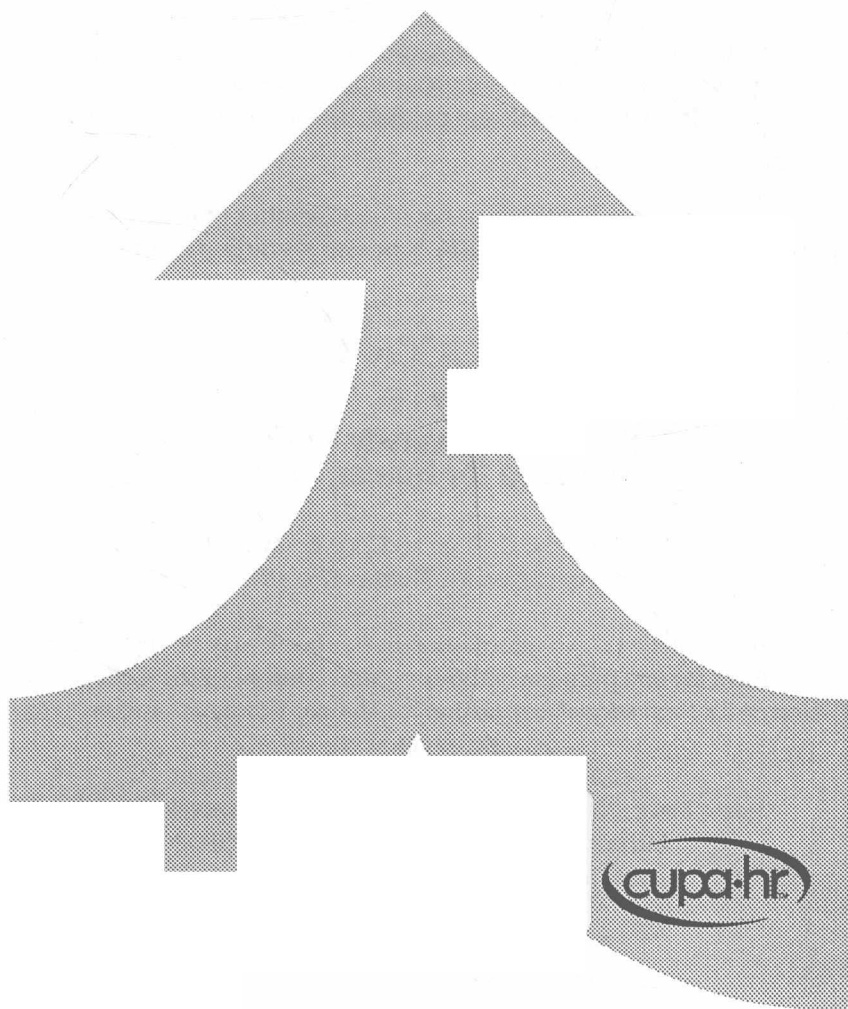

Human Resources Adding Value in Higher Education

by Albert T. Brault and Cynthia A. Beckwith



Human Resources Adding Value in Higher Education

by Albert T. Brault and Cynthia A. Beckwith



About CUPA-HR

The College and University Professional Association for Human Resources (CUPA-HR) serves more than 6,500 human resource (HR) administrators at 1,700 colleges and universities as well as others interested in the advancement of human resources in higher education, including students and HR service providers. It encourages members to:

- attend the Association's national conferences and seminars;
- exchange ideas and information on the CUPA-HR CompSIG, the members-only listserv;
- learn about HR-related judicial, regulatory, and legislative issues and other Association news through the Association's monthly newsletter, *CUPA-HR News* and *CUPA-HR News Online*; the Association's Web site, www.cupahr.org; and the Association's practitioners' publication, *CUPA-HR Journal*;
- participate and invest in the Association's annual surveys, special studies, and analyses of compensation and benefits; and
- take advantage of the many publications in the Association's online bookstore.

To learn more about CUPA-HR, to become a member, or to order any of its publications, please call 865-637-7673 or visit www.cupahr.org.



College and University Professional Association for Human Resources

© 2003 by the College and University Professional
Association for Human Resources

All rights reserved. No information in this book may be reproduced in any form for any purpose without written consent of the College and University Professional Association for Human Resources. Inquires may be directed to:

CUPA-HR, Communications Department
Tyson Place, 2607 Kingston Pike, Suite 250, Knoxville, TN 37919
International Standard Book No. 0-9725802-3-9

Editors: Missy King and Allison Miller
Designers: Malcolm Dunn and Jeff Schnick

Dedication

To Nancy and Phyllis, the *Alpha* and the *Omega* of my life.

Albert T. Brault

To all the men and women I have met through my work—you have taught me more than what I could ever learn from books alone.

Cynthia A. Beckwith

About the Authors

Cynthia A. Beckwith is the associate vice president for Human Resources at Southern Oregon University (SOU) in Ashland, Oregon. She has more than eighteen years of experience in higher education HR administration, labor negotiation, and contract administration in both public and private institutions, as well as in system offices. Prior to her appointment at SOU, Beckwith worked for the Chancellor's Office in the Oregon University System, the Board Office for the State University System of Florida where she negotiated all systemwide collective bargaining agreements, and for the University of Rochester where she was the associate director of Human Resources—one of several positions she held during her fourteen-year career there. Beckwith holds a B.S. in secondary education with an emphasis in English from the State University System of New York College at Buffalo, and a M.S. in higher education administration from the University of Rochester.

Albert T. Brault is a business analyst and consultant, specializing in organization transformation and leadership development. He has more than twenty-five years of human resource experience in leadership and staff roles, including serving as director of Human Resources at the University of Rochester and director for the Center for Advanced Human Resource Studies at Cornell University. Brault worked for the Eastman Kodak Company in research and human resource administration before entering higher education. The positions he held at Kodak included director of Human Resources for the Diversified Technology and Life Sciences Business Group; director of Corporate Training, Management Development, and Organizational Research; and director of Industrial Relations. Brault obtained his B.A. in chemistry at Saint Michael's College and his Ph.D. in physical chemistry at Northwestern University.

Jay Giess is a health care and group benefits consultant and actuary in the Rochester Office of Mercer Human Resource Consulting. Giess has more than fourteen years of experience in designing and evaluating employee benefit programs. His experience includes analyzing benefit value and its impact on total remuneration, designing and initial pricing for flexible benefit plans, developing premium equivalent rates for self-funded medical plans, and analyzing the impact of mergers/acquisitions on health and welfare programs. Prior to working in Rochester, Giess worked in Mercer's Boston and San Francisco offices. Giess is a fellow of the Society of Actuaries, a member of the American Academy of Actuaries, and an Enrolled Actuary. He earned his B.S. in engineering

from Princeton University and his M.B.A. from the Wharton School of the University of Pennsylvania.

Grace H. Loomis is human resources officer for Finger Lakes Community College in Canandaigua, New York. She has held that position since 1990. Prior to that, Loomis was manager of Employment and Benefits for FF Thompson Hospital in Canandaigua. Her more than eighteen years of human resource experience spans all disciplines within the field. She is experienced in leading, planning, coordinating, and administering personnel policies and programs, benefits administration, employee relations, employee wellness and recognition, recruitment and selection, staff development and training, contract negotiation and administration, and affirmative action. Loomis obtained her M.S. in business administration from St. John Fisher College in Rochester, New York and her B.S. in business administration from New York's Empire State College. She also has a Graduate Certificate in industrial and labor relations from Cornell University's School of Industrial and Labor Relations.

Deborah K. Manning is the director of Human Resource Development and Performance Management at the University of Idaho in Moscow, Idaho. She has been active in the fields of Organizational Development and Training (ODT) and Human Resource Development (HRD) for more than fifteen years. As an ODT specialist in the Boston area and currently director of HRD at the University of Idaho, Manning has presented hundreds of workshops and has been a keynote speaker at numerous events. Organizational redesign and strategic partnering, especially as they relate to developing the potential of employees, are areas of particular interest to Manning.

Charles J. "Chuck" Murphy has worked in health care since 1987, exclusively in the capacity of senior HR leader. Currently, he is the associate vice president of Human Resources at the University of Rochester. Murphy has experience in the development of innovative solutions to complex people issues. His HR roles have involved him in labor relations/negotiations, benefits design and administration, wage and salary administration, and management/staff development. Prior to working in the health care industry, he spent more than twenty years in the retail food business. Murphy has also taught on an adjunct basis at various colleges and universities in the fields of human resources, managerial communications, and organization development. He is active in professional human resource societies.

Charles E. Phelps is provost of the University of Rochester. Phelps received his Ph.D. in business economics with emphasis on health care economics at the University of Chicago in 1973. He received his B.A. in mathematics from Pomona College in Claremont, California in 1965, and his M.B.A. in hospital administration from the University of Chicago in 1968. He worked at the RAND Corporation from 1971 to 1984 as staff economist, senior staff economist, and, in his last five years there, as director of RAND's Program on Regulatory Policies and Institutions. Phelps joined the University of Rochester in 1984 as director of the Public Policy Analysis Program, a graduate program offered by the Department of Political Science in conjunction with the Department of Economics. In 1989, he became chair of the Department of Community and Preventive Medicine in the School of Medicine and Dentistry and served in that role until he became provost in 1994.

April Preston is the director of Employment Services at the University of Idaho in Moscow, Idaho. She has been employed in higher education for more than thirteen years and has worked in the field of human resources for eight years. Preston has worked in Student Employment, Employment and Information Services, and was directly involved in the implementation and management of a human resource information system before her appointment as director of Employment Services.

Patricia A. Sturko is assistant vice president for Human Resources at the University of Idaho in Moscow, Idaho. Sturko has been working in higher education administration for more than thirteen years. She has held leadership roles in the areas of publications, public relations, communications, grant and contract administration, and personnel management. In January 2001, she joined the University of Idaho as director of Administrative Affairs. In this position she was responsible for insurance and risk management, campus security, environmental health and safety, and the employee health insurance program. She chaired a special task force to transform the university's HR function into a strategic partner, and was appointed interim assistant vice president in October 2002.

Diane L. Thompson is vice president and legal counsel for Apollo Group, Inc. at the University of Phoenix in Arizona. Prior to her current appointment, Thompson served as manager of Employee Relations and director of Human Resources for the Apollo Group. Her experience also includes working as an attorney for the Pima County Attorney's Office in Tucson, Arizona; director of Operations for Animal Foundation International in Phoenix; director of Special Education at Indian Oasis

School; and dean of Students and Adaptive Education coordinator for Baboquivari Middle and High schools. Thompson received her B.S. in comprehensive special education from St. Cloud State University in Minnesota, her M.A. in women's studies from Antioch University in San Francisco, and her J.D. from the University of Arizona.

Amelia "Mely" Tynan is vice provost and chief information officer for the University of Rochester. As the university's first CIO, Tynan is focused on the integration of information technology services, strategic planning, and coordination of campus technology initiatives. She oversees academic technology services, administrative computing, data center services, and telecommunications services. Before joining the University of Rochester in May 1999, Tynan was with the University of Arizona for seventeen years where she served as vice provost for Information Technology. She is currently a board member of NYSERNET, a consortium of New York universities providing advanced data networking facilities for research and education. During the initial founding of Internet2, she was a member of the Application Council—one of three original councils that constituted Internet 2. Tynan holds a M.S. in psychology and previously held academic positions as researcher and assistant professor in Psychology.

Acknowledgements

We want to give special thanks to Charles Phelps, provost at the University of Rochester (UR), for encouraging us to write this book.

The human resource management team at the University of Rochester, Larry Ansini, Marcia Furey, Joan Kalsbeck, Peg Lee, Chuck Murphy, and Barb Saat, who lived and implemented the dramatic changes of the institution's human resource organization described in chapter four, deserve recognition. Without their leadership, dedication, and hard work much of what inspired the writing of the book would not have occurred.

Additional thanks should go to Larry Ansini and Marcia Furey for providing material that was useful in creating the book as well as Lisa Schojan, an administrative assistant at the Warner School, UR, who created all the prototypes for the tables and figures of this book. Thanks should also go to Phyllis Brault for her help in proofreading and editing the manuscript. Her dedication and suggestions helped us create a better book.

We would like to thank the several academic leaders who identified the challenges facing their institutions and/or schools and for sharing examples of how HR has responded or provided help on various fronts. They are: Paul Burgett, dean of students, UR; Dave Dittman, dean, College of Hotel Administration, Cornell University; Thomas LeBlanc, dean, College of Arts, Sciences, and Engineering, UR; Richard Miller, vice chancellor and chief operating officer, SUNY; and Jim Undercofler, dean, Eastman School of Music, UR.

Finally, we would like to thank the many human resource leaders who provided information about the practice of human resource management in their institutions and for their enthusiasm and support for creating a book that addresses human resource excellence in higher education. They are: Nancy Doolittle, director of HR Communication Services, Cornell University; Don Lackey, director of Payroll and Personnel Services, SUNY College at Geneseo; Ruth Logan, director of Human Resources, Roberts Wesleyan College; Rick Long, director of Personnel, Genesee Community College; Bud Meade, director of Human Resources, SUNY College at Brockport; Stephan Nathan, director of Human Resources, Hobart & William Smith College; Carol O'Niell, director of Human Resources, Nazareth College; Mary Opperman, vice president for Human Resources, Cornell University; Dr. Sherry Ralston, director of Human Resources, Monroe Community College; Patty Spinelli, director of Human Resources, Rochester Institute of Technology; and Sabina Volpe, director of Personnel and Benefits Administration, St. John Fisher College.

Introduction

By Albert T. Brault

U.S. corporations underwent profound changes in the 1970s and '80s to compete effectively with Asian corporations. Significant modifications were made in corporate structures, management approaches, staffing levels, quality of products and services, customer focus, cost management, and the effective use of technology. These corporations' human resource organizations (HR) were also required to make dramatic changes to address the necessary organization and employee effectiveness issues critical to success.

The passive bureaucratic and administrative roles that existed at that time were not only inadequate but also obstacles to gaining success. Failure of many corporations and their human resource organizations to recognize the magnitude of the changes required or to respond quickly enough significantly eroded or toppled them. In fact, through competition, acquisition, or merger less than 250 of America's 500 largest corporations of the 1940s exist today (Lodge & Watson 1989).

Now colleges and universities of all types are facing new and evolving challenges in fulfilling their academic missions. Even though there are significant differences between corporations and academic institutions, there are striking similarities in many of the issues and the responses necessary for continued excellence or, in some cases, survival. Heightened competition for students, increased difficulty in obtaining financial support, the escalating costs of operations, and expanding demands from a variety of constituents are common challenges.

The institution's governing board is one of the most demanding constituents. It is not unusual for a governing board to demand that the institution reduce costs, cut staffing levels, reengineer processes, and outsource services. Many of these initiatives fall within the domain of the human resource organization, which must step up to the challenges facing its institution. Since many HR organizations in higher education have continued to operate as they had prior to the corporate transformations, they may now require an expansion of their roles, enhancement of their skills, and a new accountability for producing outcomes critical to the success of the institution.

Likewise, senior administration in higher education may need to expand its perceptions of the value that the HR organization can provide and hold HR more accountable for delivering the outcomes required. Another indication of necessary enhanced involvement of HR was identified in a study of 350 colleges and universities titled *Managing the*

Human Resource Investment in Higher Education (NACUBO & Towers Perrin 1996). Despite the fact that 87% of the senior administrative and financial officers acknowledge that cost management is critical and will become more difficult in the future, 61% of this group also fails to link compensation and benefits strategies to the success of their institutions. They also agree that success is strongly dependent on more effective people management, yet most institutions fail to have effective performance management programs or have charged their human resource organizations with producing them. Forces of change in higher education will not disappear. Human resource leadership must create a new vision for its impact on organizational success and accountability to leadership throughout the institution.

This book is intended to focus on outcomes human resource managers can implement to respond to the needs of the institution and its organizations and to share the generally applicable methods, processes, and philosophies that have proven effective. Part 1, *Human Resources Evolving Its Strategic Role*, takes an in-depth look at the needs of a variety of human resource customers and proposes roles and competencies that HR professionals must assume to add value in their institutions. The book explores the special needs of community colleges, academic medical centers, and online educational institutions and provides several case studies on how HR is responding to their unique needs. Two universities discuss the processes and factors that contributed to successful transformations of the human resource organizations at their institutions.

In Part 2, *Applications of Human Resources Adding Value*, Cynthia Beckwith draws from her in-depth knowledge and experience from managing labor relations in higher education and provides insight on factors contributing to unionization on campuses and how HR should be engaged. Amelia Tynan, chief information officer at the University of Rochester, discusses information technology (IT) in higher education and the mutual dependency of IT and HR organizations in filling their evolving roles. Finally, the book discusses the use of simple and complex metrics that can be used in human resource management to assess needs, secure support, and evaluate effectiveness.

These topics, case studies, and examples were assembled to tell the story of the needed transformation in the human resource profession in higher education. We hope this book will encourage others to share their visions and examples of success. Our goal is to stimulate academic and HR leadership to raise the bar for expected human resource contributions and involvement in the success of their colleges and universities.

References

Lodge, G., & Watson, R. 1989. *The American Corporation and Its New Relationships*. California Management Review (Spring):9-24.

Towers Perrin. 1996. *Managing the Human Resource Investment in Higher Education*. (In conjunction with NACUBO).

Table of Contents

PART 1: HUMAN RESOURCES EVOLVING ITS STRATEGIC ROLE

Chapter 1: A New Calling for Human Resources in Higher Education.....	3
Chapter 2: The Expanding Roles of Human Resources in Higher Education	9
Chapter 3: Human Resource Management Competencies	33
Chapter 4: Transforming to a Balanced Role Organization	51
Chapter 5: Unique Needs for Unique Organizations	73

PART 2: APPLICATIONS OF HUMAN RESOURCES ADDING VALUE

Chapter 6: The Company We Keep	97
Chapter 7: Human Resources and Information Technology: A New Partnership In the Making.....	119
Chapter 8: Using Metrics.....	139

Part 1

HUMAN RESOURCES EVOLVING ITS STRATEGIC ROLE

1

A New Calling for Human Resources in Higher Education

Charles E. Phelps, provost, University of Rochester

In this competitive and highly interconnected world, a simple, hard fact stands out: resources matter. College and university human resource (HR) organizations play vast and varied roles in perpetuating and preserving financial, information, physical, and a host of other resources in higher education institutions. The role HR plays in managing these key resources greatly varies between organizations and circumstances. At times, HR is expected to be the guiding force in a project from inception to completion. At other times, HR will not submerge itself in the thick of things, but rather will serve as a consultant or sounding board. Occasionally, HR will realize its role is a non-role, and bow out. Whatever the HR organization's role in any given project, one thing is clear: there are myriad ways that HR can contribute effectively to the overall goals and accomplishments of their institutions.

A Non-Role

An institution's HR department has little involvement, if any, in the recruitment and retention of faculty members. This work falls almost exclusively to faculty and is a highly decentralized operation. Faculty initiates searches, defines the characteristics of the individuals being sought, interviews candidates, and makes the final recommendations to determine who is offered a job.

Only faculty members know the relevant labor markets, since those markets are defined more by their external discipline than by local labor markets. Because they have the most experience in their fields and are in the best position to find qualified candidates, faculty members take the lead enticing top candidates to accept an offer, and later, evaluate their work. Oftentimes, faculty members neither see nor admit a role for HR. This is the work of faculty members within their discipline.

So What's Left?

Even though HR usually plays a non-role in the recruitment of faculty and staff, it undeniably plays many important roles in ensuring the happiness of faculty and staff. HR works to increase job satisfaction, personal productivity, and the productivity of the institution as a whole. What are central roles HR plays in relating to faculty and staff?

■ *Work with Support Staff in Every Aspect of the School's Operations*

The competitive nature of U.S. higher education demands now that the entire “public persona” of colleges and universities should be as helpful and user-friendly as possible. Faculty members nationwide are becoming increasingly aware that their own well-being and ability to carry out their work—teaching and research—depends considerably on the supporting activities of their co-workers, both directly and indirectly.

Faculty interests in a well-run school are very instrumental. Faculty's work depends upon working directly with support staff. Faculty members also have become increasingly aware that the co-curricular aspects of collegiate life affect their own ability to teach and carry out research. Thus, all sorts of direct student services such as counseling, career assistance, health services, financial aid, and related services intersect with the faculty's own work.

■ *Deal with Trailing Spouses*

Those involved with recruiting faculty and senior staff often must tackle the trailing spouse issue or what is sometimes referred to as the “two warm bodies problem.” It works this way: one department begins to recruit a faculty member, and along the way, learns that the potential colleague has a spouse, often in an academic career, and sometimes even in the same discipline. The desired candidate indicates that she or he will only accept the position if employment is found for the spouse.

Here, HR practitioners' contacts in the local employment community can be extremely helpful, particularly if the spouse is not a professor. I know of a number of occasions at my own university where the HR organization's ability to solve the trailing spouse problem has led to successfully hiring an important faculty prospect. For this to work, HR professionals must be good at finding job prospects for spouses (often outside the college or university itself) and actively work with faculty leaders to let them know that HR can help accommodate trailing spouses.

■ *Help Amateur Managers Supervise People*

Most department chairs, deans, and others in leadership positions at colleges and universities often began their careers as educators or researchers, not managers or business administrators. For this reason, they often feel completely helpless managing people—a key HR function. Those who are new in leadership positions are often pure novices on HR matters. Most new leaders will greatly appreciate and utilize both structured and unstructured help from HR.