In January 2008, the survey was sent to 230 civil service and bargaining unit staff. We got back 63 completed surveys, about a 24% return rate. We also held two January listening sessions, one on the St. Paul campus and one in Minneapolis, attended by about 18 people (excluding CSC members). Here are the results of the survey, along with feedback from the listening sessions.

Question 1: To what extent do you disagree or agree with the following statements about your work in the college?

**My workload is manageable**

- Strongly Agree: 71.0%
- Agree: 14.5%
- Disagree: 9.7%
- Strongly Disagree: 4.8%

**My work expectations are clearly defined**

- Strongly Agree: 59.7%
- Agree: 29.0%
- Disagree: 6.4%
- Strongly Disagree: 4.8%
I am able to negotiate deadlines when needed

- Strongly Disagree: 1.6%
- Disagree: 14.8%
- Agree: 9.8%
- Strongly Agree: 73.8%

I am compensated fairly for my responsibilities

- Strongly Disagree: 9.8%
- Disagree: 11.5%
- Agree: 41.0%
- Strongly Agree: 37.7%

My employment at the College is secure

- Strongly Disagree: 4.9%
- Disagree: 4.9%
- Agree: 29.5%
- Strongly Agree: 60.7%
I feel respected by my colleagues

- 1.6% Strongly Disagree
- 12.9% Disagree
- 25.8% Agree
- 59.7% Strongly Agree

Question #1 follow-up: “What else is important for us to consider about your experiences working at CEHD?”

- Need an easier reclassification system than the JEQ as job duties change.
- Need fairness in compensation equity across the College for the same job.
- Need raises for civil service employees.
- Respect by administration and faculty often just not there.
- Desire to be involved in decision-making or the finding of solutions.
- Struggle feeling secure after college merge and during all the budget talk.
- Struggle with the inability of the U to promote employees.
- Don’t feel much community, but much isolation day to day.
- Need built-in communications mechanisms to inform each other about job changes/requirements.
- Need streamlining of processes to eliminate so many layers of managerial approval, for increase in productivity and efficiency.
- Room for improvement in relationship between faculty and staff.
- Large workloads and unsupportive supervisors, with a trend toward greater workloads, smaller raises, and declassification of jobs to save money.
- Heavy workloads impacting staff morale and services provided.

Question 2: Thinking about the transition to the new CEHD (beginning Fall 2005 through Spring 2007), how have you experienced the following?

I feel positive about new opportunities

- 9.8% Strongly Disagree
- 34.4% Disagree
- 45.9% Agree
- 9.8% Strongly Agree
I feel encouraged by the new mission

- Strongly Disagree: 10.0%
- Disagree: 6.7%
- Agree: 43.3%
- Strongly Agree: 40.0%

I know where to address workplace issues

- Strongly Disagree: 4.9%
- Disagree: 3.3%
- Agree: 27.9%
- Strongly Agree: 63.9%

I find the centralization of services easy to work with

- Strongly Disagree: 3.3%
- Disagree: 18.3%
- Agree: 46.7%
- Strongly Agree: 31.7%
**Question #2 followup: “Are there CEHD transition issues that haven’t yet been addressed for you?”**

- Insufficient communication of changes, need to consult those who are affected by the changes.
- Documents traveling longer time between departments and financial services office.
- New staff in the merged college need time to understand the new policies and procedures.
- Need information as staff changes happen during ongoing mergers, a paper version of the College directory would be helpful.
- Looking for a sense of community here—16 buildings, each with their own unique culture.
- Centers need to keep an independent identity and autonomy in this merger.
- Need more clearly defined protocol and better training within the department, especially with regard to financials.
- Poor transition of opportunities for employees.
- Inefficiency due to centralization.
- Poor administration support for staff (esp. HR and FSO office) during transition.

**Question 3: How likely, if at all, are you to look for another job during the next 12 months?**

**Question #3 followup: “If you are considering looking for other work in the next year, what is the likely reason?”**

- CSBU staff slotted into a narrow range – no room for advancement, promotion or professional growth.
- Difficulty of changing job titles as responsibilities change.
• Depends on what new financial system looks like.
• Stress – unmanageable workload and insufficient pay.
• Need stability, direction and a sense of belonging to a group of people working towards a common goal. Still too much uncertainty after 2 years of transition.
• Better pay, more fulfilling work.
• Feel stuck where I am because of age-ism in the workplace.
• Will be laid off.
• Uncertainty caused by living from grant to grant.
• Negative environment, unfair work practices by upper level administrators.
• The commute.
• To find work within my field.
• Don’t feel the same sense of loyalty as to former college.
• Lack of leadership in college administration, and University bureaucracy.
• Poor leadership, lack of coordination and lack of experience in key positions.

Question 4: Are you getting enough professional development opportunities working for CEHD?

Are you getting enough Professional Development opportunity?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>73.8%</td>
<td>26.2%</td>
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Question #4 followup: “What kinds of professional development opportunities do you consider valuable, or in which you would like to participate?”

[Note: Most people said they get plenty of professional development opportunities; however, their write-in responses show that maybe they’re not aware of available higher-level professional development outside of basic training for jobs they’re already doing (e.g., accounting basics).]

• Supervisory and management training
• Training around the college vision: creating multicultural and multidisciplinary environments
• Financial programs
• Statistical programs
• Workshops indirectly related to the job (e.g., team-building, personality assessments)
• Workshops in event planning and trade shows
• Haven’t noticed much professional development opportunities.
• University HR office courses
• ADC technical courses: educational technology, multimedia, and software training
• Who has time? Also, can’t get time off work for professional development classes
• Appreciate that I can earn my master’s degree at department’s expense
• New knowledge/skills still don’t provide good job opportunities to grow into
Question 5: Of the issues listed here, which are the most important that the CEHD Staff Council should bring forward to the College leadership?

![Bar Graph: Pay Equity (69.5%), Pro. Dev. Opportunities (22.0%), Promotion opportunities (62.7%)]

<table>
<thead>
<tr>
<th>Pay Equity</th>
<th>Pro. Dev. Opportunities</th>
<th>Promotion opportunities</th>
</tr>
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<tbody>
<tr>
<td>69.5%</td>
<td>22.0%</td>
<td>62.7%</td>
</tr>
</tbody>
</table>

**Question #5 followup: “Are there other issues you would like the CSC to consider for future recommendations to the Dean?”**

- Need more clear/direct communication between college admin and CSBU staff about the college’s plans. Also more CSBU staff involvement in the planning process.
- Need more promotion opportunities.
- Need pay increases that match inflation.
- Need advocate for CSBU staff rights and future opportunities, this advocacy to be highly publicized so we know concerns will be taken seriously.
- Need more flexibility during the workday.
- Merit pay?
- As new financial system redistributes work in the department, it will likely reduce variety of work and make it less interesting.
- Need a way for the college to look at staff talent and be able to do what it takes to keep a good employee. (For some it's pay, for some it's a change in title, or combination – not possible now.)
- Need help for departments in staffing and employee management, ongoing training in employee supervision for administrators, INCLUDING department chairs.
- Supervisors need a realistic idea of a manageable workload.
- All of the above: pay equity, professional development opportunities, and promotion opportunities.
Question 6: What is your appointment type?

![Appointment type chart]

Question 7: What is your primary affiliation?

![Affiliation by unit chart]

In the January listening sessions, we discussed issues, needs and possible solutions, such as ...

- Standards for consistency of rules/policies (e.g., workday schedules, time allowed for professional development, staff priority for time off, parental leave) among worker classes, for a more even playing field.
- Inclusion in department meetings, where EVERYONE is invited and is welcome to be involved.
- Staff awards from Dean’s office and individual units.
- Better access to centralized base of resource information: Who works there? How to contact? Who to contact? What’s new? Think about targeted information, i.e., for FSO and IT changes.
- Heavy (and increasing) workloads. Listening session participants talked about coworkers who couldn’t even show up for these meetings because they were too buried in work.
- Concerns that extra duties sometimes become part of a job description without extra compensation. Then it’s difficult to get that extra compensation through the complicated JEQ process.
- More visibility for CS/BU staff (e.g., photos of staff) along with faculty on websites, publications, etc. We are often the first points of contact for callers/visitors from outside the U.

If you have further questions, please contact Linda Bernin at 625-6373, berni062@umn.edu.