Career Leadership & University Excellence (CLUE)

Planning Group on the Quality of Life

An outcome of the 2009 Going Forward Plan

Final report presented August 2, 2011
August 2, 2011

Dear Provost Phillips:

This document contains the report from the Career, Leadership & University Excellence (CLUE) Quality of Life committee.

In all, we present seventeen recommendations that can be grouped into six major initiatives. A recurring theme we identified regarding Quality of Life at UAlbany is a great need for improving internal communications.

Overall, we seek to enhance what the University is already doing in order to retain our human talent, and increase individual engagement to gain a more motivated and actively involved faculty and staff to the benefit of our enterprise.

A clear collective voice from the committee has emerged regarding the top three recommendations and the top three recommendations perceived as easily implemented:

· Develop a Standing Committee on University Quality of Life
· Develop a formal orientation process for new employees
· Better Coordination and Marketing of Campus Events

Our recommendations do not come with a specific price tag and many can be managed by various staff and faculty contributing a minimal amount of time. Establishing collaborations and teams from various parts of the University provides for a continuation of the philosophy behind most of the items: engagement of the faculty and staff. In other words, the faculty and staff who work on the items toward engaging others, are themselves engaged.

We acknowledge the wonderful staff support and counsel provided by Jim Mancuso and Tine Reimers.

Please note that all the internet links in the document were checked on August 1, 2011, and were accurate as of that date.

On behalf of the thirty-five people who actively participated in the CLUE Quality of Life working groups, I thank you for the opportunity to contribute to the dialog regarding enhancing UAlbany’s quality of life.

Carol Lee Anderson
Chair, CLUE Quality of Life
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Executive Summary

Charge to the CLUE Quality of Life working group:

- Enhance connections between units to diminish a sense of isolation that contributes to lack of connection to UAlbany and to UAlbany colleagues
- Develop ways to communicate across ranks and constituencies, (including faculty, staff, students, alumni and community members) to learn about the valuable work others are doing that might connect with our own work
- Articulate University goals and rewards to help faculty at all ranks understand the relationship between their own work and the University mission and align their priorities effectively
- Develop policies for flexible work arrangements due to life events such as the birth or adoption of a child, or the long-term care of a family member, etc.

In all, seventeen recommendations are presented. We recommend the following three as the most important:

- Develop a Standing Committee on University Quality of Life
- Develop a formal orientation process for new employees
- Better Coordination and Marketing of Campus Events

A second tier of recommendations to be addressed is:

- Offer employees the option of a more flexible or compressed work week
- Promote ongoing recognition initiatives for faculty/staff
- Develop an Employee Portal/Intranet Site for Faculty and Staff Including Faculty/Professional Online Learning Communities.

A recurring theme we identified regarding Quality of Life at UAlbany is a great need for improving internal communications. Overall, we seek to enhance what the University is already doing, retain our human talent, and increase individual engagement to gain a more motivated and actively involved faculty and staff to the benefit of our enterprise.

The cost for addressing the majority of our recommendations is in faculty and staff time and talent. Formation of working teams across various departments, areas, and locations would not only address the identified issues, it continues to build on quality of life issues regarding engagement, commitment, recognition, and knowledge of other campus initiatives and entities.
The seventeen CLUE Quality of Life recommendations grouped into six initiatives:

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Top three recommendations bolded

Second tier of recommendations bolded and italicized
Introduction

The *Going Forward Plan* “...emerged from the collaborative work of over 250 faculty, staff, students, and alumni. In the Fall of 2008, the campus community was invited to participate in creating an updated vision of University priorities and directions over the next 3-5 years. Not as thoroughly formal as a “strategic plan,” this Going Forward Plan was created through a process in which participants considered a set of questions about the responsibilities of the University, the needs of our students, the climate for faculty and staff, the ways in which decisions are made and communicated, and the critical issues, problems and opportunities facing the University in the years ahead.”

Three CLUE groups were formed for faculty and staff to participate in longer-term and more specific conversations that are aimed at developing new ideas and finding concrete solutions to the issues raised in the *Going Forward Plan* and the Strategic Plan. Along with the Quality of Life CLUE group, CLUE working groups on Promotion and Tenure and Faculty and Staff Retention were appointed.

**CLUE Quality of Life Charge:**

1. Enhance connections between units to diminish a sense of isolation that contributes to lack of connection to UAlbany and to UAlbany colleagues

2. Develop ways to communicate across ranks and constituencies, (including faculty, staff, students, alumni and community members) to learn about the valuable work others are doing that might connect with our own work

3. Articulate University goals and rewards to help faculty at all ranks understand the relationship between their own work and the University mission and align their priorities effectively

4. Develop policies for flexible work arrangements due to life events such as the birth or adoption of a child, or the long-term care of a family member, etc.

More than forty people responded to a call from the Provost, indicating an interest in UAlbany quality of life issues. Our work commenced in December 2009. Three working groups were formed to address points 1, 2, and 4 of the above charge. As we began our work, UAlbany was beginning a strategic planning process and thus it was determined to wait on addressing point 3 of the charge until the future strategic directions were clearer.
Working groups 1 and 2 started working independently, however, as their work progressed, the co-chairs identified areas where their interests overlapped. As a result, the two working groups collaborated on one integrated set of recommendations.

Working group 1, with the support of Institutional Research, conducted a survey of all faculty and staff in 2010. Working groups 1 & 2 completed their work in September 2010.

Working group 4 completed its work in December 2010.

Working group 3 commenced its work first by polling all CLUE Quality of Life members to see who was interested in participating and started its work in 2011. Several other faculty members joined the group to broaden representation.

Our work was facilitated through use of a wiki. The wiki contains reports, supporting documents, and resources identified by the Quality of Life working groups.
https://wiki.albany.edu/display/clueqol/Home
Chapter 1: Enhance Connections and Communicate Across Ranks

Recommendations from Working Groups 1 & 2

EXECUTIVE SUMMARY

Develop a Standing Committee on University Quality of Life: A standing committee with cross-campus representation should be formed to address Quality of Life (QOL) issues on a regular basis. The Committee’s charge might also include benchmarking best practices, planning, and assessment of quality of life efforts on campus. The development of a standing QOL Committee builds on current momentum and reflects positively on the University’s commitment to this important issue. It further advances the institution beyond low-hanging fruit and addressing deeper systemic issues.

Develop a Formal Orientation Process for New Employees: The lack of a standardized process of orienting new employees to the University results in a great deal of disparity for the ways they are introduced and acclimated to UAlbany. A formalized University-wide orientation process would ensure that all new employees are provided with baseline information necessary to help them acclimate to and engage with the campus community. Additionally, it would underscore the University’s responsibility for ensuring the ability of new employees to readily connect to the campus.

Develop an Employee Portal/Intranet Site for Faculty and Staff Including Faculty/Professional Online Learning Communities: The campus would greatly benefit from an online, internal environment that provides the community with a host of information on events, professional interests, and much more. The portal should be organized in such a way as to promote cross-organizational collaboration and communication. Strategically, the portal should encompass features that allow faculty, staff and groups to connect with others within the organization (collaboration) and assist in creating one-way information flows (communication). An intranet model of collaboration and communication would promote discussion, learning and assist with offline communications.

Better Coordination and Marketing of Campus Events: Traditions are an extremely important part of connecting students, faculty and staff to their campus. UAlbany has so many activities; yet, it is sometimes difficult to determine what is really important. By identifying and promoting key events, the University can continue to build community in areas where there is already momentum. By developing a protocol for priority scheduling and a place to consistently promote events, the campus can continue to expand and build on its current pockets of success. A concerted top-down effort about the importance of attending such events may encourage further participation.
**Promote Ongoing Recognition Initiatives for Faculty/Staff:** Ongoing initiatives to recognize and communicate the contributions, reflect the achievements, acknowledge the exceptional creativity and celebrate the excellence of faculty and staff who exemplify UAlbany’s core values need to be established. The University is encouraged to value the scholarship of its faculty and the indispensable and diverse contributions of its professional staff that have made a significant impact on this institution or on the community in general.

**Cross-Disciplinary Initiatives:** A variety of cross-disciplinary initiatives showcasing UAlbany faculty expertise need to be built. This recommendation has three distinct components: 1) A topic-based publication with contributions coming from various units and disciplines; 2) An online library of videos/podcasts of UAlbany faculty speaking on various aspects of their work; and 3) “Theme Semesters” as a way to bring the campus together to share opinions, expertise and build community.

**Trusted Digital Institutional Repository:** A trusted digital institutional repository and digital preservation program that ensures digital information of continuing value that will remain persistent, accessible, authentic, and usable needs to be established. Such a repository can be a practical and strategic means of building partnerships with faculty and providing the essential infrastructure for scholarship in the digital age.
Recommendations from Working Groups 1 & 2

DEFINING “FACULTY/STAFF:” For purposes of the following recommendations, references to “faculty/staff” are intended to include the broadest possible constituencies including, but not limited to, teaching faculty, full and part-time professionals, classified (clerical/support) staff, auxiliary services (i.e. UAS, Chartwells, etc.), University at Albany Foundation staff, Research Foundation staff as well as Alumni Association staff.

RECOMMENDATIONS

Recommendation 1: Develop a Standing Committee on University Quality of Life

Statement: While this report provides several recommendations for improving the quality of campus life, it is clearly a multi-faceted issue, which would benefit from ongoing planning and oversight. A standing committee with cross-campus representation should be formed to address these issues on a regular basis; the inclusion of members from Groups 1 and 2 would ensure continuity. In addition to the issues identified in this report, the Committee’s charge might also include benchmarking best practices, planning, and assessment of quality of life efforts on campus.

Significance: Quality of life is clearly important to the campus, as evidenced by participation in numerous campus initiatives (including but not limited to CLUE) and the results of Group 1’s Quality of Life survey, discussed at the conclusion of this report. Thus far, our collective efforts have helped articulate pertinent issues, including the identification of low-hanging fruit with the potential to enhance connections and communication across the campus with minimal efforts. The development of a standing QOL Committee builds on current momentum and reflects positively on the University’s commitment to this important issue. It further advances the institution beyond low-hanging fruit and addresses deeper systemic issues.

Implementation Plan: Establish the QOL Standing Committee in the Fall 2010 semester. Some of the following recommendations require nothing more than the identification of willing individuals and time. Although full membership of the Committee depends on the results of other CLUE groups and related initiatives, we recommend getting started now. This will allow the University to begin addressing immediate issues that can be resolved fairly easily in the short term.

Taking a longer view, the QOL Standing Committee’s charge should be informed by the results of other CLUE groups and similar campus initiatives, including the Strategic Plan and Community Engagement. While quality of life issues will continue to be important, they are affected by other campus initiatives and opportunities, and should be addressed in concert with these efforts.
Many of the recommendations in this report depend on further examination and deeper analysis, along with appropriate resources for start-up and sustainability. In many cases, the Implementation Plan associated with each recommendation references input and consideration from the QOL Standing Committee. While this is not addressed specifically within the individual recommendations, the expectation is that the Committee will assess and address all resource implications.

**Recommendation 2: Develop a Formal Orientation Process for New Employees**

**Statement:** The lack of a standardized process results in a great deal of disparity for the ways new employees are introduced and acclimated to the University. It appears that all new hires are taken to HR, either UAlbany or Sponsored Funds HR, for information on benefits; SUNYCard for an ID card and Parking Management for a parking decal. Beyond this, departments take responsibility for orienting new faculty/staff to the campus. In some cases, this translates into a wide range of activities, including campus tours, introductions to “key” people and offices, and handbooks containing relevant information. In others, it may include nothing beyond the requisite visit to HR, SUNYCard and Parking Management. Such disparity can leave some new employees feeling welcome and integrated in their new community, while others are left feeling isolated and disconnected to their new surroundings.

A formal orientation process should include the following:

- A ‘welcome’ and welcoming website. Several campuses promote their spirit of community with dedicated web space for perspective and new employees. Outstanding examples include Syracuse University and Cornell, which showcase information about themselves and the surrounding region in ways that invite applicants to want to apply and make new hires feel welcome. The QOL Committee should work with Human Resources Management (HRM) and the Office of Communications and Marketing to develop a welcoming online presence for prospective and new employees. This effort may be further informed by the Steering Committee on Community Engagement.

- Welcome packet/checklist (print or electronic). This should include a checklist of HR materials, offices to visit for acclimation purposes, tours and information about campus programs and services. A checklist format could designate between required and optional and/or department-specific items and provide appropriate contact information.

- Identification of and common location for key pieces of employment information. The Faculty Handbook is currently an online publication obscurely located on the Faculty Senate website. As this publication applies to both faculty and professional staff and outlines University policies and procedures related to job responsibilities, this document would be more appropriately located on the HR website. Further, if there are additional documents outlining job-related activities, these should be co-located. All new employees should be directed to
the same set of information and materials when they join the campus community.

- Campus bus tour. At least once per academic year (perhaps per semester), new employees should receive a campus bus tour. This would minimally include stops at all three campuses and could include SUNY Central and satellite locations. Tours and talks with deans/faculty could be incorporated. This would familiarize newcomers with the location of all three campuses, various offices and centers in those locations, and provide a context for their contribution to the University.

- Mentoring. This activity can be extremely beneficial when done properly. This should be structured in such as way that every faculty and staff member is assigned a mentor when they enter the University. An outline of the expectations/duties of a mentor should be developed and distributed. Employee Assistance Program (EAP) could assist by offering a periodic course on how to be a mentor so that staff could get some formal training in the art.

- Follow-up activities. Incoming faculty/staff cohorts should meet at regularly scheduled intervals after joining the University (three months, six months and end of academic year) to discuss challenges and share strategies for navigating UAlbany procedures. Follow-up calls from HR would help people feel valued and supported.

**Significance:** A formalized University-wide orientation process would ensure that all new employees are provided with baseline information necessary to help them acclimate to and engage with the campus community. Additionally, it would underscore the University’s responsibility for ensuring new employees can readily connect to the campus.

**Implementation Plan:**

The QOL Committee should work with HR to examine the current benefits, meeting to see how it could be made more inclusive and more oriented to welcoming people to the University. They should explore EAP as the coordinator of regular campus tours and work with the Office of Communications and Marketing to develop a more welcoming web presence for prospective and new employees.

**Recommendation 3: Develop an Employee Portal/Intranet Site for Faculty and Staff Including Faculty/Professional Online Learning Communities**

**Statement:** The campus would greatly benefit from an online, internal environment that provides the community with a host of information on events, professional interests, and much more. Both CLUE groups arrived independently at this recommendation. Indeed, discussions are already well underway with the Employee Portal Steering Committee, co-led by the Office of Communications and Marketing and Information Technology Services (ITS). The portal should be organized in such a way as to promote cross-organizational collaboration and communication. Strategically, the
portal should encompass features that allow faculty, staff and groups to connect with others within the organization (collaboration) and assist in creating one-way information flows (communication). The portal should be designed to encompass important, but very different, kinds of information.

- First, the portal should include features like discussion forums, internal announcements, surveys, event calendars, department publications, collaboration environments and project pages.
- The portal should also include online areas in which individuals from segregated disciplines can socially exchange their experience and knowledge in order to achieve specific goals. The current literature calls this cohort of diverse experts a faculty learning community (FLC). The University of Wisconsin at Whitewater’s LEARN Center is a good example of this. This can serve not only as a formal learning community, but also as a place to help establish informal connections and synergies as well akin to a campus “Craig’s List” where individuals can identify others with similar or complementary research interests or hobbies. To facilitate such connections, the learning community might include opt-in listservs to highlight campus events and activities, and solicit shared interests for a variety of collaborative efforts.
- Finally, the portal should include a centralized repository of information about available meeting spaces on campus. It is very difficult to find available meeting space, facilities that are included, procedures by which meeting rooms/facilities are reserved and any applicable fees. The difficulties associated with finding and coordinating a location is a significant barrier to planning and executing an event.

Significance: An intranet model of collaboration and communication would promote discussion, learning and facilitate offline communications. It would be especially useful in UAlbany’s largely decentralized organization, especially where geographic locations can stand in the way of face-to-face communication. The FLC model works well at other institutions and its success is built on the shared vision and interests of its participants. These cohorts work within a formal structure and the culture that they operate in generates valuable work, strengthens the team, and professionally develops its participants. Consequently, desired outcomes are achieved. A strong emphasis on collaborative work is an enjoyable experience for its participants.

The establishment of such cohorts composed of members that cross ranks and fields can assist the University in minimizing some of its employees’ concerns of feeling isolated, fragmented, stressed and neglected. Additionally, the portal provides an opportunity to foster cooperation and collaboration that can be successful in breaking down academic silos.

It should also be noted that open-ended comments from Group 1’s survey (discussed Appendix B) included multiple references to the need for a central place to share cross-
disciplinary information about professional academic activities. This seems to be a strong indicator that many University faculty and staff would like to have access to information about the work of their colleagues.

The QOL Committee should give some thought to how departmental events can best be promoted to appropriate audiences. The campus community may need some guidance in describing events that they wish to make public. Use of discipline-specific jargon may not be appropriate for events that are intended for a broad audience. On the other hand, such language may be appropriate for forums that are directed to a narrower audience. The Office of Communications and Marketing should be consulted for best practices and/or guidelines for sharing information about events.

**Implementation Plan:** In Fall 2010, the QOL Committee should meet with the Portal Steering Committee to provide input on the functionalities and features that should be included in the portal. An advertising and promotional campaign should be designed to accompany the roll-out of this new portal.

**Recommendation 4: Better Coordination and Marketing of Campus Events**

**Statement:** Campus leadership should play a key role in identifying, coordinating and promoting “must attend” events. Traditions are an extremely important part of connecting students, faculty and staff to their campus. UAlbany has so many activities; yet, it is sometimes difficult to determine what is really important. Events that have seen considerable growth in volunteer participation include Commencement, Campus Clean-up Day and Fountain Day. The president and provost should identify approximately six events, set dates for them prior to the start of the academic year and promote them as activities that should not be missed.

The problem of activities being scheduled at conflicting times has been exacerbated by the lack of a calendaring system that allows members of the campus community to share information about events easily. The Office of Communications and Marketing introduced a new University events calendar in August 2010. The new calendar should promote the key events and their corresponding dates as established by campus leadership. An important byproduct of this initiative would be a very clear, concise and consistent message to the community at large about annual and special events and other offerings that afford participation by our commercial and residential neighbors.

Invitations to significant events should include a statement about the benefits achieved by attendance across all ranks and units. Encouragement from campus leadership about the importance of networking, developing connections and establishing a stronger sense of belonging could encourage higher levels of participation. In addition to promotion from the president and provost, participation should be encouraged by deans, directors and department chairs and across administrative offices. Incentives
such as reduced ticket prices, giveaways and other creative options may encourage broader participation.

**Significance:** A thoughtful marketing campaign and broad support for University events can make a significant difference in how campus activities are portrayed, supported and attended. By identifying and promoting key events, the University can continue to build community in areas where there is already momentum. By developing a protocol for priority scheduling and a place to consistently promote events, the campus can continue to expand and build on its current pockets of success. A concerted top-down effort about the importance of attending such events may encourage further participation.

**Implementation Plan:** This recommendation requires nothing more than coordination and planning on the part of the Office of the President, Office of the Provost and a few key offices. Establishing a handful of important events and setting dates before the start of the academic year has no fiscal costs. With the rollout of the new University events calendar in Fall 2010, this is the ideal time to identify, schedule and promote “must attend” events.

**Recommendation 5: Promote Ongoing Recognition Initiatives for Faculty/Staff**

**Statement:** Establish ongoing initiatives to recognize and communicate the contributions, reflect the achievements, acknowledge the exceptional creativity and celebrate the excellence of faculty and staff who exemplify UAlbany’s core values.

**Significance:** Employee recognition events are outreach and awareness efforts that make people feel connected, recognized and rewarded. They are designed as a means to engage the UAlbany Community in the “stories” of our faculty and staff - “stories” that are meant to inspire, motivate, and create passion and to foster and reinforce a positive, productive work culture. The University is encouraged to value the scholarship of its faculty and the indispensable and diverse contributions of its professional staff that have made a significant impact on this institution or on the community in general. This initiative can be promoted in a number of ways:

- Reinstate the Employee Recognition Program. This event used to take the form of an annual luncheon which recognized employee longevity with a small token of appreciation. The practice stopped around 2005, and returned for one year in the form of a dessert reception. Its absence was notable among faculty/staff for the years it was suspended. Further, it was one of the few awards unaccompanied by a nomination process, which gives all employees an opportunity to be recognized.
- Recognize accomplishments through the development of an online newsletter, through MyUAlbany for faculty and staff, via a UAlbany web page, posters or a combination of the aforementioned. A nominating committee will administer all aspects of the recognition campaign for faculty and staff. It will be composed
of 10-15 members who represent various levels and units of the University including an HR representative. The committee will establish criteria for nomination (i.e. exemplary performance, outstanding team spirit, innovative staff accomplishments reflective of outstanding leadership, a deep commitment to service, collaboration, etc.); determine frequency of campaign; vote on the nominations received; promote enthusiasm for the awards and explore opportunities throughout the year to give employees a means to gather, socialize and build community with fellow University employees within a less formal setting.

Possible Name for the Campaign:  **UAchieve**

- “Unsung Heroes” recognition. The Office of the President or provost could invite members of the campus community to identify colleagues who deserve recognition for some activity. This could be anything from helping someone solve a problem to doing an unexpected good deed. Recognition could be incorporated somewhere in the Employee Portal discussed in Recommendation 4. It is a low-cost way to recognize anyone on campus for their commitment to the institution.

**Implementation Plan:** In addition to the above-mentioned events, there are (or have been) others, including the University Excellence Awards, Initiatives for Women, and the Bread and Roses Award; there are also awards given by individual colleges and departments. The QOL Committee should develop an inventory of campus awards with an eye towards identifying which are truly campus-wide and might be identified as “must attend” events.

**Recommendation 6: Cross-Disciplinary Initiatives**

**Statement:** Build a variety of cross-disciplinary initiatives showcasing UAlbany faculty expertise. This recommendation has three distinct components.

First, develop a topic-based publication with contributions coming from various units and disciplines. This would be a publication that is inwardly focused although it could ‘steal’ some things from the UAlbany Magazine. Each issue could have:

1. Reflective essays by faculty and staff on a given topic, for example, there are three reactions by faculty to Emory’s equivalent of the Middle States Review process and how it affected their teaching
2. An interview with one or two faculty or staff people
3. Announcements of tenure and permanent appointment
4. Announcements of book publishing
5. A newsfeed or RSS feed that links directly to the main site with the most current campus news.

This publication should be truly cross-disciplinary and should not be run by any specific department. The Office of the Provost might be a fit. (The Office of Communications and Marketing tend to focus its efforts outward to prospective students and probably is not an ideal candidate to manage this publication.)

The Office of the Provost Office could partner with different centers to create each journal (ITLAL, Student Affairs, Study Abroad, Alumni Association, etc.). Each unit would be in charge of shaping the topic and finding the proper voices. The provost would be in charge of approving topics and formatting/publishing.

Some of the items can be done more quickly (interviews, announcements, and RSS feeds). There could be a stipend for doing more reflective pieces. More formal recognition by the provost that could be used in a CV or tenure file would be an option as well.

This publication would tie into some of the recent efforts to highlight the everyday achievements of our faculty and staff. Currently, separate emails are sent out when a faculty member gets tenure or does something extraordinary. These scattered emails coming out of the Office of the Provost and president would be replaced by one publication. This also gives everyone in the university a space to discuss things that are of relevance to the daily lives of faculty and staff at the moment, but should not be put into an outwardly focused publication such as mentoring, going through the accreditation process, improving student learning, etc. A model for this publication could be an online publication at Emory University called, “The Academic Exchange: An Online Place for Scholarly Conversations at Emory.”

Some topics could include: Mentoring in Academia, Navigating Institutional Change, and Defining Community Engagement.

Second, develop an online library of videos/podcasts of UAlbany faculty speaking on various aspects of their work. Based on the popular website Ted.com (www.ted.com), this format is an exceptional way to highlight the talents of University faculty and could build on the current “Faculty Experts” website hosted by the Office of Communications and Marketing. In addition to individual talks, this online forum could also be used to facilitate campus discussions and events, as described in the Theme Semester section below. The Office of Communications and Marketing seems to be the logical ‘owner’ of this service. It should assess its ability to identify the resources needed to start up, build and sustain the online library.
Another cross-disciplinary initiative that can help launch and promote the UAlbany version of Ted.com is to resurrect the Theme Semester idea. Creating a unifying intellectual theme is a powerful way to bring the campus together to share opinions, expertise and to build community. Faculty experts from a variety of academic disciplines could make short videos specifically addressing an aspect of the semester theme. Videos could be used to promote discussion, shed light on new ideas, and provide rich context for critical thinking in face-to-face activities around a common topic. These are intended as a supplement to, not a replacement of, the earlier activities that were part of past Theme Semester events.

The Theme Semester has been a successful community building event, supplemented by the past practice of the Campus Reading Project. The University was quite successful in developing the Eating Local / Healthy Eating activities that formed around the reading of The Omnivore’s Dilemma by Michael Pollan. Campus-wide enthusiasm around a given topic could be expanded to include independent research opportunities for students, debates by our in-house experts on the issues, and perhaps a commencement speaker who could tie the issue into his/her remarks at graduation. Some of these activities may lend themselves to becoming part of the video library. In the past, this activity has been sponsored by the Office of the Provost. Continued success depends on a clear owner for the project. The Office of the Provost should assess its ability to continue this project.

Significance: An online presence can be used to engage students, faculty and staff to explore common interests and themes. Articles, videos and discussions that bring the community together are a strategic way to build connections. Inviting campus experts to lead discussion groups and promoting participation across ranks are another way to recognize and engage our rich intellectual community. A web presence that includes podcasts and videos has the potential to share the University’s expertise with the greater Capital Region and beyond.

Implementation Plan:

This three-part recommendation requires further analysis by the QOL Committee and potential partners (Office of the Provost, Office of Communication and Marketing). Each of these recommendations requires a commitment of personnel, along with resource allocations for start up and sustainability. Implementation should also include a marketing campaign to introduce and promote the online presence to the University and the Capital District community.

Recommendation 7: Trusted Digital Institutional Repository

Statement: Establish a trusted digital institutional repository (IR) and digital preservation program that ensures digital information of continuing value that will remain persistent, accessible, authentic, and usable.
**Significance**: This initiative will create digital collections that capture and preserve the intellectual and administrative output of the University at Albany community and provide strong research collections that support and strengthen academic programs and the research interests of faculty and students. We believe an IR to be a practical and strategic means of building partnerships with faculty and providing the essential infrastructure for scholarship in the digital age. The goal of the initiative is to develop and strengthen the University at Albany as an innovative organization that reflects the excellence of the University and is responsive to the needs of its users.

**Implementation Plan**: Dedicate the necessary staff from the University Library, IT, CIC and others to work on the implementation of a pilot project to test DSpace or other system (free and open source) as the repository software system and the Open Archive Information System (OAIS) as the organizational framework.

Form the Operational Team (OT) consisting of existing staff from the University Libraries, IT, CIC and others to oversee the pilot project and assess long-term viability of system.

A server should be dedicated to the long-term development of an institutional repository/digital preservation system. ITS should advise on whether or not this server should be housed in the University Data Center or a virtual environment.

Assess the pilot project using the *Requirements for a Trustworthy Electronic Records Preservation System in a College or University Setting (Yale Tufts, 2006)*

Build partnerships with faculty to encourage scholarly communication, to preserve the intellectual output of the university, and to provide the essential infrastructure for scholarship in the digital age.

Hire/assign 3-4 FTE (Digital Repository Archivist, Database and Applications Developer, and Project Coordinator) to initiate full implementation of the institutional repository.

Long-term support of a service model for ingesting, authenticating, and delivering electronic content that can be utilized by other SUNY campuses is recommended.
APPENDIX A: WORKING GROUPS

Charges and Goals

Group 1 – Enhance Connections

**Charge:** Enhance connections between units to diminish a sense of isolation that contributes to lack of connection to UAlbany and UAlbany colleagues.

**Goals:**

1. Foster a greater sense of community across all campuses and departments.
2. Create a welcoming environment for new faculty/staff that encourages a sense of belonging.
3. Facilitate professional connections among faculty/staff across disciplines and departments.
4. Identify and coordinate “key” campus events to invite participation and build community and connections.

Group 2 – Communicate Across Ranks

**Charge:** Develop ways to communicate across ranks and constituencies (including faculty, staff, students, alumni and community members) to learn about the valuable work others are doing that might connect with our own work.

**Goals:**

1. Increase communication and outreach within the University Community and beyond.
2. Enhance opportunities for research and teaching through internal communication and collaboration.
3. Maximize efficiency and save on resources by increasing communication within the University Community.
APPENDIX B: Survey Findings

Group 1 designed and administered a survey to all faculty/staff inquiring about their sense of connectedness to the University. A total of 652 employees participated, yielding an overall response rate of 21%. This is a good response rate for UAlbany online surveys, a potential indicator of interest in this topic.

The survey consisted of 25 questions, several of which allowed for an open-ended response. There is a great deal of data which can be mined for deeper analysis. For the purposes of this report, Group 1 identified high-level themes. The quantitative data revealed the following:

- About 60% of respondents indicated that they felt moderately or highly connected to the university, with only around 8% of respondents indicating that being connected was not important to them. This suggests that many of the 40% of disconnected respondents are unsatisfied with the current state of disconnectedness.
- There are no real differences in connectedness (or importance given to connectedness) between men and women and Caucasian and minority employees. This is encouraging in many ways.
- There are large differences between employees from different occupational classifications. Research Foundation employees and research faculty feel the least connected with administrators and professional staff feeling the most connected.
- Employees from the Uptown Campus feel, on average, more connected than employees from other locations.
- Many campus events are not particularly well-known and not well-attended.
- Many employees do not attend events even if the events are known to them.
- The most frequent reasons given for not attending events include: events do not foster connectivity and that these conflict with work or family responsibilities.
- Very few of the listed events are perceived to foster connections among employees.
- E-mail is by far the most preferred manner in which to notify employees of events.
- Employees were not overly enthusiastic about potential new events although the Faculty/Staff Appreciation Day, End of Semester Events, Fall Clean-up day, and additional EAP activities were most supported.

The open-ended comments suggest that there are definitely good ideas about what works well to establish connections in individual departments. Many concerns are
expressed about how much could actually be done via formal events and university action. The ability of the university to do very much at a direct and formal level to increase connectivity is probably relatively limited. Anxieties about job security, very challenging architecture, physical isolation and many of the other issues raised in the open-ended comments are all barriers that are difficult to overcome directly. Similarly, problems of conflicting work and family responsibility together with current lack of connectivity create huge inertia for the status quo to continue.

The following themes emerged from the qualitative analysis:

- Many faculty/staff commented about the positive changes that have accompanied the University’s stable leadership. The open, transparent processes adopted by the president and provost have been very well-received. The data suggest that campus leadership is supportive of building community, which in turn is appreciated by faculty/staff.
- Comments indicated support for the recommendation concerning a formal orientation program. Adjuncts were specifically identified as a group that should be integrated more deeply into the campus community.
- Given that employees cite family responsibilities a significant barrier to participating in campus events, it is not surprising that some explicitly mentioned including family in some of our University traditions. There were also suggestions that keeping events affordable or even free would facilitate greater participation. While we are sympathetic to this view, we are not prepared to suggest that an event such as Fountain Day should be recast as a family event.

Some of our traditions have been developed for and by our students, and efforts to make them more family-friendly may detract from the student experience.

The charge for the QOL Standing Committee may include a review of campus events with an eye toward identifying a handful of events per academic year where family participation is encouraged. This might include a “Family Night” at a home sporting event, reduced prices for concerts and other performances, and perhaps a family reception at a pre-existing event (Torch Night).

Group 1 includes a member who is an industrial/organizational psychologist. He provided some suggestions beyond those emerging from the survey, which have been endorsed by the group and are as follows:

- Focus on connectivity at the department level first and build upwards. It is probably far easier to enhance connections among 15 people than among 1500 people all at once.
b. Build bridges across units first – starting with ones with a more natural fit (psychology and sociology might be better than physics and sociology).

c. Encourage faculty to be at work more regularly. Flexible work hours are very nice but entire departments sometimes seem to be abandoned even during regular hours. This probably does not enhance the sense of an academic community.

d. Avoid starting too many new programs without fixing some of the existing problems. Current orientation programs, mentoring programs, and general efforts to integrate new faculty do not seem to be very successful and there are probably many other similar existing programs that do not work as well as intended.

This survey can be shared with the QOL Committee or other interested parties who may wish to conduct a deeper analysis.
Chapter 2: University’s mission, goals, and rewards

Articulate University goals and rewards to help faculty at all ranks understand the relationship between their own work and the University mission and align their priorities effectively.

Defining Faculty: For purposes of the following recommendations, references to “faculty” are intended to include faculty holding academic and professional appointments, full time and part time.

Articulate University goals: The University’s Mission, Vision, and Goals and Action steps are presented in the October 2010 Strategic Plan. Working Group 3 identified several issues where there is a dissonance for achieving goals or action steps. Although implementation steps are suggested, clearly much of what of presented is in the purview of the Colleges, Schools, departments and offices throughout the University.

RECOMMENDATIONS

Recommendation 1: Develop conference services and conference supports

Statement: Lack of conference services and conference, seminar, and meeting facilities serve as a disincentive for conducting on-campus symposia, conferences, seminars, and other professional meetings.

Significance: Meetings such as symposia, conferences, seminar, and other professional meetings foster interdisciplinary collaborations, showcase faculty accomplishments and contributions, and heighten the University’s profile in the Capital Region and beyond.

Implementation Plan: The first step is identifying and listing UAlbany meeting spaces, seating capacity, technological infrastructure, availability, costs, parking, contact information for scheduling, and whether food service facilities are available.

Ideally, a conference services coordinator would be identified who would work collaboratively to develop a portal linking relevant information regarding hosting a conference or seminar, including, links to catering (make it more transparent on how to use private catering contractors), parking, registration services, supports for reserving hotel room blocks, hosting exhibitors and so forth.
Supports UAlbany’s 2010 Strategic Plan:

Strategic Theme 4: Research
Goal: To increase UAlbany’s visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship

Strategic Theme 5: Infrastructure and the Environment
Goal: To add to, and reconfigure, our teaching, research, student life and support spaces in a manner compatible with our contemporary mission

Strategic Theme 6: Alumni and Community Engagement
Goal: To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits

Recommendation 2: Review current mentoring models at UAlbany

Statement: Faculty have expressed a need for mentoring.

Significance: While some faculty have expressed satisfaction with their mentoring, others express concern about what it is they should be doing to achieve tenure and/or promotion, who in their department is considered a “role model” to emulate, what is considered an acceptable level of service, what is considered an outstanding level of service, and what are the number and types publications needed for promotion and continuing appointment. They are seeking an articulation of standards. There is also a lack of mentoring practices for professionals.

All employees would benefit from an active mentoring program. Establishing mentoring relationships should be part of a new employee’s orientation program.

From the mentor’s perspective, institutionally little is shared about how to be a mentor, how mentors and good mentoring are valued and recognized, and how mentoring is equitably shared.

UAlbany values a diverse faculty. Achieving strong mentoring models will assist in recruiting and retaining a diverse workforce.

Implementation: Undoubtedly other CLUE groups (Promotion and Tenure, Faculty and Staff Retention) will address the need for mentoring of all faculty and staff.
Although a mentoring website exists, [http://www.albany.edu/academics/mentoring_best.practices.chapter1.shtml] it is striking how few people know about the resource or refer to it.

CLUE Quality of Life Group 3 noted the need to establish rewards for good mentors and good mentoring, and to provide training, information resources, and monetary support for mentors. Important also is articulating the value of good mentoring, and identifying mentoring role models.

Supports UAlbany’s 2010 Strategic Plan:

Strategic Theme 4: Research
GOAL: To increase UAlbany’s visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship

Recommendation 3: Review teaching load, course development policies, rewards for good and excellent teaching

Statement: A number of issues and perceptions surfaced around this recommendation.

- Although offering large classes is revenue beneficial, it does not support the students unless the faculty member possesses or is able to acquire expertise in teaching large classes in ways that engage the students. In addition, instructors carrying large courses are not supported and rewarded, often teaching courses with big enrollments without being assigned graduate TA’s or RA’s.
- Some courses are not offered because it is anticipated they will not bring in enough revenue and yet sometimes these are courses students need for a major or minor.
- The institutional goal of offering more distance education is laudable and yet there are not rewards, supports or recognition for developing these courses. In fact a perception is that faculty developing online courses are penalized.
- When discussing teaching loads, it is in terms of number of courses rather than credit hours taught; this needs to be re-examined.
- A reverse incentive is “buying out” teaching obligations with grant monies. Although of benefit to the individual, it is a misplaced incentive from the University’s perspective, affecting course offerings to students and putting a strain on a department’s teaching loads for other faculty.
Currently, summer pay for teaching faculty is not in alignment with academic year compensatory rates.

Tenure: The perception is that faculty are not rewarded for teaching. New faculty hear: it’s nice to teach well, but, have you done your research? The current perceived message is “don’t let teaching get in the way.”

Consistent expectations for teaching are lacking: how are teaching evaluations regarded in each department? What supervision is there for teaching? According to anecdotal evidence, not all faculty have their teaching reviewed prior to the three year mark.

**Significance:** The lack of acknowledgement and support for some endeavors and activities, in some cases, are perceived as messages regarding what is and what is not important for promotion and tenure.

**Implementation:** Reconsider how teaching loads are articulated. Rather than a per semester teaching load, it could be over the course of a year, making teaching a course in the summer an incentive. Re-examining how courses are offered throughout the year assists in attracting students to the “non-traditional” times when UAlbany students have gone elsewhere to get course credit, winter break for example. In addition, another way to evaluate teaching loads is tabulating the number of students taught by an individual faculty member.

Mandate regular reviews of teaching, and offer workshops/discussions to help departments understand how to best do this. It is noted that ITLAL is a resource for such discussions.

Reward faculty willing to develop new online courses with a course development stipend and review and possibly change course load expectations while a faculty member is developing an online course.

**Supports UAlbany’s 2010 Strategic Plan:**

**Strategic Theme 1: Undergraduate Education**
Goal: To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students

**Strategic Theme 3: Graduate Education**
Goal: To advance excellence in graduate education in support of the University’s reputation, role, and stature and the preparation and competitiveness of graduates
Recommendation 4: Create centralized listing of monies and financial support sources available at UAlbany

Statement: Although financial resources exist to support faculty in various endeavors, a centralized listing of resources does not exist and thus people must hunt for and identify available resources. For instance, once must know that Initiatives for Women awards support travel and research, that University Auxiliary Services offers programming grants, that SUNY’s Conversations in the Disciplines program supports conferences, in addition to monies available through UUP contract along with FRAP, Faculty Research Award Program and the Journals and Conferences Support Program.

Significance: Each person seeking financial supports re-invents the wheel.

Implementation: Create a portal or resource with links to various programs and funding sources.

Review use of travel agency. Comments on current travel agency support: “I have to do all the work and the agency still charges $25.” “The agency does not identify the most cost effective travel; air and hotel are always higher through the agency than what I have found on my own.” In departments where secretarial support is not available to assist with completion of travel vouchers, guidelines and instructions would be helpful.

Supports UAlbany’s 2010 Strategic Plan:

Strategic Theme 4: Research
Goal: To increase UAlbany’s visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship

Strategic Theme 6: Alumni and Community Engagement
Goal: To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits

Recommendation 5: Enhance supports and recognitions for department chairs and center directors

Statement: Department chairs are expected to fulfill many roles, and depending on the department, may be responsible for initiating award nominations, mentoring and much more. With many demands on their time, across the
institution it would be beneficial to examine how to proactively support department chairs across the institution.

**Implementation:** Consider initiating a department chairs academy wherein new department chairs benefit from experienced department chairs and all department chairs have a forum for sharing information on issues of mutual concern. Review compensation for department chairs. Perhaps developing a web-based handbook for their use would be valued by department chairs.

**Supports UAlbany’s 2010 Strategic Plan:**

Strategic Theme 1: Undergraduate Education  
Goal: To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students

Strategic Theme 2: The Student Experience  
Goal: To create an excellent student experience that integrates academic and co-curricular experiences, engages the surrounding community and the world, and fosters lifelong pride in the University

Strategic Theme 3: Graduate Education  
Goal: To advance excellence in graduate education in support of the University’s reputation, role, and stature and the preparation and competitiveness of graduates

Strategic Theme 4: Research  
Goal: To increase UAlbany’s visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship
Appendix A: Resources

Faculty mentoring programs

University of Vermont

Exemplary Junior Faculty Mentoring Programs, seventeen institutions surveyed and this document describes the best junior faculty mentoring programs. Emory University, Passages Program; University of California San Diego, Faculty Mentoring Program; Stanford Medical School, Faculty Mentoring Program; University of Wisconsin, Women Faculty Mentoring Program; University of Oregon, Women Faculty Resource Network


Penn State, Senior Faculty Mentor

Marquette University, Faculty Mentoring Program

Faculty Mentoring Resources @UW Oshkosh

University of South Florida CAS Faculty Mentoring Program

Department Chair support programs

Department Chair Institute


Rutgers Focus: New Training Helps Department Chairs

University of California at Davis, Training and Development – Department Chairs
Chapter 3: Developing policies for flexible work arrangements

Recommendations from Working Group 4

EXECUTIVE SUMMARY

Offer employees the Option of a more Flexible or Compressed Work Week: A more flexible work week, commonly referred to as “Flex-time”, enables an employee to better balance work responsibilities and personal responsibilities. Flex-time is intended to respond to the needs of full-time staff members for whom the 8:30-to-5:00 Monday-Friday schedule is not ideal. Flex-time acknowledges the varying needs of individual staff members in their personal lives, which ultimately serves to enhance employee productivity as a result of enabling personnel to truly focus on work while at work and struggle less to balance work and personal commitments.

Create an Alternate Work Location Program: Offering an alternate work location program allows University employees to fulfill their professional commitments while enabling them to address other challenges, such as caring for a sick family member, whether in or out of town, tending to a personal disability, etc. This program enables the university to ensure business continuity, while helping to meet the needs of a diverse workforce for whom reporting to campus is not always feasible; it should be stated that these employees would be able to be productive while at an alternate location, even if it is determined they may only work for part of a day and must charge out the remaining time.

Create Dedicated Nursing Mother Stations across Campus: New York State Labor Law was amended by adding Section 206-c: Right of Nursing Mothers to Express Breast Milk. This amendment provides for the rights of nursing mothers who wish to express milk at work. As this is law, not providing appropriate facilities on campus leaves the university vulnerable to legal action, especially given the lack of appropriate facilities available across campus.

Establish Elder Care Resources/Program for University Employees: The “sandwich generation”, that is one generation caring for both their own children and their older parents, has arrived in the University at Albany workplace. As life expectancy continues to rise, we have entered a period of time that has been termed an “age wave” as large segments of the population ages, and many employees now find themselves faced with on-going elder care issues with few available supports to tap into for assistance. This recommendation contains examples of potential resources and programs the University could consider implementing which would aid employees who are attempting to balance elder care needs and work demands. These resources and programs are
intended to assist University employees in meeting such demands while also maintaining their own health, well-being, and productivity.

**Broaden the Scope for Family Leave:** Current leave policies do not adequately recognize the needs of both parents and are not designed to work well within the confines of the academic calendar. As an initial step, it is recommended that the University broaden the scope of the policy by replacing the “maternity leave” policy with a “family leave” policy, thereby recognizing the needs of both parents. This will require adjustments to policies and practices as outlined in the implementation plan. Our recommendation seeks to create a more equitable distribution of benefits for female and male academic and professional faculty for the birth or adoption of a child.

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**CLUE Planning Group on Quality of Life**  
**Recommendations from Working Group 4**

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**RECOMMENDATIONS**

**Recommendation 1: Offer employees the Option of a more Flexible or Compressed Work Week**

**Statement:** A more flexible work week, commonly referred to as “Flex-time”, enables an employee to better balance work responsibilities and personal responsibilities. Flex-time is intended to respond to the needs of full-time staff members for whom the 8:30-to-5:00 Monday-Friday schedule is not ideal and recognizes the varying needs of university staff members, as well as the flexible work styles present in the academic community. One specific recommendation is to offer a compressed work week schedule, allowing an employee to work a full-time schedule in fewer than five days each week. This option has advantages which extend beyond flex-time to the greening of our environment. There is no cost for this initiative aside from the time involved to develop and administer.

**Significance:** Flex-time helps improve employee attendance and productivity, as well as ensure business continuity and improves employee morale; personnel feel more committed to the University since the University has recognized and accommodated their needs. Flex-time and a compressed work week enables an employee to arrange for child care, coordinate schedules with a working spouse, or attend to personal matters that cannot be addressed outside normal business hours -- all without losing productivity at work, as the employee is better able to focus on their work without being interrupted by personal distractions. Additionally, flex-time and compressed work weeks are viewed as attractive benefits to potential employees, enabling the University
to attract talented candidates. Several institutions, including Yale, Carnegie Mellon, City University of New York (CUNY), and the State University of New York (SUNY) at Cobleskill utilize flex-time programs and have found them to be quite successful.

A compressed work week in particular has advantages beyond those of flex-time, including:

- Employees taking fewer sick days: When the state of Utah changed most government workers’ schedules to a four-day work week, employees took fewer sick days (*Time Magazine*, reference #1);
- Improved job satisfaction, which has been shown to lead to better employee productivity, improved morale, cooperation, commitment and retention while reducing fears about being tardy (*Victoria Transport Policy Institute (VTPI)*, reference #2);
- Decreased energy consumption and a reduced carbon footprint, which supports the University at Albany’s sustainability efforts: Utah determined that after one year, its compressed work week resulted not only in a 13 percent decrease in energy use by the state, but estimated that workers saved up to $6 million in gasoline usage, which also decreased peak period traffic congestion for those commuting on a particular day. One survey of commuters found that it could reduce automobile commutes by 7-10%, making it among the most effective commute trip reduction strategies considered (*CUTR*, reference #3).
- Extended hours of service to customers, as employees are working earlier and later;

**Implementation Plan:**

- Establish a committee which should work with HR to examine the current benefits to see how it could implement a Compressed Work Week option.
- Establish a work group within the State and Research Foundation personnel offices to review the feasibility of offering this program for summer 2011 given current policies, union contracts, etc. If such a program is deemed feasible, then survey staff to gauge interest and overarching preferences.
- Implement a set of flex-time guidelines and procedures for managers and staff, which would include a flexibility toolkit with tips for both staff seeking a flexible schedule and managers who are coordinating flexible schedules. It is recognized that it will not be possible to accommodate all such requests for alternative schedules and it is expected that university offices will continue to remain open during normal business hours. Carnegie Mellon University has outlined their process in a clear and concise manner (reference #5).
- Offer flex-time including a compressed work week on a trial basis to determine efficacy and identify potential cost-savings to the University. We suggest a trial implementation plan including a review of potential energy savings as this can be definitively measured and quantified. Additionally, we recommend that the flex-time offering include limited time voluntary schedule change programs for select times of year: Summer term and Winter Intersession. An example of this program is
the one offered by SUNY Cobleskill. See SUNY Cobleskill summer program sign-up form below (Attachment 1).

- Develop a Work/Life Resource Center site on our Human Resources website as a one stop resource of information about work flexibility.
- Should the trial program prove beneficial, it is recommended that a full program offers the following:
  - A compressed work week option
  - Information on the program accessible via MyUAlbany where it could be tailored to particular positions, union contracts, etc.
  - Staggered hours or days (some employees may prefer 9a - 6p which coupled with a 7a -4p colleague actually extends business hours); including possible black out days off (e.g., no Mondays)
  - Establishment of core required onsite work hours (e.g. 10am - 2pm)
  - Require employee to be available to come in on short notice for emergencies
  - Have an option to suspend program during busiest times of the year
  - A process to monitor the schedule and program
    - Supervisor/department head and employee meet to discuss expectations and to develop the agreement
    - Define and communicate a pilot period
    - Be specific in completing the written workplace flexibility agreement
    - Monitor performance and effectiveness of the arrangement
    - Review and reconsider arrangements regularly

Additional examples of successful flex-time and compressed work week programs are available in reference #1.

**Recommendation 2: Create an Alternate Work Location Program**

**Statement:** The establishment of a plan for an alternate work location would allow the University to meet the diverse requirements of their workforce for whom reporting to campus is not always feasible given other competing priorities; however they would be able to be productive while at an alternate location. Alternate work location arrangements can be provided to meet many needs of the employees. A couple scenario examples are:

- Employees who need to be at home or the hospital with ill family members, but who have the time and ability to perform work-related duties;
- Given the area-wide power outage a couple years ago, employees could relocate to an area with power (such as a hotel) and perform work-related duties from there.

In order to have a successful alternate work location program, individuals must be able to work autonomously and be self-motivated and disciplined. They must be able to have a strong presence while not being physically present. For some employees an alternate
work location is quite difficult as they need the daily supervision or interaction with co-workers to enable them to be successful.

**Significance:** An alternate work location is beneficial in strengthening employer and employee relations while also recruiting and retaining talented employees. Additionally, an alternate work location program potentially allows the University to save money through reducing overhead and operational costs.

**Implementation Plan:**
Work with Human Resources and bargaining units represented on campus to:
- Evaluate the benefit and interest in alternate work locations, including telecommuting options
- Conduct cost-benefit analysis for individuals working from an alternate location and their departments
- Establish policies and procedures to address the following:
  - Train supervisors on how to determine whether or not an employee is eligible for this option;
  - Educate individuals working from an alternate location on responsibilities and guidelines associated with this privilege;
  - Identify and prioritize potential reasons for request;
  - Determine if individual and alternate work location are technologically sufficient to meet the needs of the job at hand;
  - Consider how people will be accountable for the work done offsite;
  - Identify how these individuals are evaluated.

An example alternate work location program from Atlantic University may be found in Attachment #2 of this document.

**Recommendation 3: Create Dedicated Nursing Mother Stations across Campus**

**Statement:** On August 22, 2007 the New York State Labor Law was amended by adding Section 206-c: Right of Nursing Mothers to Express Breast Milk. This amendment provides for the rights of nursing mothers who wish to express milk at work. Section 206-c requires employers to “provide a reasonable amount of paid or unpaid break time during each work day to permit an employee to express breast milk for her nursing infant for at least two years following child birth.” The law further bars employers from discriminating in any way against mothers who choose to express milk in the workplace and require employers to “provide a private accommodation suitable for the purpose of expressing breast milk, located in close proximity to the work area.” This accommodation may not include a bathroom or a storage area.

Nursing mothers at UAlbany face a challenge finding suitable facilities to express milk on campus. With the predominance of cubicle and open space, privacy seems to be the
most challenging issue. Additionally, nursing mothers generally require 15-25 minutes three times per day and have been faced with pressure from supervisors to take less time than they require. Given that space is a challenge, travel time to and from an appropriate facility needs to be a consideration in the required lactation time.

**Significance:** As this is law, not providing appropriate facilities on campus leaves the university vulnerable to legal action.

**Implementation Plan:** Identify and setup locations on each campus where mothers have access to electricity, water, a table and chair, and privacy; in addition, it should be in close proximity to a sink and paper towels for cleanup. Create a web page, perhaps off the HR website, identifying resources and support suggestions. Several universities, including New York University, Arizona State, and Tulane, already offer excellent models whose links are available under reference #3.

**Recommendation 4: Establish Elder Care Resources/Program for University Employees**

**Statement:** In the recent past, establishing ways to address childcare for employees was a concern for many employers. Over the years, various strides have been made in this area. A new situation has emerged in which many employees are considered members of the “Sandwich Generation” -- caring for their children as well as their older parents and/or other relatives. Employees are being pulled in many directions when required to provide care for others.

With the increasing number of individuals who are caring or will be caring for an elder and the strain this can have on employees’ ability to be present and productive on the job, it is apparent that the time has come to focus on this new workplace reality. With the dawning of this age wave, establishing ways that the University at Albany can provide resources and support to address the impact of elder care concerns for employees can assist in benefiting not only the employees but the University.

**Significance:** We have entered a period that is being referred to as the “age wave”. According to the U.S. Census Bureau, “in 2030, when all of the baby boomers will be 65 and older, nearly one in five U.S. residents is expected to be 65 and older. This age group is projected to increase to 88.5 million in 2050, more than doubling the number in 2008 (38.7 million).” Additionally, “the 85 and older population is expected to more than triple, from 5.4 million to 19 million between 2008 and 2050.”

To gain some understanding of the impact elder care issues can raise for the workplace, we can look to the February 2010 case study report titled *The MetLife Study of Working Caregivers and Employer Health Care Costs: New Insights and Innovations for Reducing Health Care Costs for Employers*. Outlined in the report are key findings from a study
conducted by MetLife Mature Market Institute (MMI) and the National Alliance for Caregiving (NAC) titled *The MetLife Caregiving Cost Study: Productivity Losses to U.S. Business* (2006) and their additional study with University of Pittsburgh Institute on Aging and the Department of Behavioral and Community Health Sciences titled *Working Caregivers and Employer Health Care Costs*. Several findings include:

- Employees providing eldercare were significantly more likely to report depression, diabetes, hypertension, or pulmonary disease regardless of age, gender, and work type.
- Female employees with eldercare responsibilities reported more stress at home than non-caregivers in every age group. Stress at home appears to affect younger female caregivers most frequently. Caregivers were more likely to report negative influences of personal life on their work.
- Employees with eldercare responsibilities were more likely to report missed days of work. This was driven by the much higher absenteeism among younger care giving employees, ages 18 to 39.

To be on the forefront of this workplace issue, the University at Albany can join other forward-thinking universities who have established elder care resources for their employees. These resources include such elements as localized website listings of elder care information and community resources, an “elder care coordinator” working within a work-life program, and an elder care service as part of a benefits package.

**Implementation Plan:**

- Create web pages with resources made available in the community. These web pages should be in a centralized location online for faculty/staff to access easily, like the Human Resources or EAP websites, or via MyUAlbany. The challenge will be to educate employees of its existence. Web pages would be broken down into services available to each respective bargaining unit represented on campus (M/C, UUP, CSEA, PEF, Chartwells, Council 82, etc.). Also provided would be the availability of workshops, lending library materials, campus resources and policies, materials for supervisors, etc.
- Utilize University at Albany’s already present resource -- the School of Social Welfare’s Center for Excellence in Aging & Community Wellness -- to establish a program to support employees.
- Explore flexible work schedules, as described above, to accommodate employees caring for elderly parents.
- Utilization and advertisement of the availability of Family Medical Leave Act (FMLA), which provides up to 12 weeks of paid or unpaid leave to care for a sick relative (including elderly parents)
- Coordinate an elder care support group offered during lunchtime – Employee Assistance Program (EAP-sponsored)
- Encourage other groups on campus to sponsor speakers from available community services (Council of Women’s Groups, University Life Council, United University Professionals, etc.)
- Workshop training for supervisors to provide education regarding the impact of elder care on employees’ productivity as well as the identification of university resources available to support employees in this position.

Recommendation 5: Broaden the Scope for Family Leave

Statement: The current maternity/paternity leave policies limit prospective parents in the following ways:
- Female staff may use sick leave with pay for no more than four weeks before their anticipated delivery due date and six weeks after delivery (eight weeks for Cesarean), unless otherwise supported by medical documentation;
- Male academic and professional staff may use up to 30 days (classified service staff may use up to 15 days) of sick leave annually to provide medical care for a family member;
- Adoptive parents may not use any paid sick leave to care for a child or other family member outside of the 30 days annually for academic or professional staff, or 15 days annually for classified service staff. Other accruals may be substituted;
- All staff are entitled to up to seven months of paid (using annual, holiday or personal accruals, if applicable) or unpaid leave for birth or adoption.

Significance: The University makes a significant financial investment in the recruitment of faculty and has lost talented faculty members due to the existing limitations in the maternity leave policy, especially where time to tenure is concerned. Our recommendations create a more equitable distribution of benefits for female and male academic and professional faculty for birth or adoption of a child. It will also allow for additional time to tenure or permanent appointment, making the University at Albany a more attractive option drawing in talented faculty, increases the faculty retention rate, as well as improves employee morale and commitment to the institution.

- The current maternity leave policy creates obstacles for expecting parents and departments in trying to cover semester-long courses;
- The current maternity benefits are distributed unevenly, as some department chairs are accommodating for expecting parents while others are less so;
- The Policies of the Board of Trustees provides for the opportunity to ‘stop the clock’ in the computation toward tenure or permanent appointment. This information is not well known and should be distributed more widely.

It is recommended that the University replace the “maternity leave” policy with a “family leave” policy, recognizing the needs of both parents and that it adjusts its policies and practices as outlined in the implementation plan.
Implementation Plan:
Review the resolution endorsed by the University Life Council in April 2006, which recommends replacing the “maternity leave” policy with a “family leave” policy. A link to the full text of the proposal is available in (reference #5). Highlights include:

- Recognizing that some of these proposals may be considered terms and conditions of employment negotiated through the United University Professions, the University Senate encourages the President to inform negotiators of University at Albany’s interest and support of these policies.

- Offer academic appointees the option of taking either of the following leaves:
  - For the birth or adoption of a child by the academic and professional faculty member or the member’s spouse or domestic partner, a partially-paid leave will be granted at two thirds pay for 15 weeks or one semester. For an academic faculty member, the leave will generally commence in the semester of the birth or adoption. For a professional faculty member, the leave will commence generally no earlier than four weeks before birth or adoption and 11 weeks after.
  - In accord with the federal Family and Medical Leave Act, academic and professional faculty members may take up to 12 weeks unpaid leave during any 12-month period to care for the birth or adoption of a child by the academic and professional faculty member or the member’s spouse or domestic partner. Accrued sick leave can be substituted for the unpaid leave.

- Endorse the concept of a family leave policy to replace the maternity leave policy, thereby creating a more equitable distribution of benefits for female and male academic and professional faculty who give birth or adopt a child and which also allow for additional times to tenure.

- Offer more equitable benefits for female and male faculty who give birth or adopt. The recommendation is to enable the academic or professional faculty member to take leave no earlier than four weeks before birth or adoption and 11 weeks after.

- For the birth or adoption of a child by the academic and professional faculty member or the member’s spouse/domestic partner, a partially-paid leave should be granted at 2/3 pay for 15 weeks or one semester.

- Extend time to tenure or permanent appointment by one year at the faculty member’s request and have such requests granted automatically.

- Encourage the President to implement such portions as are appropriate under his autonomous powers as CEO of the University at Albany

- Extend leave for the adoption of a child to up to two weeks prior to said child being placed with adoptive parents. Many parents are adopting abroad; China, for example, requires the parents to come to their country and spend up to two weeks prior to the child’s leaving the country in their adoptive parents care.
References

Recommendation 1: Offer employees the Option of a more Flexible or Compressed Work Week
1. TIME Magazine, September 7, 2009
2. Victoria Transport Policy Institute http://www.vtpi.org/
3. SUNY Cobleskill summer program sign-up form (Attachment 1)
4. Center for Urban Transportation Research, 1998; www.cutr.us
5. Carnegie Mellon Flex-Time Arrangement:
   http://www.cmu.edu/policies/documents/FlexTime.html
6. Butler University:
   http://www.butler.edu/media/484456/flextimepolicyforstaffemployees.pdf
9. UC Davis: http://www.hr.ucdavis.edu/worklife-wellness/work/workplace-flexibility/flextime
10. University System of Georgia:
    http://www.usg.edu/hr/manual/teleworking_flextime_policy/

Recommendation 2: Create an Alternate Work Location Program
- Please see Attachment #2 from Atlantic University at end of document.

Recommendation 3: Create Dedicated Nursing Mother Stations across Campus
1. New York University provides an excellent lactation support model, including web resources at: http://www.nyu.edu/family.care/parenting/lactation.html
2. Northwestern University: http://www.tgs.northwestern.edu/studentlife/parents/
5. Tulane University: http://tulane.edu/equity/upload/Tulane-BF-Program-brochure-finalREV6-29-10-2.pdf
6. Iowa State University: http://www.dso.iastate.edu/wc/support/lactation-locations.html

Recommendation 4: Establish Elder Care Resources/Program for University Employees
1. Columbia University Work Life Back Up Care:
   http://worklife.columbia.edu/drupal/worklife/backup-care
2. Indiana University’s IU Eldercare Plan:
   http://www.indiana.edu/~uhrs/benefits/eldercare.html
3. University of Arizona Elder Care and Lifecycle Resources:
   http://lifework.arizona.edu/ec
4. University of California, Berkley Faculty and Staff Services Elder Care Program:
   http://www.uhs.berkeley.edu/Facstaff/CARE/eldercare/
5. University of Kentucky Human Resources Elder Care:  
   http://www.uky.edu/HR/ElderCare/

6. University of Minnesota Off of Human Resources Elder Care:  
   http://www1.umn.edu/ohr/wellness/eldercare/index.html

7. University of Virginia Faculty and Employee Assistance Elder Caregiving Program:  
   http://www.healthsystem.virginia.edu/pub/feap/eldercare

   http://www.census.gov/newsroom/releases/archives/population/cb08-123.html


Recommendation 5: Broaden the Scope for Family Leave

- UAlbany Family Leave Resolution Report document:  
  https://wiki.albany.edu/display/clueqol/Group+4-Flexible+Work+Arrangements.
Summer Hours Voluntary Program for Cobleskill Employees

SUNY Cobleskill will again be offering summer hour options for our employees. This voluntary, ongoing experiment in flexibility is designed to balance the needs of the employee with the needs of the college. As the college continues to change, as more visitors arrive, and more programs flourish, the college, as always, reserves the right to examine, modify, or even end this program based on the operating needs of the campus, our students, and our programs.

Please sign up for one of the options below and obtain the permission of your supervisor. This form must be returned to Human Resources by the beginning of the summer hours program.

The requisite parts of this program include:

- Summer hours will begin on the morning of Thursday, May 28th and end at the close of day on Wednesday, August 19th.

- Once you have selected a summer schedule option, you may not change it during the May-August time frame.

- All offices and program areas must be open all day Monday-Thursday as well as Friday until noon during this period.

Employee Name __________________________________________________________

I would like to work the following option during this summer:

☐ A four-day work week: List days and hours worked, including length of lunch break ________________________________________________ (available to admin offices and grounds crew ONLY)

☐ Offices only: Four-and-a-half-day work week with Fri afternoons off (M-Th 7:30-4:15, F 7:30-12 with ½ hr lunches). If schedule is different, indicate here: ________________________________

☐ Facilities only: Four-and-a-half-day work week with one afternoon off (4-days 6:00-3:30, 1 Day 6:00-10:00 with ½ hr lunches) * Exact schedules to be determined by supervisor.

☐ My regular schedule (as determined by my department)

*A reminder that all campus air conditioning will be turned off on Fridays.

By signing below, the employee agrees to abide by the program as stated above. By signing below, the supervisor is granting permission to the employee to work this schedule and also agrees that they have scheduled staff such that services will continue to be provided as stated above.

Employee Signature ___________________________ Date __________

Supervisor Signature ___________________________ Date __________
**FLORIDA ATLANTIC UNIVERSITY**

**ALTERNATIVE WORK ARRANGEMENTS**

**POLICY AND PROCEDURES**

**Definition.** Alternative Work Arrangements, including telecommuting, is a work arrangement in which some or all of the work is performed at an off-campus work site such as the home or in office space near home. Communication may be by one of several means, such as a computer, phone, modem, fax, and pager. Equipment may be owned and maintained by the employee or by the university.

**Authority.** Deans, Directors, Chairpersons or their designee have the authority to establish telecommuting arrangements in cooperation with Human Resources. Arrangements may be authorized only when it is in the best interest of the university to do so. The Provost or the appropriate Vice President must approve the final arrangements.

**Process.** These steps are to be followed:

1. A request for Alternative Work Arrangements or Telecommuting may be initiated by either the employee or the department.

2. If the employee initiates the request, the employee shall complete the checklist, "Developing a Proposal for a Telecommuting Arrangement," before requesting an appointment with the supervisor to discuss the proposal.

3. If and when Deans, Directors, Chairpersons or their designee agrees to a telecommuting arrangement, the department must complete a formal written agreement, using the Telecommuting Guidelines and the Model Telecommuting Agreement.

4. Once the Provost or the appropriate Vice President approves the request, the employee shall be given a copy of the document, and the original will be maintained by Human Resources with copies to the Employee and the Departmental file.

5. As questions arise, they should be directed to Human Resources.
Resources. In establishing telecommuting arrangements, departments shall complete the FAU checklist before entering into detailed discussions with supervisors.

TELECOMMUTING GUIDELINES
A telecommuting agreement should be voluntary. However, there may be instances in which business needs dictate a telecommuting agreement.

1. The arrangement must be in the best interests of the university. It should benefit, or at least not cause significant problems, for the department as well as the employee. In evaluating benefits to the department, these are some factors to consider:
   - Does the nature of the work lend itself to telecommuting?
   - Jobs that entail working alone or working with equipment which can be kept at the alternate work site are often suitable for telecommuting. Examples: writer, editor, analyst, word processor, programmer.
   - Jobs that require physical presence to perform effectively are normally not suitable for telecommuting. Examples: receptionist, student academic advisor, child care worker, custodian, maintenance worker.

What potential costs and savings are expected?

- Space is often saved. However, juggling shared space among several part-timers may be difficult, especially if there is much turnover.
- Equipment costs may be saved at the office (as when existing equipment is freed up for use by others). However, costs may be incurred at the alternate work site, depending on the nature of the agreement. For example, the department may need to buy, or support the costs of maintaining, a computer, modem, fax, or phone lines.
- Staffing costs may be saved if the arrangement helps the department to recruit or retain a valued employee, or if the employee becomes more productive as a result of the new work arrangement. (Employees often produce more if they are freed from constant interruptions.) On the other hand, some work requires constant interaction with coworkers. In addition, telecommuting by one employee may affect the workload or the productivity of others.

Is the employee a good candidate for telecommuting?

- Telecommuting during the probationary period will not be normally approved because of the need to clarify job responsibilities, establish relationships with co-workers and clients, and assess suitability for continued employment.
- Employees who have performance problems, or who require close supervision, are not good candidates for telecommuting.
- Some employees are not comfortable with physical isolation from other employees, or do not work well independently, or cannot create a home work space that is safe (for them and for university equipment and files) and is free from distractions.
Sometimes employees who telecommute feel that they are "out of the loop" and are overlooked when it comes to various kinds of workplace opportunities. (For this reason, it is advisable to limit telecommuting to two (2) – three (3) days per week).

3 The focus in telecommuting arrangements must be on results. The supervisor should communicate in advance what assignments or tasks are appropriate to be performed at the telecommuting site, and what assessment techniques will be used to measure success in meeting performance standards.

4 The agreement should be as specific as possible. It should include:
   - Days and hours the employee is expected to be working in the department
   - Hours the employee is expected to be working and reachable at the telecommuting site
   - Methods of contact (such as dedicated phone line, voice mail, modem, fax, beeper, VPN connection, etc.)
   - Times and frequency of contact (in both directions)
   - Who owns and maintains required equipment and supplies
   - Who pays for on-going expenses, such as phone lines
   - A statement that the employee agrees to maintain a safe work environment, and that the employee agrees to hold the university harmless for injury to others at the telecommuting location
   - A statement that the employee agrees to provide a secure location for university-owned equipment and materials, and will not use, or allow others to use, such equipment for purposes other than university business; and that the university is entitled to reasonable access to its equipment and materials
   - A statement that management retains the right to modify the agreement on a temporary basis as a result of business necessity (for example, the employee may be required to come to campus on a particular day), or as a result of an employee request supported by the supervisor
   - A statement that the arrangement is voluntary, and may be terminated at any time by either party, with specified notice

5 The agreement should be in writing and should be signed and dated by the employee, the supervisor, and the department director or designee. A copy should be given to the employee; the original should be kept in the employee’s file.

Questions should be directed to an Employee Relations Team member in Human Resources.
Technology Requirements and Support

If an Alternative Work Arrangement is to be established, the technology required will need to be evaluated to assure the employee can carry out his/her assigned responsibilities from the alternative work site. Issues such as:

1. Equipment Needed
2. Access to Databases such as Banner
3. Security Profile
4. Current Internet Connection Configuration and monthly costs
5. Cost of paper, toner, supplies
6. The Individual’s Technical Skill Capabilities
7. IRM Support to/at the Alternative Work Site

Most positions that will request telecommuting approval will need approximately the same equipment. However, there might be significant required modifications to the traditional set-up.

In order for an employee to work off-site, he/she must have the following:

3. Departmental Specific Software Scanner (as defined by the assignment)
4. Remote desktop connection software and equipment (VPN Concentrator)
5. Ability to do remote desktop software upgrades
6. A printer/copier/fax combination
7. Internet Connection (DSL or Cable, dial-up will be too slow)
8. Small Hub/Router (for more than one computer hookup)
9. Work Only Telephone & Line by the computer for conference calls
10. Office Furniture, as needed
11. Ability to adhere to FAU security requirements i.e. sensitive or confidential data will be secure online and documents shredded.
12. Business continuity (backup arrangement in the case of not being able to work from home i.e. no power)
13. IRM Support (depending upon resources, this might need to be outsourced)
MODEL AGREEMENT

This agreement specifies the conditions applicable to an arrangement for performing work at an alternate work site on a regular basis. The agreement begins on **DATE** and continues until **DATE** or INDEFINITELY. It can be withdrawn with X DAYS written notice by either party.

1. Days and hours when the employee is normally expected to be in the department are **SPECIFY DAYS AND HOURS**.

2. The alternate work site is **SPECIFY LOCATION**. Days and hours when the employee will normally work at this alternate work site are **SPECIFY DAYS AND HOURS**.

3. Additional hours involving overtime at any work site must be approved in advance by the supervisor.

4. Duties and assignments authorized to be performed at this alternate work site are **SPECIFY DUTIES**. The supervisor reserves the right to assign work as necessary at any work site.

5. Recognizing that effective communication is essential for this arrangement to be successful, the following methods and times of communicating are agreed upon:
   - [SPECIFY: who (include backup and emergency contacts), when, how often, during what time frames, how (phone, fax, beeper, face-to-face, etc.)]

6. The employee agrees to remain accessible during designated work hours, and understands that management retains the right to modify this agreement on a temporary basis as a result of business necessity.

7. Regarding space and equipment purchase, set-up, and maintenance where appropriate, the following is agreed upon:
   - [SPECIFY: purchase, set-up, maintenance, provision of supplies, insurance arrangements (consulting Environmental Health & Safety as necessary), etc., for each piece of equipment, furniture, phones, etc.]

8. The employee agrees to maintain a safe and secure work environment. The employee agrees to allow the university access to assess safety and security, upon reasonable notice.

9. The employee agrees to report work-related injuries to the supervisor at the earliest reasonable opportunity. The employee agrees to hold the university harmless for injury to others at the alternate work site.

10. The employee agrees to use university-owned equipment, records, and materials for purposes of university business only, and to protect them against unauthorized or
accidental access, use, modification, destruction, or disclosure. The employee agrees to report to the supervisor instances of loss, damage, or unauthorized access at the earliest reasonable opportunity.

11. The employee understands that all equipment, records, and materials provided by the university shall remain the property of the university.

12. The employee understands that his/her personal vehicle will not be used for university business unless specifically authorized by the supervisor.

13. The employee agrees to return university equipment, records, and materials within X DAYS of termination of this agreement. All university equipment will be returned to the university by the employee for inspection, repair, replacement, or repossession with X DAYS written notice.

14. The employee understands that she/he is responsible for tax consequences, if any, of this arrangement, and for conformance to any local zoning regulations.

15. The employee understands that all obligations, responsibilities, terms and conditions of employment with the university remain unchanged, except those obligations and responsibilities specifically addressed in this agreement.

16. The employee agrees not to provide personal care for a child or dependent adult during the schedule work hours unless approved as part of the work plan.

17. The university has the right to inspect the alternate work location during normal working hours (with prior notice) to ensure that the equipment and alternate work location are properly/adequately set-up and maintained.

I hereby affirm by my signature that I have read this Alternate Work Arrangement Agreement, and understand and agree to all of its provisions.

______________________________________________________  __________
Employee                                    Position Title                 Date

______________________________________________________  __________
Supervisor                                    Unit/Department              Date

______________________________________________________  __________
Provost/Vice President                   Date
DEVELOPING A PROPOSAL FOR AN ALTERNATE WORK AGREEMENT

___ Determine what arrangement would best meet the University’s needs:

- Where do you propose to work (home, alternate site)?
- What is the work schedule (days and hours on campus, days and hours at telecommuting site)?
- Which of your duties do you propose to perform at the telecommuting site? Which do you propose to perform in the department?
- If only a minor adjustment can be made to your work arrangements, what adjustment would be most valuable to you? (Examples: telecommute one day a week; be available to come in on short notice; suspend telecommuting during busiest times of the year.)

___ Anticipate what problems this arrangement may cause for the organization. (Include the effect on your own assignment and how your role affects others, both within the unit and externally.) Try to work out potential solutions to these concerns.

- How will you communicate with your supervisor, co-workers, clients?
- How will materials be kept readily available to those who need access?
- How will you be able to respond to emergencies or other unexpected events in your department?
- How will you assure the security of university materials and equipment?
Can you provide a workplace that is as safe as your departmental work site, so as to
minimize the likelihood of injury?

Outline ways in which your proposed arrangement might benefit the organization.

- Will service hours be extended?
- Will you be more productive? In what ways, and how will this be measured?
- Will your department be able to free up equipment and space?

Come up with a plan that addresses your own concerns and, to the extent that you can,
those you anticipate from your supervisor, co-workers, and clients.

Request a meeting with your supervisor to explain what arrangements you would like and
why. Discuss possibilities with your supervisor; actively listen and be prepared to revise your
plan. (Flexibility works both ways!)

Suggest a trial period of X months.

Develop a plan and timetable for monitoring the effectiveness of the arrangement.
Appendix A: WORKING GROUPS (Charge and Goals)

Group 4 – Quality of Work Life

**Charge:** Develop policies for flexible work arrangements due to life events such as the birth or adoption of a child, or the long term care of a family member, etc.

**Goals:**
1. Identify campus needs and interests.
2. Investigate what other peer institutions offer to employees.
3. Recommend programs that are feasible for the university given tight budgets as well as best serve faculty and staff.
WORKING GROUP MEMBERSHIP

**Charge to working Group 1:** Enhance connections between units to diminish a sense of isolation that contributes to lack of connection to UAlbany and to UAlbany colleagues

- Marcus Crede, Department of Psychology
- Brian E. Gabriel, College of Computing and Information
- Elizabeth Gaffney, Co-Chair, College of Arts and Sciences
- Alisha Hennet, Department of Athletics and Recreation
- Lara Kaye, Center for Human Services Research and Evaluation
- Andi Lyons, Department of Theatre
- Carolyn Malloch, Disability Resource Center
- Eugene Monaco, Professional Development Program
- Gladys Santiago-Tosado, Educational Opportunity Program
- Beth Skrobela, School of Education
- Lisa Trubitt, Co-Chair, Office of the CIO

**Charge to working Group 2:** Develop ways to communicate across ranks and constituencies, (including faculty, staff, students, alumni and community members) to learn about the valuable work others are doing that might connect with our own work

- James Blevins, Residential Life
- Karen Brown, University Libraries
- Michael N. Christakis, Co-Chair, Student Success
- Lisa-Anne B. Donohue, Co-Chair, Environmental Health & Safety
- Maritza Martinez, Academic Support Services
- Stacy Newman-Cilento, Mathematics and Statistics
- Ruth Scipione, Institute for Teaching, Learning and Academic Leadership
- Tracy Williams, Research Foundation
- Loida R. Vera Cruz, Alumni Association

**Charge to working group 3:** Articulate University goals and rewards to help faculty at all ranks understand the relationship between their own work and the University mission and align their priorities effectively

- Carol L. Anderson, University Library
- Marcus Crede, Psychology
- Kathleen Deloughery, Public Administration
- Elizabeth Gaffney, College of Arts and Sciences
Kevin Kinser, Education Administration and Policy Studies
Carolyn Malloch, Disability Resource Center
June Mastan, Professional Development Program
Stacy Newman-Cilento, Mathematics and Statistics
Brenda Seckerson, Employee Assistance Program

Charge to Working Group 4: Develop policies for flexible work arrangements due to life events such as the birth or adoption of a child, or the long-term care of a family member, etc.

Laurie Enright, Co-Chair, Information Technology Services
Jim Mancuso, Human Resources
June Mastan, Co-Chair, Professional Development Program
Candace Merbler, University Libraries and UUP Chapter President
Melissa Palmucci, School of Business, University MBA Program
Brenda Seckerson, Employee Assistance Program
Lana Sullivan, International Education
Noah Simon, Office of Career Services
Tracey Williams, Office of Sponsored Funds Personnel