

Human Resources

CBMI 1st Year

July 2026

Mark Coldren

**College and University Professional Association for Human Resources
(CUPA-HR)**

Retired - University at Buffalo, State University of New York

Agenda

- Introductions & welcome
- **Block (1): HR in Higher Education**
 - Context of workforce/people challenges in higher education
 - HR and Finance: the relationship and work
 - An HR Systems Model
- **Block (2): “Total Compensation”**
 - Salaries, compensation, markets, and the impact of searching for experience
 - “Health care 101”
 - Retirement: the traditional direction of higher education and possibilities for the future
- **Block (3): “Engagement of Talent”**
 - Developing a talent management strategy including: the search process, “1st year experience”, and a workforce plan
 - Feedback and expectations: management/leadership development, performance reviews, and link of rewards.
 - Being an inclusive and respectful workplace

Course objectives

- Identify the context of workforce/people challenges in higher education.
- Identify and discuss the importance of integrated people strategies in organizations.
- Develop an employment philosophy/relationship that balances employee needs and employer expectations.
- Identify the key people costs in an organizational budget.
- Identify the elements of a comprehensive human resources systems model – and how they interact in the life cycle of an employee at an organization.
- Identify the key elements of compensation approaches by organizations.
- Identify how salaries are connected to markets, and the impact of searching for experience as a qualification.
- Identify models and strategies that colleges and universities utilize to build and maintain health benefits for employees.

Course objectives (continued)

- Identify the elements of provided retirement programs and future possibilities for institutions.
- Identify best practices in developing a talent management strategy including: the search process, “1st year experience”, and a workforce plan.
- Explain the criticality of feedback and expectations including management/leadership development, performance reviews, and a link to rewards.
- Identify the importance for a focus on an inclusive work environment in higher education.
- Demonstrate the value of utilizing the “Intent, Behavior, and Impact” model when interacting with groups of people.

Did Charles Dickens work in higher education?

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair.”

— Charles Dickens, *A Tale of Two Cities*



Opening activity:

- Think about the people on your campus – when you left work last Friday, what are the things they are most worried about?
- Turn to a partner(s) around you and share your thoughts.

Let's get started: Your own perspectives on HR

- Think about your interactions with HR/workforce/people “things” at your institution:
 - As an individual employee
 - As a business officer
 - As a supervisor/leader
- Some questions to think about with a partner:
 - 1.What was the last topic/issue/area, etc. that you had direct interaction with HR?
 - 2.What is your current organizational relationship to HR at your institution? Do you like it? Why or why not?
 - 3.From your point of view – what is the most critical HR/workforce/people issue on your campus right now? Why?



What would you like to make sure we touch on this week about HR?

Organizations Need Key Strategies for Success

Marketing Strategy

- Identify markets.
- Provide value.
- Identify what constituents want.

Finance Strategy

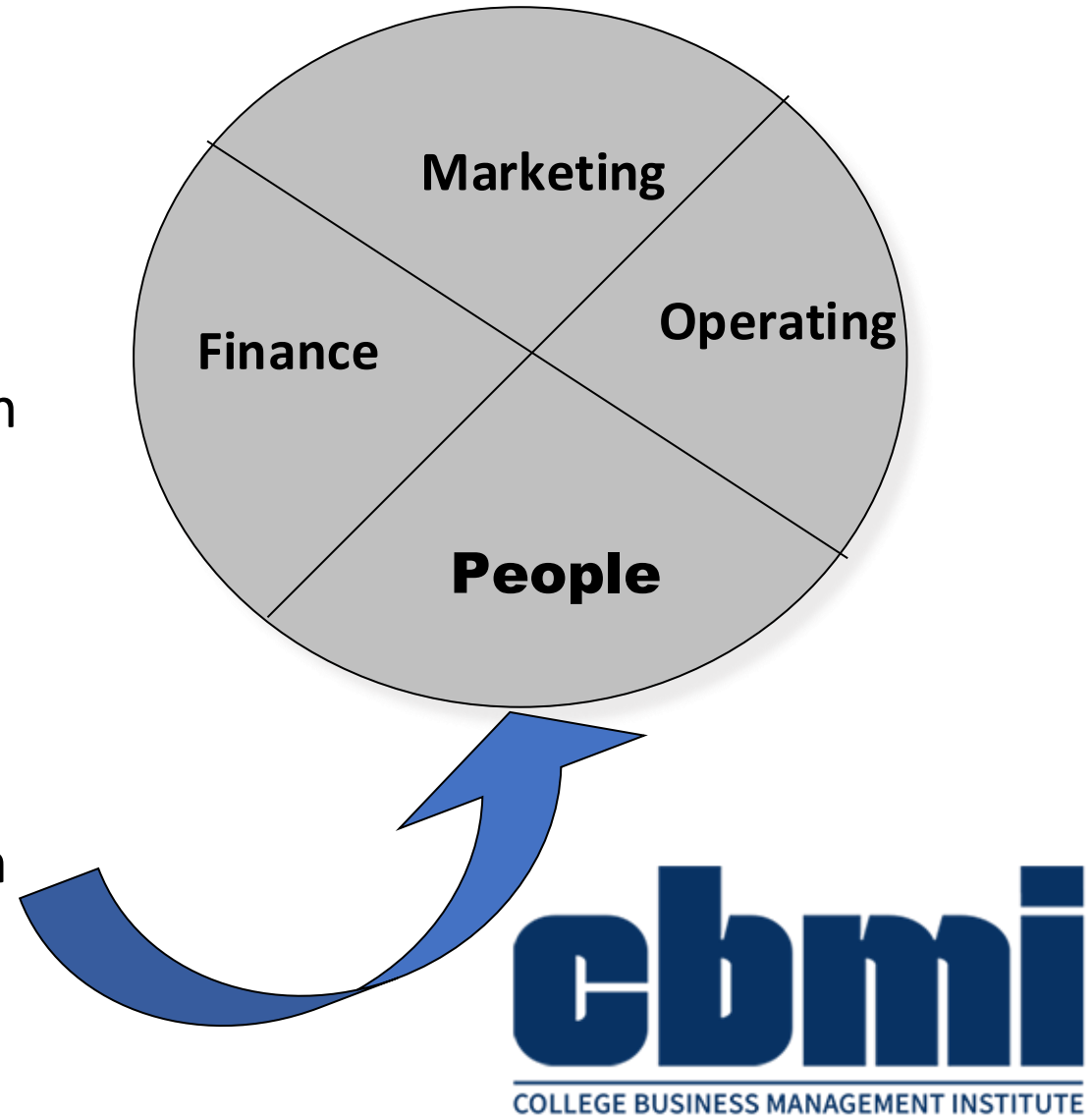
Provide sufficient, low-cost capital when needed.

Operating Strategy

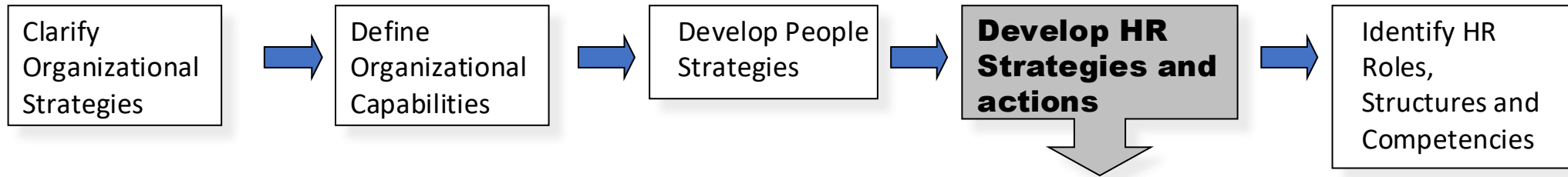
Have a lower delivered cost than competitors.

People Strategy

Long-term and intentional plan to align the people of an organization with its mission and goals.



People Strategy Links Human Resources to Organizational Strategies



- The People Strategy (the “WHAT”) is often the missing component of the Organizational Strategy for success.
- The HR strategy (the HOW) which include policies, practices, and programs should have a clear “line of sight” to business strategies.

- Phase 1: HR Strategy alignment.
- Phase 2: HR Strategy implementation.

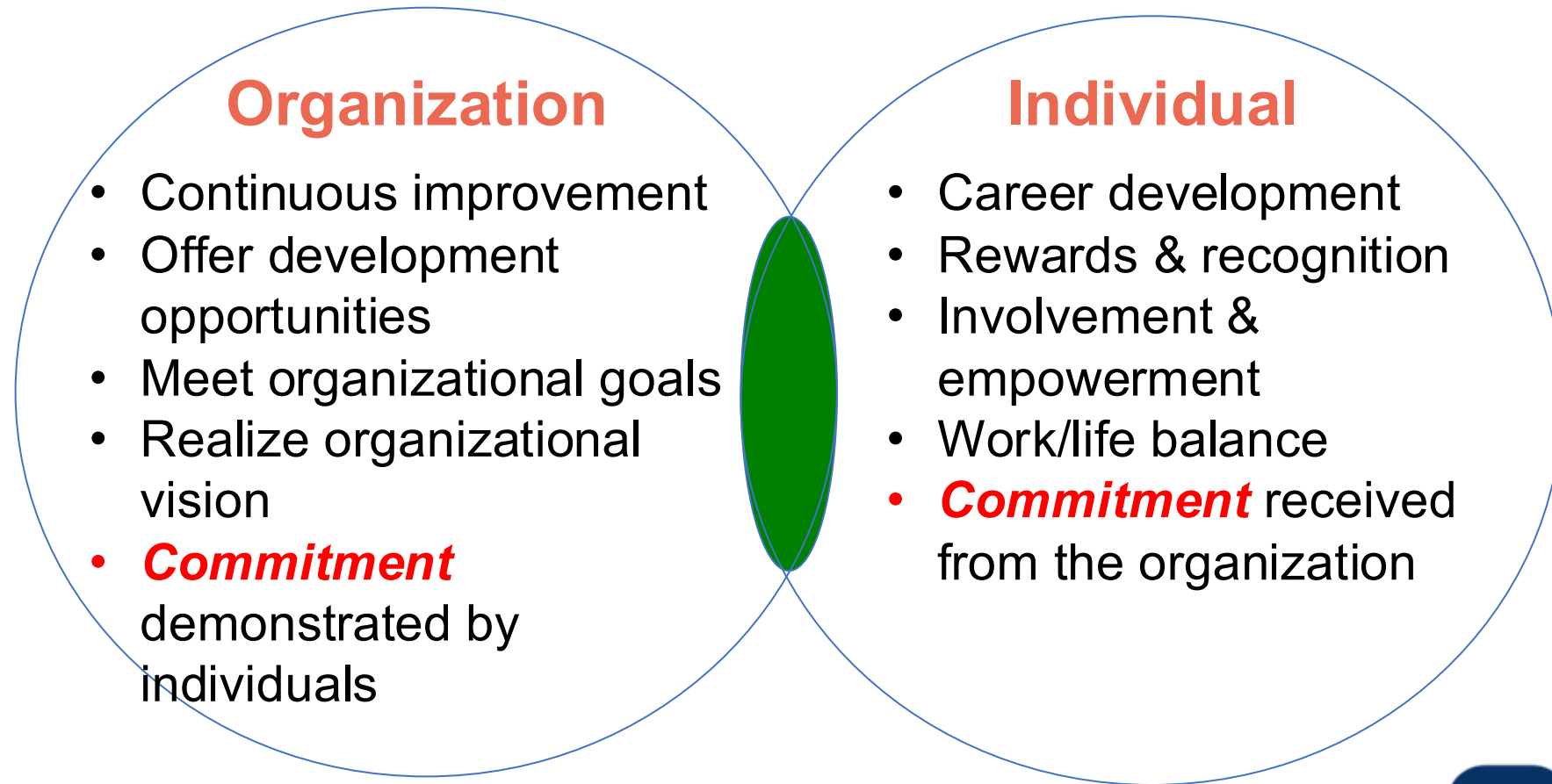
Examples:

- Compensation and benefits
- Employee Relations
- Management/leadership Development
- Employee Communication
- Career Planning/Development
- Performance feedback
- Recruiting/Selection
- HR Information management

Developing people/HR strategies

- Identify approaches to meet gaps/address in organizational capabilities.
- Profile current and future employee demographics and address their implications for present and the future.
- Evaluate how to invest in people for success - for them and the organization.
- Develop a framework for analyzing all people/HR work.
- Develop a “real and authentic” relationship between employees and the organization.

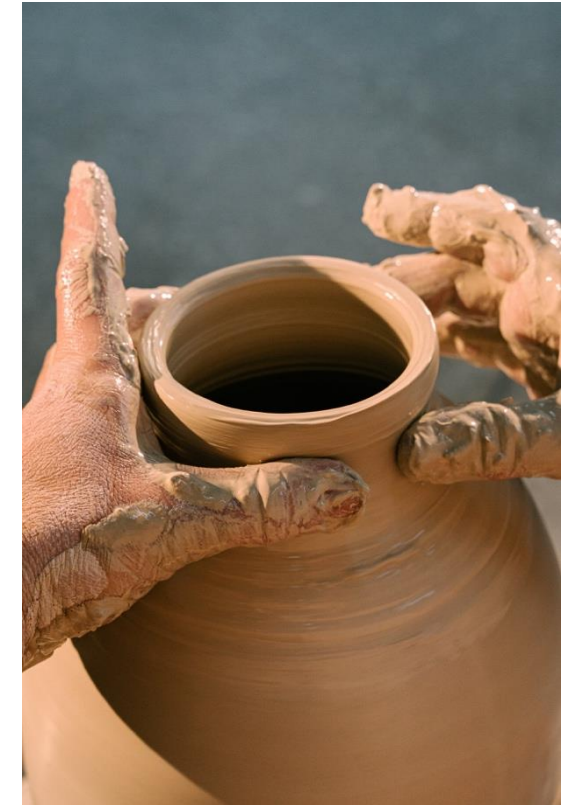
The “mutually beneficial relationship”



When the relationship works – there is a “balanced tension” between the circles

People Strategies “shape” the organization

People	Process	Structure	Culture
People component is shaped by aligning: Compensation and benefits. Recruitment and selection. Training and development. Performance management. Employee communications. Number/sourcing of staff.	How and what work gets done is shaped by aligning: Work practices. Decision-making process. Strategic planning and other important organizational processes.	Organizational arrangements are shaped by aligning: Reporting relationships. Organizational roles and responsibilities. Interrelationships among organizations. Spans of control.	The work environment in which people function is shaped by aligning: Values. Behaviors. Norms. Attitudes.



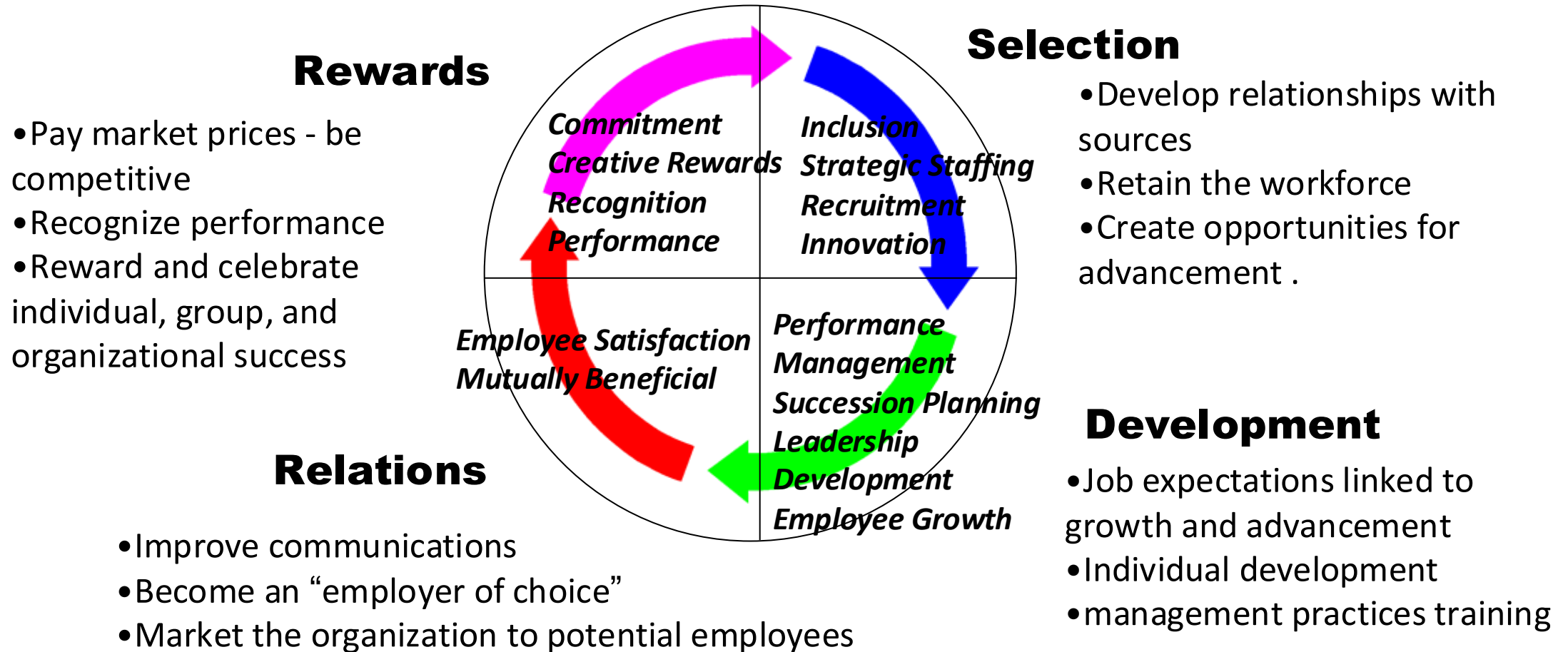


Activity:

What is your campus culture?

- As an individual - identify 2-3 important/unique things that make up your campus/institutional culture.
- Why are they important?
- Share with folks around you – anything in common?

HR Systems Model



HR and costs to the institution



Captain “Obvious”

- Let me reinforce the obvious to you (the business officer): the people/workforce/HR costs represent **60-70% of the total budget!**
- At your institution right now – what is the biggest HR/workforce/people costs you are the most concerned with? Why?
- What are the “best” actions to lower people costs at your institution? Why?
- Where are your institutional leaders on lowering people costs? Urgent? Soon?



Block 2: “Total Compensation”



Activity:

Are you paid what you are worth?

- 1st rule of this activity: don't talk about "Fight Club" – and what is stated in this room about your salary, stays in this room.
- 2nd rule of this activity: don't talk about "Fight Club" – and what is stated in this room about your salary, stays in this room.
- Based on what you know about your current job, identify your "ideal, fair, and realistic" salary.
- Is it different than what you are making now? Do you know why?
- Will how you feel about this impact current/future career decisions?
- Share anything you feel comfortable with folks around you.

Elements of total compensation

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The fixed pay an employee receives on a regular basis – the salary you earn in your paycheck each week/month

Base Compensation

Encompasses a wide variety of programs; including health insurance, vacations, and unemployment compensation

Indirect Compensation Benefits

Programs designed to reward employees for good performance

Pay Incentives

Key things to consider when thinking about organizational compensation/salaries

- Local, regional, and national markets – know when to use them most appropriately.
- Understand, appreciate, and work through experience and longevity on your campus.
- Know that the external “market” will create compression – the “floor” is raised:
 - Example: Recent year efforts to raise the Fair Labor Standards Act (FLSA) salary test for being “exempt” or paid on a salary vs. being eligible for overtime and “non-exempt”.
 - What is the value of experience for all roles on your campus?
 - Are people meant to stay in roles for extended periods of time? Have we designed it this way?
- The search process and experience – should it be the #1 factor in every search?
- How can we make attrition work for us as part of our Workforce/Staff Planning efforts?
- College and University Professional Association for Human Resources (CUPA-HR) market data: “Data-on-Demand” tool

Activity:

Strategy of administering a salary pool – good idea or not?

Employee	Job title	Performance rating	Years of Service	Current Job Category	Current Salary	Years in current role
John Smith	Admin Assistant	NI	6	hourly	\$ 32,000.00	3
Mary Jones	Assistant Director	ME	14	salaried	\$ 51,000.00	10
Tim Henry	Program Coordinator	ME	1	salaried	\$ 41,000.00	1
Lisa Johnson	Admin Assistant	ME	5	hourly	\$ 31,500.00	5
Jim Rodman	Admin Assistant	ME	11	hourly	\$ 33,500.00	4
Barb Gillmore	Sr. Program Coordinator	ME	7	salaried	\$ 49,000.00	7
Ellen Bowers	Director	ME	23	salaried	\$ 74,000.00	23
Christine Hayes	Associate Director	O	9	salaried	\$ 61,000.00	2
Larry Geevers	Business Officer	O	19	salaried	\$ 79,500.00	5
Melanie Hampton	Program Coordinator	O	2	salaried	\$ 43,500.00	2
					\$ 496,000.00	

Performance Evaluation Ratings:

Outstanding (O)

Meets Expectations (ME)

Needs Improvement (NI)

3% merit pool =	\$14,880.00
1 time bonus pool =	\$5,000.00

What should everyone get? Be prepared to explain why.

Health care “101”

- Fringe rate – what do you budget? (35%?)
- Example – a break down for the total benefits budget for a medium sized private (6000 stud. & 1500 ees.) with app. \$23 million annual spend:
 - 27% FICA
 - 26% health care costs
 - 25% retirement (403B)
 - 12% education – both remitted tuition for employees and dependents
 - 5% post retirement
 - 3% worker’s compensation
 - 1% long term disability
 - 1% unemployment

Healthcare 101 (cont.)

- Different kinds of health care offerings provide different things.
- There are multiple roles:
 - Provider of the services
 - Third party administrators (TPAs)
 - Payer of the services (Aetna, Blue Cross/Blue Shield, CIGNA, etc.)
- Comprehensive/cafeteria plans – learn what is covered and to what %.
- High-Deductible Health Plans (HDHP):
 - You (employee) pay a large deductible out of your pocket before you gain the coverage.
 - Most preventative coverage is totally covered (100%).
 - Health Savings Account (HSA) that you and employer can contribute into to cover expenses (like the deductible costs) – HSAs “roll over” to the next year (Flexible Spending Accounts do not – “use it or lose it”).

Healthcare 101 (cont.)

- Employers want you to be good consumers and help with the costs.
- Employers offer wellness programs and discounts/incentives if you participate – what's next may be how healthy you are?
 - Biometric screening (know your numbers)
 - Health Risk Assessments (HRA) – know the risks in your lifestyle
- Prescription plans – co-pays, mail order, generics, tiered plans, etc.
- What to do about retiree health plans – can you afford the future costs? Have you talked with your friendly actuary lately?
- As costs for benefits continue to rise, institutions may have to look at a variety of strategies including:
 - Costs savings in the current benefit plan design.
 - Different cost sharing between employer and employee for benefits (ex – 80%20%).
 - Possible reallocation of resources.

Healthcare 101 (cont.)

- What else?
- What are key challenges on your campus regarding healthcare costs?
- What are things you can do to lower costs?
- Have you invested in wellness?
 - What have been the results?
 - How do you know?
 - What are things that can tell you if you are gaining a return on investment?
 - The Ithaca College wellness story: “Mind/Body/Me”

Retirement

- State pension plans
- 403B plans and providers (TIAA, Fidelity, Voya, etc.)
- 457F plans – deferred salary plans before taxes (taxed later)
- Fiduciary responsibilities- do you have an investment committee?
- What do you think about retirement incentive programs?
 - Do they work?
 - Are they strategic?
 - How could they be structured to gain an organizational advantage?



Block 3: Engagement of Talent

Activity:

Answer these questions on your own:

Would you be able to identify the “most talented” people who work at your institution?

How confident are you that they will stay?

Is your institution a place where the “best” talent wants to come and work there? Why or why not?

Share your thoughts with a partner(s).



Talent management strategies

- Strategic planning
- Sourcing & recruitment
- Performance management/feedback/expectations
- Learning and development – being a “learning organization”
- Leadership pipeline – many refer to as “succession planning”
- Structured leadership development process
- Compensation & rewards

HR data and the importance of workforce planning

- What HR data do you have available for your leadership to review?
- Key views include:
 - Accurate and up to date “snapshot” headcount data
 - Department level reports with security to who is appropriate to see them.
 - Trends – at least a 3-year window.
 - Agree upon definitions – the whole “data governance” conversation – ex. Define “faculty” at your institution.
 - Connect to your payroll costing department – follow the funding for all lines.
- Staffing ideas/planning handout questions:
 - “Strategic”
 - “Core”
 - “Currently utilized”
 - Efficiencies, capabilities, capacities, workload, etc.
- Utilizing attrition strategically – a discipline to workforce planning.

Recruitment and the search process

- Open positions, open searches, “hiring freezes”, and getting a handle on headcount.
- Institutional strategies connected to recruitment.
- Applicant tracking systems – plus/minus for products – have one you like?
- Search process efficiencies – time to fill, who is in the workflow, visibility, etc.
- Do you require a search plan? Treat it like a project plan and back into it.
- Education for search committees and hiring managers.
- Higher Education Recruitment Consortiums (HERCs).
- Using search firms – do you manage them well and get your money’s worth?
- Does the “faculty hire the faculty”?

You recruited them (yay!) – now... can you keep them?

Creating the “1st year experience”

- Taking a cue from our student affairs colleagues – from the time of an offer through their very first performance review/evaluation.
- What would be in the ideal onboarding experience?
- This is a process that is worth an investment – how to use technology (most applicant tracking systems offer a module) to “push” information to candidates – the 75% estimate.
- Making sure of health care eligibility/choice and retirement eligibility/choice.
- Face to face orientations: what should actually happen there?
- Creating multiple “touch points” during the first year.
- Administrative involvement in new faculty orientation – should we go there?
- This year is the number one factor to impact retention of highly sought after (and compensated!) talent at your institution.

What is a learning organization?

- Term given to an organization that facilitates the **learning** of its members and continuously transforms itself.
- Concept from the work and research of Peter Senge: *(The Fifth Discipline)*
 - Systems thinking
 - Personal mastery
 - Mental models
 - Shared vision
 - Team learning
- We are an institution of higher education should we be a learning organization by default?
- Think again – it needs to be intentional and structured.

How can your institution create the right culture to be a learning organization?

- Culture that is successful has the look and feel of something organic and uncontrived – something that just exists.
- Culture must be led, nurtured, constantly monitored, and adjusted.
- **Who is responsible for an institution's culture? HR?**
- Combination of the right ingredients, in the right way to match what you intend.
- A “learning organization culture” pays attention to the “learning process” as much as the importance of the learning.

Individual development plans: investing in learning management systems

- Should be an annual process for all leaders with their direct reports.
- All employees should have individual development plans (IDPs) as part of their performance programs – a learning management process/system can be the center.
- Don't focus on the evaluation – focus on the goals and the development plan.
- Key aspect around competencies (knowledge, skills, attribute/behaviors).
- Identify key development/learning experiences:
 - Workshops, conferences, certification courses, etc.
 - Key projects in functional areas – also cross-functional efforts.
 - Serve on committees, volunteer organizations, professional organizations (local, regional, national levels).

Leaders need to provide feedback and set expectations

- Reframing the whole performance management debate.
- The focus is not on the review – it should be on the goal setting and expectations process:
 - Match it up to the fiscal year/academic year – all goals/plans finalized by August 15th of each cycle.
 - All “looks” or reviews should happen between May 15th and July 30th.
 - If you set goals and provide feedback on an anniversary date – you are making it more challenging to connect individual AND organizational result, right?
- Build an alignment process: Institutional – Division/unit – Functional Area – Individual.
- Feedback is a natural part of the budget cycle – so build off of that.
- Simplify the capturing of expectations/feedback – 3 essential elements:
 1. Significant work/accomplishments
 2. Connection to job/role expectations
 3. Individual development plan

Things that no one tells you about being a leader

1. You will have to deliver hard news while protecting trust
2. You will sit with folks going through some of the toughest days of their lives
3. You will need to absorb emotion that was never yours
4. You will feel imposter syndrome
5. You will have to be the calm during chaos
6. You will lose people you fought to develop
7. You will be someone's reason to stay – or go
8. You will need to prioritize people over process
9. You will realize that trust is not given once
10. You will be remembered for how you made people feel



“Differences Wheel”

1. _____
2. _____
3. _____
4. _____

1. _____
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1. _____
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1. _____
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1. _____
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Intent – Behavior – Impact

Intent
Behavior
Impact

- How or what a person “means” by behaving in a certain way with an individual or group.
- Action actually taken – what a person or an organization says or does.
- How that action affects a person, a group of people, or an organization.

Misperception and interpretation

- Perception is key – it breaks down into three parts:
 1. Expectations.
 2. Recognition.
 3. INTERPRETATION!
- Situation:
 - “Everything is a situation”.
 - Can you recognize what is going on and place everything in context?
- People:
 - Recognize who you are interacting with – they may not be able to follow your behavior – and ultimately follow your intent.
 - Your role/history with the individual/group.

Behaviors can lead to misperceptions

- Words – what you say.
 - The choice of words is critical when you want your behavior to follow your intention.
 - Some words are “loaded”.
 - Based on your position at work – some words are very open to interpretation.
 - Clarity, clarity, clarity!
- Actions – what you do.
 - Where, when, how – all key to your behavior being linked to your intent.
- Physical action/format for your message – how you say it in medium, movement, and tone.
 - What do you “look like” when you deliver a message?
 - How does your body language follow words and ultimately your intent?
 - How is the “vehicle” other than face-to-face impact the interpretation?

The criticality of a focus on an inclusive and respectful workplace – think about the following:

- Is being inclusive and respectful values that connect directly to your institutional mission?
- What is your responsibility as a leader within your administration?
- What is your individual comfort level with **leading** in this area?
- How can administrative leaders positively impact the work environment?

Mark Coldren
mcoldren@cupahr.org
markrcoldren@gmail.com
607-280-7752 (cell)

