To: Members of the System Human Resources Council
From: Jim McGrail, Chief Human Resources Officer, USNH
Subject: November 14, 2019 meeting

Meeting is scheduled for November 14, 2019
9:30 a.m. – 11:30 a.m. at 5 Chenell Drive, Concord

AGENDA

1. Approval of 9/19/19 Meeting Minutes  Attachment One

2. Benefits Update
   • Open Enrollment
   • Kronos Pilot
   • Annual Benefits Report

3. Enrollment Trends  Attachment Two

4. Phishing Awareness  Attachment Three
# System Human Resources Council

## 2019 - 2020 Membership

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*In the event of inclement weather, please check for an email from Lauren prior to two hours before the meeting.*

## Non-Member Distribution:

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1. **SHRC Convenes**

The meeting was called to order at 9:30 a.m. by Chair LeBrun, and the minutes of the May 23, 2019 meeting were approved as written.

2. **UTime Policy**

The Council reviewed the new USY-V-C 4.9 UTime policy, citing areas where clarification is needed, particularly around Earned Time cash-out, personal and sick time accruals based upon an 80-hour work period (40-hour work week). If there are additional questions brought up by constituents, please refer them to Lauren or Marc via email.

3. **Benefits Updates**

Open Enrollment will occur 10/21/19 – 11/08/19. In addition to the O.E. packet distribution, HR Bulletins will be emailed, and post cards will be sent to home addresses, reminding employees of both the O.E. dates as well as the requirements for earning up to a $400 medical premium credit via the MyPath2Wellness program by 10/31/19. Subscribers can log in to MyCigna.com to view confirmation of the wellness credits.

While there will be no benefit plan design changes in 2020, premiums will increase, due to USNH’s recent high claims volume.

Three new voluntary programs will be offered in 2020 through MetLife: Accident insurance, Critical Illness insurance, and Legal assistance. Brochures were distributed and more information is available in the MyUSNHBenefits.edu website.

Marc explained the components of USNH’s fringe rates, and how they fit into savings objectives over the next several years. USNH has had reserve funding which helped offset increasing medical costs over the last several years, but the current fringe rate is no longer sustainable for campuses given market conditions. Market data has been under review to determine what is needed to stabilize the fringe rate going forward.

4. **Kronos Implementation**

The Kronos build has been more complicated and lengthier than expected, due to expectations of multiple policies and several collective bargaining contracts. Overall, this has been an opportunity for improving USNH’s business practices and processes, including coding and interaction with Banner. On October 19, 2019, the System office and campus HR offices will go “live,” as a pilot start with the new time management system. The following three phases will incorporate exempt employees and time approvers, remaining non-exempt employees, and adjunct/student employees rolled in by spring, 2020. A detailed Kronos presentation will be created and posted on the UTime page.

*The Council adjourned at 11:30 a.m.*
The Great Enrollment Crash

Students aren’t showing up. And it’s only going to get worse.

By BILL CONLEY, The Chronicle of Higher Education

September 6, 2019

Question: Who do you think made the following observation — and when?

“Even more alarming is the perception among a growing number of young people today that, with escalating college costs and diminishing payoffs in terms of guaranteed career opportunities, a postsecondary education simply may not be worth the huge investment.”

If you guessed that I pulled this from a magazine article published in the past couple of years, you wouldn’t be alone. Point of fact: The above statement was made by Jack Maguire in Boston College Magazine … in 1976.

For those of us who have been doing admissions work for a while — I’ve been in the business since 1980 — to hear some form of Maguire’s concern today just seems like déjà vu all over again. The 1980s were quickly dubbed the “demographic decade” as high-school graduation rates declined and a stubborn recession pressed family pocketbooks. In fact, Maguire is widely acknowledged as the father of enrollment management, the science that would be called upon to relieve higher education’s enrollment pressures at the time.

Yield models have been invalidated by the sea change in student college-choice behavior.

The two decades that followed saw ebbs and flows in high-school graduation rates and an inexorable increase in the sticker price of college. Yet with each demographic blip, and with every crossing of a new are-you-kidding-me? threshold for cost of attendance, colleges still reported record selectivity, robust enrollments, and financial-aid programs that, for some, effectively reduced sticker shock. Indeed, reports of a higher-education bubble about to burst appeared to be greatly exaggerated. American higher education seemingly had an elasticity that could withstand periodic, short-term fluctuations in demand and cost.

Then came 2008. The Great Recession devastated university endowments, shattered the majority of family wealth and income, and confounded the predictive modeling of enrollment managers. The near-term chaos was very real. Somehow, at varying rates, most colleges managed to survive, but in order to do so they established a “new normal” that would allow them to claim renewed stability for the long haul. That brings us to the summer of 2019, when the cracks in this new normal really started to show.

As has been the case in recent years, Bucknell University had a large and talented applicant pool for the Class of 2023. Setting an aggressive target of 980 (40 more first-year students than in 2017), our yield model indicated that our admit pool, plus 30 to 35 students enrolled from the
wait list, would safely land us there by the first day of fall classes. That all changed on May 2. The enrollment-deposit spigot went dry, considerably short of our goal. As it turned out, we would need to enroll about 100 students from our wait list.

In the process of calling these wait-listed applicants, we learned that Bucknell was hardly alone in its shortfall. Up and down the selectivity ladder, especially among private colleges, yield models had been invalidated by a sea change in student college-choice behavior. After the May 1 deadline for candidates to accept or reject admissions offers, the National Association for College Admission Counseling (NACAC) provides colleges the option to post a “still open for business” status alerting potential applicants that there’s still time to submit an application. For classes entering between 2014 and 2016, the average number of colleges that would consider postdeadline applications over that three-year span was 436. For the past three years? The average was 554 — a 27-percent increase.

This is my summer of 2019 takeaway: Higher education has fully entered a new structural reality. You’d be naïve to believe that most colleges will be able to ride out this unexpected wave as we have previous swells.

Those who saw modest high-school graduation dips by 2020 as surmountable must now absorb the statistical reality: Things are only going to get worse. As Nathan Grawe has shown, a sharp decrease in fertility during the Great Recession will further deepen the high-school graduation trough by 2026. Meanwhile, the cost of attendance for both private and public colleges insists on outpacing inflation, American incomes continue to stagnate, and college-endowment returns or state subsidies can no longer support the discounting of sticker prices. And nearly three out of four economists reportedly believe a significant recession is likely to be underway by 2021.

This perfect storm has changed, and will continue to change, student and family college-choice behavior for the next decade and more. I see this playing out across three dimensions: majors, money, and mission.

As any number of reports have shown, students have been inexorably marching away from the traditional liberal-arts majors. One such report from the American Academy of Arts & Sciences noted that bachelor’s degrees in the humanities represented 17 percent of all degrees conferred in 1967, compared with 5 percent in 2015. Pitzer College, a nationally ranked liberal-arts college, reported that the five top majors among its Class of 2019 were: environmental analysis, organizational studies, biology, economics, and psychology. Some preprofessional majors are faring no better: Bachelor’s degrees in education declined by 15 percent between 2005 and 2015. It is little wonder that the Pennsylvania System of Higher Education, significantly dependent on teacher education, has seen its 14 state-owned universities lose 20 percent of their collective enrollment since 2010.

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails.

I don’t see these trends changing, especially when coupled with stagnating income and the resulting pressure on a family’s return-on-investment calculus. Many in higher education assume
families don’t value the liberal arts anymore, but it’s more nuanced than that. Families hear the importance of “soft skills” (communications, creativity, etc.); they just don’t accept their children need to major in a liberal-arts field to gain them and to secure a job after graduation. Continued adherence to traditional, low-demand curricula or knee-jerk adopting of “hot” majors will only exacerbate the problem.

Bucknell’s most significant shortfall this year was in admitted students who were offered financial aid. I heard from other enrollment managers who had a similar experience. So, what gives?

One answer could be Virginia Tech — not just the institution itself but the sector it represents. Virginia Tech overenrolled its incoming first-year class by 1,000 students (talk about a yield model imploding!). My guess is they did not anticipate the sharp rise in students aiming to attend lower-cost, high-profile public institutions. Last year, four of the top six enrolled-overlap schools for Bucknell were public universities. We fully expect to see at least that many for the Class of 2023.

The handwriting was probably on the wall, as the national, first-year discount rate had already crested the 50-percent mark; according to the National Association of College and University Business Officers (NACUBO), it was 39 percent as recently as 2008. This steep rise is significantly fueled by colleges that have adopted the airline pricing model: If the plane is going to fly anyway (and if there are still spots open), no harm in getting even pennies on an otherwise unsold ticket. For colleges discounting at or above the national figure, this is unlikely to be a sustainable strategy. However, in the meantime, they are no doubt pulling students away from colleges that expect full-pay or better-pay students to foot the true bill. In short, price sensitivity is a structural reality when supply (number of college beds and desks) is greater than demand.

At the dawn of the 20th century, the railroad industry nearly collapsed. Why? Because industry leaders (wrongly) believed their primary mission to be railroading, not transportation. For too long, colleges — public and private, liberal arts and research-driven, rural and urban — have operated as if they’re solely in the higher-education business rather than in the broader postsecondary-education sector. Traditional residential colleges took solace in slaying one-and-done competitors like the University of Phoenix or MOOCs. Now the challenges come on multiple fronts: There are still for-profit insurgents clipping at our heels, not to mention distance-learning platforms, academic boot camps, and company-sponsored certificate programs. Consider this comment from May 2019 by Tim Cook, Apple’s chief executive: “I don’t think a four-year degree is necessary to be proficient in coding. I think that is an old, traditional view.”

I don’t expect Bucknell’s analysis of this year’s admissions cycle to show any meaningful incursion by nontraditional competitors. However, what we won’t know is how many high-school seniors opted out of the four-year college pathway in favor of shorter-term, anytime, lower-cost credentialing. These legitimate competitors pose risks enrollment managers must acknowledge before it is too late.

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails. For too long, the admissions dean or enrollment manager had the lone hand
on the tuition-revenue tiller. Now, it’s all hands (campus leadership, faculty, staff, trustees, etc.)
on deck, pulling the tactical lines in a coordinated, strategic fashion. Given the perilous voyage
ahead, what will your institution’s mix of majors, money, and mission be?

*Bill Conley is vice president for enrollment management at Bucknell University.*
"U.S. Birthrate Drops 4th Year in a Row, Possibly Echoing the Great Recession"

"U.S. Births Fell to a 32-Year Low in 2018; CDC Says Birthrate Is in Record Slump"

"The U.S. Birthrate Is Still Falling"

"College Students Predicted to Fall by More Than 15 Percent After the Year 2025"

These are just some of the headlines that have been making the rounds in the media of late. According to the data, when the Great Recession hit in 2008, the birthrate took a nosedive that many attributed to the economy. However, while the economy has rebounded in the decade since, the birthrate has not. The implications of a declining U.S. birthrate are widespread, not the least of which is how the nation’s colleges and universities will be impacted by a rapid drop in college-aged individuals in the general population. This looming enrollment cliff is being talked about among presidents’ cabinets and boards of trustees across the nation, as higher ed leaders look to get in front of this challenge.

What conversations are happening, and what actions are higher ed institutions taking to prepare for a possible decline in tuition dollars in the coming years? What can HR leaders do to prepare for the cascading effects of fewer students on campus?
The Stats
While not all colleges and universities will see a decline in student enrollment, many of those that do will be hit hard. In a recent article in The Hechinger Report, columnist Jill Barshay writes that elite institutions will likely fare much better than regional four-year colleges and universities, which are expected to be impacted the most. According to the article, which cites research by economist and Carleton College professor Nathan Grawe, regional bachelor’s institutions are expected to lose more than 11 percent of their students by 2029, while demand for elite institutions may be up to 14 percent higher in 2029 than it was in 2012.

Why the contrast? As Grawe explains to Barshay in the article, “elite colleges are less affected by the birth dearth because they’re a small, niche market of fewer than 200,000 students.” He also cites the boom in the Asian-American population, which, he says, has a “high attachment to higher education, and elite higher education in particular.” In addition to institution type, location will have some bearing on the impact of the declining college-age population. Citing Grawe’s research, Barshay writes in the article, “the Northeast, where a disproportionate share of the nation’s colleges and universities are located, is expected to be the hardest hit. By contrast, mountain states, where there are fewer students and fewer colleges ... may see slight increases in student demand,” as could institutions in the Southwest due to high rates of immigration over the past several years — although immigration has slowed considerably as of late.

The bottom line is that many of the nation’s colleges and universities will face declining or stagnant student enrollment rates beginning in about six years, a reality which will require a thoughtful, strategic approach to ensure the viability and sustainability of those institutions.
And while human resources leaders may not always be invited to participate in high-level conversations among executive leadership, HR must ensure that it’s proactively contributing to the conversation and taking steps now to be ready to act when change comes calling.

**A Sweeping Reorganization in Progress**

University of Tulsa (TU) is taking action now to cement its place in the future of higher education by reimagining its purpose and reorganizing its structure. Among the changes: the phasing out of 84 low-demand degree programs; the grouping of the business, health and law colleges into one “professional college;” the creation of a university studies program in which all incoming freshman will start their academic journey; and a shift away from academic departments to interdisciplinary divisions. And it’s happening quickly — over the next two years (although the university has committed to teaching out students currently enrolled in the affected degree programs).

TU’s new model includes a STEM-heavy curriculum, a high-touch education providing both practical and professional training, and a focus on undergraduate studies. Explains TU Provost Janet Levit in communications to the TU community, “These changes are about reprioritizing and reallocating our resources to support those programs with the greatest demand, which will have the greatest opportunity for success as we navigate into uncharted higher ed terrain.”

Many higher ed institutions will face declining or stagnant student enrollment beginning in about six years, a reality which will require a thoughtful, strategic approach to ensure the viability and sustainability of those institutions.

Change of this magnitude touches every campus constituent — students, staff, faculty, the surrounding community — and requires thoughtful consideration, innovative thinking and strategic collaboration to carry out. How will the reimagining of TU impact the university’s workforce? University leadership has pledged to undertake this change without an immediate reduction in force and without eliminating tenured or tenure-track faculty appointments, instead offering an early retirement option for qualified faculty. In addition, all TU employees will receive a 2 percent pay increase.

The magnitude of change at TU will no doubt present its share of challenges, but it will also offer a multitude of learning opportunities for the university’s human resources organization.

**Spreading Awareness and Anticipating Challenges**

Indiana University (IU), which includes the Bloomington campus, IUPUI and seven other regional campuses, is another institution facing the likelihood of a decline in student enrollment in the coming years, as the number of high school graduates in the Midwest is projected to drop off significantly beginning in 2025. IU sees this enrollment cliff as a looming challenge.

John Whelan, the university’s chief HR officer, has made it a priority to create awareness and share with other university leaders HR’s perspective on how fewer students will impact IU’s workforce. “There are certain people in the university who understand the implications of the enrollment decline based on their jobs, but the broader IU staff and faculty generally don’t know...”
HR leaders at institutions looking down the pike at an enrollment decline should be having regular conversations now with their senior leaders to understand the details and nuances around the issue.

much about this,” says Whelan. “My priority has been to bring up this topic in every HR meeting and forum at IU over the past year, and I’ll continue to do so.”

Additionally, Whelan says he has been encouraging his HR staff to engage the financial and enrollment leaders within their campuses, divisions and units to understand the impact of fewer students on their specific areas. “Some of our programs are already feeling the pressure, while others probably won’t feel the pain for several years, if at all,” he says. “Through these collaborative, campus-wide conversations, our HR professionals are getting a clearer understanding of how HR can be part of the solution.”

Whelan suggests that HR leaders at institutions looking down the pike at an enrollment decline should be having regular conversations now with their senior leaders to understand the details and nuances around the issue. While the overall problem is easily explained, he says, each organizational unit will have different challenges that will require unique solutions — and understanding the financial and enrollment data will make this a more tangible project to focus on.

Because most higher education institutions rely on tuition dollars as their largest revenue source, a decline in enrollment has the potential to keep revenue flat or even reduce it. On the flip side, salary and benefits costs make up the vast majority of expenses in most universities, and these need to grow each year in order to keep salaries competitive and to adjust for the increased costs in healthcare.

“If revenue stays flat or declines,” Whelan says, “there will be a significant impact on institutions’ abilities to maintain their workforces. Those colleges and universities that will be hardest hit by this enrollment cliff need to start planning now in order to reduce the likelihood of reductions in force in the future, or at least to ensure if layoffs are unavoidable, they’re done in an equitable and non-discriminatory way.” Whelan also points to the need for HR to focus its efforts on employee morale and engagement. “Staff and faculty who will be asked to do more with less can easily become discouraged and frustrated, and with a strong economy and low unemployment rates, these workers will have many options to find other employment,” he says.

Whelan says in order to help ready their institutions for the challenges the next several years stand to bring, HR leaders need to be involved in discussions and planning around finances, data mining and data-driven decisions, change management and communication strategies. “In bringing our expertise to the table, we as HR leaders have an opportunity to be proactive instead of reactive — to show our value as a strategic partner and a contributor to our institutions’ missions, values and goals.”

Best HR Practices
At a recent meeting of the CUPA-HR board of directors, the enrollment cliff was the main topic of discussion. These higher ed HR leaders from different institution types across the country served as a think tank of sorts, sharing their thoughts on what the higher ed landscape might look like in five to eight years, sharing their institutions’ current and coming realities around enrollment and retention, and discussing what HR can and should be doing to help higher ed leaders and their institutions prepare for whatever the future may bring.
suggestions that came out of that discussion:

**Engage with campus leaders now,** as this will up the odds that HR is called upon as a partner when decisions are being made. Susan Norton, vice president for human resources at Augusta University in Georgia, shares that when she reached out to her recently hired vice president of enrollment and student affairs in preparation for the board discussion, the VP replied that she had never been asked about enrollment by an HR colleague and was excited about the opportunity to partner with HR. Says Norton, “This is an example of how we have an opportunity to engage with campus leaders; everyone is a recruiter. Every encounter we have with someone is an opportunity to be an ambassador for our institution.”

**Bring data to the table.** HRIS at Clemson University has partnered with the budget office to create a data analytics dashboard. “Being able to provide data for deans, divisional leaders and vice presidents to help them make decisions is a value add for our customers,” says Dr. Ale Kennedy, associate chief HR officer at Clemson. “There are a lot of decisions the university is making, and they want and need data to make those decisions. Because HR was proactive in bringing that data to the table, our university leaders are now relying more and more on us to provide those stats and numbers.”

Marie Williams, associate vice chancellor for HR at North Carolina State University, adds that HR’s mission shouldn’t be to be at the table at all times, but instead “we should focus on bringing value and influence by being prepared to share with institutional leadership the data they need to make decisions.”

**Collaborate.** Kennedy shared that at Clemson, HR strategic consultants (a new position) are working on workforce planning and human capital strategic initiatives across the university. Says Kennedy, “HR strategic consultants collaborate and work closely with all the HR services teams and centers of excellence across campus to put HR ahead of the necessary changes, so we can position our organization to be proactive.”

**Understand the business of higher education.** Says Jay Stephens, vice president for human capital services at Kansas State University, “As HR leaders we have to understand enrollment, the tie to budgets and the strategic initiatives our campuses are undertaking to address those things. Without that demonstrated knowledge to our colleagues, namely our provosts and chief financial officers, we won’t be pulled into the discussion and decision-making; instead they will bring us in on the back end, when the decisions have already been made. We have to be credible partners in understanding the business of higher education.”

**Hone your consultative skills, communication and business acumen** — all important skills for HR professionals to have in order to contribute in a meaningful way to discussions and planning around how the institution will navigate challenges related to student enrollment and retention. Says John Martin, director of client services at Princeton University, “This seat at the table is something that must be earned — it’s not necessarily guaranteed.”

**Build resilient HR teams.** It is important to build resilient HR teams that can represent the mission and purpose of the various offices of the university. “HR teams should be empowered to say ‘yes’ and only get the chief HR officer involved when a ‘no’ is necessary, as this will help in building collaborative relationships across the university,” says Pierre Joannis, vice president for HR at Bucknell University.

**Taking the Long View**

Whether your institution expects the impact of the steep decline in high school graduates to be minimal or extensive, now is the time to spread awareness and position HR as an invaluable resource to other campus leaders.

**About the author:** Missy Kline is content manager for communications and marketing at CUPA-HR and managing editor of Higher Ed HR Magazine.
What are Spam and Phishing Emails?

• Phishing is an attempt to acquire personal, sensitive, or financial information
  – Asking for W2 or payment information is common
  – Urgency or immediacy of request
• Spam is junk mail but can be a sign that someone’s account has been compromised
• Sender email address is often ‘Spoofed’ where someone from the outside impersonates an employee
  • My name may appear as Russell Battista instead of the Exchange standard of Battista, Russell
• Improper grammar is usually a telltale sign
• You are referred to by your formal name by someone that ‘knows’ you (Russell vs. Russ)
• A malicious email cannot harm your environment without action being taken
• UNH has anti-Spam protection, but a few usually get through.
What to do When You Receive Spam or Phishing Email

• Do not reply, click links, or open attachments
  – Forward emails to phishing.report@unh.edu or got.spam@unh.edu so Information Security is aware
    • You can delete the email but you may be contacted to provide additional information
  – If you have clicked a link or opened an attachment, a scan should be run as soon as possible
    • Contact us at IT.Security@unh.edu or the UNH Service Desk at Ext 2-4242
    • Do not delete the email until you are instructed
  – If you are unsure about the validity of the content, contact the sender in a separate email
    • The best line of defense is to review each email carefully.

Check before you Click!
Phishing Campaign Overview

• USNH purchased a software platform to run Phishing Campaigns where emails and emails with attachments are sent to employees
  – Objective: determine how many users will open an unknown/unexpected attachment

• All USNH Employees with email addresses in the Global Address Book were contacted within the campaign

• The goal is education for employees
  – Users who opened the attachment were provided with a teachable moment on how to avoid phishing

• The results started out strong (low response rate) but have increased to over 11% of staff responding to emails.
Month over Month Results (Summary)

![Graph showing susceptibility rate with data points for different months and campaigns.](image-url)