the U.S. The most vocal critics say that HR managers focus too much on 'administrivia' and lack vision and strategic insight." – from the article "It's Time to Blow Up HR and Build Something New," which appeared in the July/August 2015 issue of Harvard Business Review

Of course this is not true for all HR professionals, but you and I know colleagues who fit this description. You and I also know that there is no other area of campus that is more regulated than human resources and that this burden is increasing. We also know that part of our responsibility is to deal with that 10 percent or so of our employee population that constitutes the "bad actors," the ones who live to create conflict and controversy or perform at marginal levels. All of this is very taxing and time-consuming, but is this work an excuse to limit our areas of growth and the need for us to competently lead our organizations?

Last year, I attended a conference for boards of trustees and had the opportunity to attend the outstanding keynote delivered by Dan Pink (who also happens to be our Monday keynote speaker at this year's CUPA-HR annual conference). As Dan began his comments, he challenged the group to consider how parts of their jobs involved sales, even if they weren't involved in "traditional" sales activities. He then asked attendees to think about the first words that came to mind when they heard the word "sales." The group shared words like pushy, yuck, used car salesperson, etc. He then asked the group to apply this to higher ed and think about the campus group that comes to mind when you hear these words. As I began to think about this for myself, someone very near the stage shouted "human resources." I hoped that someone, anyone, would name another campus group like parking services (always a thankless job on campus) or facilities (the temperature in the building will never meet everyone's expectations), but no one said anything.

I admit that I was glad that I had not had the opportunity to introduce myself to those sitting around me prior to the beginning of the session, that the lights were low and that my nametag was not quite visible to those sitting in close proximity. I then spent the rest of the presentation deciding whether I was mad, simply frustrated or determined that I needed to share this experience with others as part of our call to action. I guess you've figured out what I chose to do.

In June, I had the privilege of facilitating a panel of chief HR officers and general counsel at the National Association of College and University Attorneys annual conference. During the presentation, I referenced CUPA-HR's learning framework and the competencies that campuses should expect from their human resources professionals. At the end of the presentation, three general counsel asked to learn more about the competencies. One of them shared that she had recently been asked by her HR department to develop a new performance planning and review process for her college. "Is this something that the general counsel should lead?" she asked. My response to her was the same that your response would be … "ABSOLUTELY not!"

As HR professionals, our relevance now and into the future will be contingent upon our ability to demonstrate our competency in areas beyond compliance. My hope is that the person who called out HR during that conference last year will have the opportunity to see HR not as a "yucky salesperson," but more as a partner. I also hope that the general counsel that I interacted with will take the learning framework back to her chief HR officer as a way to help emphasize the types of competencies and leadership expected of a higher ed HR organization. And I hope that all of us will make it a priority to continue to build our competencies and skill sets so that we can demonstrate day in and day out our value-add to our organizations.

Andy Brantley

Andy Brantley | CUPA-HR President and CEO

Gauging Climate for Non-Tenure-Track Faculty

Lots of departments want to know what they're doing right for non-tenure-track faculty members, what they can do better and how that climate affects student learning. But how to measure it? The Delphi Project on the Changing Faculty and Student Success at the University of Southern California, which works with adjuncts and administrators on these issues, fields such questions all the time. So it created a self-assessment tool called Departmental Cultures and Non-Tenure-Track Faculty.

The anonymous survey tool can be used by provosts or administrators, department chairs, non-tenure-track faculty members and unions to understand departmental climates on campus. It collects information on basic demographics of non-tenure-track faculty members, such as length of service, whether respondents are part-time or full-time and if they work primarily on campus or online. Questions on departmental culture explore treatment by tenure-track faculty members, participation at faculty meetings, salary and pay, hiring practices, communication, mentoring and levels of institutional support. There's a separate subsection for online-only faculty.

Based on non-tenure-track faculty members' responses, departments fall into one of four "cultures" for adjuncts the Delphi Project has identified elsewhere in its research: destructive, neutral/invisible, inclusive or learning (in which tenure-track colleagues view and treat non-tenure-track faculty members as true peers). The tool includes descriptions of various aspects of departmental culture within each, in part for the benefit of departments looking to improve their climates and therefore improve student learning. For example, departments with learning cultures employ intentional hiring practices and offer professional development that's not limited to campus events, resulting in less turnover and recruitment of quality faculty. Destructive departments, meanwhile, are constantly hiring and offer no professional development.

"The four cultures that the survey is designed to get at are linked in research to student learning," said Adrianna Kezar, professor of higher education at USC and director of the Delphi Project. "We know it can really help campuses, and they have been asking for such an instrument, so we want to get the word out."

Kezar added, "The destructive cultures are obviously very negative to student outcomes. The invisible one also is fairly problematic. What is surprising is even the inclusive culture does not fully support student learning. I think most people are in the invisible culture and a few are moving to inclusive — but the goal is to reach the learning culture."

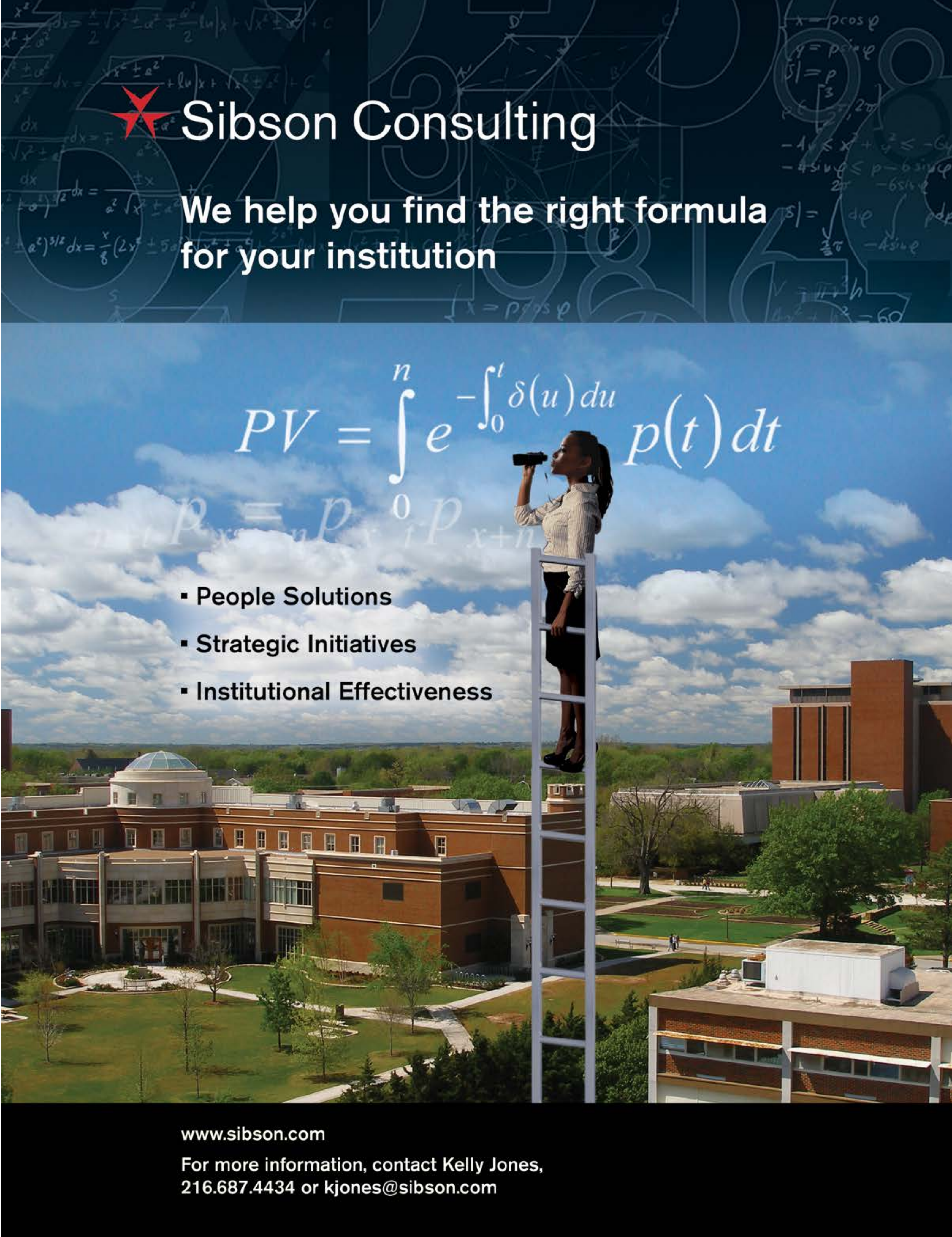
This brief first appeared in the August 13, 2015 issue of Inside Higher Ed. It was reprinted here with permission.

Survey Finds Gaps in Leadership Development Opportunities for HR Pros

Findings from leadership and talent firm Korn Ferry's 2015 Global Executive Survey paint a bleak picture of leadership development opportunities for those in the human resources field.

The March 2015 survey of more than 700 executives found that nearly half of respondents (47 percent) say their organizations do not offer leadership development programs specifically for members of the HR function. For those who do offer programs to this cohort, two-thirds (66 percent) say the development is not as rigorous as it is for other functions within the organization, and more than half (58 percent) do not believe their senior HR leaders receive relevant development opportunities to perform optimally in their roles. The survey also found that nearly half of respondents (48 percent) say members of the HR function are not considered for high-potential programs and 58 percent say there is no succession plan for the CHRO.

"This is the perennial problem of the cobbler's children having no shoes," said Korn Ferry Senior Client Partner Arvinder Dhesi. "As the HR function continues to become more complex and entrenched in the strategic aspects of the business, it is critical that HR leaders are offered key development opportunities to help them succeed."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The Learning Academies@SHSU

By Cindy Bradfield and Thieme Bittick

Learning and professional development are key to any good organization. Research has shown that employees who are given opportunities to develop new knowledge, skills and abilities are more engaged, happier at work, more change-ready and more committed to their jobs. Providing opportunities for your workforce to learn, grow and gain new skills and competencies helps create an agile, adept, forward-thinking organization — traits that are especially critical in today's higher education landscape.

So what do you do if your institution doesn't have a professional development program or if your existing program has flatlined, is stale or doesn't align with your institution's mission, vision and priorities? Maybe it's time to reevaluate, revamp or rebuild. No doubt, building a professional development program from the ground up is daunting, but it can be done … no matter an organization's size, budget constraints or manpower. Here's how we did it at Sam Houston State University.

The Need

Sam Houston State University (SHSU) had never had a professional development program for its 1,200-member staff. Aside from mandatory compliance training, staff had no other formal opportunities to build their knowledge, skills and abilities. Realizing this was detrimental to the university in myriad ways, human resources in early 2013 began discussions on what a professional development program might look like, what it would take to create it, and how it could be implemented. From these discussions, we determined we wanted a program that would ensure proactive legacy planning by growing the workforce for the future and enhancing core competencies for the present. But first, we needed to determine what those core competencies would be and how we could align them with any learning offerings we provided.

Identifying Core Competencies

To establish a list of core competencies and a curriculum that would train for those competencies, we met with focus groups to conduct a needs analysis. Invited members consisted of staff and management from every department. The results produced categories of identifiable training needs, which we then targeted, prioritizing key areas of opportunity to close the gap between where the university was and where it wanted to be.

The results of this process became the foundation of SHSU's core competencies for managers and staff. SHSU staff are expected to be: 1) committed to the university's vision and mission; 2) innovative in thinking and doing; 3) effective communicators; 4) accountable for themselves and to others; 5) dedicated to lifelong learning; and 6) efficient in operations. In addition to possessing all six competencies identified for staff, managers are also expected to: 1) support the university's strategic plan; 2) provide leadership; 3) empower others; 4) comply legally and ethically; 5) manage performance; and 6) build trust. All of these core competencies include specific examples of what each means.

With the core competencies identified and defined, we created a pan to use these competencies as the foundation for our professional development program. University administration then established an annual minimum requirement for professional development training (eight hours for staff and 12 hours for managers) and added it as a factor in the formal performance appraisal.

Now it came down to brass tacks — building the program.

Learning Academies@SHSU

We built two Learning Academies around the core competencies, using benchmark organizations and the training needs analysis as a blueprint. The Learning Academies consist of seven core courses for the Management Academy (for managers) and seven for the Training University (for staff). The academies make use primarily of volunteer subject matter experts and faculty at SHSU to minimize the cost of the program.

Additionally, we acquired an e-learning library from an online training vendor to mirror and extend the offerings of the curriculum for employees who wished to enhance their core competencies but who were unable to attend in-class training courses. Each class offered, whether through the Learning Academies or online, is worth a designated number of credit hours. Once an individual completes a class, the class and credit hours will automatically be added to that person's transcript in SHSU's online talent management system. To market the Learning Academies, we hosted several "town hall" meetings on campus, created print materials to distribute across the university and utilized online outlets to get the word out. We also enlisted the support of the president to record a video introduction to the first Management Academy session in order to demonstrate buy-in at the highest levels and generate excitement for attendees.

Management Academy

SHSU's Management Academy is designed to enhance effective leadership by offering new managers a well-rounded introduction to supervising; providing experienced managers with solid refresher training; providing all managers the opportunity to close skill gaps and network with other managers on campus; and giving up-and-coming managers the chance to hone their supervisory skills. The courses are not generic management courses, but rather are tailored to managing at SHSU, and all are tied to specific core competencies. Some of our Management Academy classes include:

- E-Colors Awareness for Teams – In this combined Training University/Management Academy class, managers are encouraged to bring their teams to learn about personality preferences, identify ways to work more productively with employees who have different behavioral styles than their own, and learn how to use personality preference awareness to reduce conflict and increase efficiency in the workplace.
- Foundations of Management – Managers hear from a panel of SHSU's senior leaders who are new to the university or have recently taken on new leadership duties about the lessons they have learned from managing in a new culture.
- HR for Non-HR Managers – In this class, senior HR managers discuss key topics that all managers need to be aware of in today's workplace and introduce participants to subject matter experts in each area that they can go to for answers and assistance.
- Project Management for Managers – A crash course in leading a team through a major project.
- Managing Legally – Managers learn about the current "litigation landmines" and how to avoid them; how to identify behaviors and actions that may lead to discrimination and sexual harassment complaints and how to prevent them; and appropriate management conduct that can reduce or eliminate legal problems.

Training University

The goal of Training University is to maximize employee potential by helping staff prepare for the next level of their career, expand current skills and knowledge and fulfill their annual professional development requirements. Training University classes include:

- Generations - Understanding Your Student Workers – Explores how to work with and/or best manage student workers to develop their full potential and effectively meet the department's needs.
- Managing Change and Building Resiliency – An exploration of the different kinds of change, how to deal with change and how to build resilience for the future.
- Project Management for Non-Project Managers – An introduction to and overview of project management.
- Written Communication Skills – Participants learn how to avoid the most common errors in business writing and gain tips for writing for different audiences.

Raising the Profile of HR

The Learning Academies project was a strategic effort on the part of human resources from the outset. By linking the newly-developed core competencies and professional development program to the university's mission, vision, values and goals, we demonstrated our ability to think and act on a "big picture" scale and to contribute in a very

An Award-Winning Program

Sam Houston State University has been recognized by The Chronicle of Higher Education's Great Colleges To Work For survey for the second consecutive year in the category of Career/Professional Development Programs. Additionally, the SHSU Learning Academies was the recipient of the Texas Higher Education Human Resources Association's Innovation Award in 2014 and a nominee for CUPA-HR's 2015 HR Innovation Award.

concrete way to the betterment of the university and its people. The program has laid the foundation for future career pathing, which will tie the program to compensation and classification and to the development of individual training plans for all staff employees.

As a result of the program and our role in creating and driving it, the value of the HR function has increased. Managers are beginning to recognize HR as a repository of expert advice and are beginning to contact us to ask how to go about tasks such as giving constructive feedback to an employee beforehand versus waiting until there is a problem. Instead of being seen primarily as the place one goes to get one's hiring, benefits or retirement completed, HR is increasingly seen as a proactive advocate of the education community. Increasingly, if a department has questions about the value of external training or what opportunities are available for professional development for their staff, they call us first to ask advice.

A Need Met

"If you build it, they will come" might sound cliché, but it rings true in this case. Since the program began in February 2014, 789 individuals have attended one or more Learning Academies classes, and 756 individuals have completed or are in the process of completing one or more online courses. Most of the in-person classes offered are filled to capacity, often with a wait list. Networking and information sharing with colleagues across campus has increased, as has employee engagement, with employees actively pursuing professional development opportunities.

Prior to spending their time or resources on training, employees will frequently call HR and ask if the training will count toward fulfilling their professional development requirement, as training that fulfills the requirement is seen as a value-add. In addition, employees are starting to ask questions regarding career development and requesting advice on how to better position themselves for their long-term career goals using the development opportunities available to them.

By formulating an efficient, practical, mission-linked plan for professional development and career growth opportunities for SHSU staff and gaining buy-in at all levels of the university, HR was able to initiate, and continues to drive, culture change around learning and professional development.

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Building Higher Ed HR Competencies With CUPA-HR's Learning Framework

As HR professionals, in addition to creating opportunities for learning that will help our institutions' employees build their competencies, we should also be focusing on expanding our own knowledge, skills and abilities. CUPA-HR's Learning Framework serves as a foundation for building the skills necessary for success in higher ed HR. As an organization, CUPA-HR uses the framework to drive programming and content. As an individual, you can use the framework to determine where your (or your team members') strengths lie, where there may be gaps and where a deeper dive might be required.

Learn more about the learning framework and how you can use it at **www.cupahr.org.**

The Academic Department Chair as Transformative Diversity Leader

By Edna Chun and Alvin Evans

In light of the rapidly increasing minority student population in higher education – which doubled between 1976 and 2010, while the number of white students during this same time period declined from 83 percent to 61 percent – the role of academic department chairs in building inclusive learning environments is both urgent and critical. Although department chairs are responsible for much of the academic decision making in colleges and universities, the chair's influential role in diversity transformation has been largely overlooked. However, with institutional support, the academic department chair has the potential to be the engine of diversity change in higher education.

While HR leaders typically do not hold a seat at the academic decision-making table, development of a strategic human resources approach to the department chair's diversity role can assist the institution in leveraging its talent strategies in alignment with institutional mission. Given HR's expertise in organizational change, HR can contribute to the creation of programs and processes that recognize and enhance chairs' diversity leadership contributions. In addition, HR can assist institutions in the development of search processes and competitive compensation packages that attract and retain diverse and talented department chairs.

Why are department chairs so critical in diversity change? Because they are the linchpins in the "value chain" in the students' educational progress, leading from classroom experiences, curricular offerings and faculty mentoring to careers in a diverse and global workplace. Operating at the core of the academic value proposition, department chairs are influential leaders in terms of departmental climate, educational outcomes and faculty hiring, promotion and retention. They also set the tone for an inclusive departmental environment that can advance the access and success of diverse students.

Barriers to Diversity Change

Diversity change agent is unquestionably a complex and demanding role for department chairs. They must navigate the complex administrative and faculty worlds and negotiate the boundaries between these two often-conflicting domains. Faced with limited budgetary resources and numerous time-consuming administrative responsibilities, they may have little opportunity to pursue diversity hiring or negotiate curricular change. Frequently elected or selected from the faculty ranks for a limited term, department chairs often may not yield sufficient power or authority to insist on a common pathway and frequently must navigate through negotiation, influence and persuasion. They can face internal resistance to diversity change and may have to surmount divisive factions in the department.

Rapid turnover in the provost's and dean's roles compounds the difficulty in obtaining needed support for diversity initiatives or sustaining a consistent diversity course. From a political standpoint, department chairs can encounter neutrality on the dean's part with regard to diversity or even a desire to shift the blame when situations do not turn out as expected.

Furthermore, diversity resistance can be attributable to a backward algorithm in which diversity is seen as an end, rather than a means to an end. Far too often, search committees see diversity and quality as antithetical and object to a diversity recruiting focus. In countering the pushback that results from this perspective, a white male psychology chair in a Midwestern urban university explains his approach to faculty hiring:

> I was pushing us to consider the importance of diversity, and one of the things I did to promote diversity as a positive, value-add attribute was provide our faculty with data to show that groups that are diverse actually make more effective decisions than groups that are not diverse. It's not just diversity for diversity's sake. Making your faculty more diverse will improve the quality of faculty and the quality of decision making of the group.

Similarly, a white male chair of modern languages and literatures in a religious-affiliated university observes the tendency of faculty to become immersed in disciplinary specialization and be reluctant to engage in what he terms "border-crossing" dialogue:

> Even though we are a department where one might expect great diversity of outlook, support for multiculturalism and a focus on intercultural understanding, many tenure-track faculty are ensconced in a narrow view of disciplinary specialization. They are generally unwilling to engage in genuine border-crossing dialogue or thought (either cross-cultural or cross-disciplinary).

And consider the perspective of a white male chair of educational leadership in one research university who summarizes the challenges chairs face in moving forward in substantive ways to address diversity. While there is a lot of talk about diversity, multiculturalism and social justice at his university, he sees these terms used as buzzwords and not as a way of approaching work. As he explains:

> I feel a little bit conflicted about it in terms of how to move forward. It's going to take guts; it's going to take some people retiring; it's going to take some people finding their voice and their courage to stand up and say things. There's a lot of talking and I don't see much action yet.

Facilitating the Chair's Role as Change Agent

The higher education literature has been largely silent in terms of the department chair's role in building a diverse department, and few chair guides even touch upon diversity. In our recent study, *The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education*, we draw upon findings from an extensive survey and interview sample to highlight common barriers to the chair's diversity role and present practical strategies for instigating and sustaining change.

Given the relatively small percentage of chairs from non-dominant groups, we particularly focus on the differential challenges faced by minority, female and LGBT chairs. Since the predominant demographic makeup of the department chair tier is still largely white, the small number of minority chairs is a matter of ongoing concern due to the need for role models and mentors for diverse student populations and the importance of the chair role as a potential pipeline to the dean position.

Among key recommendations in our study of particular importance for the development of institution-wide HR and diversity strategies are the following:

Recognize department chairs who have made outstanding contributions in the area of diversity. The Committee on Diversity and Cultural Competence of the faculty senate of the 64 campuses of the State University of New York has called for policy changes in the faculty reward and evaluation system to recognize diversity.

Create a nucleus of department chairs for participation in diversity planning at the institutional level. Small groups of chairs from different disciplines can recommend concrete strategies that enhance the link between educational mission and the access and success of diverse students.

Development of a strategic human resources approach to the department chair's diversity role can assist the institution in leveraging its talent strategies in alignment with institutional mission.

Actively seek greater representation of individuals from non-dominant groups in the department chair role. Until universities and colleges develop a critical mass of chairs from non-dominant groups including women, minority, LGBT and disabled faculty, academic leadership will fail to realize a representative academic infrastructure that addresses the needs of a diverse student body.

Address department chair compensation through benchmarking with peer institutions. Due to the complex leadership role that chairs face and the often limited rewards that accompany this responsibility, institutions need to reconsider the compensation process so that faculty will be willing to assume this demanding role.

Provide finely tuned programs for department chair and faculty development that offer research-based approaches to diversity leadership. Our study indicates a dearth of programs devoted to chair development as well as programs that address the chair's role in diversity. The American Council on Education offers a year-long

Leadership Academy for chairs that includes diversity and leadership among its topics. Jossey-Bass offers online resources through its Department Chair Leadership Institute and also publishes a quarterly newsletter, *The Department Chair.*

Transforming the Diversity Landscape

Since academic department chairs represent a critical lever in diversity transformation, HR practitioners can partner with academic and diversity leaders to enhance processes and programs that strengthen department chairs' diversity leadership roles. In particular, the areas of recruitment and outreach, compensation, rewards and recognition and professional development offer the opportunity for collaborative talent strategies. Diversity in the department chair ranks is an essential first step and a clear signal of organizational commitment.

Chair leadership is critical to ensuring that students have the competencies, knowledge and expertise needed for success in a global, interconnected society. Recognition of the academic department chair's leadership role in diversity will not only accelerate the process of institutional transformation, but will also ensure the continued responsiveness and relevance of a college education to the rapidly changing demands of the 21st-century workplace.

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DOL's New Proposal on Overtime: How Much Will It Impact Your Campus?

By Josh Ulman, Christi Layman and Basil Thomson

On June 30 of this year, the U.S. Department of Labor (DOL)'s Wage and Hour Division announced proposed changes to the regulations governing overtime pay requirements under the Fair Labor Standards Act (FLSA). The government subsequently published the proposal, known in D.C. parlance as a Notice of Proposed Rulemaking or NPRM, in the *Federal Register* on July 6.

DOL asked the public to provide comments on the NPRM by September 4, which CUPA-HR plans to do. We also asked the DOL to consider extending the deadline for comments an additional 60 days so that we have more time to gather information from our members about the potential impact of the proposal. (As of press time, we had not heard back from DOL about the requested extension.)

Raising the minimum salary requirement to the proposed $970 per week will require overtime pay for 40 percent of full-time salaried employees, or an estimated 4.6 million workers.

DOL issued the rulemaking proposal in response to a Presidential Memorandum, signed by President Obama on March 13, 2014, directing U.S. Secretary of Labor Thomas Perez to "modernize and streamline" the regulations defining which white collar workers are exempt from the FLSA's minimum wage and overtime standards. DOL last updated the regulations in 2004. Prior to that, they had not been updated in close to 30 years.

The FLSA, enacted in 1938, requires employers to pay their employees a minimum wage set by the statute and "overtime" pay at a premium rate of time-and-a-half for every hour the employee works over 40 hours in a given week. The statute exempts certain categories of employees from these requirements. Under the "white collar" exemptions, executive, administrative and professional employees are exempt from the FLSA's overtime and wage requirements if they are paid a salary (salary basis test) of at least $455 per week or $23,660 annually (minimum salary requirement) and primarily perform responsibilities that DOL considers customary of professional, executive and administrative work (duties test). In 2004, DOL added to the regulations a more streamlined "duties test" for employees paid a total annual compensation of at least $100,000; this is known as the highly-compensated test for exemption (HCE).

In the NPRM, DOL proposes a dramatic increase to the "minimum salary requirement" and an increase to the HCE compensation level. DOL also requests comments on whether it should make changes to the duties test and proposes an automatic annual escalation to the minimum salary level and the HCE.

Proposed Salary Level Change

Now, more than 10 years after the last salary increase, DOL proposes raising the minimum salary requirement to the 40th percentile of weekly earnings for full-time salaried workers, which the agency estimates will be $970 per week, or a yearly salaried amount of $50,440 in 2016 when the rule will likely go into effect. This is a 102 percent increase over today's current threshold of $455 per week and, provided employers make no adjustments of their own to their workforce, will require overtime pay for 40 percent of full-time salaried employees, or an estimated 4.6 million workers.

Additionally, DOL is considering and requesting comments on whether to allow nondiscretionary bonuses, such as certain production or performance bonuses, to satisfy a portion of the minimum salary requirement. Such bonuses include, for example, nondiscretionary incentive bonuses tied to productivity and profitability. Even though DOL is considering such a change from the current rules, it is likely that the agency will not allow such bonuses to account for more than 10 percent of the weekly salary threshold, and administering bonus pay would have to occur monthly or even more regularly. Furthermore, to prevent the salary level from ever becoming outdated again, DOL has proposed an unprecedented automatic annual escalation to the minimum salary level and the HCE. The agency has proposed two possible methodologies — either by pegging the salary to a certain percentile of earnings for full-time salaried workers (DOL proposes 40th percentile for the minimum salary requirement and 90th percentile for HCE) or by adjusting the salary level based on changes in inflation determined by the Consumer Price Index for All Urban Consumers (CPI-U).

Possible Duties Test Changes

Although DOL did not propose any specific changes to the standard duties test, it is seeking comments on whether the duties tests are effectively screening out employees who are not bona fide white collar exempt employees. Specific questions posed by DOL are as follows:

- What, if any, changes should be made to the duties test?
- Should DOL look to the State of California's law (requiring that 50 percent of an employee's time be spent exclusively on work that is the employee's primary duty) as a model?
- Should employees be required to spend a minimum amount of time performing work that is their primary duty in order to qualify for exemption?

DOL's questions keep open the possibility the agency will make changes to the duties test in the final rule. Any limits on the amount of time employees may spend on nonexempt duties would mean employers would need to closely track many exempt employees' hours. This would impose significant additional burdens on employers and employees and likely undermine the autonomy of exempt workers.

The Impact on Higher Ed

As DOL points out in the NPRM, it has been 10 year since the last increase to the salary threshold, so an adjustment was overdue. Nevertheless, the proposed increase to the salary-level threshold is far higher than expected, and a change of this magnitude will have a significant economic impact on institutions and hundreds of thousands of workers on college and university campuses. Many CUPA-HR members are in the process of evaluating the potential costs and impact of the proposal on campus employees and budgets. Among the issues facing institutions are whether they will need to reclassify from salaried to hourly status front-line managers in food service, building and grounds, security roles and other administrative and professional personnel, including researchers (the minimum salary and salary basis requirements do not apply to teaching faculty), and the impact this may have on budgets, services and workplace flexibility.

The proposed salary threshold increase is far higher than expected, and a change of this magnitude will have a significant economic impact on institutions and hundreds of thousands of workers on college and university campuses.

With exempt salaried jobs, institutions of higher education and other employers pay a fixed cost and employers need not track employees' work hours. In contrast, the cost of hourly employees will vary based on the number of hours they work in a given week, and the employer must track the number of hours employees work. Thus, salaried workers often provide employers with fewer administrative costs and greater certainty over their budgets and deliverables. Generally, employers have less concern over where and when a salaried exempt employee does his or her work and are more focused on whether that employee is getting the job done (thus salaried employees generally have greater flexibility).

One other concern is focused on part-time salaried workers. The minimum salary basis is not pro-rated, therefore a salaried exempt employee who makes $70,000 or $90,000 and wishes to job-share or otherwise work part-time would need to be reclassified as hourly under the new rule. Employers may be more hesitant to allow these salaried employees to move to part-time if the position will need to reclassified as hourly (see above about timekeeping, fixed costs and deliverables). This may be particularly the case if the job involves telecommuting, where again, hours are hard to track.

Additionally, there are economic concerns with regards to the automatic annual increase of the salary threshold. Namely, it would put constant pressure on budgets without regard to individual employers' financial conditions; it is based on lagging indicators — and as such it may not reflect the economy at the time; it can lead to wage compression; and it would leave employers less discretion with respect to rewarding performers (raises will need to be spread more evenly).

Finally, the ruling is indiscriminate of the different economic trends occurring in different parts of the country. For institutions that are located in areas of the country with lower average wages, such an increase will be felt more heavily than in other areas of the country where average wages are higher and many exempt employees may be making close to or above the proposed threshold. These changes will result in significant costs, and the money must come from somewhere (likely tuition increases or cuts to services).

CUPA-HR Advocacy Efforts

CUPA-HR was actively engaged with the DOL to educate it as it drafted the rule and will continue to engage the agency throughout the rulemaking process. Last year, CUPA-HR leadership and members met with Secretary of Labor Tom Perez and his team about the possible changes to the overtime rule. Then, a few months ago, we met with the Office of Management and Budget, which oversees federal regulations, to detail our thoughts on possible changes to the rule.

Since the proposed rule's release, we have solicited input from our members on the impact the proposal would make on campus and have incorporated these responses into extensive comments we will submit in conjunction with other higher ed associations.

CUPA-HR is also the co-chair of the steering committee for an employer coalition (the Partnership to Protect Workplace Opportunity) focused completely on this issue, and we are working with the coalition to file additional comments with other employers and have also engaged lawmakers on Capitol Hill with other representatives of the employer community. The coalition also sent a letter requesting that the DOL extend the comment period by 60 days, from September 4 to November 3. (Again, as of press time, we had not heard from the DOL on whether or not it would grant the extension.)

We expect to see a final rule in late 2015 or early 2016 that will likely take effect in late 2016 or early 2017. As the DOL's timeline becomes clearer throughout the fall and when we finally see a final rule, CUPA-HR will be preparing resources, including webinars and white papers, to help you understand and comply with this major change.

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www.cupahr.org — Your One-Stop Shop for the Public Policy News and Resources You Need to Do Your Job

One of CUPA-HR's strategic priorities is to "proactively influence legislative and regulatory issues that impact higher education, human resources and the higher education workforce." As such, we've ramped up our advocacy efforts in Washington over the past few years, and are committed to keeping you in the know on important workplace- and workforce-related legislation and regulations.

To keep up with all the latest happenings on the Hill that could impact you and the work you do, keep an eye on the CUPA-HR website. On The Higher Ed Workplace blog (**blog.cupahr.org**), you'll find weekly updates from our government relations team on legislative, regulatory and compliance issues. On the Advocacy and Compliance web page (**www.cupahr.org/advocacy/index.aspx**), you'll find links to our advocacy letters, briefs and testimony, as well as the latest ACA news and an overview of recent court cases that could have implications for the higher ed workplace.

And don't forget the Knowledge Center (**www.cupahr.org/knowledgecenter**), with toolkits on FMLA, FLSA, Title IX, ADA, I-9/E-Verify, Civil Rights Act of 1964 and much more.

How to Hire Like a Search Firm

By J.R. Tarabocchia

It's not unusual for colleges and universities to use search firms to recruit and hire their top executive (the president or chancellor), but many institutions are also employing these firms to find other leaders, including provosts, deans and sometimes even directors. We all know that losing an employee and hiring a new one is expensive — costs can include overtime or stipend expenses to pay other employees to get the work done when a coworker leaves the job; the manpower and time it takes to develop or update a position description; fees associated with posting an advertisement; time spent on resume reviews, interviews and background and reference checks; relocation expenses; training costs; and more. Add to that the tens of thousands of dollars a professional search firm might charge for a single search, and it's easy to break the bank.

Undoubtedly, search firms can add value and organization to the search process. From pre-search preparation (which includes creating a timeline, forming a search committee, creating a position specification and laying the groundwork for the search) to recruiting talent, interviewing, selecting a candidate and closing the deal, search firms guide the process to keep things running smoothly. They also typically commit to continue the search until a successful candidate has been found, and some even provide a guarantee that if the hired candidate leaves within one year of his or her start date, they will conduct another search at reduced or no additional cost. This is why search firms are expensive (and likely why they are so prevalent) — because they provide a guarantee.

However, contrary to what we might expect based on usage and practice, in an article entitled "You Don't Need a Search Firm to Hire a President" in a recent issue of *The Chronicle of Higher Education*, former American University provost and interim president Milton Greenberg posits that "there is no evidence that the use of a search firm improves the quality or longevity of administrative leaders compared with those chosen the old-fashioned way."

So what if we could learn to hire like a search firm — to adapt the best practices followed by the best search companies to bring the best people on board? What if we could make our hiring process as efficient and effective and foolproof as possible? When the position for which you're hiring requires a search process, here are some steps you can take to hire like the pros (but without the hefty price tag!).

Step 1: Create a Timeline

The hiring manager and/or search committee chair should begin a search by clearly outlining the search timeline and process. He or she should determine the potential start date for the candidate, then work backward. A backward hiring timeline might look like this:

- New employee begins
- Two weeks prior (perhaps longer, depending on the position): offer is made, new employee accepts, gives notice to current employer and relocates if need be
- Three weeks prior: committee gives feedback to hiring manager; hiring manager makes final decision
- Seven weeks prior: finalists are on campus
- Eight to nine weeks prior: initial interviews
- Eleven weeks prior: application review
- Twelve to fifteen weeks prior: receive applications
- Sixteen weeks prior: position description is written and position goes through HR approvals; position is posted

Step 2: Form the Search Committee

Another early task is for the hiring manager and/or search committee chair to identify, form and charge the search committee. The search committee might include peers or colleagues of the position; a direct report of the position; important stakeholders and community members; a representative from the student body; a subject matter expert; and a representative from human resources. Keeping the search committee to five to seven members can help in ensuring the committee is not too unwieldy. The largest search committee I have chaired had 12 members, and while we accomplished the task of having buy-in from many campus stakeholders, we never had one meeting when the entire committee was able to attend. It's also important to bring together a diverse group of individuals to serve on the search committee. Training the team on inclusive hiring practices and diversity is also of paramount importance.

Hiring, even for executive-level positions, isn't rocket science — it just takes time, patience and a commitment to doing it the right way.

Step 3: Identify the Purpose of the Search Committee

It is important for a search committee to understand its role and purpose from the outset. Some search committees facilitate the entire process, including making the final hiring decision. Some committees' end goal is to narrow the pool, bring candidates to campus and provide a pro/con list of each finalist to the hiring manager. Ensuring that the committee knows exactly what is expected of it from beginning to end can help save time and guide the committee's tasks.

Step 4: Create a Position Profile

Creating a specific and detailed profile for the position can greatly benefit your recruiting process, as this document will be the basis for the advertisement for the position. With a position profile, the more information the better. A profile should include the following:

- An overview of the institution;
- Information about the position, both high-level and day-to-day;
- Mission, vision, values, philosophy and history of the institution and division or department;
- The portfolio of the position;
- How to apply; and
- Information on key individuals, including the direct supervisor, president and/or chancellor.

Step 5: Advertise the Position and Recruit Candidates

There are many places online to post job recruitment information, including professional organizations, social media and your organization's website. I have routinely posted on Twitter, Facebook, LinkedIn, consortium websites like HigherEdJobs.com, The Chronicle of Higher Education, CUPA-HR's JobLine and e-mail listservs. I am quite fond of LinkedIn's recruiting website (at the time of this writing, this service costs around $1,500 per year), which pushes your job posting to potential applicants and gives you a top 50 list of potential applicant "matches" who are in your local area. The great thing about posting a position on social media is that if you ask your coworkers to retweet, share or like the posting, your potential reach could grow exponentially.

The absolute best recruitment mechanism I have used and the way I have found most finalists for a particular position is to directly reach out to potential candidates (or to people whom I know, who themselves know potential candidates). This method of reaching out to people who would be great candidates but might not think to apply for a position is precisely what search firms do. The easiest way to start this process is to come up with a list of names of people to whom to reach out (ask the search committee, direct reports, other colleagues and stakeholders to suggest people whom they think might be a good fit). You can build your list by looking at other comparator or aspirational schools and finding people who are currently in the same or similar position and by accessing membership lists of professional organizations related to the position.

This unsolicited targeting might seem like an unwanted telemarketer calling at dinner; however, my experience is that the majority of times, an e-mail or phone call of this nature opens the door for more dialogue. Typically the reply is "I'm honored. Who nominated me? Can you tell me a little more about the position?"

Step 6: Centralize Search Resources

Having a centralized, password-protected website for all of the files associated with the search can be a helpful tool for search committees. Items that might be included on such a website include meeting minutes, meeting agendas, a list of committee members and their contact information, the position description, the committee's charge, organizational charts, the timeline for the search, outreach and advertising methods, sample communications to candidates, information about the selection process and candidate applications.

Having a centralized place for materials can help keep things moving in the event that the search chair is unable to complete his or her duties. It also allows committee members who cannot attend every meeting to participate.

Step 7: Practice the High-Touch Approach

The devil really is in the details. I've been a member of many search committees and an applicant for many positions where the details were simply forgotten or not cared about. Missing some details might not have any effect on the final outcome, but following through with and paying attention to them demonstrates the culture and warmth of your college or university. Training and onboarding really begin when an individual applies for a job, not on his or her first day. The principles I use are simple: over-communicate and treat candidates like I would want to be treated if I were in their shoes.

Take the time to advise applicants of their status and take special care to communicate with those who will not proceed further. As a general rule of thumb, I always e-mail a candidate immediately after he or she has applied. In that initial e-mail, I include a tentative timeline so that candidates can know what to expect. For candidates who have made it to the point of interview, I prepare them in advance by providing them with a list of people who are on the search committee and others whom they will meet during the process, a copy of organizational charts, and sometimes specific information to review, such as websites, budget documents or annual reports. Providing this information helps narrow the focus of the interview to what is really important and gets to the heart of whether the candidate has the skills and is a good fit for a particular job.

In higher ed, we often like to have marathon interview days (yes, days — plural!) for many of our positions. It should go without saying, but be sure to give the candidate a schedule of events, make sure that breaks are scheduled, offer water and ask frequently if the candidate needs anything (and be prepared to get it).

In the interview room, consider giving the candidate a copy of the interview questions that he or she can read while at the table. This can really help with multi-part questions and with candidates whose first language might not be English.

Hiring Made Easy

Hiring, even for executive-level positions, is not rocket science — it just takes time, patience and a commitment to doing it the right way. You can't take shortcuts, and you can't vary the process too much from one hire to the next. Consistency and a solid plan are key. By adapting the best practices of search firms to your own hiring process, you can be just as successful as they are in finding the right talent for your institution, and for a fraction of the cost.

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HR Tr

David Kryscynski is assistant professor of organizational leadership and strategy at Brigham Young University, where his teaching and research focus on the intersection of human resources and strategy and how organizations compete through their people. He serves as co-director of The RBL Group's 2015 Human Resource Competency Study and has consulted with a wide variety of organizations and businesses on organizational leadership and strategic management. He also provided guidance to CUPA-HR's Think Tank as it explored HR transformation and what that might look like in higher ed. He'll present the super session "What Needs to Transform in Higher Ed HR Transformation" at the CUPA-HR Annual Conference and Expo 2015, September 27-29 in Orlando, Florida.

"There has never been a greater need for professionals in human resources to minimize or eliminate transactional work and directly connect to the business and ultimate success of their campus. To truly make an impact, we must understand not only the challenges of our specific institutions, but also the evolving business model necessary for success/survival as well as the external forces impacting higher education. We must take the lead on leveraging the resources with which we are entrusted to the greatest extent possible to achieve organizational and workforce excellence. Our short-term and long-term relevance is contingent upon our ability to transform our HR organizations, and those who are a part of our HR organizations, to help drive the success of our colleges and universities." – *excerpt from the CUPA-HR Think Tank report on HR transformation*

This past winter and into the spring, a think tank made up of CUPA-HR leaders and staff dove into the topic of HR transformation in higher education: What is HR transformation really, and what does it entail? How can we learn from the transformation trends in the business world while staying true to the unique higher ed environment? How can HR influence organizational performance? In what ways can we connect our work to institutional mission? How can we lead the charge for change?

The think tank's work consisted of researching HR competencies, studying HR transformation models and tapping human capital subject matter experts to provide

ansformation:

Making the Business Case for Change

perspective and clarity on what successful, strategic HR organizations look like. The goal is to develop resources and tools to help create HR transformation that connects human resources to the higher ed business model and positions HR to lead.

One of the experts who helped guide the think tank's direction and focus is Dr. David Kryscynski. Kryscynski is one of today's foremost authorities on organizational leadership and strategy. His work with The RBL Group's Human Resource Competency Study and his teaching and research have helped define the skill sets and competencies HR professionals need to possess in order to remain relevant and have helped define successful practices in organizational change, organizational leadership and people strategy.

Kryscynski will share his thoughts on HR transformation in a super session at this year's annual conference, but we were able to catch up with him beforehand to get the conversation started.

Q How can we develop a meaningful "playbook" for higher education HR?

David Kryscynski: Developing a meaningful playbook requires recognizing the competencies of HR professionals that best drive "performance" in higher education. It is useful to think of two distinct pathways for how to develop such a playbook. The first pathway is to start from scratch. Tap HR professionals and administrative leaders in higher ed and conduct a rich qualitative analysis of how and why HR professionals enhance performance in an institution. Then you can use that data to develop a rough model for HR competencies in higher ed. From there, you can develop a survey instrument that quantitatively measures each of the key competencies, and conduct an in-depth study of HR professionals and their performance outcomes.

This quantitative study will allow you to determine which of the observed competencies have the greatest impact on the performance outcomes you care the most about. Now that you know which competencies have the greatest impact, you can do another round of qualitative analysis to determine how the highest-performing HR professionals in higher ed put those high-value competencies into action. This last step allows you to develop a rich playbook of how higher ed HR professionals can engage their work.

The second pathway is similar, but instead of starting from scratch, you can use as a foundation one of the HR competency models already in existence. You then do an empirical study like the one described above to determine which of those competencies have the greatest impact on performance and, from there, do a rich study to see how the rubber meets the road for those competencies in higher education.

Q What does organizational performance mean in higher education? And how do we know performance when we see it?

DK: This is a tricky issue. For years in the business sector, the focus was on profitability. Recently, however, this sector has begun to increasingly focus on stakeholders. Performance is not a simple unitary concept. The right question to ask is "performance to whom?"

In other words, different stakeholders define performance very differently. Despite these differences, we still need to focus heavily on the customer (i.e., the person who transfers money from his or her wallet into our organization's bank account). This customer keeps the lights on and makes sure everything else keeps going. Without our customers, we are nothing.

So who is the "customer" in higher ed? Some of my students think that they are the customer, but I tend to think of their future employers as the real customer and my students as more the product. Alumni may think that they are the customers, and a state legislator may think that the government is the key customer. Who is the entity that puts money into the system to keep it afloat? This entity (multiple entities in the case of most higher ed institutions) is likely the customer.

The challenge for any higher ed institution is to identify who the right customers are, define performance from their perspectives, and then align HR to deliver value for those customers.

Q Based on the research you've seen, how do you see HR driving performance in higher education?

DK: If HR can help higher ed administrators clarify who the right customers are and what performance means in the eyes of those customers, then HR will have a huge impact on performance in higher ed. Sometimes we just need someone to guide the conversation. Some universities may already have this carefully and thoughtfully determined. In this case, HR can tightly align with the right customers to create "performance" for those customers.

My interpretation is that there is not one "right" way of doing HR, but rather there are correct principles such as alignment with the right customers, integrating insights from the changing business landscape, etc.

All too often I hear people ask about "best practices." I love to hate best practices. By the time you can actually understand and implement somebody else's "best practice," they've moved on to something new and you've replicated their old news. Rather than trying to imitate others' best practices, it is helpful to identify the best practices for your own organization, being mindful of your stakeholders and your organizational realities.

Q What will HR professionals need to do in the future to either sustain or have a stronger influence on performance?

DK: Stay tuned. We are analyzing results now from the 2015 HR Competency Study. One trend that we have been hearing more and more about is the effective use of technology in building organizational capabilities such as information management and workflow optimization. Information is critical, and people act on information. It seems natural that we will need to see a more sophisticated integration of HR and the management of information inside organizations.

Q How can HR use its influence to inspire transformation? And what key qualities must someone possess in order to be an institutional transformational leader?

The "Why" for HR Transformation

(from the CUPA-HR Think Tank report on HR transformation)

Understanding and embracing the "why change" question is critical to the business case for leading the change.

While there is a wide variety of HR practices, functions, services and programs to be found, in many circumstances, human resources is not on equal footing with other core administrative functions such as finance and IT. Many HR organizations are perceived as transactional and are not utilized for consultation or solution-oriented innovations. Some HR leaders have direct access (and influence) with campus leadership, while others are not visible to these leaders and have little input on critical decisions. However, in each of these situations, true HR value comes from understanding the business of higher education (how the institution makes/raises/spends money and the inherent tension in our organizations surrounding this process); the organization's mission, values, challenges and strategy; and the value of optimizing human capital in higher education. Regardless of the size or complexity of an HR organization, optimizing the impact of HR — beyond transaction and reaction — is essential to the profession's value to the organization and ultimately to the success of the institution.

Ideally, optimally managing HR transformation will enhance the value of HR to the business and their leaders. Those HR organizations that encourage, enable and demonstrate results in their transformation will have a greater impact on their organizations. HR teams that get results will be perceived as more effective and valuable business partners in strategy implementation. Given that human capital is the most critical and precious resource within a university, college or school, the more effective the management of the resource, the better the organization will function.

HR should position itself as a key expert and leader of people resource management, and be recognized as the source of creative energy and leadership that enables organizations within an institution to be successful. A well-designed, well-developed and well-deployed transformation is much more valuable than incremental change. Well-designed and well-executed change can reduce the loss of critical talent, avoid engagement erosion and ensure dependence on HR as the expert for innovation, creativity and proactive transformation. When this happens, HR becomes a valuable asset in the business of higher education, and higher education HR professionals can operate as leaders, sources of inspiration and strategic partners to the organization.

DK: Our research suggests that it is important for HR professionals to be able to influence key decision makers, but this is a basic requirement — and frankly, our research shows that HR pros overall do very well in this area. In most organizations we've studied, HR leaders tend to be highly respected business partners. So, this is not really a big differentiator. If it happens to be a personal weakness, then certainly work on it … but if you are already a strong influencer like so many other HR professionals, you will be better served by focusing on your ability to align HR creatively with the demands of the right customers.

Q How does one go about building a business case for change?

DK: This is a highly contextualized question. But one approach may be to look for case studies that illustrate the potential performance outcomes from change. These case studies can provide concrete examples and can be a rallying cry for organizations that need to change. Another approach is to quantify what is difficult to quantify. Some of my clients leverage the fact that performance varies within the organization and gather data to see which practices and policies have the greatest impact on performance. While imperfect in many ways, this approach gives some empirical rigor to decision making about where and how to change.

Q Once the case for change is written, how does someone use their key influential qualities to get buy-in to transform?

DK: I think this depends tremendously on the personalities of individuals involved and the group dynamics. Some executive teams prefer a direct presentation of the facts, while others work better by being led to the conclusions. Regardless, the quality of the business case should make the influencing abilities of the HR professional less critical.

Q Transformation means leaving your comfort zone and taking a risk to accomplish something. It also may require people to think and behave differently. How does an HR professional help someone get through the process of transformation?

DK: I think helping business leaders see and comprehend the realities of the external marketplace is one of the most critical issues. Most leaders are smart, capable and accomplished individuals. Once they see the realities, they can pivot to make the needed changes. Rather than resisting change, they often are unwilling and/or unable to even comprehend the need to change. Focusing on change when a leader doesn't see it is a recipe for conflict; helping a leader really see and understand the need for change is a recipe for partnership.

Q You're currently working on the latest iteration of the HR Competency Study. Can you give us a quick overview of that study? Why is it important? What do you hope/expect to find?

DK: I'll go ahead and tell you right now that my responses to the previous questions are completely biased by my work with the HR Competency Study! We have over 3,000 HR professionals globally who have participated in 360-degree feedback processes. We use that data to explore the relationship between HR competencies and individual job performance as well as business performance. Our work will empirically show which competencies have the greatest impact on performance and, therefore, which competencies are worth investing in for improvement.


Innovation
starts with people.
We're glad
you're our
people.

And

the Award Goes To ...

They're innovators. They're HR superstars. They're diversity champions. They're movers and shakers. They're dedicated volunteer leaders. They're this year's Higher Education Human Resource Awards recipients.

Read on to learn more about these individuals and teams who are truly making a difference in higher ed HR.

Donald E. Dickason Award

CUPA-HR's highest honor for outstanding service to the association and the profession

Sponsored by TIAA-CREF

Lynn Bynum

Chief Human Resources Officer | Bellarmine University

Lynn Bynum's many contributions to CUPA-HR stretch over more than 12 years. She chaired the association's Kentucky Chapter in 2003-04 before joining the national board of directors in 2008. She was tapped to chair the national board in 2012-13. She's also served on a number of CUPA-HR committees and task forces over several years, including the public policy committee, the learning and professional development committee, the budget and finance committee and the diversity, equity and inclusion committee, and has presented at several CUPA-HR chapter, regional and national conferences.

"There are many ways in which Lynn has had an impact on CUPA-HR, especially in the areas of diversity, equity and inclusion," says former CUPA-HR board chair Mark Coldren, who nominated Bynum for the award. "She was a great influence on the board throughout the design and development of its strategies focused on DEI, and she helped shape our intentional outreach for Historically Black Colleges and Universities and Hispanic-Serving Institutions. She's also a great thought leader in higher education, and she's incredibly deserving of this award."

Distinguished Service Award

Recognizing distinguished service to the association and the profession

Sponsored by Kronos Incorporated

Dennis Defa

Chief Human Resources Officer | Montana State University

Dennis Defa has served in several leadership roles in CUPA-HR, including a term as chair of the former Northwest Region board of directors and as a representative on the association's national board of directors, and was instrumental in ensuring a smooth transition when the CUPA-HR Northwest Region merged with the Southwest Region to become the Western Region in 2008. In addition to his service to CUPA-HR, he has strongly encouraged his staff to become involved with the association, providing support for them to attend conferences, serve on chapter and regional boards, and conduct conference sessions and webinars.

"Dennis is constantly inspiring his staff to participate in CUPA-HR and to utilize the association to learn from others and to share their expertise," says Montana State University's vice president for administration and finance Terry Leist. "His positive and affirming approach has made it possible for a number of very talented individuals to lend their skills and their time to CUPA-HR at various levels.

"He also strongly believes that HR should be a strategic business partner to the organization and should be involved at the highest levels of decision making," continues Leist. "He has truly helped position human resources as such at Montana State and has helped raised the profile of HR across campus."

Kevin Price

Director of Human Resources | Brigham Young University-Idaho

Kevin Price's many contributions to CUPA-HR stretch over more than 10 years. He began his leadership service to the association in 2004, when he served as president of the CUPA-HR Utah Chapter. In 2007, he served as president of the Wyoming Chapter. He then went on to serve for six years on the CUPA-HR Western Region board of directors, including a term as chair and two terms as treasurer, and for five years on the national board of directors.

Price has also served on several CUPA-HR committees and task forces over a number of years, including the learning and professional development committee, the budget and finance committee, the mentoring task force and the national awards committee.

"Kevin's record of leadership and service within CUPA-HR is impressive," says former CUPA-HR board chair Mark Coldren, who nominated Price for the award. "Countless CUPA-HR members can share stories of how he continues to have an impact on their professional and personal lives, which proves that his contributions and presence in CUPA-HR have provided a lasting and meaningful impact."

Chief Executive HR Champion Award

Honoring a president or chancellor who has demonstrated significant support for human resources

Sponsored by Sibson Consulting

Dr. Nathan O. Hatch

President | Wake Forest University

In his 10 years at the helm of Wake Forest, President Nathan Hatch has made several strategic investments in employee wellness, leadership development, diversity and inclusion, employee engagement and more, and has provided the resources and support necessary for the institution's human resources organization to put plans into action.

Wellness

Since its inception in 2014, Hatch has been a champion and staunch supporter of Wake Forest's Thrive program, which encompasses emotional, environmental, financial, intellectual, occupational, social and spiritual wellbeing. Additionally, the university recently broke ground on a new facility designed to be a "dynamic hub of wellbeing on campus." Through these efforts, Hatch hopes to position Wake Forest as a national model of holistic wellbeing.

WakeListens

Hatch has provided support for the design and implementation of a comprehensive employee engagement survey to be launched this year. The survey will provide baseline metrics about faculty and staff opinions on areas including campus environment and facilities; communication and collaboration; community and pride; compensation, benefits and work-life balance; diversity and inclusion; job satisfaction; leadership, mission and values; policies; professional development; and support and interaction.

Leadership Development

With the introduction of the Leadership Project, which brings world-class leaders to the university as guest speakers, Hatch has enabled Wake Forest students, staff and faculty to engage in a personal and reflective conversation with leaders who span diverse career paths, generations and worldviews. He also actively supports the university's other staff and faculty leadership development programs.

Diversity and Inclusion

Hatch's commitment to diversity and inclusion is evident on several fronts. He supported the implementation last year of the Bias Incident Reporting System, which enables faculty, staff and students to report bias-related incidents they have witnessed or experienced on campus and provides a mechanism for the university to investigate such incidents. Also during Hatch's tenure, the university founded the Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) Center. This Center offers ongoing opportunities for cross-campus engagement; a bimonthly faculty-staff group for community building, information sharing and mutual support; mentorship opportunities for faculty and staff to interface with LGBTQ students; and more.

In 2014, Hatch launched the President's Commission on LGBTQ Affairs — a cross-functional task force charged with evaluating the status of campus life, climate and equity for LGBTQ members of the Wake Forest community. He also oversaw the 2013 founding of the Women's Center, which examines gender as an integral part of personal, academic and professional development and connects women to each other, services and advocacy.

"President Hatch has demonstrated time and again in countless ways his commitment to Wake Forest's greatest asset – its people," says Wake Forest's chief human resources officer Carmen Canales. "We are so grateful for his thoughtful leadership, his support for human resources and his commitment to making Wake Forest a world-class institution."

Inclusion Cultivates Excellence Award

Celebrates programs that have made a significant impact with respect to inclusive workplace practices and culture

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Montana State University

(for its ADVANCE Project TRACS initiative)

MSU's ADVANCE Project TRACS initiative aims to transform the university to be more equitable and inclusive and broaden the participation of women faculty in STEM and underrepresented areas of social and behavioral science (SBS). ADVANCE Project TRACS, which was made possible by a grant from the National Science Foundation, has three objectives: 1) to transform the culture of MSU by implementing sustainable strategies, programs and policies that allow diverse faculty to flourish; 2) to foster psychological need support for women STEM/SBS faculty; and 3) to broaden the participation of women faculty in STEM/SBS by focusing on the recruitment, retention and advancement of women.

Thanks to ADVANCE Project TRACS, MSU has been able to implement several policies and programs in support of faculty (especially women faculty), including a sick leave donation pool, a dual career community placement liaison, a faculty partner accommodation program and a family care program. The initiative also paved the way for institution-wide unconscious bias training, search committee training, the creation of a search committee toolkit focused on broadening the candidate pool and an equity advocate program.

To read more about MSU's ADVANCE Project TRACS initiative, see the article "Diversifying the Workforce: Breaking Down Barriers for Women Faculty" on page 36.

HR Excellence Award

Honors transformative HR leadership that results in significant organizational change

Sponsored by VALIC

University of Missouri System's Total Rewards Task Force

University of Missouri System's Total Rewards Task Force, chaired by chief HR officer Betsy Rodriguez, was formed in June 2013 and charged by UM System President Tim Wolfe with developing recommendations to guide the university's future total rewards efforts with the goal of providing the best possible total rewards package for employees while also managing costs effectively.

After eight months of data gathering, brainstorming and consulting with myriad campus constituents, the task force presented eight recommendations to university leadership: 1) treat pay and benefits as interrelated parts of the overall total rewards strategy; 2) establish a benefits rate cap; 3) increase flexibility with the total rewards programs; 4) utilize medical plan options to encourage healthy behavior and efficient use of healthcare services; 5) leverage marketplace opportunities for retiree medical benefits; 6) evaluate additional retirement plan options; 7) evaluate staff time-off plans; and 8) invest in communication.

Several of these recommendations are currently in the process of being implemented.

Members of the UM System's Total Rewards Task Force are (l to r): Rita Bowie, Betsy Rodriguez, Erik Smetana, Kelley Stuck, Renetta Gallup, Kelli Holland, Jill Wood

HR Innovation Award

Recognizes models of innovative thinking in higher ed HR

Sponsored by PeopleAdmin

HR Compensation Team
Alamo Colleges

Human resources at Alamo Colleges was charged with directly impacting the district's most important goal: increasing graduates and certificate holders by 2016 and beyond. The HR compensation team developed and collaborated to implement a direct HR link to student success at San Antonio College (with program growth to the other colleges). The team integrated data on future pay opportunity gains and reduced unemployment tied to educational achievement and presented this information to over 2,500 students during new student orientation in 2014. Coupled with tools on researching career opportunities and an integrated discussion of goal setting by student life staff, Alamo Colleges now has a powerful program painting a positive future for students starting their higher education journey.

Read more about HR's support of student success at **http://blog.cupahr.org/studentsuccess.**

Members of Alamo Colleges HR Compensation team are (l to r): Chris Bordovsky, Mary Guzman, Linda Boyer-Owens, Andrea Arenas, Gary Gwaltney

Members of the Principles of Leadership in the Workplace development team are (seated l to r): Anna Herring, Tanya Fraley, Andrea McCourt; (standing l to r): Gena Jones, Mark Roosinck, Steven Gates, Ralph Rosiles, Kristi Fonseca-Williams

Principles of Leadership in the Workplace
Texas Tech University Health Sciences Center

Principles of Leadership in the Workplace is an online class that enables Texas Tech University Health Sciences Center (TTUHSC) and Texas Tech University (TTU) employees to earn academic credit while also gaining critical HR and leadership skills and competencies. The class incorporates material from TTUHSC's leadership development program and is offered as part of Texas Tech University's human resources development academic program. TTUHSC and TTU employees have the opportunity to complete the class, which provides three hours of academic credit, at no cost. The class also provides credit toward the Strategic Leadership in Human Resource Development undergraduate certificate. Course development was a collaborative effort between TTUHSC's workforce education and development team and TTU's university studies department.

HR Innovation Award (cont.)

Workers' Compensation and Disability Management Services

University of California, Irvine

UC Irvine's workers' compensation and disability management services team received the HR Innovation Award for its Care Cards program, in which employees who are injured on the job, take a medical leave of absence, have a baby or need a disability accommodation receive a customized greeting card in the mail from the team. The cards, designed by UC Irvine students and human resources staff, are designed to relay well wishes; provide information on who to contact with questions or concerns around leave, accommodations or claims; and jumpstart the interactive process.

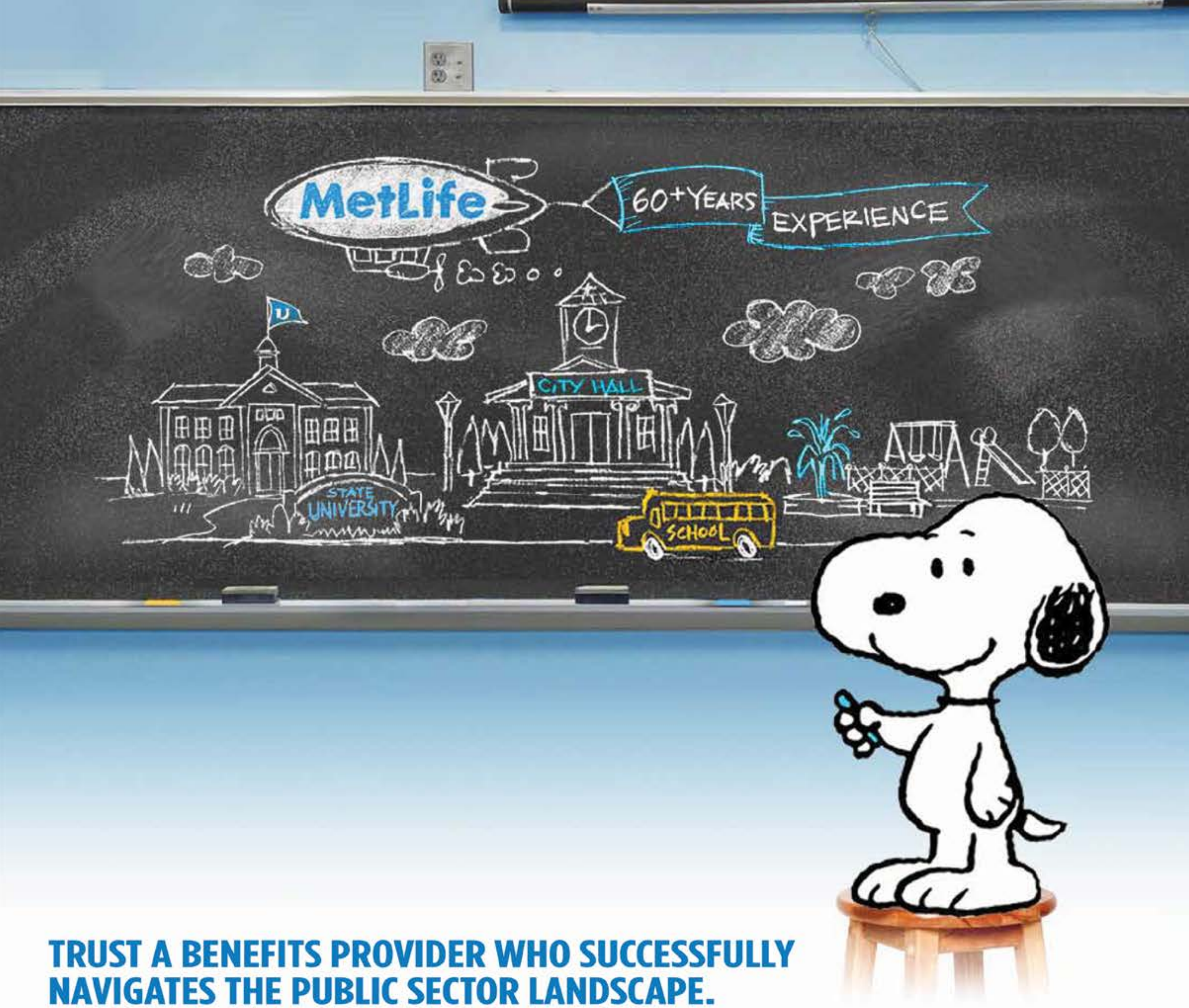
"Our Care Cards send a message of genuine care and concern and help keep employees connected to work," says Susan Pihl, UC Irvine's director of benefits, compensation and disability management services. "The idea is so simple, but it means so much to employees and to our team."

Read more about the Care Cards program at **http://blog.cupahr.org/carecards**.

Members of UC Irvine's Workers' Compensation and Disability Management Services team are (l to r): Dyan Hall, Pam Wilson, Martha Nunez-Flores, Susan Pihl, Ingrid Fahr, Susan Deraita, Kellie Morgan

Do You Know a Higher Ed HR Superstar?

Nominations for CUPA-HR's 2016 Higher Education Human Resource Awards open in January. Visit **www.cupahr.org/events/awards.aspx** to read more about the awards program. Then put on your thinking cap — who will you nominate? Your team? A colleague? Your institution? Your president? We know you're doing great work day in and day out ... so tell us about it!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60+ YEARS
EXPERIENCE
CITY HALL
STATE
UNIVERSITY
SCHOOL

Diversifying

the Workforce

Breaking Down Barriers for Women Faculty

Five years ago, Montana State University welcomed its first female president and its first female provost. At the time, the university was one of only four institutions classified as very high research activity by the Carnegie Foundation to have women in both of the top leadership positions. But Montana State (MSU) was suffering from a lack of diversity within faculty ranks, particularly a lack of women faculty in the STEM disciplines. In fact, 13 of MSU's 21 STEM/social and behavioral science (SBS) departments had fewer than three women faculty, and two departments had none. With more than 300 faculty in STEM/SBS, fewer than 19 percent were women. Soon after they arrived on campus, President Waded Cruzado and Provost Martha Potvin initiated a focused effort to turn this trend around.

The "Project TRACS" name invokes the metaphor of a runner's track, whereby women faculty in male-dominated departments may find themselves in the outside lane, with hurdles to overcome and a longer distance to run.

ADVANCE Project TRACS

In 2011, the president and provost assembled a 15-member steering committee to study MSU and the capacity for change, with an eye toward applying for an ADVANCE grant from the National Science Foundation. NSF's ADVANCE program aims to increase the representation and advancement of women in academic science and engineering careers. ADVANCE encourages colleges and universities and the broader STEM community to address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators.

MSU's ADVANCE proposal steering committee, comprised of university administrators, department heads and faculty members, was charged with identifying initiatives that could transform the culture of the campus to best allow women faculty to flourish. The team pursued an inclusive and iterative process for planning the proposal's scope, initiatives and outcomes. Three initiatives were selected to be included as part of the project: enhancing research capacity and opportunity, enhancing work-life integration and enhancing cultural attunement. The team dubbed the endeavor ADVANCE Project TRACS (Transformation through Relatedness, Autonomy and Competence Support).

"For us, the 'Project TRACS' name invokes the metaphor of a runner's track, whereby women faculty in male-dominated departments may find themselves in the outside lane, with hurdles to overcome and a longer distance to run," says Dr. Jessi Smith, psychology professor at MSU and director of ADVANCE Project TRACS. "The initiatives we're putting in place are designed to provide psychological need support for women faculty and will hopefully help to remove these hurdles, advancing women to an equal starting point and reducing the accumulation of disadvantage."

The National Science Foundation found merit in MSU's proposal, and the university was awarded a grant in September 2012 to fund the development and implementation of ADVANCE Project TRACS.

HR's Role in Facilitating Culture Change

MSU's human resources organization has been heavily involved in two of the three ADVANCE Project TRACS initiatives — enhancing work-life integration and enhancing cultural attunement — and the chief human resources officer is a key advisor for the project.

Since the inception of ADVANCE Project TRACS in 2012, more than half of MSU's new hires in STEM/SBS have been women.

Enhancing Work-Life Integration

Human resources has worked with the Project TRACS team to implement several new programs and build upon existing ones to provide more flexible solutions for work-life integration.

- **Sick Leave Donation Pool** – It takes new faculty hires about three years to save up enough sick leave to cover an extended family caregiving leave. Conversely, many faculty members who have been at MSU for years have accrued hundreds of sick leave hours. The new sick leave donation program allows those with leave to donate into a common pool, which eligible MSU faculty and staff can draw on as needed (the previous donated sick leave model allowed for "direct grants" of leave only, from one named donator to one named recipient). Human resources worked with the university's family advocates to design and implement the new program.
- **Dual Career Community Placement Liaison** – MSU's dual career community placement liaison (who also serves as a member of the HR team) supports dual-career couples where the non-academic partner seeks employment. The liaison works to build relationships with local businesses and organizations with the goal of facilitating on-campus and off-campus employment opportunities for partners. Thus far, the liaison has provided non-academic job search assistance for more than 50 partners.
- **Faculty Partner Accommodation Program** – The ADVANCE Project TRACS team works closely with departments, deans, the provost and human resources to create the opportunity for an accompanying faculty partner to be considered for a tenure-track position under certain conditions. More than 30 tenure-track faculty have benefited from an academic partner accommodation. "Without a doubt, recruiting and retaining a diverse faculty means accommodating partners," says MSU chief human resources officer Dennis Defa. "In a small setting such as Bozeman, Montana, there must be buy-in and willingness to see the benefit to the entire campus instead of the short-sighted limitations of a given department/unit."
- **Montanastate.Care.com Network** – The goal of this network is to coordinate the family care needs of all benefits-eligible employees, which disproportionally impact women who often have primary caretaking responsibilities. By providing employees free membership to the Care.com network, MSU ensures that its workforce has access to services such as occasional and back-up care, senior care, childcare, pet care, house care and reference and background checks. There are currently nearly 300 registered users on Montanastate.Care.com.

Enhancing Cultural Attunement

Through several tools, resources and programs, ADVANCE Project TRACS, with help from human resources, aims to promote respectful communication, sensitivity to the dynamics of relationships within a culture, and respect for the values and beliefs of cultures.

- **Institutional Education/Training** – ADVANCE Project TRACS organizes and engages faculty, staff and administrators in campus-wide conversations about unconscious bias in general and specific places in which gender bias is prevalent (e.g., work-life issues). These workshops and programs are partially funded by the vice president for administration. Over the last three years, ADVANCE Project TRACS has hosted more than 32 events, with nearly 1,000 faculty, staff and administrators in attendance.

- **"Broadening the Search Process" Toolkit and Training** – With the assistance of human resources and best practices from other ADVANCE grant programs, a toolkit was created that provides training modules for search committee members; access to family advocates who meet with faculty job candidates to discuss campus culture, MSU's focus on work-life integration and to answer questions; assistance with the creation of ads/solicitations; and guidance for campus visits and offer letters. Printed materials are distributed to all searches on campus, not just those within STEM, and HR has adopted portions of the toolkit for its staff-related searches as well. "Search committees that receive search-intervention training interview significantly more women than those that don't go through the training," says Defa. "In 2012-13, committees that received training were 6.3 times more likely to make an offer to a woman candidate than committees without training, and the woman candidate was 5.8 times more likely to accept the offer." Since the trainings began in late 2012, 51 percent of MSU's new hires in STEM fields have been women.

- **Equity Advocate Program** – Equity advocates serve the MSU community by promoting and enhancing fairness, equality and inclusiveness for all faculty and staff. The current cohort includes 24 faculty and staff members from a variety of departments across campus. The equity advocates attend, on average, one training per month to gain new skills and learn about new resources. These trainings are sponsored in part by the vice president of administration and the office of the provost. "ADVANCE data from the first two years of faculty surveys demonstrate that a majority of faculty feel the equity advocate program is important to them and important to the future of their department, showing the positive impact this program has had in a very short time," says Defa.

Partnerships and Collaboration

The ADVANCE Project TRACS initiative is very much a collaborative effort, with departments and units that in the past may not have typically interacted with one another now partnering to provide services, resources and support. The initiative has also spawned other projects and programs aimed to increase diversity within the MSU workforce.

The proposal for the NSF ADVANCE grant was the impetus for the creation of the President's Commission on the Status of University Women, which seeks to evaluate and improve issues related to diversity and gender equity. Since its creation in 2011, the commission has established a policy review process and online portal; assisted ADVANCE with the creation of the equity advocate program; created awards to recognize faculty, staff and students who are working to advocate for gender equity and diversity across campus; and established several subcommittees that focus on assessment, communication, policy review and recognition. The executive committee of the Commission serves as the advisory council for ADVANCE Project TRACS, and the subcommittees will continue to sustain the initiatives of the project following the grant's conclusion.

The office of planning and analysis has formed a lasting partnership with ADVANCE Project TRACS by creating an equity data analyst position. The position is funded by the office of the president, and 25 percent of the incumbent's

MONTANA STATE UNIVERSITY
ADVANCE Project TRACS

For its ADVANCE Project TRACS initiative, Montana State University received CUPA-HR's 2015 Inclusion Cultivates Excellence Award. Thanks to the generous support of The Chronicle of Higher Education, MSU will receive a $6,000 contribution to its endowment or a scholarship fund. The award will be presented at the CUPA-HR Annual Conference and Expo, September 27-29, in Orlando, Florida.

appointment is dedicated to working with ADVANCE to update and communicate diversity data for the campus. This position also leads the President's Commission on the Status of University Women assessment committee, which oversees department head diversity self studies and publishes that data for deans and department heads to utilize in making their environments more inclusive.

Human resources has supported ADVANCE Project TRACS on many fronts, as indicated above. Says project director Jessi Smith, "HR has continued to be a strong advocate of bigger, more diverse candidate pools and more equitable recruiting. The HR organization has been exceptional to collaborate with, and its constant presence on campus through search trainings and at ADVANCE events has helped to demonstrate the transformation occurring on campus as a result of this partnership."

The provost, indicating the institutional commitment to the program and the support it offers faculty and staff, funds the family advocate program and also assists with funding for the Montanastate.Care.com program.

The MSU Alumni Foundation has expanded its fundraising efforts to include ADVANCE. There is now a donor supporting the Women in Science Distinguished Professor Award which recognizes and celebrates a strong researcher, mentor and teacher, and the Foundation is currently fundraising to create an endowed professorship to support women in STEM.

Several MSU deans started the Advancing Equity Dean's Council, in which they gather periodically to discuss equity issues facing their colleges and brainstorm solutions to create a more inclusive campus. "The creation of this council shows the culture change that is occurring at the university leadership level," says Smith. "The work these deans continue to do is having a positive impact on their respective colleges as demonstrated by the institutional commitment many of them have made in terms of their time commitment with ADVANCE Project TRACS-related work, their sponsorship of ADVANCE events and trainings, and the work they require of their department heads to expand their thinking as it relates to diversity."

The ADVANCE team is also working with the Center for Faculty Excellence (CFE) to determine the most effective way to grow the programming of ADVANCE as it relates to enhancing research capacity and opportunity. The director of the CFE is an active contributor to the research capacity team and works collaboratively to determine successful, sustainable solutions for the programs associated with this initiative.

Spreading the Word

The ADVANCE Project TRACS team has been busy not only implementing programs and resources on campus in support of the initiative, but also sharing knowledge gleaned from the project and related research across the state of Montana.

Smith has presented sessions on unconscious bias and broadening hiring practices at two local human resources conferences and presented a session on women's pay inequity at Montana's inaugural Equal Pay Summit last year, which was sponsored by the Governor's Equal Pay for Equal Work Task Force. Additionally, Smith assisted a small team of state leaders in their application for a federal Department of Labor paid leave grant, which they received in September 2014. Montana was one of four states to receive funding to research the feasibility and economic impact of creating a state paid family leave program. The Montana Department of Labor and Industry will continue to partner with ADVANCE Project TRACS and the work-life integration team to share data and best practices.

Smith also presented the keynote address at a conference for State of Montana executive branch managers and supervisors and several state agency directors and HR staff, where she shared ADVANCE Project TRACS data to assist these individuals with broadening their search practices and creating more inclusive work environments. And the Department of Military Affairs (DMA) for the State of Montana incorporated language from MSU's Broadening the Search toolkit into all DMA job advertisements.

"With ADVANCE Project TRACS, we're making an impact not only at MSU, but throughout the state of Montana," says Smith. "By putting in place programs and offering resources to enhance research capacity and opportunity, work-life integration and cultural attunement at our university, we've successfully deployed a holistic workplace intervention to diversify our faculty ranks within STEM and SBS. The culture shift and transformation we've seen as a result has been palpable. And other organizations are taking notice."

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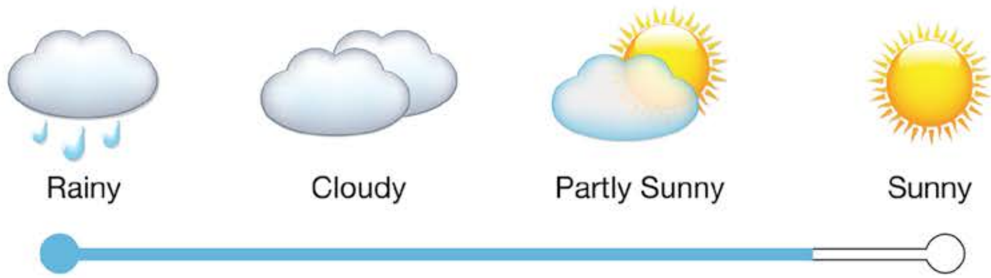

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Community

Congratulations to Our Newest Honorary Life Members

As a show of appreciation for their dedication to CUPA-HR over many years and a nod to their professional achievements, three former CUPA-HR volunteer leaders have been granted honorary life membership in the association.

Kirk Beyer

Kirk Beyer retired in July from Gustavus Adolphus College after serving for 22 years as director of human resources. A member of CUPA-HR for 30 years, Beyer has held several leadership roles in the association, including founding member and first president of the Minnesota Chapter; chair of the Midwest Region board of directors; and chair of the national board in 2008-09. He has also served on several committees and task forces throughout the years, including the awards committee, the budget and finance committee and the Knowledge Center committee, and served as an advisor for the design and implementation of CUPA-HR's Administrative Compensation Salary Survey.

Alan Chesney

Alan Chesney recently retired from his position as director of human resources at Washington College after a 33-year career in higher education human resources. Prior to joining Washington College in 2010, he held senior-level HR positions at the University of Texas at El Paso and the University of Tennessee. Chesney has been a member of CUPA-HR for more than 20 years and served on the association's Southern Region board of directors for eight years, including terms as treasurer and chair. He is also a founding member of the association's Tennessee Chapter and has presented at several CUPA-HR conferences.

Ron Klepcyk

Ron Klepcyk retired in June from Elon University after serving for 22 years as director of human resources. His service to CUPA-HR spanned eight years at the chapter, regional and national levels. He served as president of the North Carolina Chapter; as secretary, treasurer, director-at-large and chair on the Southern Region board; as the Southern Region representative on the national board of directors; and on several committees and task forces, including the chapter task force, the national awards committee and the legislative issues committee. He's also received several CUPA-HR awards, including the Southern Region's Meritorious Service Award and the national Distinguished Service Award.

Community

With Gratitude

We would like to extend our sincere thanks and appreciation to the six board members who completed their terms on CUPA-HR's national board of directors on June 30. These individuals gave freely of their time and talents, and each made tremendous contributions to the association over their past few years of service on the board. Thank you for your service and leadership!

Peter Barnes
Vice President for Human Resources
Emory University

Mark Coldren
Associate Vice President
for Human Resources
State University of New York at Buffalo

Ricardo Coronado
Associate Vice Chancellor
for Human Resources
Tarrant County College District

Isaac Dixon
Associate Vice President
for Human Resources
Lewis & Clark College

Jane Federowicz
Assistant Vice President
of Human Resources
Rosemont College

Michele Mocarsky
Director of Compensation and Benefits
Swarthmore College

Featured Events

13-15 South Carolina Chapter Fall Conference – Charleston, South Carolina

15 Webinar – The Real Deal on Form I-9

17 Webinar – Do You Have What It Takes to be a Title IX Coordinator?

17-18 Missouri Chapter Fall Conference – Osage Beach, Missouri

17-18 Michigan Chapter Fall Conference – Mackinaw City, Michigan

18 Upstate New York Chapter Meeting – East Syracuse, New York

27-29 CUPA-HR Annual Conference and Expo – Orlando, Florida

7-9 North Carolina Chapter Fall Conference – Cherokee, North Carolina

9 Oregon Chapter Fall Conference – Forest Grove, Oregon

11-13 Georgia Chapter Fall Conference – Atlanta, Georgia

13 Webinar – Leading for the Future: Responding to Increasing Ethical Expectations

14-16 Kentucky Chapter Fall Conference – Louisville, Kentucky

15-16 Arizona Chapter Fall Conference – Prescott, Arizona

20 New York Metro Chapter Fall Conference – New York City

20-21 Oklahoma Chapter Fall Conference – Oklahoma City, Oklahoma

22-23 InterMountain West Chapter Fall Conference – Rexburg, Idaho

27 Webinar – Strategies for Workforce Management: Are You Change Ready?

28 Webinar – HR Director to HR Executive: Making the Strategic Evolution to 21st Century HR

28-29 Kansas Chapter Annual Conference – Manhattan, Kansas

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:

Alamance Community College
Alderson Broaddus College
Bellevue University
Bluffton University
Burlington College
Cape Fear Community College
Career Education Corporation
Carroll Community College
City University of New York College of Staten Island
City University of New York Kingsborough Community College
Fordham University
Greensboro College
Herzing University Corporate Headquarters
Hong Kong University of Science and Technology
Ivy Tech Community College of Indiana-Lafayette
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Lutheran School of Theology at Chicago
Mount Mary University
Nazarbayev University
Neosho County Community College
Piedmont Technical College
Rogers State University
South Central College
Southern Arkansas University
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Texas A&M University at Galveston
Texas A&M University - Texarkana
Texas Wesleyan University
Tiffin University
University of British Columbia
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University of New Mexico Gallup
University of Waterloo
University of West Alabama
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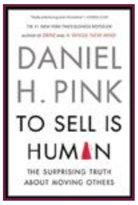
MetLife
NEOGOV, Inc.
R.H. Perry & Associates
Sierra-Cedar
The Baker Benefit Group, LLC.
The Talbot Group, Inc. Academic Moves
Universal Background Screening, Inc.

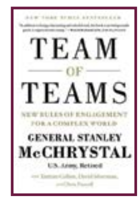
Recommended Reading

To Sell Is Human: The Surprising Truth About Moving Others (by Dan Pink)



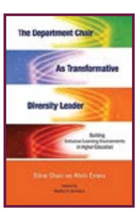
In his latest book, best-selling author Dan Pink examines the notion that we're all salespeople in some form or fashion. He asserts that whether we're employees pitching colleagues on a new idea, entrepreneurs enticing funders to invest or parents and teachers cajoling children to study, we spend our days trying to move others. In *To Sell Is Human*, Pink reveals the new ABCs of moving others, explains why extroverts don't necessarily make the best salespeople and shows how giving people an "off-ramp" for their actions can matter more than actually changing their minds.

Team of Teams: New Rules of Engagement for a Complex World (by Gen. Stanley McChrystal)



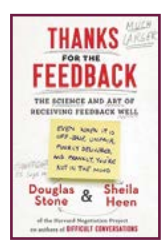
In this book, Gen. Stanley McChrystal, retired Army general and former commander of the Joint Special Operations Task Force in Iraq, and his colleagues show how the challenges they faced in Iraq can be relevant to countless businesses, nonprofits and other organizations. McChrsytal argues that the world is changing faster than ever, and the smartest response for those in charge is to give small groups the freedom to experiment while driving everyone to share what they learn across the entire organization. As the authors argue through compelling examples, the team of teams strategy has worked everywhere from hospital emergency rooms to NASA, and has the potential to transform organizations large and small.

The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education (by Edna Chun and Alvin Evans)



This book examines the multidimensional contributions that department chairs make in advancing diversity within their departments and institutions in the representation of diverse faculty and staff; tenure and promotion; curricular change; student learning outcomes; and departmental climate. Using qualitative and quantitative research methods, the book analyzes predominant structural and behavioral barriers that can impede diversity progress within the academic department and explores the opportunities and challenges chairs face in their collaborative journey with faculty and administration toward inclusive departmental and institutional practices.

Thanks for the Feedback: The Science and Art of Receiving Feedback Well (by Douglas Stone and Sheila Heen)



Douglas Stone and Sheila Heen have spent the past 15 years working with corporations, nonprofits, governments and families to determine what helps us learn and what gets in our way. In *Thanks for the Feedback*, they explain why receiving feedback is so crucial yet so challenging and offer a simple framework and powerful tools to help readers take on life's blizzard of offhand comments, annual evaluations and unsolicited input with curiosity and grace.

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