CEDH Staff Survey with 109 Response Results

Please identify your employee group
Civil service 67 62%
Bargaining unit 41 38%

What is your role?
CS/BU employee with extensive supervisory duties 10 9%
CS/BU employee with some supervisory duties 32 29%
CS/BU employee without any supervisory duties 67 61%

What is your primary affiliation?
Academic department 37 35%
Research center 18 14%
Dean’s Office (e.g. HR, IT, FSO) 33 30%
Student Support/Advising 15 16.5%
Other 6 5.5%
(Other includes responses: Child Care Center <3> and N/A <3>)

How long have you worked at the University?
0-5 years 37 34%
6-10 years 22 20%
11-15 years 14 13%
16+ years 36 33%

I have an up-to-date job description and a clear understanding of the goals and performance expectations related to my job responsibilities
Strongly agree 17 16%
Agree 35 32%
Somewhat agree 28 26%
Somewhat disagree 10 9%
Disagree 11 10%
Strongly Disagree 8 7%
My workload is manageable.
Strongly agree 12 11%
Agree 43 39%
Somewhat agree 23 21%
Somewhat disagree 10 9%
Disagree 11 10%
Strongly Disagree 8 7%

Have you received an annual performance review in the last two years?
Yes 68 62%
No 40 37%

How often do you receive constructive feedback on your performance?
Very frequently 12 115
Frequently 33 30%
Occasionally 32 29%
Infrequently 23 21%
Never 9 8%

Who gives you feedback on your performance? (Check all that apply)
Supervisor 86 79%
Department chair 31 28%
Other faculty 39 36%
Co-workers 40 37%
Supervisees 13 12%
Someone else 14 13%
(Someone else includes: Associate Dean in the past, Other administrators, Chief of Operations, departmental staff, Department administrator, Other TRIO Staff, Administrative staff, People in other units that I interact with, students, graduate students

Do you believe that your supervisor understands your job?
Yes 77 71%
No 32 29%
I receive adequate training and support to enable me to meet my job performance expectations.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>11</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>56</td>
<td>51%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>3%</td>
</tr>
</tbody>
</table>

Is there information relevant to your job that you are not receiving in a timely manner?

- Yes 20
- Maybe 22
- I’m not sure 30
- No 37

If yes or maybe, please explain.

**Yes comments**

- Since our program is in constant catch up mode, we are not receiving relevant information in a timely manner. The majority of the staff have burned out playing the catch up mode and move on to another job. The director is not available to fill in the gaps, but instead has blasted staff for not being professional on how to handle the gaps without her direction.
- I am asked to do a lot of things last minute because my supervisor is not good with time management and organization.
- Information as to: Who will be teaching next term (textbook orders and database update) New employees, room assignments, contact info that needs to be added to department database and intranet.
- Changes in college financial policy and responsibilities.
- Important changes are not communicated in a transparent, open manner. So if staff aren’t aware of change they only learn of the new process after attempting to go through the old channels to complete a task.
- Many decisions are made without consulting the staff that are tasked with making the decision happen. We are normally the last to know and many times could have helped the process or streamlined the process prior to implementation. Staff is the last to know anything happening or going on in the department.
- Fair compensation explanations, up-to-date job expectations, budget concerns, many more.
- I can't answer this without identifying myself.
- Staff in my department is always the last to get relevant information. Communication continues to be a problem area for us but I have noticed some improvements in the last year.
- Departmental staff don't include me in communications on matters which may apply to the work I do.
- Communication coming in and going out of our unit is non-existent. The only way information is shared is by colleagues across the college.
- Our supervisor does not share information. If info is shared, it is not in a timely manner.
- Information is shared and decisions made by various committees and meetings - but so often not shared with staff - who are often the front line employees dealing with students/public/etc.
- EFS and UM Reports lag times can result in inaccurate reporting. ie: An HSA takes 3-5 days to be reflected on UM Reports. P-Card charges are not encumbered in UM Reports. etc.
- The information I don’t receive in a timely way comes from other departments in CEHD or the Dean’s Office. It is rarely from my own department.
- Direction of the college is continually shifting. I am happy to support the college and could do a better job if I knew what was on the horizon.
- Changes in policy—often the policy is found out after an error has been made. "It is on the web" seems to be the standard response, yet I am expected to train staff on the same policy on the web.
- Information related to human resources and financial policy and procedures.

**Maybe comments**

- Sometimes we find out about things like staff changes in a roundabout way.
- Changes in the [unit name] are not communicated in a timely manner. Procedures with financial forms and EFS change at the College level and I don't find out until I ask what to do or somebody in the [unit name] office says I did the wrong thing.
- Sometimes assignments are last-minute.
- Some seem to receive information in a more timely manner than others depending on supervisor and supervisor’s relationship with an individual employee.
- Sometimes I am asked about course offerings into the future or if they have been scheduled, but not a part of the course planning process or, sometimes as to be part of it at the last minute.
- I think there are informal conversations/decisions among some people on the team that fails to get out to the rest. Things are "understood" by certain people due to their proximity in work locations or personal relationships. If you are not part of that, you are not in the inner-loop of knowledge and information, nor are you part of any decisions along the way.
- Training for me includes being able to ask questions, but I feel that my supervisor holds my questions against me, as if ‘I should already know that’, or that questions imply general inaptitude, a perceived notion that may discourage me from asking questions.
Do you work with University-wide electronic systems (examples: Student Data, Human Resources, Space Management, Facilities Management, Financial, Grants Management, Course Management, etc)?

Yes 84 77%
No 24 22%

If yes, what systems do you currently use to perform your job? (check all that apply)

<table>
<thead>
<tr>
<th>System</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Data</td>
<td>40</td>
<td>37%</td>
</tr>
<tr>
<td>Course Management</td>
<td>26</td>
<td>24%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>32</td>
<td>29%</td>
</tr>
<tr>
<td>Space Management</td>
<td>24</td>
<td>22%</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>25</td>
<td>23%</td>
</tr>
<tr>
<td>Financial</td>
<td>52</td>
<td>48%</td>
</tr>
<tr>
<td>Grants Management</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Other includes: some IT systems, ImageNow, PS, UM Reports, APAS, CERS, AY, UMReports, Ucal, EFS for supply ordering, Equipment management - multimedia production)

Do you receive adequate support for these electronic systems?

Yes 76 70%
No 11 10%
N/A 22 20%

Do these electronic systems allow you to perform your job in an efficient manner?

Yes 90 82%
No 19 17%
If you have suggestions for improvement to the University-wide electronic systems that can be passed along to responsible parties, please comment:

- the system needs to speed up
- Require everyone to use UMCalc. We have people who turn it on, but refuse to enter anything.
- It would be nice if the charges we incur from [unit name] could be included in the statements sent to our emails every month. I happened to find the reports by accident through the [dept. name] system. These charges are important to have when we are reconciling our accounts. Since not all of our requests go through one place, it's been a guessing game of where these charges are coming from and if they are legitimate. If they went sent through statements, it would be easier to verify and make any needed corrections.
- Waiting for the roll out of the space management system.
- Better communication of current recommended and available tools to use and notification when this changes.
- PROVIDE ADEQUATE AND INFORMATIVE FINANCIAL REPORTS!!! RE-ORGANIZE [unit name] SO THAT THEY ARE RESPONSIVE AND EFFICIENT.
- Put as many options as is reasonable on one screen. The [unit name] telecom services model where one popup choice generates the next popup's choice, etc., is one decent model. The object is to see all of what you are selecting. In addition, easier methods for "bookmarked" editable ad hoc search templates would be super nice.
- Only people that make on average 5 (or maybe even 10) or more P-card purchases a month should be trained to reconcile. And I feel that it should be strongly recommended that a reconciler have an accounting background.
- Getting cash advances for subject payments should be separate from Travel. I should not have to do two processes to get a cash advance for subject payments. Now I need to do travel authorization and then once that is approved a cash advance request. There should only be one process to get cash advances for subject payments, combine the Travel Authorization and Cash Advance process into one. This would make my job easier and less hassle for central administration to match up all those TAs and CAs.
- faster faster faster
- Training on ECAS was practically nonexistent. I believe the required training focused on ECS, not ECAS. Poor [name withheld] has had to basically train me on the job...and I imagine many other people! Training on the HR Peoplesoft system was adequate to get me started but there's too much to absorb at the beginning. There should have been follow-up trainings once I'd been using the system for a while. Again, college personnel [name withheld] have had to do a lot of on-the-job coaching to help me utilize the system. This is not an effective use of time and includes frustration and errors until lessons are learned.
- I think our unit administrators (and everyone in the dept.) would benefit from some information about what data is possible to obtain through the Data Warehouse and other U-wide sources. Our administrators don't realize what resources they have access to that is U-wide.
- Make the item labels more intuitive.
- The Non-Standard Meeting Time and Day Form needs to be in a format that can be saved to improve the efficiency of the person who needs to compose and submit every semester. See above for course scheduling/ECS suggestion.
- Update the University's server system so delays do not occur.
- Well, to expand on my previous point, UmCal is often used to schedule rooms and equipment. Although it does do a good job of fulfilling this role currently, I think it needs improvement - and I doubt that Google cal will be able to fill the gap. But - hmmm - I use Google cal a TON for personal stuff, and it is pretty good. I just wonder if it will be an acceptable replacement for scheduling resources.
- I'm not a techie, so I can't offer suggestions in this area.
- As mentioned above, EFS needs a complete overhaul BY ACTUAL USERS to make it more efficient. They should send out surveys to all users and solicit comments and suggestions.

Do you have professional development goals?
Yes 74 68%
No 32 29%

Have you taken a class for professional or personal development?
Yes 79 72%
No 30 28%

If yes, why did you take the class? (check all that apply)
To aid my everyday work 58 53%
For my own personal interests 40 37%
Career advancement 34 31%
I am pursuing a degree 15 14%
Other 4 4%

(Other includes: Improve my ability to advocate for my field (Early Education)
In the preceding question, do you mean formal professional development goals documented in my performance evaluations or personally? I have no formal goals established with my supervisor. I have had to cancel several classes because of heavy work load. I have goals but haven't taken a class. Most professional development classes require $ in and out of state.)
If you participate in the Regents Scholarship program, has your participation been affected by the decreased benefits offered? (The program now covers 90% of the tuition cost for eligible employees matriculated for the first time in a baccalaureate degree program or 75% of the tuition cost for all other eligible employees enrolled in courses.)

N/A 31 28%
Yes 39 36%
No 39 36%

n/a comments:
- I had intended to take advantage of the Regents Scholarship, but because I make so little I cannot afford to pay my portion.
- Do not take Regents Scholarship classes

No comments:
- Haven't participated in several years.
- I haven't taken a class under it yet but plan to in the future. I will be affected by it then.
- I have already completed all the academic courses that I intend to, for now.
- not at this time but may in the future
- Don't take classes

Yes comments
- I am no longer taking classes of interest to me. I will only take classes that are required of me as the cost will be covered by my employer.
- Yes, at this time I don't feel that I can take courses to pursue a masters degree.
- The 25% out of the pocket expense is an additional cost that I cannot manage at this time.
- It's pretty obvious, isn't it? 75% is still a nice benefit, but on a modest salary with a mortgage, car payment, and a child in full time daycare, small expenses can still be difficult to justify.
- It is harder to come up with the money when I need it to live on.
- I was considering adding a minor to my master's program. Because I cannot afford to continue paying 25% of my tuition, I am no longer considering this minor.
- I am more tentative in signing up for classes because of the extra cost.
- I have already completed my formal education so I used the Regents Scholarship to take classes simply for personal interest. Since I have to pay 25% of the tuition cost, I only take one class per year instead of two or three.
- Can no longer afford to participate, where "afford" means both in money and in time to take classes.
- I've decided not to take classes on campus if I can find them cheaper at another college in our area.
- I was getting to a point in my personal/family life where it was becoming more doable, but given the uncertainty of the economy, don't want to pay the 25%, and get taxed for the benefit too.
- I can no longer afford to take classes. I wanted to get a Master's - that's one of the main reasons I took a job at the U.
- I would have considered taking a class this semester but chose not too because of the increased cost.
- I am currently taking a class at the decreased coverage of 75%, which works out to be nearly $400 for the class. The tuition assistance is an excellent benefit and I was very disappointed in this change. I am less likely to take courses in the future due to this decreased benefit.
- I am taking a course now only because I need it to renew a teaching license. I would normally take 2-4 credits of coursework a year but will not be able to afford it, now.
- I can't afford to take classes and pay for books.
- I am interested in [unit name] certificate programs and 25% to completion is not possible on my salary.
- Cannot afford anymore.
- No way I can afford it.
- I am much less likely to pursue a graduate degree because of the cost.
- I have a bachelor's degree and now I really have to think if I want to take the class or not as it is a large chunk of money to spend.
- If you have to take loans to pay for a class especially graduate level you might as well quit and do it full time. Then you could get and be a graduate assistant and have more of your tuition covered and work.
- I can no longer afford the Regents Scholarship
- 25% is still a lot of money considering why I take the job here at the U anyway.
- I was considering getting a second degree but have now put those considerations on hold due to the cost.
- I was taking classes to gain further skills to benefit my job but I can not afford the classes now.
- Able to take less classes because of cost.
- It is extremely hard for me to come up with the 25%. I've had to take out loans to cover the cost. I haven't received a raise for the past two years, and it is taxing to have to come up with thousands of dollars each year for my schooling. I took the job here knowing that I was getting paid well under the average pay for similar positions in this zip code, because I believed all of my schooling would be paid for. I feel now with the budget cuts that I have taken a HUGE pay cut, and would have been better off taking a job elsewhere.
- I was using Regents to pursue an Master's that would support my current position, but due to the decreased benefits, I had to stop.
- I've had to choose not to take additional classes.
- Less likely to take a risk on a class since I'll have to pay much more now.
- I live on $16.83 per hour and can't afford the contribution to tuition costs on top of fees, books, materials, transportation. I'm unlikely to use the Regents program.
- I don't take classes as often as I used to.
- when they decreased the benefit I quit taking courses
Do you work flexible hours (e.g., 10 hour days/4 days a week)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>13%</td>
</tr>
<tr>
<td>Frequently</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>Summer only</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>Never</td>
<td>61</td>
<td>56%</td>
</tr>
</tbody>
</table>

Please comment on your use or non-use of flexible work house.

**Always comments**
- I work 5 hours per day Mon.-Thurs. in the office, 5 per week at home.
- I work from 9:00 to 5:30 with half lunch hour, and this works very well for me.
- When I was hired, I negotiated to work 7:30-4:00.
- I always schedule my work hours around class. My schedule changes from semester to semester. I usually schedule to have a shorter day on Thursday and off on Friday (I work 30 hours). This works out very well for me. Occasionally I am able to work from home, though I only do that once or twice a month (or less), usually when I’m feeling sick (and contagious) or in bad weather.
- I come in 15 minutes early due to the more favorable traffic flow in the morning. May - August, I have permission to work longer days.
- I work 75% time, usually as four, 7.5 hour day, but I’m able to do some rearranging around things outside of my work schedule, which is FANTASTIC.
- Telecommuting has been a big help in getting work out in a timely fashion. It is a true life example of working smarter. Knocking out 90 minutes in commute time reduces stress levels and helps the household bottomline on car/gas expenditures. This also helps offset the passover last year of the 3% cost of living raise.
- I am very appreciative of being able to work flexible hours--I come in early and leave early. Thank you!
- I am thankful for the opportunity to have flex hours. I am able to get a lot done without the constant interruptions.

**Frequently comments**
- I am 75% and i am allowed to be flexible to an extent with those hours
- I typically work evenings and weekends in addition to 40 hours in the office. My supervisor appreciates this and allows me to leave early when necessary knowing the time will be made up during the course of the week.
- Not sure what you mean by work house?

**Sometimes comments**
- Sometimes -- there are days when I need to take my parent to a further clinic and no one else is available.
- I really appreciate having the option to deviate from a fixed schedule and it is one of the reasons I work at the U. As a single parent without an extensive support network I rely on a flexible schedule and the good graces of my supervisor and co-workers.
- I work a part-time job and my relocation to Minneapolis campus makes it hard to get to the other job on time. I work extra hours on the days I don't work the other job and leave early on the days I do.
- Dept is short staffed, so flex schedule for me is mostly not possible.
- I believe that my using flexible work hours is kind of an unspoken option...
- I don’t have a formal flex work schedule but on occasion can work some time from home outside of my usual work hours. It is more of a comp time work situation than a flex work hours situation.
-When both family and work are important flexible work hours is a must.
- My supervisor and department are very flexible if I need to adjust my hours temporarily for any reason.
- My job doesn't require outside content so hours are flexible. I take longer lunches some days than others. Over the holidays I was on 4/10s to have more time at home.
- If I need to bring my child to school, I can come in later than usual and stay later.
- I often work with some flexibility in my schedule, however, this is NOT approved by my ”supervisor” and unit administrators. It is approved by the Director of Graduate Studies - with whom I most closely work and report to.

**Summer only comments**
- Officially, support staff in our department are only allowed to work flexible hours in the summer, with the approval of their supervisor. In general, the message has been that it’s not possible during the academic year.
- I won’t do it this summer
- The summer flex schedule is a wonderful option! I’d like to have more flexibility year-round, but the coverage in our office has not allowed for it.

**Never comments**
- My department doesn’t offer it.
- Sometimes it feels ridiculous to be here 8.5 solid hours when the vast majority of what I do could be done from any internet-ready locale. The U could save a good deal of money if flexible work hours were institutionally encouraged. [Nice turn of phrase: “flexible work house”, like an accommodating prison.]
- Not an option in my position...a front desk situation.
- I’m not in the work house (typo in the question!) but I have taken one day a week off during the summer either as vacation or as leave without pay.
- My department chair does not allow. More importantly, my workload and my supervisor’s expectations re: my workload does not allow a flexible schedule.
- Department does not want it, when asked told to write up a proposal and it will be considered, then 1-2 hours later I’m told we will not have flex hours in the department then everyone will want to flex.
- I feel it is important to be here when my staff are here. My experience w/flex hours is that they are frequently abused and that leads to ill feelings among staff.
- I would appreciate the opportunity
- Not an option.
- I would rather be given the option of 10 hours - four days a week. As long as it will not harm the daily operation of an office this should be offered to workers. Especially since a lot of us lost our ability to take classes for free.
- I haven't really looked into this option, so I haven't used it.
- I like having a predictable day, so stick with the 8:00 to 4:30 Monday through Friday schedule. It's also easier to meet with people during regular University hours.
- I don't feel that flexible hours are available to me.
- Flexible hours is not an option. My supervisor has not discussed this with staff to offer this to us.
- I would consider the 10hr/4days if offered.
- I would like to work 4 10 hour days, but at this time, it doesn't seem manageable for our unit to accommodate.
- It would be nice to have flexible hours.
- I would love to have a flexible work schedule, especially in the summer. A couple of years ago the staff was asked if they wanted to work a flexible summer schedule and I said yes. That was the last I ever heard anything about it.
- I don't know if they would be available to me, or how to ask about them.

- 10-hr/4-day is interesting and should be pursued.
- It has not been an option as far as I know in CEHD. At least not for everyone.
- I work a service job. I have to be here when other people are here.
- I recently submitted a request and it was never responded to, so I didn't ask again. It seems that some people are allowed this option while others are not.
- Not allowed in the dept
- Set rotation, typically not a lot of flexibility. Have to find coverage, even in dire situations.
- Because I spend most of the day at my computer, I would like to be able to work from home one day a week, or at least a couple of days a month.
- I have been told that such hours are not possible in [unit name].
- Several of my colleagues do this, but they don't seem to really put in four ten-hour days. I do not do it because a ten hour day would be too long for me.
- Much of my job is supervising employees and needing to be available for managing on-the-spot issues. This can be very difficult to do outside of normal office hours
- My work current work schedule works well but might be interested at sometime in the future.
How often in the last year have you NOT been able to use your accrued vacation time?

<table>
<thead>
<tr>
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<th>Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>Seldom</td>
<td>27</td>
<td>25%</td>
</tr>
<tr>
<td>Never</td>
<td>58</td>
<td>53%</td>
</tr>
</tbody>
</table>

What are the major obstacles in being able to use your accrued vacation time?

**Regularly comments**
- Work load and pace at which work crosses my desk.
- My workload keeps increasing and operating systems running slow to get work completed. Some of the duties I need to complete require getting help from others.
- Too busy.
- Not enough experienced staff to cover my work.
- Workload
- No backup support and the flood of emails if I am not here for a day
- Too much work
- Can I do my job and be out of the office 3+ days a month? Most months, NO.
- It is very hard for me to take time off during the academic year because of the amount of work and deadlines I have to meet or there will be future negative consequences for the people I serve and my co-workers. The only good time I can manage is mid-July and I don’t like traveling in July.

**Occasionally comments**
- Too much to do in too short a time
- I am threatened that I might not be able to go on vacation even though my request was submitted in plenty of time especially when other staff are asking to be out around the same time I have asked for vacation. As [position title], I have to oversee that every detail is coming into place, therefore, I have a heavy workload. It is unclear what the director is actually working on when everything has been delegated to full-time staff. I am aware that she is planning her next training session which requires travel plans.
- I often am working on projects with deadlines or have important meetings.
- There is no protocol regarding vacations; i.e., no consideration of whether there will be adequate office coverage; staff taking vacation and not knowing when others are out.
- Others in the office already have the time off
- Work obligations
- Supervisor’s work patterns dictate my physical presence at all times. It is very difficult to convince my supervisor that if they modify their work patterns even slightly I’d be able to do offsite work for the School even when on vacation. How about that!
- I think there were two or three times I lost vacation hours in the last year or so. On top of that I have max sick hours accrued so some of that is going to vacation accrual. Workload is the major obstacle and no one to handle that workload if I am gone for a few days or a week at a time.
- Lack of coverage while I’m gone.
- Getting it approved by the unit head. Too busy.
- Workload.

**Seldom comments**
- Unreasonable work load at certain times of the year because of unworkable time lines and poor staffing decisions in our department
- Organization is too flat. Everyone is a specialist and no one has 100% back up or even 25% back up on their duties. Without back up I’m unable to be out of the office for more than a couple days at a time and be confident that there won’t be a unmanageable volume of work facing me when I return. So while I can use my vacation leave it is a matter of how much can I use at any given time.
- Last summer my boss thought my request for a three-week vacation was too long so I took just over two weeks off.
- Regular deadlines make taking vacation harder and being in an office of two means that we can never be gone at the same time. However, it’s worked out pretty well.
- I am at my maximum limit of vacation and so have managed to take days off - the problems is there is no back up for my work so when I take the days off I just get more behind.
- Program needs
- Beginning of semester work load.
- Coverge
- -Limits placed upon the number of [unit name] who will be approved for time-off at a given time - Unpredictable availability of capable substitutes for [unit name] Staff on vacation, given that we are required to find our own substitutes for any approved time-off
- Occasional project time lines and deliverables.
- Busy work periods interfere with flexible use of vacation time.
- Finding coverage.
- Too much work to do.
- Work load, lack of understanding and/or assistance by supervisor to aid in the improved management of my work
- Finding somebody to cover my shift and other people already off or on leave

**Never comments**
- The only conflicts I have had are when the day(s) I am interested in having off there are meetings or events that I can’t miss.
- None
- There are not currently obstacles.
- This concept is foreign to me. I think we should be getting more vacation time... I never have enough.
- I’ve been able to use it, but I’m swamped when I return. Since no one does my work when I am gone, it seems that I work twice as hard to get caught up when I return.
Does your workgroup have regular staff meetings?
Weekly 29 27%
Monthly 49 45%
Quarterly 5 5%
Yearly 1 1%
We do not hold regular staff meetings 10 9%
Other 15 14%

Other Comments
- twice monthly
- We do have regular meetings, regular enough for me
- every other week
- We meet every other week
- as needed
- Yearly or if something major changes like a staff position is eliminated.
- Weekly full-time staff & Bi-weekly individual with supervisor meetings
- Pretty much monthly but not more like every 6 weeks.
- Occasionally
- I’m not really in a workgroup

What, if anything, keeps you from attending staff meetings? Check all that apply.
Too busy 6 6%
Not invited 4 4%
I attend all staff meetings 76 70%
Other 6 6%
N/A 17 16%

Other comments
- Either not informed in a timely manner or my supervisor unable to sub me out for the meeting due to staffing constraints.
- They are primarily a waste of time as our supervisor mostly conveys information during the staff meeting that could be sent out in an email. In addition, because this person does not have a clear picture of department and individual functions/processes.
- Scheduled weekly at one level and more-or-less quarterly at another, but frequently postponed or skipped because of staffing constraints.
- Once per semester for all staff, weekly for project teams
- It’s usually every other week
- I attend weekly meetings within the department and monthly meetings within the college
- We try to do every other week or monthly
- Supervisor does not understand how to effectively use and lead meetings so they are not very valuable.
- I attend staff meetings unless I am ill
- Usually starts before I get to work.
- If I have to miss one it’s because I have more pressing duties (obligations to faculty)
- Once I made sure I was invited, when I walked in, I was asked to leave
- Being too busy may keep me from calling a meeting
Do you attend college-wide meetings?
Yes 21 19%
No 29 27%
Sometimes 59 54%

What, if anything, keeps you from attending college-wide meetings? Check all that apply.

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too busy</td>
<td>43 39%</td>
</tr>
<tr>
<td>Not interested</td>
<td>26 24%</td>
</tr>
<tr>
<td>Not invited</td>
<td>10 9%</td>
</tr>
<tr>
<td>I attend all college-wide meetings</td>
<td>13 12%</td>
</tr>
<tr>
<td>Other</td>
<td>19 17%</td>
</tr>
</tbody>
</table>

**Too busy comments**
- Times are difficult to attend
- Remote geographical location contributes sense of disconnect
- My work load often prevents me from attending college-wide meetings and events.
- I work on the St. Paul campus, so the time it takes to get to the East Bank really cuts into the day, have some of them here in St. Paul

**Other comments**
- I leave at 4:00, most of them are held 3:30 and on.
- Times & locations
- Inconvenient parking on the Minneapolis campuses
- I attend when I can.
- Not enough office coverage
- After loosing free tuition I am not too fond of the U
- The constraints upon the number of [unit name] Staff who can be absent at any given time; the difficulty in obtaining qualified substitutes; the times such meetings are scheduled
- I regularly attend college-wide meetings but not all.
- I did attend at first; they take up too much time and little is accomplished
- Commute campus to campus takes away from work time.
- Work or another meeting may interfer
- I have a service job. The other people who do not attend the college meetings expect me to be available during them.
- I feel my time needs to be spent trying to get my job done - and as staff I can feel out of place - more for higher ups
- Not approved by supervisor

How do you receive information about what is happening in the college? Check all that apply.

<table>
<thead>
<tr>
<th>Method</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td>95 87%</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>70 64%</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>67 61%</td>
</tr>
<tr>
<td>Meeting minutes</td>
<td>10 9%</td>
</tr>
<tr>
<td>Supervisor</td>
<td>40 37%</td>
</tr>
<tr>
<td>Flyers through Campus Mail</td>
<td>19 17%</td>
</tr>
<tr>
<td>Online newsletters</td>
<td>40 37%</td>
</tr>
<tr>
<td>CEHD News Blog</td>
<td>40 37%</td>
</tr>
<tr>
<td>Burton Brief</td>
<td>89 82%</td>
</tr>
<tr>
<td>Other</td>
<td>3 3%</td>
</tr>
</tbody>
</table>

(Other includes: Intranet site, committees, CEHD Events Calendar)

What would be your preferred method of communication for receiving general college-wide information? Check all that apply.

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<td>60 55%</td>
</tr>
<tr>
<td>Other</td>
<td>3 3%</td>
</tr>
</tbody>
</table>

(Other includes: depends on what the info is, CEHD Events Calendar, I do NOT like flyers through campus mail. I never see them in time and they just get recycled immediately.)
I feel my future employment in CEHD is secure.
Strongly agree 8 7%
Agree 33 30%
Somewhat agree 38 35%
Somewhat disagree 18 17%
Disagree 8 7%
Strong disagree 3 3%

I feel positive about advancement opportunities in CEHD.
Strongly agree 2 2%
Agree 9 8%
Somewhat agree 23 21%
Somewhat disagree 25 23%
Disagree 24 22%
Strong disagree 24 22%

I feel positive about advancement opportunities at the University.
Strongly agree 3 3%
Agree 17 16%
Somewhat agree 24 22%
Somewhat disagree 28 26%
Disagree 19 17%
Strong disagree 14 13%

How likely are you to look for new employment during the next 12 months?
Highly likely 20 18%
Somewhat likely 27 25%
Somewhat unlikely 14 13%
Highly unlikely 37 34%
Unsure 10 9%

How would you rate morale in:

Your department/center/administrative unit?
high morale 5 5%
above average morale 22 20%
average morale 46 42%
below average morale 23 21%
low morale 12 11%

In CEHD?
high morale 1 1%
above average morale 15 14%
average morale 64 59%
below average morale 16 15%
low morale 6 6%
How would you improve morale?

- Show appreciation for staff.
- remove the threat of furlows or layoffs
- Get supervisors who know how to lead and instruct their employees. We get no rewards for good work and I am seeing first-hand how doing an extremely poor job will get you a promotion and a lesser work load. Why would I want to work hard at my job when I see incompetence constantly being rewarded?
- retain those that contribute to the college and move out those that do not contribute
- Come up with a plan to lay off underperforming or nonperforming faculty.
- Avoid layoffs.
- communication, feeling valued in my unit, professional development.
- Need more staff so that the staff we do have won't be overworked or suffer from burn out.
- Respecting others and their beliefs.
- Dept/Academic Units/Centers need to support each other more and not cut each other down. Gossip needs to stop. College Administration needs to communicate what is really going on with the parties INVOLVED and not sugar coat what they are really thinking.
- Give staff control over how they perform their jobs. Give constructive feedback without second guessing choices staff make. Give staff more flexibility in work hours. Trust staff to do some telecommuting work.
- Some tangible form of recognition of Civil Service employees.(Not necessarily monetary)
- Hold supervisors to the same standard that you hold staff. Make faculty accountable for their contributions and/or lack of contributions and for their usage of University resources.
- Leadership practice from the top down, rather from the bottom up
- Increase communication and work to change the CEHD culture to get rid of competitiveness/territorialism between units.
- Involve everyone even more in the processes of change. And make this involvement count, i.e., don’t just tell us about changes that are being made but allow us serious, even voting input on those changes.
- A raise would be nice. I won an award 2 years ago for my commitment to the job. My supervisor said that I should get a raise, but can’t because the University won’t allow raises. She told me to bring it up at this year’s evaluation - but now it looks like we wont get a raise yet again... It would also be nice to have free tuition back. It isn’t really costing the University much to have an extra student in a class here or there that is on full Regent’s scholarship. (Don’t teachers get paid the same regardless of how many students are in the class?) How can a university dish out millions and millions of dollars for a stadium, but not 3 million to educate its employees? Lastly - I have been asking for over a year to switch offices, because I can’t stand my office mate (this isn’t an issue that rests solely with me - most people can’t stand her.) There has been an office that has been empty for months, yet I still haven’t moved. I know my supervisor doesn’t want to give my office mate the whole office to herself, however in the mean time do I have to be punished by having to share with her? I was very familiar with my unit before I took the job. I would not have accepted the job had I known that eventually I would share an office with this person.

- Do not have a sense of college-wide morale. Only familiar with my academic unit.
- Create job security by donating millions to our college!
- Positive reinforcement among my own staff. Would like to see the “cliff” addressed in a different manner. This scares young staff.
- I would recommend management make tough decisions from time to time, rather than passing things along for years and years. i.e., bad budgeting practices, staffing issues that accumulate.
- economy improves, state recommites to supporting higher education and the trickle down from that will improve morale
- Stop the favoritism it is so obvious
- I would develop an advancement plan for those interested.
- More information about budget, furlough, etc.
- Find effective, ongoing ways to address theses issues: I believe many bargaining unit staff at [unit name] feel isolated from CEHD, uncertain about our status or security within CEHD, not viewed within the CEHD community as Professionals engaged in work directly supporting/illustrating the goals of CEHD, and without a safe way to provide input about our work and experience, if such questions concern the impact upon our work of actions by our [unit name] administration.
- More time. Flex time. Reduce the work day to 7.5 hours/day.
- College administration needs to REQUIRE supervisors (including department heads) to create and maintain an effective work team and positive work environment. There must be an expectation, training and support for this. Supervisors, including department heads, should be evaluated on this critical job responsibility. College administrators need to take appropriate steps when a department administrator is negatively affecting a department’s functioning. Better communication. Faculty in our department receive information staff does not and that creates resentment and mistrust. For example, the Vision 2020 report: Faculty were briefed extensively but support staff who were asked to work very hard on gathering data were not given background information, timelines, etc.
- Fire all top management and reorganize. Get all new Board of Regents!!!!!
- Continue to implement collaborative methods where possible, utilizing the skills of people in departments rather than enforcing a top down model of College to department hierarchy.
- Assure people that they will keep their jobs, but I know that is pretty much impossible given the economic climate.
- Improve transparency of department and CEHD activities.

Especially within our unit - the only person who seems to hold all the department knowledge is the Chair - and she rarely shares with anyone other than faculty. Work on creating a better administrative model for units; one that includes an administrator with actual administrative expertise thatâ€™s not from a 1950â€™s model. Someone who is up-to-date with current research about employee motivation and work performance.
- Create a more rewarding environment to work in. Recognition for CS/BU employee work done well is not recognized frequently. There are more ways than money to recognize good work. Morale would improve if employees felt like their work was worthwhile and valuable.
- Having clear decisions made and timelines for completing them.
- having my already low salary get lower with no clear chance in the future of any increase is not good for the morale. Feeling stuck without opportunity for advancement or new job, better salary is not good for morale.
- Better communication about long-term goals and plans.
- Morale is low due to the economic difficulties that the college is facing. It is very difficult to have employees with high morale when the news that is being received is continuously pessimistic.
- With a constant threat of being laid off or depts closing - not knowing the fate of my job - it is hard to boost morale.
- More advancement opportunities, stronger salary equity.
- More regular performance evaluations and clear descriptions of jobs; More advancement opportunities and/or development opportunities; Make sure that office staff are involved in the decision-making process.
- There are no "perks" for CSBU employees like there are for P&A, faculty, and administrators - most notably flexible hours. CSBU employees must put in 40 hours per week in the office without the flexibility of working from home. Whenever there is bad weather, we do not have the option of "working from home" and often are the only employees who do show up. There definitely is a "class society" in the work place.
- I completely understand that we are going through a financial crisis. But, if someone looks at my student evaluation and says, these are good but here is what you can do to improve student learning outcome. This does not cost money. It will make me feel, my service is important, because I care about students and what they learn in my class. I know we have the expertise in the department.
- New leadership at top levels
- More communication about the state of the college and our unit.
- It's a tough time to assess that question because of the financial situation the entire University is in. But I do think the College does a great job of making us feel welcome and appreciated - at least, an excellent effort! I do think the events the college has are excellent and well organized [plug for [name withheld] - for sure!!].
- Morale will improve when and if we ever get better news about the University's overall budget outlook. If that news is not good, usually morale not at a good level.
- The economy needs to improve so staff can feel their jobs are secure.
- Clear direction for the college.
- Plan more activities with staff and faculty participation; staff and student participation both internally and externally.
- By making the workload more manageable, by streamlining procedures, getting rid of those that are no longer necessary, flexible work hours, more pay or at least replacement of lost staff. It seems that we have reduced the number of staff, but those who made those decisions didn't always address who was going to do their jobs after they were laid off, fired, opted for early retirement.
- Regular contact with College leaders (not just 1 visit around budget building time) to share our work and hear from them about how our center(s) are contributing to the College's goals and how the College will continue to provide the support we need to fulfill our mandates on an ongoing basis.
- I am currently meeting with my supervisor's boss to discuss how I can help staff not personalize the many unethical errors our supervisor is currently doing. I have also signed up for the motivating and developing staff at [unit name].

What issues should the CEHD Staff Council be addressing?

- How people are treated, how people are spoken to and how some get promoted over others. One persons illness or sickness or vacation should not affect my ability to be out of the office.
- opportunity for advancement, furlows, layoffs
- Learn how to be good leaders. Learn how to get a bad employee to do what they are constantly being asked to do to do - instead of just rolling your eyes and saying oh well (while haning over the work to someone else to do). Learn how a few nice words or how a public acknowledgment of a job well done may just make a good employee a great one.
- Layoffs, the economic and budgetary outlook of the College and the U
- The CSC should be communicating more with their constituents. Tell us what's happening at the Governing Council and any other group we send members to. A short email would do it. I'd also like to be invited to a meeting of smaller CSBU groups several times during the year, not just the one big event. A short meeting with at least one CSC member present and other CSBU staff invited would be nice. It could be brown-bag over lunch. These would be by neighborhood, so people don't have to travel far to attend.
- Trying to keep things as simple as possible. When things get too complicated, it makes work flow inefficient and frustrating. We've had a lot of changes, some of which seem completely unnecessary. Forms and requirements seem to change on a monthly basis, it's hard to even know what we're supposed to be filling out, where they're supposed to be going. Enduring some change is inevitable, but constant change is unnecessary and inefficient.
- Determining which functions should be eliminated before determining which positions should be eliminated.
- In my office there are too many personal relationships (including romantic) that get in the way of us working together effectively as a team. I think it would be great if there was an easier way to report these kinds of things in an anonymous fashion.
- Impact of job cuts and workloads.
- How to better pull the college units together to mutually reach goals...
- Staff council needs to stand up -- with AFSCME and Civil Service Committee -- to make sure layoffs are done fairly and within the rules.
- Same as above. Thank you.
- Let us know ASAP if we will be having a one or two week furlough.
- Staff that don't pull their weight.
- I guess I don't have any idea wha they are currently doing so not sure what I would recommend they work on.
- Prevent forced unpaid days off.
- Overcrowding of office spaces. We are crammed into this space. If there isn't room to expand there isn't a way to bring more money to the College and University.
- Faculty understanding of reduced staffing and increased workloads when they want something done immediately (e.g., printing letters or photocopying...). More lead time and fewer last minute requests would be helpful.
- Better communications between the [unit name] and the people in the departments who are actually doing the work. A simple email list
from [unit name] to all persons who work in the departments that is used every few weeks or when changes occur would be very helpful. Much work has been pushed down to the department level with EFS, etc. Although they have stopped pushing more work to the departments, they need to engage better with the people in the departments if they want us to follow procedures and spend less time clarifying things with them. To a lesser extent [unit name] needs to communicate better with its users. It would have helped to send out some emails with updates and an explanation of what was going on.
- what issues has the council addressed? and what were their outcomes?
- continue to find what are by now, the very little pockets of waste.
- This survey is a nice tool however, if I put my comments in you will know exactly who I am. I’m not bitter but I’ve been an employee for 0-5 years and it is very obvious favoritism within the department has been here for this long. Only one person out of so many is placed above all others when this one person has done nothing. This person is recognized for everything even if this person is not involved.
- Job retention paired with job satisfaction
- Explore alternative forms of compensation - reduced hours, child-care benefits, release time for volunteerism, job-sharing, lectures/workshops on work/life balance.
- Better communication to CS/BU staff. Issues that affect CS/BU staff morale and working conditions. Help CS/BU in all CEHD units feel part of a team, not isolated. Thanks for doing this survey. It’s VERY worthwhile!
- I don’t know.
- Job security, flexible hours or working from home
- I’m not sure - it would be helpful to know about further planned layoffs. Or to have a better idea about how current budget issues will effect staffing of various units. My guess is that most staff are concerned about these issues.
- I think a lot of staff members are just trying to hold on to their jobs
- so we don’t ask for professional development or equipment or various other things to do our jobs better or more efficient - we often just get by on what we have. Also - space is a major issue - some of the decisions made by the College are baffling - I am stuck at a desk where I have trouble getting my work done and some cubes are shared by three or more people - yet one of the rooms assigned to a different dept in the building goes unused.
- More regular performance evaluations and clear descriptions of jobs is a good starting point.
- Moral issues between administration and employees at the child care center are absurd.
- Release time for volunteering. Rewards of time off for a job well done. More university/college/department tangible “thank yous.”
- Let the information flow, you may already be doing it.
- There are some issues surrounding communicating protocol. IE - how does someone who does a lot of equipment transport for the college get access to a “loading zone” parking permit? I got a ticket for parking next to [unit name] one day when loading / unloading a bunch of video equipment because I had the wrong kind of parking pass (had a official vehicle pass). This kind of information needs to be more accessible - CEHD intranet? Just an example.
- Workload issues. As we are overburdened - the quality of our work suffers which makes us look bad to students, faculty, and co-workers.
- Managing work load; security on campus; professional development; quality of health on the job.
- Workloads and fair compensation.
- Instead of just reporting the results of this survey, form committee(s) to come up with a plan of action to address the issues that are revealed by the survey results. Those committees would report back to the CEHD Staff just exactly what is being done to affect outcomes to alleviate those conditions/issues.
- The unethical business practices of and full-time staff treatment from the [unit name] director.