Who is Behind the Title?

Professionals at the University at Albany

A Report to the Provost on

Who the UA professionals are,

Why we work here, and

What we recommend to be done to improve recruiting and retaining us.

By

The Career, Leadership, and University Excellence (CLUE)

Professional Staff Retention Group

July 2011
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Support by Tine Reimers, Office of the Provost

Acknowledgments  We could not have done this without great support across campus including from our supervisors. We would like to thank Sandra Graff and Tracey Williams for providing aggregate State and Research Foundation human resources information. Thanks go to Joel Bloom in Institutional Research for his help in administering our survey and with the campus focus group. We would also like to thank Tine Reimers for her support and advice. We would also like to thank the professionals at UA who took the time to respond to our survey and to those professionals who participated in our focus group.
Executive Summary

Our CLUE group came together to address the Provost’s Charge for us to think and learn what we could do better to recruit and, more importantly, retain professionals at UA. We put together a group of professionals from across the campuses, across divisions, across employers, and across titles to see what we could find out about why professionals like working at UA, what the obstacles are to a better work environment at UA, and what the solutions are to overcoming these obstacles. We did demographic research, conducted a campus-wide survey, conducted two focus groups, and researched best practices in academe as well as the public and private sectors. In the course of our work, we came up with many possible recommendations, but the combined results of the survey, focus groups, and our research on best practices led us to focus on those we consider to be the most important—what we came to call “the Big Eight.”

What we discovered is that most staff like working at UA. Many are alumni, often having earned degrees while employed here. Salary matters but so do other factors such as location. There is a strong desire for professional growth and for recognition of work and skills as defined by an administrative and operational context. Staff need resources to do their jobs—and often that does not mean money but instead time and knowledge. Yes, there are obstacles but there are also solutions. We found within our own committee and, within the university focus group of professionals, a readiness to work for change even though we recognize implementation will take time. Those items we focused on as the most significant require not so much financial resources as institutional determination to change how it operates and what it deems important.

The Big Eight Recommendations

Our group arrived at a set of recommendations following a process known as Affinity Clustering under the direction of one of our members, Donna Canestraro. (Affinity Clustering is fully described in Appendix B of the Focus Group’s full report.) We summarized our results into Eight Themes and from there determined our top recommendations, the “Big Eight.” A full list of the recommendations can be found in the final section of this report.

The Big Eight Recommendations are:

- Provide Mentoring for Professionals
- Tell/remind people that UA is a good place to work by developing a marketing plan specifically aimed at professionals
- Provide new employee orientation
- Develop and implement supervisor training
- Create a “high potential program” for select professionals to develop leadership skills
- Offer the option of a compressed or flexible work week
- Explore physical space design to meet the needs of professionals
- Conduct systematic and effective exit interviews
This report is comprised of some baseline contextual and census/demographic information; summaries of the findings of the Quantitative Analysis Group, the Focus Group, and the Best Practices Group; and a complete list of our recommendations. The Appendices include a table of the number of M/C, professional, teaching, and Research Foundation employees for 2000-2009 as well as the full Group reports. Each Group’s report contains an executive summary, a complete description of its process and methodology along with its own findings, its support of the “Big Eight” Recommendations, and other relevant documents.

Our committee’s final recommendation is that the next step be to create an action plan so that when we look back five years from now, we can point to positive change for professionals at UA.
**Who are Professionals at UA?**

Before we get into the body of the report, we thought it would be helpful to provide some definitions and context since we learned during the course of our committee work that much is not known or understood about professionals at UA. Here are some points to remember:

- Professionals at UA hold all types of titles such as Assistant to the Chair, Purchasing Agent, Research Administrator, Architect, Center director, Coach, Research Project Assistant, and Senior Programmer.

- We work in all divisions of UAlbany.

- We work on all three campuses as well as at off-campus locations.

- Some of us are NYS employees, some of us are Research Foundation employees, and some of us work for other entities at the university such as University Auxiliary Services.

- Who our employer is (i.e., NYS or RF or UAS) determines whether or not we are unionized and determines what our work rules are including opportunities for professional development and promotion.

- Some of us are left completely out of some university categories and activities because we are not NYS employees.

- Although we are grouped with “faculty” as defined by SUNY, we are different in our primary roles and responsibilities.

- Some of us are supervised by faculty and some of us are supervised by professionals.

- Our work year is a calendar year, not an academic year.

- Some of us teach but most of us do not.

- Many of us are alumni.

- Many of us have worked here for years—sometimes decades.

- We are loyal supporters of the university—no matter who our employer is.

We know a great deal about the university and how it works and we know how to make it hum administratively and operationally.
History of the CLUE Group on Professional Staff Retention

On December 14, 2009, Provost Phillips formally charged a group of academic and professional staff members with the following:

This CLUE Group is charged to think and learn about what we can do better in regards to faculty and staff retention. It should gather data: from peers, from UAlbany, from other universities (not just Binghamton and Stony Brook). Use everyone’s professional networks to broaden the research. Final result: come up with a document that gives a set of ideas and options for UAlbany to improve retention. Other CLUE groups may overlap in some of their interests and we’ll make sure to coordinate those efforts where necessary.

(Faculty Retention Group Meeting notes 12/14/09.)

In this first meeting of the Faculty Retention Group, the academic staff and professional staff present realized that the roles and realities of teaching faculty and professionals are significantly different and agreed to divide into two separate groups. The Provost agreed and formally sponsored the creation of a sub-committee of the Faculty Retention Group called the Professional Staff Retention Group.

Nan Carroll, Dan White, and Tine Reimers sought volunteers from professional State and Research Foundation ranks from a variety of academic and administrative offices and Research Centers and from the various on and off campus locations of the University at Albany. These staff members work at Uptown, Downtown, East Campus, and Wolf Road. On February 1, 2010, the newly constituted Professional Staff Retention Group (PSRG) met with the Provost to receive its specific charge:

Consider from all the diverse perspectives and expertise at the table, what we can do better in terms of professional staff development, recruitment, and retention. (Staff Retention Group Meeting notes 2/1/10.)

The group organized itself into four working groups:
1) Collect basic demographic information on current professionals (Census Group)
2) Why do professionals stay or leave UA? (Focus Group)
3) Best Practices Elsewhere (Best Practices Group)
4) Survey, data collection, and methodology group (Survey Group which evolved into the Quantitative Analysis Group which subsumed the Census Group)

The CLUE group met approximately monthly from this first gathering, convening on the main uptown campus, downtown campus, east campus and Wolf Road offices. We held our meetings in different locations to help our group understand issues of connection or disconnection experienced by professional staff members working in the different locations and to introduce each location to those who might not be familiar with it.

CLUE Report on Professional Staff Retention
Professional Staff Retention Demographic Findings

Our first task was to collect information about the current make-up of the professional staff working at the University at Albany. We queried our colleagues in Human Resources and obtained census data from 2000 to 2009 for the following groups of professional employees: part and full time Research Foundation employees, part and full time professional staff, part and full time teaching/librarian staff, Management/Confidential staff, University Auxiliary Service staff, New York State Theater Institute staff, and all honorary staff. The data are diagramed below in Figure 1 and presented in table form in Appendix 1, page 21.

Moving from bottom to top in the graph, we see that the M/C and part time professional staff has remained relatively stable over the nine year period from 2000-2009.

There was a rapid increase in full time Research Foundation employees from 2005 to 2007 reaching a plateau in 2008 and 2009. Research Foundation (RF) part time and full time staff member numbers started to increase in 2003. From 2005 to 2007, full time Research Foundation staff grew at a rapid pace overtaking all professional employees in absolute numbers. This rise in RF staff coincides with the rapid growth of the College of Nanoscale Science and Engineering and other research centers.

Full time teaching faculty numbers have hovered between 550 and 650 over the nine-year period. Part time teaching faculty make up the largest absolute number of employees on the campus and these ranks have grown steadily through time.

Full time professional staff numbers have also risen steadily from 2000 to 2007 but dipped after 2008 reaching a high of close to 700. Unfortunately, aggregate data do not reveal where the majority of professional staff growth took place.
Figure 1 Data acquired from Human Resources indicating total number of employees at UAlbany.
The census group also pulled together the information on where our staff members work in the UAlbany geography. Most staff members have offices or work areas on the uptown UAlbany campus but we have staff in many locations around the Capital Region including Wolf Road, State Street in Albany, the East Campus in Rensselaer, the Downtown Campus and across Fuller Road at CNSE.

Below is the breakdown of State employees at UA as of spring 2010:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Woods</td>
<td>3</td>
</tr>
<tr>
<td>Downtown Campus</td>
<td>51</td>
</tr>
<tr>
<td>East Campus</td>
<td>37</td>
</tr>
<tr>
<td>Empire State Plaza</td>
<td>1</td>
</tr>
<tr>
<td>Harriman</td>
<td>9</td>
</tr>
<tr>
<td>Patroon Creek</td>
<td>24</td>
</tr>
<tr>
<td>State Street</td>
<td>9</td>
</tr>
<tr>
<td>Uptown Campus</td>
<td>708</td>
</tr>
<tr>
<td>Wolf Road</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>855</strong></td>
</tr>
</tbody>
</table>
Below are the numbers of positions (State, Management/Confidential, Research Foundation, and University Auxiliary Services) by division.

<table>
<thead>
<tr>
<th>Division</th>
<th>Number in Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>14</td>
</tr>
<tr>
<td>Provost</td>
<td>930</td>
</tr>
<tr>
<td>Finance &amp; Business</td>
<td>183</td>
</tr>
<tr>
<td>Research</td>
<td>75</td>
</tr>
<tr>
<td>Student</td>
<td>194</td>
</tr>
<tr>
<td>Development</td>
<td>53</td>
</tr>
<tr>
<td>Other (e.g., Chartwells)</td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1490</strong></td>
</tr>
</tbody>
</table>

The table below shows where staff are assigned by type of position.

<table>
<thead>
<tr>
<th>Division</th>
<th>State</th>
<th>M/C</th>
<th>RF</th>
<th>UAS</th>
<th>NYSTI</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Provost* **</td>
<td>463</td>
<td>8</td>
<td>454</td>
<td>5</td>
<td></td>
<td>930</td>
</tr>
<tr>
<td>Finance &amp; Business*</td>
<td>108</td>
<td>23</td>
<td>30</td>
<td>22</td>
<td></td>
<td>183</td>
</tr>
<tr>
<td>Research</td>
<td>33</td>
<td>1</td>
<td>41</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Student</td>
<td>178</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td></td>
<td>194</td>
</tr>
<tr>
<td>Development</td>
<td>44</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Other (e.g., Chartwells)</td>
<td>5</td>
<td>15</td>
<td>17</td>
<td>4</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>832</strong></td>
<td><strong>53</strong></td>
<td><strong>543</strong></td>
<td><strong>52</strong></td>
<td><strong>4</strong></td>
<td><strong>1490</strong></td>
</tr>
</tbody>
</table>

*The CIO has a total of 95 positions, 53 in the Provost’s division and 42 in Finance and Business. Three are M/C and 92 are State.

**CNSE has 220 positions in the Provost’s division. Forty are State and 180 are Research Foundation.
One of the interesting dilemmas we faced throughout the process of “getting to know ourselves” is the myriad of titles we hold (40+ professional titles). Institutional Research provided us with a list of all campus titles. We culled titles that were not considered to be professional rank and only surveyed those individuals whose positions were professional staff positions in their units (State, M/C, RF, and UAS).

The table below shows the official HR titles most commonly held by UAlbany professional staff members.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number at Title</th>
<th>State/RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project Assistant</td>
<td>184</td>
<td>RF</td>
</tr>
<tr>
<td>Senior Staff Assistant</td>
<td>112</td>
<td>State</td>
</tr>
<tr>
<td>Staff Associate</td>
<td>107</td>
<td>State</td>
</tr>
<tr>
<td>Staff Assistant</td>
<td>71</td>
<td>State</td>
</tr>
<tr>
<td>Staff Assistant-BIW</td>
<td>65</td>
<td>State</td>
</tr>
<tr>
<td>Senior Programmer/Analyst</td>
<td>59</td>
<td>RF</td>
</tr>
<tr>
<td>Project Staff Assistant</td>
<td>55</td>
<td>RF</td>
</tr>
<tr>
<td>Senior Staff Associate</td>
<td>50</td>
<td>State</td>
</tr>
</tbody>
</table>

With the knowledge of our numbers and where we serve, we turned our attention to developing a survey instrument that could help us understand what drew us here, why we stay, and the reasons that could cause us to leave.
Survey Group Findings

Our CLUE Survey Group developed a draft survey in spring 2010 and after several meetings with the whole membership, generated a 50+ question survey focusing on the themes of demography (picking up information that we were not able to get in the aggregate data provided by HR), promotions and movement in the ranks, relationships with supervisors and unit heads, mentorship/training/orientation, service, and the reasons for staying or leaving. Nan Carroll, Dan White, and Tine Reimers worked with Joel Bloom in Institutional Research to implement the survey. Starting July 7, 2010, professionals received an email soliciting their participation in the survey and 531 professionals responded out of 1483, a response rate of 36%.

Of the professional employees who responded to the Survey of Professional Staff:
- 61.4% are female and 38.6% are male.
- 74.2% are State employees and 28.8% are paid by the Research Foundation.
- 91.1% of all respondents’ positions are full time.
- The majority were hired between 1996-present.
- Almost half (42.2%) are alumni of UAlbany.
- Almost half (49.2%) have a Master’s degree.
- The vast majority (73.9%) have been in their current position 10 years or less.
- Approximately 25% of all respondents have been promoted only once to a higher pay grade within UAlbany. More than 60% have never been promoted to a higher pay grade.

There were many notable characteristics of the survey respondents. For example, most respondents had never heard of available professional development programs including the Drescher Award, UUP-funded calendar year employee leave, and the tuition program. On a related note, barely more than half believe that their supervisor take a “great deal” of interest in their professional development. In addition, fewer than half of respondents had an orientation when they joined UAlbany.

In response to the important questions of “why are you here and why would you leave?” most responded that location is the reason that brought them to work here and stay here followed by family stability. Salary was the most chosen reason that would make an employee more likely to leave UAlbany, followed by a suitable offer at another institution, and promotional opportunity.

The Survey Group evolved into the Quantitative Analysis Group. This Group took on the responsibility of analyzing both the data collected from the Human Resources departments and the data collected from the Survey of Professional Staff.

The Quantitative Analysis Group’s efforts were hampered by the lack of a common employee data base at UA. One of their recommendations is for a unified employee database that assigns unique identifiers consistently to both RF and State employees and that includes important data currently lacking in employee records. (This
Focus Group Findings

The CLUE Focus Group was charged with facilitating a discussion with UA professionals on their work experiences and satisfaction as an extension of the CLUE professional survey conducted in July 2010.

The CLUE Focus Group conducted focus groups of professional staff in December 2010 and January 2011 at the Center for Technology in Government. The pilot focus group was conducted on December 3, 2010 with 12 members of the CLUE Staff Retention Group, representing 11 different units of the UA community. The second focus group was held on January 6, 2011 drawn from a list of full time professional employees at the University at Albany provided by the Office of Institutional Research and Program Effectiveness (IRPE). Those who volunteered to participate in the focus group included: 19 Professional employees, 2 Management Confidential employees, 6 Research Foundation Employees, and 1 Librarian. Nineteen employees representing 15 different units of the University at Albany attended.

Drawing on the work of the committee as a whole and some of the initial survey results, the CLUE Focus Group asked the two focus groups to answer three questions:

**Question 1: How to make UAlbany a better place to work?**
**Question 2: What are the barriers to making UAlbany a better place to work?**
**Question 3: What can we do to mitigate the barriers to improve the work environment?**

The responses of both focus groups clustered around the following results.

- Many of the findings validated the results of the July 2010 campus-wide survey.

- Many employees describe the University at Albany as a good place to work and noted examples such as *diversity, prestige of the university, positive interactions with colleagues and students and other opportunities as positive aspects of employment as professional staff at UAlbany*.

- When asked what could make UAlbany a better place to work, employee responses center on *communication, consistent and improved orientation for professional employees, the social and physical environment, professional growth and transparency and openness* as areas that need improvement.

- The focus group participants identified *limited resources, unwillingness to look at alternatives and unwillingness to engage in cross organizational sharing, our current governance, current campus culture and the constraints of our current environment* as barriers to making UAlbany a better place to work.
The focus group participants also suggested a number of possible solutions to mitigate the identified barriers. Solutions that emerged focused on:

- Conduct a thorough and honest needs assessment of our current processes and identify areas where work can be streamlined, duplicate effort eliminated, and training needs identified.
- Engage those who do the work in developing solutions and streamlining efforts.
- Secure commitment from UA senior administrative offices to work on the identified issues and solutions.
- Be open to alternatives and create a “buy-in” culture.
- Set small achievable goals and announce widely when they are reached.
- Use technology, such as UA website, to improve communication.
- Acknowledge and reward a job well done, (e.g., recognition from supervisor).

**Best Practices Group Findings**

The Best Practices Workgroup sought to identify innovative and successful “best practices” in staff retention that the University at Albany might model future programs after. In addition to higher education, the group looked more broadly and considered best practices in the private sector as well. The goal of this subgroup was to recognize those current procedures and policies that have been put into practice in other organizations that we felt would lend themselves to successful implementation here, taking into account the unique qualities found at the University at Albany.

The Group identified policies and practices—both formal and informal—that cultivate a supportive work setting. From recruitment through retirement, practices that promoted employee satisfaction and growth were considered. The group then conducted a scan of current practices, looking not only at UAlbany peer institutions but also at state government, private colleges, and the private sector. What resulted is a list of programs adopted by other organizations addressing issues that have an impact on employee satisfaction and staff retention. (These are listed in detail in the Group’s report in the Appendix.)

Throughout our discussions and reviews, several common themes arose:

- Retention begins when an employee is hired.
- Access to staff-related resources is necessary.
- Tailor professional development activities specifically for UAlbany professional staff.
- Pilot a staff mentoring program for new and junior staff members.
- Explore emerging trends including flex time, telecommuting.
- Explore the unique needs and expectations of the millennials entering the workforce and other employees including parents and individuals with eldercare responsibilities (private industry examples).
- Develop a network map of individuals across campus that hold similar positions.
- Continue and enhance employee recognition programs (individual units).
Once again, several of the Big Eight Ideas referenced throughout this report showed up in the work of the Best Practices Workgroup. In addition to mentoring programs, special programming for nurturing potential and future campus leaders and training at both the employee and supervisory levels have been identified as important to employee satisfaction and staff retention. Communication was a key issue, whether it involved the dissemination of information, or, as identified as a Big Eight Idea, a marketing plan aimed at professional highlighting what we already do well and why the University is a good place to work. New employee training also rose to the top and there are a number of examples of new employee and onboarding programs to draw from.

**Recommendations for the Provost’s consideration**

**Eight Themes, the Big Eight Recommendations, and Additional Recommendations for Future Implementation**

We built our themes and recommendations by taking the results from all of the working groups and used a consensus-building process to determine and then rank emerging themes from the most important to the least. We then whittled down our substantial list of recommendations that flowed from the themes by ranking which of them we deemed the most important to the least. We wanted a workable number of each for our initial focus so we selected Eight Themes and Eight Recommendations. (Please note that there is not a direct one-to-one correlation between the Eight Themes and the Eight Recommendations.)

Following the list of the Eight Themes and the Eight Recommendations is the detailed list of the Eight Themes with their respective subsets of recommendations gleaned from all of our data sources. You will see that there is sometimes significant overlap between some of these bullets. This is a result of these ideas arising from more than one data source (best practices, quantitative analysis, focus groups). The entire committee worked to prioritize the recommendations arising from the data collected by the working groups until we were able to focus on the most important ones. The bullets highlighted in yellow are the recommendations that became the Big Eight Recommendations. Non-highlighted recommendations are those that we believe are important to attend to once the “Big Eight” have been addressed, and can be incorporated into the 5-year plan recommended on page 6 of this report.

While we believe it is of greatest importance that UAlbany turns its attention to the “Big Eight,” we want to stress that the other recommendations that did not rise to Big Eight level should nevertheless feature in our report, since they may provide useful avenues for improving staff retention once UA has begun to put into place the “Big Eight.”
The Eight Themes are:

- Professional Development
- Culture
- Physical Environment
- Communication
- Orientation/Onboarding
- Promotional Opportunities
- Explore Emerging Trends
- Data and Information

The Big Eight Recommendations are:

- Provide Mentoring for Professionals
- Tell/remind people that UA is a good place to work by developing a marketing plan specifically aimed at professionals
- Provide new employee orientation
- Develop and implement supervisor training
- Create a “high potential program” for select professionals to develop leadership skills
- Offer the option of a compressed or flexible work week
- Explore physical space design to meet the needs of professionals
- Conduct systematic and effective exit interviews
Theme 1 Professional Development—Encourage/Support professional development

- Mentoring system for Professional Staff
  - Create Campus-wide Mentoring Program
- Further professional development by establishing a mentoring program
- Training
- Consider alternate work schedules when setting training, e.g. for evening or swing shift staff
  - Consider alternate models for delivering training to professional staff
  - Investigate alternate models to train staff on soft “money”
  - Communicate various funding models staff can take advantage of to attend training
  - Permission to attend training
- Create a single portal where training courses are listed, also other resources
- Make professional development a mandatory part of evaluation
- Supervisor training
  - Training in performance plan and enforcing it
  - Train supervisors about the importance of performance plans—ties back to employee satisfaction because will know what job is
  - Training on creating goals, objectives and evaluation metrics
  - Broaden requirements for current training opportunities: (e.g., supervisor training for non supervisors)
  - Train supervisors about differences between payers (i.e., Research Foundation or State)
- Clearly defined goals, expectations, and outcomes.
- Widen the opportunities for professional staff recognition
  - Recognition of professional staff contribution in areas such as community outreach
- Clearly articulate the process used for discretionary raises at the unit level
- Better publicize programs such as Drescher, Awards, etc.
- Educate Staff about opportunities to serve at the University wide, School-wide levels
- Encourage participation in University-wide committees as a form of professional development
  - Creative ways for professional development such as committee membership, seminars

Theme 2 Culture

- Remind people that UA is a good place to work: create a marketing plan focused on professional staff
- Construct a communication plan that takes into consideration time, place, tone, delivery and the message
- Hold events on various campuses. Stream them if possible.
• Create a list of principles to live by across the university. (e.g., be nice, courteous, respectful…)

**Theme 3 Physical Environment**

• Parking
• **Explore physical space design to meet needs of professional staff**
• Benches, café, faculty-staff lounge
• Nursing stations
• Signage
• Create more green space around all campuses

**Theme 4 Communication**

• Transparency and Openness
• Create a communication plan that is not reliant on the idiosyncratic style of the manager
• Continue and enhance Employee Recognition programs in individual units
• Take the Town Hall concept used at the university level to the Department or unit level
• Develop network map of individuals across campus holding similar positions
• Communicate to all members of the UA community events considered a benefit to all staff
• Create a committee to review the UAlbany Portal to consider how information is organized and what is working
• Use UA Portal to broadcast info in a concise, uniform manner to disseminate information effectively
• Improve communication between and among organizational units, campuses and departments by holding joint sessions across like positions

**Theme 5 Orientation/Onboarding**

• Create a university-wide committee to create an on-boarding process for all new hires, independent of what the individual units do
• Consider how we can use our experienced staff to help mentor new or up and coming staff
• Provide to staff information about divisions and their relations to the School or College
• **Provide new employee orientation**

**Theme 6 Promotional Opportunities**

• Create advancement opportunities (vertical or lateral) for professional staff
• Create “High Potential Program” for staff (e.g., mentoring)
  • Educate non-staff positions on requirements and process for promotion of professional staff

Theme 7 Explore Emerging Trends

• Offer employees option of more flexible or compressed work week
  • Create a University-wide committee to explore flex and compressed time options
  • Create a program that allows professional staff to link service projects to the university

Theme 8 Data and Information

• Conduct exit interviews to collect information about areas for improvement within departments or units
  • Create or provide an organization chart to show relationships within UAlbany
  • Create a centralized database with standard fields

Summary

The CLUE Committee on Staff Retention and Recruitment worked for over a year exploring what work is like for professionals at UA, who we are, why we stay, and what might make us leave. In spite of challenges, such as no staff inventory having been done before and the further complication of multiple and unconnected employee data bases, the Committee persevered. We learned that we like working at UA even though we are often left out of some UA conversations and activities. We found evidence that orientation, communication, training of supervisors, and professional development are types of activities that would improve our work lives. We understand the seriousness of the current fiscal situation of the University at Albany and are willing to be patient but we would also like to reiterate our point that much of what we suggest does not require new funds but a commitment to a new direction of current resources. Finally, we are loyal—whether we are alumni or not and many of us are—and, as a result, are willing to help work on solving the issues we have found.

Please note that what follows this section are the HR data for the table on page 10 and the full Group Reports. We placed the Best Practices Report first, as this group’s work gives us the national ‘lay of the land’ and helps us understand what kinds of practices and programs have already proven successful elsewhere. We placed the Quantitative Analysis Report next, followed by the Focus Group Report because their combined findings show us what is particular about the University at Albany—both as an institutional structure and as a specific culture in which we live—and therefore, which practices and programs are likely to have the biggest positive effect on staff recruitment, retention, and satisfaction.
## Appendices

### Appendix 1 Table from Human Resources query

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Best Practices

**CLUE Planning Group on Staff Retention, Best Practices Workgroup**

Workgroup Members: Donna Canestraro, Program Manager, Center for Technology in Government; Kathleen Gersowitz, Assistant Dean, College of Arts and Sciences; Yenisel Gulatee, Academic Advisor, Advisement Services; Zina Lawrence, Director, Graduate Student Services, School of Business; Diana Mancini, Assistant Dean, School of Criminal Justice; Caitlin Reid, Assistant Dean, School of Public Health; Lynn Shultis, Employee Relations Associate, Office of Human Resource Management; Barbara Wilkinson, Assistant to the Chair, Department of Political Science, Rockefeller College

**Executive Summary**

As one of the three working groups of the CLUE Staff Retention Committee, the Best Practices Workgroup was charged with identifying innovative and successful “best practices” that the University at Albany might implement to improve satisfaction, engagement, and retention of professional staff. At the first group meeting, members discussed the characteristics of a positive work environment and identified policies and practices, both formal and informal, which cultivated a supportive work setting. Practices that promoted employee satisfaction and growth along the career path were also considered.

The group then conducted scans of both the private sector and higher education institutions to identify common themes and organizational procedures and policies that could be successfully implemented at the University at Albany. The scan of higher education included a review of public and private university web sites, including University at Albany peer aspiration institutions, and an examination of the Honor Roll recipients of the 2010 *Chronicle of Higher Education*’s Best Colleges to Work For survey. The private sector scans included human resource trends in corporations, a review of the Ritz-Carlton model for customer service, reducing employee turnover and increasing profitability, and employee satisfaction surveys conducted by Salary.com. These scans resulted in a list of programs adopted by other organizations to address employee satisfaction, organizational commitment, and retention.

Literature reviews on administrative staff satisfaction in higher education and the influence of human resources management strategies on retention were also conducted. The literature shows that the primary factors contributing to satisfaction and intent to leave an institution are career development, advancement opportunities, recognition, feedback, effective mentoring, participatory decision making and intra-department relationships (Rosser, 2004; Johnsrud & Rosser, 1999; Johnsrud, 1996; Moore & Sagaria, 1982; Sagaria & Johnsrud, 1992; Johnsrud, Heck & Rosser, 2000). The literature also suggests that effective and proactive human resource management strategies such as orientation and professional development should be implemented to improve satisfaction and retention. Staff expertise is considered an institution’s most important asset, thus its development should be of the highest priority (Blackwell & Blackmore, 2003, p. 23).
Several trends emerged from the private sector scans which are consistent with the findings from the literature reviews. The key factors relating to staff satisfaction in the private sector are communication, professional development, rewards and recognition, well defined and linked organizational goals and expectations, and empowerment.

The literature provides institutions with a number of recommendations to improve administrative staff satisfaction and retention, including providing opportunities for growth and advancement, recognizing competence and expertise, communicating clearly and honestly, valuing positive relationships, and minimizing bureaucratic intervention (Johnsrud & Rosser, 1999; Rosser, 2004). The private sector scans emphasized the importance of communication, incentives, recognition, training and rewards, and highlighted several trends in the workplace such as flexibility in work schedules and allowing pet, or service, projects outside the scope of regular work.

These findings support the results of the survey and focus groups conducted by the CLUE Staff Retention Committee, and frame the recommendations that are outlined in this report. The “best practice” recommendations that follow will address professional and career development, recognition, communication, and integration of work/life issues, and will assist the University at Albany in retaining quality and valued professional staff.
**Introduction**
The members of the Best Practices Workgroup of the CLUE Planning Group on Staff Retention came from offices throughout the University and represented various segments of the University community. The group brought years of experience, both at the University and in the private sector, to the discussion and agreed on taking a multifaceted approach to identifying best practices in staff retention. Workgroup members included: Donna Canestraro, Program Manager, Center for Technology in Government; Kathleen Gersowitz, Assistant Dean, College of Arts and Sciences; Yenisel Gulatee, Academic Advisor, Advisement Services; Zina Lawrence, Director, Graduate Student Services, School of Business; Diana Mancini, Assistant Dean, School of Criminal Justice; Caitlin Reid, Assistant Dean, School of Public Health; Lynn Shultis, Employee Relations Associate, Office of Human Resource Management; Barbara Wilkinson, Assistant to the Chair, Department of Political Science, Rockefeller College.

The workgroup began by developing a list of practices that would lead to job satisfaction and an engaged workforce and followed this initial exercise with a literature review of both higher education and human resources sources. A scan of current practices at other institutions of higher education was undertaken, providing a number of resources upon which we could draw. *The Chronicle of Higher Education’s* July 25, 2010 article and survey on “Great Colleges to Work For” provided further information on current and best practices in higher education. A preliminary scan of best practices in private industry was conducted and many of the findings of this exercise were very useful as well. A concluding private sector scan was conducted as well, and copies of both reports, a summary of current practices in higher education, and a matrix of current best practices at institutions of higher education recognized in the July 25th *Chronicle* article can all be found in the Appendix.

The workgroup then combined the results of these activities and, working within the framework of the same eight themes identified by the larger Planning Group, developed a set of recommendations, including a description of current/best practices that the University at Albany might consider going forward.

**Working Assumptions**
The Best Practices workgroup met for the first time on February 26, 2010 and began by examining shared assumptions of what constitutes a positive working environment. The group identified policies and practices, both formal and informal, that not only assist in recruiting and retaining talented staff, but also provide an atmosphere where staff found satisfaction and fulfillment in their jobs thereby fostering a more engaged and productive workforce. The discussion did not focus exclusively on academic organizations, but looked at this issue more broadly. Below is a summary of these policies. Although not an exhaustive list by any means, it served as a starting point for the identification of best practices in staff retention.
• Recognition – both formal (e.g., professional service awards) and informal (e.g., feedback from supervisor).
• Compensation – in terms of salary and “traditional” benefits as well as non-traditional forms of compensation (e.g., flex time)
• Employee “buy-in” to the mission of an organization.
• Employee empowerment, some degree of autonomy.
• Advancement – clearly defined opportunities for advancement.
• Communication – keeping employees well informed.
• Training Opportunities – both within an organization and through professional organizations.
• Mentoring – formal and informal. It was noted that faculty are assigned a mentor when joining the University but there is no similar system for professional staff.
• Opportunities for Community Service – Organizations such as the University at Buffalo, Google, Golub, and KeyBank have a history of nurturing the community service commitments of their employees.
• Clear definition of excellence in professional service.
• Workload – the issue of job creep as a negative force on employee satisfaction was raised.
• Supportive and educated supervisors – supervisors need to know what opportunities exist for their employees. It was noted that many professional employees report to academic staff and these individuals are often not aware of what exists on campus for professional staff.
• Specific to our campus, continuing appointment. Research foundation/state mix of professional employees.

*Literature Review*

A review of the literature on administrative staff satisfaction in higher education and the influence of human resources management strategies on retention highlights a number of studies which identify work-related issues impacting satisfaction of mid-level higher education administrators and intent to leave an institution. The issues most impacting intent to leave are related to job satisfaction, involvement, and organizational commitment (Johnsrud & Rosser, 1999; Rosin & Korabik, 1995). Work-related issues are divided into two categories: institutional and professional worklife. Institutional worklife issues are those which staff perceive the institution has the power to change, such as career support (i.e. promotional opportunities and career development), working conditions, perceptions of discrimination, bureaucratic policies and procedures, and diversity. Professional worklife issues relate to the human relationship needs of employees, such as recognition, feedback, communication, and external relationships (Johnsrud & Rosser, 1999).

The studies show that the primary factors contributing to satisfaction and intent to leave an institution include career development and advancement opportunities, recognition, feedback, effective mentoring, participatory decision making, and intra-department relationships (Rosser, 2004; Johnsrud & Rosser, 1999; Johnsrud, 1996; Moore & Sagaria, 1982; Sagaria & Johnsrud, 1992, Johnsrud, Heck & Rosser, 2000).
The literature also provides institutions with a number of recommendations to improve administrative staff morale and satisfaction and decrease turnover. These recommendations are:

1. Provide opportunities for growth and advancement  
2. Provide support for professional activities  
3. Recognize competence and expertise  
4. Communicate clearly and honestly  
5. Emphasize importance of positive relationships with stakeholders  
6. Minimize bureaucratic intervention

A study of the influence of human resources management strategies on organizational commitment and turnover supports the theory that institutional practices can impact commitment to the organization and improve satisfaction (Buck & Watson, 2002). The research promotes good recruitment and organizational activities such as orientation to improve staff satisfaction and retention. (Muchinsky & Tuttle; 1979; Rynes, 1991; Wanous, 1989 in Buck & Watson, 2002).

**Identification of Current Practices:**
The Best Practices working group then conducted a scan of current or key practices, looking beyond University at Albany peers and including best practices in private industry, state government, public and private institutions of higher education, and other relevant organizations. A number of the institutions scanned were selected from the “Great Colleges to Work For” article while others were chosen for their similarity with the University at Albany. The members of the Workgroup agreed that by virtue of recognition as a great college to work for by *The Chronicle* the current practices implemented by these institutions are arguably best practices. A summary of those institutions that received the Honor Roll recognition, and the specific areas where these institutions received recognition, has been captured on the Grid of Current Practices found in the Appendix. The grid was overlaid with the eight themes identified by the CLUE Planning group. Additionally, we found it valuable to examine what our aspirational peers were doing and scanned these institutions as well, adding this information to the grid to provide greater insight into potential best practices.

The main objective of the private sector scans was to try to find the root causes of why people leave and stay, and issues and trends on the horizon that are driving change. The intention was to look at how companies are adjusting and managing change in this area with the purpose of attracting, keeping and nurturing the best talent in order to remain competitive and profitable.

The preliminary belief was that the issues and forces shaping employee retention and satisfaction in the private sector would be similar to those at the University at Albany and other institutions of higher education, and if this was the case, the goal would be to leverage and apply some private industry best practices and strategies to improve staff
retention practices at the University at Albany. The private sector HR surveys and studies focusing on retention and overall satisfaction were corroborated with the findings of the focus groups.

Two main driver trends were found in the workplace: allowing flexibility and allowing projects outside the scope of regular work, which the private industry coined as “pet projects.” These two main trends encompass or try to accommodate many other social trends that are converging: Loyalty is precious, a shrinking pool of skilled workers, changing family structures, increasing number of women in the workplace, changing expectations of men, evolving expectations of generations X and Y, increasing impact of technology, accommodating diverse interests and life demands, desire to achieve life work balance, and alignment of personal values with work values.

In order to manage the needs and trends converging at the workplace companies have had to innovate. In terms of managing flexibility, it has become more complex than instituting telecommuting, compressed work schedules and paid time off. Deloitte has created Mass Career Customization, whereby employees alongside their managers design their career path and pace in accordance to varied needs, goals and stages in life. After testing and assessing results, higher employee satisfaction and productivity have been quantified as outcomes.

Furthermore, “pet projects,” which are not a new development, are gaining increasing prominence, and some experts say that this practice will become more prominent in the near future. Companies such as 3M and Google see the value in letting employees explore and work on projects outside of their expected, regular work responsibilities and routine. Not only do new ideas emerge and new products are created, but overall productivity and satisfaction increases. This practice engenders creativity and well-roundedness; thus, it is a talent magnet.

At the University at Albany, “pet projects” can become “independent professional projects” whereby the professional staff have the opportunity to individually or collaboratively work on solutions to problems found throughout campus. Alternatively, staff could become involved in community building projects through community service or humanitarian ventures which could ultimately strengthen the University at Albany’s networks and connections to its surrounding communities on a local and international scale. But alongside any specific retention strategy implemented, it is extremely important for organizations to strive to foster an environment of clear communication, transparency and employee empowerment as showcased by the Ritz-Carlton.

A complete list of the institutions scanned and the findings can be found in the Appendix. Below is a brief summary of the key themes:

Other Institutions of Higher Education
- Importance of career and professional development
- Recognition of the need to balance work and personal life
- Importance of having appropriate tools and information to do job well
Academic Research Center
- Employees funded through soft money (grant)
- Strong HR Department
- Incentives include flex hours and some negotiated raises
- Non-union
- Discretionary raises covered by the University

Private Sector Reviews
- Millennials are looking for supervisors as mentors, those who show leadership
- Want goals clearly explained
- Flexibility important, different approach to work than boomers. Opportunities to work from home, telecommute.
- Example of a career ladder or lattice (Deloitte) to allow for lateral movement.
- Encourage balance of life and work.
- Time allotted for volunteerism opportunities and/or pet projects

Current practices/University at Albany
Many of the areas we identified as necessary in providing a work environment that supports retention and job satisfaction are available at the University at Albany, but in many instances there was no clear and consistent form of communication regarding these resources. For example, UUP provides an employee handbook, permanent promotion guidelines are available online through HR, and numerous opportunities do exist for professional staff to become involved in the University community, but often individuals don’t understand what role they could or should play in these activities. There is not one source to access this information. Other concerns raised included a lack of policy (or knowledge of policy) addressing eldercare, childcare, flex time and telecommuting issues. It was noted that the current new employee orientation was fragmented and the binder that is provided is overwhelming. Permanent appointment procedures, for those who are eligible, are not made clear upon hiring.

It was also noted that there are many current best practices taking place at the University that should be recognized. In The Chronicle survey a number of institutions note that the current budget situation called for an increase in communication. These institutions were recognized for their efforts to keep the community informed of ongoing development in the budget through increased communication and varied methods such as town hall meetings. The University at Albany has also met the challenge of increased communication during difficult financial times with similar strategies.

It was noted that there is a need to develop synergies across the University at Albany campus. Too much is taking place in silos and yet we have best practices here to share. One example is the meeting CAS holds for its assistants to the chair each semester. As this is a title that exists across the campus perhaps there is value in extending this model. Another example of a best practice is the orientation the School of Business provides new employees, which will be discussed later in this report. It was also suggested that a
network map of individuals across campus be developed that would indicate people with similar responsibilities as job titles don’t necessarily do this (e.g., senior staff associate can mean many things).

**Common Themes**

Below is a list of the eight themes developed by the larger CLUE Planning Group on Staff Retention. The issues identified by the Best Practices workgroup, through discussions and scans, dovetailed with these themes. It should be noted that the CLUE Quality of Life Planning Group also identified many of the same issues in their work including frustrations with communication, desire for mentoring, flexibility, professional development, and the need for recognition.

- Mentoring for Professionals
- Remind People that UA is a good place to work (communicate)
- New Employee Orientation
- Supervisor Training
- Leadership development program for selected (high potential) professionals
- Compressed and/or Flexible Work Schedules
- Physical Space
- Exit Interview

**Recommendations**

**Professional/Career Development**

**New Employee Orientation/Onboarding**

As retention begins when an employee is hired, we recommend that the University at Albany expand existing efforts to orient new employees. Successful orientation programs should include meetings with key staff in an individual’s unit and throughout campus and could include a campus tour. For those employees who will be eligible for permanent appointment, a description of the requirements and process should be included. A supervisor’s template should be developed to assist with a consistent approach to new employee orientation across campus.

**Best/Current Practices**

- The School of Business process for orienting its new employees should be considered a best practice, with the personal experience of one of the workgroup members attesting to how quickly she became acclimated to her new position. The thorough and detailed itinerary she was provided during her first days on the job, coupled with the information provided by Human Resources, led to a positive orientation experience.
- Pepperdine University’s Onboarding Kit is another best practice that could be emulated at the University at Albany. This program outlines what should be done prior to the arrival of a new employee including technology and communication,
office and access, and finance. Activities for the first day and first week are also detailed.

- DePaul University’s Online Orientation provides a thorough explanation of the history and values of the institution, the Chicago community, as well as more nuts and bolts policies and procedures, benefits, etc.
- Drexel University provides a manager’s checklist for new employees including pre arrival, first day and first two week activities.
- Georgia Institute of Technology: New employees participate in a confidential survey after three months to evaluate their experiences so far.
- Old Dominion University – provides an online employee orientation
- University of Vermont – has a New Employees page on their website

**Mentoring Program**
The need for staff mentoring to foster career development came through in our work and the work of the other working groups. We recommend that the University conduct further research into what makes a successful mentoring program and develop a pilot program that would fit the University at Albany’s culture. For example, for those employees who are eligible, a mentor could provide valuable advice on how to achieve permanent appointment. Best practices were difficult to identify in this category. The University of Vermont proposed (in June 2010) a mentor connection program, but the program was not supported by the administration. Binghamton University’s website indicates a mentoring program supported by the Professional Employees Council, but when a staff member of the HR department was asked about the program they were unaware of its existence.

**Best/Current Practices:**
- The University of Wisconsin-Milwaukee has a mentoring program where mentors/mentees meet on an as-needed basis with the hopes that once certain career goals have been met the mentee will take on a mentorship role.

**Leadership Development Program for selected (high potential) professionals**
We recommend that the University expand its efforts to identify individuals for potential future leadership roles and continue to provide professional development opportunities. The goals of leadership training activities need to be specific. Professional staff should be aware of the recommendation process for leadership training opportunities so that they might discuss this with their supervisors and mentors.

**Best/Current Practices:**
- Clemson University has a fully developed and piloted staff development program that could serve as a guide in expanding on the work already undertaken by the Provost’s office during the past few years.
- Hofstra University – Developed a Management/Professional Development Certification Program
- University of Mississippi – Leadership seminars
- University of North Alabama – Professional Development Grants
- University of the Ozarks – Stipends for professional development
Exit Interview (data collection)
We recommend the University assist units in developing exit interviews that will provide useful information to those interested in staff satisfaction and retention. One avenue could be to develop an exit interview template that could be modified by units across campus with the assistance of HR as needed. Further research is needed to better frame and implement exit interviews.

Best/Current Practices:
- Georgia State University: Formal process for exit surveys

Emerging Trends (Flex and Compressed Work Schedules)
We recommend that the University explore emerging trends including flex time, telecommuting, and needs of the millennials entering the workforce. As we explored best practices in staff retention we became mindful that many millennials find job satisfaction when they have the opportunity to participate in an activity that they are passionate about. Private industry might term these “pet projects” which although ultimately may be beneficial to the institution, might be outside of the employee’s job description. There are many examples from private industry where employees participate on community projects

Best/Current Practices
- Private Sector (e.g., Deloitte, SAS) – implementing strategies that will allow employees to customize their career paths and allow for flexibility at different life/career stages. The traditional career ladder is now thought of as a career lattice.
- George Mason University – 25 employees participating in remote-work program
- Lakeview Community College – recognizes the volunteer service provided by staff
- Blue Ridge Community College – Flexible scheduling, opportunities to telecommuting

Communication
Communication was considered a key issue. We recommend that the University continue the practice of good communication begun during the onboarding process by developing a professional portal where information can be easily accessed by professional staff. This portal would also be helpful in communicating to professional staff the many ways in which the University is a good place to work (e.g., competitive salaries, tuition remissions, health benefits) and also provide a place to share staff success stories, community engagement opportunities. Recognition of staff accomplishments (e.g., recognition for years of service to the University) could be promoted here.

In furthering the theme of communication, we also recommend that the University look for professional development avenues to foster a culture of communication between professional employee and supervisor to help facilitate good career planning and work/life balance.
Best/Current Practices –

- University of Wisconsin, Milwaukee (www4.uwm.edu) - Working a UWM link provides information on benefits, housing, professional development, family resources
- University of Delaware - Detailed Training and Organization Development website including leadership training, career development and career/family
- Queens University of Charlotte – in response to budget situation implemented weekly coffee days, quarterly updates, and candid conversations

Conclusion
The efforts of the Best Practices Working Group and larger CLUE Staff Retention Planning Group have dovetailed into a series of recommendations for improving job satisfaction and staff retention at the University at Albany. The best practices that have been identified should serve as a guide as the University at Albany develops its own programs, policies, and initiatives that fit its current needs, culture, and economic reality.
Appendix BP1

Bibliography


Ann Fisher, “When Gen X Runs the Show”, Time in partnership with CNN.com, Thursday, May 14, 2009, last accessed May 2011, [http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898086,00.html#ixzz0kEyzCWjm](http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898086,00.html#ixzz0kEyzCWjm)

Claire Shipman & Katty Kay, “Women Will Rule Business”, Time in partnership with CNN.com, Thursday, May 14, 2009, last accessed May 2011, [http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898078,00.html#ixzz0kF0eAjjN1](http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898078,00.html#ixzz0kF0eAjjN1)


Ed Frauenheim, “On the Clock But Off on Their Own: Pet-project Programs Set to Gain Wider Acceptance”, Workforce Magazine, May 2, 2006, last accessed May 2011: http://docs.google.com/viewer?a=v&q=cache:kWGUmaGkH_wJ:www.eepulse.com/documents/pdfs/workforce_management-4-26-06.pdf+company+allows+employees+to+have+pet+projects&hl=en&gl=us&pid=bl&srcid=ADGEESh_B2U-PNsqFiR6GzFLN7VjHKPfpE05e1R09RJlvq3Iw2PaD1rRRS1D5aspe4R8Ep2Ayvo9aB3EmDFy5C5N1HUdc05OcQJJB3Z4qJcOnO0SuERrK2304rr6jjMpdRYYeET2YiEM&sig=AHIEtbTvpXtvloTKGSWSXT_54SdMCJ8j1A


Appendix BP2

Summary of Findings of Current Practices Scan
Institutions of Higher Education

California State University (http://www-admn.csun.edu/ohrs/development/awards/index.html)
  • HR very present on the campus and within the system
  • Employee recognition event featured prominently on website
  • Employees are recognized with pins designating years of service

Old Dominion University (www.odu.edu)
  • Provides online orientation
  • Employee Handbook online provides links to issues such as flex time, training and development, and work/life balance

Binghamton University (www.binghamton.edu)
  • PEC – Professional Employee Council (26 elected members).
  • Mentoring program for staff
  • Professional development opportunities not easily found
  • Some guidance on onboarding from both employee and employer perspective

University of Wisconsin, Milwaukee (www4.uwm.edu)
  • Working a UWM link provides information on benefits, housing, professional development, family resources
  • Mentoring program for faculty and academic staff, hoping to expand

University of Vermont (www.uvm.edu)
  • New Employees page
  • Staff Council
  • Mentoring program for professional staff
  • Worklife balance
  • Staffline newsletter
  • Professional Development series

UC San Diego (www.ucsd.edu)
  • Employee personal tools website difficult to navigate, could not find anything for new employees.
  • Professional Development courses available
  • Promotion Project to develop and retain UCSD staff by creating programs that providing funding to hiring departments to meet training needs
  • Career Connections includes workshops, mentorship program,
  • Internship opportunities within the organization, career planning

University of Delaware (www.udel.edu)
- UD Wellness dollars to promote healthy lifestyle
- Detailed Training and Organization Development website including leadership training, career development and career/family
- Extensive onboarding site for new employees and employers

Pepperdine University (www.pepperdine.edu)
- Well packaged and detailed onboarding kit for new employees

DePaul University (www.depaul.edu)
- Detailed online orientation program

Drexel University (www.drexel.edu)
Human resources web site is comprehensive and easy to navigate. Provides information on the following:
- Career opportunities
- Career and professional development
- Benefits
- A “How-to” section for employees on a variety of issues
- Management tools
- A “New to Drexel” site with clearly available info:
  - On-Boarding Checklist
    What to do leading up to and after your first day at Drexel or DUCOM.
  - Frequently Asked Questions
    Provides answers to common questions from new employees, including how to set up your online accounts, where to get your ID card, when to sign up for benefits, and more.
  - University Policies
    Learn about Drexel’s and DUCOM’s policies on everything from vacation time to the code of conduct.
  - HR Contact Directory
    Still have questions? Don’t hesitate to get in touch with us.

Eastern Kentucky University (http://www.hr.eku.edu/)
Human Resources web site includes comprehensive information on:
- Benefits & compensation
- New employee orientation
- Policies & procedures
- Employee development, including training and management tools, and funding for staff development, with stated mission
- Providing training and learning opportunities for effective work performance, quality of worklife, and personal and professional growth of all EKU staff employees.

University of Michigan (http://www.hr.umich.edu/)
Human Resources web site provides comprehensive information:
- Jobs & Compensation
- Forms & Data
- Benefits & Wellness
- Academic & Staff Consultation
- Learning & Development – this particular link provides a Staff Development Philosophy
- Work/Life Balance
- Managers’ Toolkit
- Resources for Staff
- Diversity & Equity
- Workplace Improvement
- Special Projects & Awards

Hofstra University (http://www.hofstra.edu/About/HR/index.html)
Human Resources web site provides information for:
- New Employees, including information about the area
- Policies and Procedures
- Benefits
- Training and Development (although not necessarily career development)
  - (e.g. seminars on Effective Communication - Developing Positive Work Relationships
  - Excellence In Service
  - Frontline Management
  - Goal Setting
  - Managing Emotions
  - Stress Management
  - The Art of Influence: Getting to Yes
  - Valuing Differences: Understanding Diversity Issues

George Mason University (http://hr.gmu.edu/)
Human Resource web site provides information on:
- Career Opportunities
- Benefits
- Classification & Compensation
- Employee Relations
  - Coaching
  - Coaching Corner
  - Supervisor Forum
  - Conflict Resolution
  - Discipline
  - Grievances
  - Performance and Goals
  - Exit Process
  - Resources
  - Mason Leads
  - EAP
- Housing
- Social Services
- Work/Life

- **Training**
  - Courses
  - New SUPERvisor Series
  - Experienced Supervisor Leadership Seminars
  - Customer Service Certificate Program
  - Department Chairs
  - Mentoring

George Institute of Technology (http://www.ohr.gatech.edu/)
Human Resources web site provides information on:
- Benefits
- Career Development
- Compensation
- Employee Relations
- Leadership and Career Development
- Performance
- Work/Life
- New Employees
- Current Employees
- Former Employees
- Managers
- Student Employees

University of Mississippi (http://www.olemiss.edu/depts/hr/)
HR web site provides information on
Orientation for new staff
- Training & Development for Supervisors & Managers, University Leaders, Support Staff
- Employment Opportunities
- Benefits
- Compensation

University of Notre Dame (http://hr.nd.edu/)
HR web site provides info on
- Extensive information on career development and performance management and why it is important
- Toolkits to assist in doing the job (e.g. new employees, managers, etc.)
- Work/Life balance information
- Benefits
- Compensation
### Appendix BP
Current Practices Scan conducted by the CLUE Best Practices Working Group, April 2011

#### CLUE Staff Retention - Meta-Themes

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#### Chronicle Criteria

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<th>Supervisor or Department Chair Relationship</th>
<th>Teaching Environment</th>
<th>Tenure Clarity and Process</th>
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From Chronicle of Higher Education, Great Colleges to Work For, 2010

#### Honor Roll Recipients

- Abilene Christian University
- Anne Arundel Community College
- Birmingham Southern College
- Blue Ridge Community College
- Centre College
- Colby Sawyer College
- College of St. Rose
- Eastern Kentucky University
- Elon University
- Endicott College
- Furman University
- George Mason University
- Georgia Institute of Technology
- Gettysburg College
- Highline Community College
- Hofstra
- Howard Community College
- Indian River State College
- Juniata College
- Lake Area Technical Institute
- Lone Star College system
- McDaniel University
- National University
- NY Chiropractic College
- Niagara University
- Oklahoma City University
- Queens University of Charlotte
- Rice University
- Rollins College
- Southside VA community College
- University of Alabama
- University of Notre Dame
- USC
- University of the Incarnate Word
- University of the Ozarks
- Wake Technical Community College
- Wallers State Community College

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1) SURVEYS:

HR Solutions, Inc., a Chicago-based management consulting firm specializing in employee engagement surveys, analyzed recurring themes in employee surveys and compiled the following top ten list. (Study included over 2.2 million respondents with 2,100 organizations representing various industries, all surveyed by HR Solutions, Inc.)

- Higher salaries
- Internal pay equity
- Benefits programs, particularly health and dental insurance, retirement, and Paid Time Off / vacation days
- Over-management
- Pay increase guidelines for merit
- Human Resources department response to employees
- Favoritism
- Communication and availability
- Workloads are too heavy
- Facility cleanliness

Source: [http://humanresources.about.com/od/retention/a/emplo_complaint.htm](http://humanresources.about.com/od/retention/a/emplo_complaint.htm)

A recent Society for Human Resource Management (SHRM) press release revealed the answer to the question of what people plan to do when the job market rebounds. The survey is produced by SHRM and CareerJournal.com, the free, executive career site of The Wall Street Journal. (Survey results include responses from 451 HR professionals and 300 managerial or executive employees.)

Three top reasons they would begin searching for a new job:

- 53 percent seek better compensation and benefits.
- 35 percent cited dissatisfaction with potential career development.
- 32 percent said they were ready for a new experience.

The following three are the most common programs employers are using to retain employees:

- 62 percent provide tuition reimbursement.
60 percent offer competitive vacation and holiday benefits.
59 percent offer competitive salaries.

Source: [http://humanresources.about.com/cs/retention/a/turnover.htm](http://humanresources.about.com/cs/retention/a/turnover.htm)

2) Tips on Reducing Employee Turnover:

- **Select the right people** in the first place.
- **Offer an attractive, competitive, benefits package**
- **Provide opportunities for people to share their knowledge** via training sessions, presentations, mentoring
- **Demonstrate respect** for employees at all times.
- **Offer performance feedback and praise good efforts** and results.
- Enable employees to **balance work and life**. Allow **flexible starting times**, core business hours and **flexible ending times**.
- **Involve employees** in **decisions** that affect their jobs and the **overall direction** of the company.
- **Recognize excellent performance**, and especially, **link pay to performance**.
- **Opportunity for career and personal growth through training and education, challenging assignments and more**.
- **Communicate goals, roles and responsibilities very clearly** so people know what is expected and feel part of the in-crowd.

Source: [http://humanresources.about.com/cs/retention/a/turnover_2.htm](http://humanresources.about.com/cs/retention/a/turnover_2.htm)

**Millennials :**

1) Seek leadership and guidance – (Loyalty to individual’s leaders and boss is the number one reason Gen Xers and Millennial employees stay in a job, especially during first 3 years).

2) Seek structure – Responsibilities, goals and expectations clearly stated.

3) Encourage – Don’t squash them or contain them.

4) Seek a challenge – Don’t want to experience boredom.

5) Flexibility in scheduling and a life away from work.

Source: [http://humanresources.about.com/od/managementtips/a/millenials.htm](http://humanresources.about.com/od/managementtips/a/millenials.htm)
[http://humanresources.about.com/od/managementtips/a/millennial_myth.htm](http://humanresources.about.com/od/managementtips/a/millennial_myth.htm)

**Two main trends :**
Flexibility:

« We’re getting off the Ladder » -

- Companies are increasingly supporting more natural growth, letting employees wend their way upward like climbing vines. It’s a shift, in other words, from a corporate ladder to the career-path metaphor long preferred by Deloitte vice chair Cathy Benko: a lattice.

- Deloitte’s data from 2008 suggest that about 10% of employees choose to “dial up” or “dial down” at any given time.

- Deloitte’s Mass Career Customization (MCC) program began as a way to keep talented women in the workforce, but it has quickly become clear that women are not the only ones seeking flexibility. Responding to millennials demanding better work-life balance, young parents needing time to share child-care duties and boomers looking to ease gradually toward retirement.

- Deloitte is scheduled to roll out MCC to all 42,000 U.S. employees by May 2010. Deloitte executives are in talks with more than 80 companies working on similar programs.

- Studies show telecommuting, for instance, can help businesses cut real estate costs 20% and payroll 10%. What’s more, creating a flexible workforce to meet staffing needs in a changing economy ensures that a company will still have legs when the market recovers.

Source: http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898076,00.html

« Women will Rule Business »

- The Employment Policy Foundation estimated that within the next decade there would be a 6 million – person gap between the number of college graduates and the number of college-educated workers needed to cover job growth. And who receives the majority of college and advanced degrees? Women. They also control 83% of all consumer purchases, including consumer electronics, health care and cars. Forward-looking companies understand they need women to figure out how to market to women.

- “…pioneering women and insightful companies, to create a female-friendly working environment, in which the focus is on results, not on time spent in the office chair. On efficiency, not schmoozing. On getting the job done,
however that happens best — in a three-day week, at night after the kids go to bed, from Starbucks.”

Read more: http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898078,00.html#ixzz0kF0eAjN1

« When Gen X Runs the Show »

- “…success will be defined not by rank or seniority but by getting what matters to you personally,” whether that's the chance to lead a new-product launch or being able to take winters off for snowboarding.

Read more: http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898086,00.html#ixzz0kEyzCWjm

« Best Places to Work Postdocs »

- Many institutions that topped our 2010 list for Best Places to Work for postdocs were noted for encouraging rich family and personal lives outside of the labs, as well as offering comprehensive benefit packages. By contrast, last year’s top research centers for postdocs were praised for their funding levels and the quality of their training and mentoring opportunities.

The Scientist: Best Places to Work: Postdocs - The Scientist - Magazine of the Life Sciences
http://www.the-scientist.com/article/display/57152/#ixzz0kEwyPpU6

« Top 100 Companies 2010 »:

- 84 allow employees to telecommute or work from home (at least 20% of the time).

Source: www.CNNMoney.com

Pet Projects:
Allowing employees, seeking a challenge, the opportunity to step outside of job description – Avoiding boredom – Expanding on opportunities to learn and grow: Employees could choose projects to participate in (i.e. volunteer opportunities and/or interdisciplinary projects) which can be approved by the university.

« TOP 100 Companies 2010 »

- Engineers at Google get to devote 20% of their time to projects of their choosing (pet projects)

Source: TOP 100 Companies 2010 – www.CNNMoney.com

« A Pet Projects Program Can Make Good Use of 'Extra' Time »
Invite your employees to a brainstorm session and ask them these two questions:

1. What are some ideas you’ve come up with for projects you’d like to undertake?
2. If you were given time during your work week to pursue this project, would you want to?

The day-to-day work week can sometimes become dull and uninspiring, so by having a fun, inspiring personal project to work on, employees can reenergize themselves to keep working on their daily tasks.

Though often very difficult for employers to swallow—employees already complete personal tasks on company time, approved or not. A recent survey from Salary.com found that the average worker frets away about two hours per day, not including lunch. 

So since it’s happening anyhow, your company might as well benefit from it.

A few companies that have a program like this implemented at their organization are Genentech, 3M and Google.

3M, a company that makes everything from duct tape to veterinary X-ray film, has the "15 percent rule," which encourages its researchers to spend 15 percent of their time on independent projects. This rule has been in place since the 1920s.

Managing the Program

This program will work best if you assign each employee a manager to report to. This could be their daily manager or it could be one specific person who will manage the entire program.

The manager and the employee should draw up a loose outline of the project and its estimated timeframe.

After their project is planned, the manager would check in with them on a regular basis to see how they’re progressing.

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Source:
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« On the Clock But Off on Their Own: Pet-project Programs Set to Gain Wider Acceptance »

Pet-project policies will take off in the near future, predicts Joyce Gioia, consultant and author of Impending Crisis: Too Many Jobs, Too Few People. She argues that freeing workers to undertake creative ventures makes them
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- "A big selling point"

Apart from generating new products, allowing for independent projects also can serve as a talent magnet. Google’s Sullivan says the 20 percent policy is as important to attracting and retaining employees as it is to sparking fresh ideas. "We hear people asking about it in interviews," she says. "It’s a big selling point. It makes people feel the company values the employees."

- “…Letting go of employees through independent projects can mean getting more from them, Fulmer argues. "It’s a way to get people to go beyond what’s expected of them."

Source: [http://docs.google.com/viewer?a=v&q=cache:kWGUmaGkH_wJ:www.eepulse.com/documents/pdfs/workforce_management-4-26-06.pdf+company+allows+employees+to+have+pet+projects&hl=en&gl=us&pid=bl&srcid=ADGEESh_B2U-PNsqFir6GzFLN7VjHKPfpE05e1R09RJlvq3lw2PaD1rRRS1D5aspe4R8Ep2Ayvo9aB3EmDFV5C5N1HUC05OCQjJB3Z4qJcOnO0SuERrK37Ir6jiMpdRYEEqoET2YiEM&sig=AHIEtbtXpxTvoTKGSWSXT_54SdMCJ8j1A](http://docs.google.com/viewer?a=v&q=cache:kWGUmaGkH_wJ:www.eepulse.com/documents/pdfs/workforce_management-4-26-06.pdf+company+allows+employees+to+have+pet+projects&hl=en&gl=us&pid=bl&srcid=ADGEESh_B2U-PNsqFir6GzFLN7VjHKPfpE05e1R09RJlvq3lw2PaD1rRRS1D5aspe4R8Ep2Ayvo9aB3EmDFV5C5N1HUC05OCQjJB3Z4qJcOnO0SuERrK37Ir6jiMpdRYEEqoET2YiEM&sig=AHIEtbtXpxTvoTKGSWSXT_54SdMCJ8j1A)

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Source: http://www.huffingtonpost.com/kari-henley/unlimited-vacation-days_d_b_248780.html

“Workplace Experiments”

- **Shorter work weeks** - We’ve just found out *same amount of work gets done in four days vs. five days.*

- **Funding people’s passions** - *We want our people* to experience new things, discover new hobbies, and generally *be interesting people.* [Cooking lessons, photography, flying lessons.]

- **Discretionary spending accounts** - Giving everyone at 37signals a credit card. If you want a book or some software or you want to go to a conference, it’s on us. We just ask people to be reasonable with their spending.

Source: http://37signals.com/svn/posts/893-workplace-experiments

« LinkedIn.com Answers » (Questions/Answers about pet projects)

- In most cases the employee ends up far exceeding the 40 hour work week and as a result the 20% is really captured development that does not carry a man loading cost. In essence the hours are free at least when it comes to exempt employees.

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The key to convincing management to back a project will rely on the project team keeping 3 things in focus at all times.

1. There must be a financial benefit for the company.
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- If you have management that will actually allow you to do this, then it's real simple. The project manager will take projected timelines for your required projects, and add 20%. If you work efficiently, you'll end up with 20% of your time free to work on independent projects.

- If you do this, you need to make it crystal clear ahead of time who will own the results of their time spent noodling. Ordinarily, what you do with company resources on company time while an employee belongs to the company. The situation of a company formally giving employees "permission" to do whatever they want might muddy the waters legally, but it certainly muddies them in people's minds. Put the policy in writing and make people sign off on it.

  Likewise, you need guidelines for what kinds of projects they can spend that 20% on; i.e. obvious dead-ends with no value to the company?, surfing the web?, etc.

- Well - actually not. Why limit projects to current businesses. You might hit a few singles/doubles here - but if you really want your people swinging for the fences, let them dream and create completely new business opportunities for the company.

- As for managing your own time, it's easy: The required projects always come first. If you slack on your required projects, or you badly underestimate your timeline, then you don't get any time to work on your independent stuff. On the other hand, if you work tirelessly on your required project and end up ahead of schedule, then you may get more than 20% of your
time to work on independent projects.

After that, the only difficult thing is to convince upper management that it's worthwhile to let people work on independent projects rather than just piling on more requirements when it looks like people are ahead of schedule.

- A company I consult with has a policy like that in place, but instead of enforcing it by separating the work like you suggested they have a flexible Tutos [tutos.org] based system which provides time tracking capabilities, so developers are free to divide that time as they please.

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Source: http://ask.slashdot.org/article.pl?sid=05/01/18/1812236

“Florida Institute of Technology - New Civic Engagement Initiative - Launched in January 2006”

- Our goal is to match community needs with student and employee interests, as well as develop individual and collective actions designed to identify and address issues of public concern.

- The Office of Student Life will begin tracking community service hours, professional association volunteer hours, fundraising dollars as well as item donations for students, faculty and staff via a web based tracking system. In an effort to match volunteers with opportunities of interest, local agencies and organizations will be able to post ongoing and one time volunteer opportunities as well as item requests on the web system for students, faculty and staff to choose from.

Source: http://www.fit.edu/civic/
Appendix BP5

Yenisel G.
CLUE
Best Practices
Private Sector Research Scan

1) SURVEYS:

HR Solutions, Inc., a Chicago-based management consulting firm specializing in employee engagement surveys, analyzed recurring themes in employee surveys and compiled the following top ten list. (Study included over 2.2 million respondents with 2,100 organizations representing various industries, all surveyed by HR Solutions, Inc.)

- Higher salaries
- Internal pay equity
- Benefits programs, particularly health and dental insurance, retirement, and Paid Time Off / vacation days
- Over-management
- Pay increase guidelines for merit
- Human Resources department response to employees
- Favoritism
- Communication and availability
- Workloads are too heavy
- Facility cleanliness

Source: http://humanresources.about.com/od/retention/a/emplo_complaint.htm

A recent Society for Human Resource Management (SHRM) press release revealed the answer to the question of what people plan to do when the job market rebounds. The survey is produced by SHRM and CareerJournal.com, the free, executive career site of The Wall Street Journal. (Survey results include responses from 451 HR professionals and 300 managerial or executive employees.)

Three top reasons they would begin searching for a new job:

- 53 percent seek better compensation and benefits.
- 35 percent cited dissatisfaction with potential career development.
- 32 percent said they were ready for a new experience.

The following three are the most common programs employers are using to retain employees:

- 62 percent provide tuition reimbursement.
60 percent offer competitive vacation and holiday benefits.  
59 percent offer competitive salaries.  

Source: [http://humanresources.about.com/cs/retention/a/turnover.htm](http://humanresources.about.com/cs/retention/a/turnover.htm)

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2) Tips on Reducing Employee Turnover:

- **Select the right people** in the first place.  
- Offer an **attractive, competitive, benefits package**.  
- Provide **opportunities for people to share their knowledge** via training sessions, presentations, mentoring.  
- **Demonstrate respect** for employees at all times.  
- Offer **performance feedback and praise good efforts** and results.  
- Enable employees to **balance work and life**. Allow **flexible starting times**, core business hours and **flexible ending times**.  
- **Involve employees** in decisions that affect their jobs and the **overall direction** of the company.  
- **Recognize excellent performance**, and especially, **link pay to performance**.  
- Opportunity for **career and personal growth through training and education**, challenging assignments and more.  
- **Communicate goals, roles and responsibilities very clearly** so people know what is expected and feel part of the in-crowd.  

Source: [http://humanresources.about.com/cs/retention/a/turnover_2.htm](http://humanresources.about.com/cs/retention/a/turnover_2.htm)

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**Millennials:**

6) **Seek leadership and guidance** – (Loyalty to individual’s leaders and boss is the number one reason Gen Xers and Millennial employees stay in a job, especially during first 3 years).

7) **Seek structure** – Responsibilities, goals and expectations clearly stated.

8) **Encourage** – Don’t squash them or contain them.

9) **Seek a challenge** – Don’t want to experience boredom.

10) **Flexibility in scheduling and a life away from work.**

Source: [http://humanresources.about.com/od/managementtips/a/millenials.htm](http://humanresources.about.com/od/managementtips/a/millenials.htm)  
[http://humanresources.about.com/od/managementtips/a/millennial_myth.htm](http://humanresources.about.com/od/managementtips/a/millennial_myth.htm)

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**Two main trends:**
Flexibility:

« We’re getting off the Ladder » -

- Companies are increasingly supporting more natural growth, letting employees wend their way upward like climbing vines. It’s a shift, in other words, from a corporate ladder to the career-path metaphor long preferred by Deloitte vice chair Cathy Benko: a lattice.

- Deloitte’s data from 2008 suggest that about 10% of employees choose to "dial up" or "dial down" at any given time.

- Deloitte’s Mass Career Customization (MCC) program began as a way to keep talented women in the workforce, but it has quickly become clear that women are not the only ones seeking flexibility. Responding to millennials demanding better work-life balance, young parents needing time to share child-care duties and boomers looking to ease gradually toward retirement.

- Deloitte is scheduled to roll out MCC to all 42,000 U.S. employees by May 2010. Deloitte executives are in talks with more than 80 companies working on similar programs.

- Studies show telecommuting, for instance, can help businesses cut real estate costs 20% and payroll 10%. What’s more, creating a flexible workforce to meet staffing needs in a changing economy ensures that a company will still have legs when the market recovers.

Source: 
http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898076,00.html

« Women will Rule Business »

- The Employment Policy Foundation estimated that within the next decade there would be a 6 million – person gap between the number of college graduates and the number of college-educated workers needed to cover job growth. And who receives the majority of college and advanced degrees? Women. They also control 83% of all consumer purchases, including consumer electronics, health care and cars. Forward-looking companies understand they need women to figure out how to market to women.

- “…pioneering women and insightful companies, to create a female-friendly working environment, in which the focus is on results, not on time spent in the office chair. On efficiency, not schmoozing. On getting the job done,
however that happens best — in a three-day week, at night after the kids go to bed, from Starbucks.”

Read more: http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898078,00.html#ixzz0kF0eAjN1

« When Gen X Runs the Show »
- “…success will be defined not by rank or seniority but by getting what matters to you personally,” whether that's the chance to lead a new-product launch or being able to take winters off for snowboarding.

Read more: http://www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898086,00.html#ixzz0kEyzCWjm

« Best Places to Work Postdocs »
- Many institutions that topped our 2010 list for Best Places to Work for postdocs were noted for encouraging rich family and personal lives outside of the labs, as well as offering comprehensive benefit packages. By contrast, last year’s top research centers for postdocs were praised for their funding levels and the quality of their training and mentoring opportunities.


«Top 100 Companies 2010»:
- 84 allow employees to telecommute or work from home (at least 20% of the time).
Source: www.CNNMoney.com

Pet Projects:
Allowing employees, seeking a challenge, the opportunity to step outside of job description – Avoiding boredom – Expanding on opportunities to learn and grow: Employees could choose projects to participate in (i.e. volunteer opportunities and/or interdisciplinary projects) which can be approved by the university.

«TOP 100 Companies 2010»
- Engineers at Google get to devote 20% of their time to projects of their choosing (pet projects)
Source: TOP 100 Companies 2010 – www.CNNMoney.com

«A Pet Projects Program Can Make Good Use of 'Extra' Time»
Invite your employees to a brainstorm session and ask them these two questions:

1. What are some ideas you’ve come up with for projects you’d like to undertake?
2. If you were given time during your work week to pursue this project, would you want to?

The day-to-day work week can sometimes become dull and uninspiring, so by having a fun, inspiring personal project to work on, employees can reenergize themselves to keep working on their daily tasks.

Though often very difficult for employers to swallow—employees already complete personal tasks on company time, approved or not. A recent survey from Salary.com found that the average worker frets away about two hours per day, not including lunch.

So since it’s happening anyhow, your company might as well benefit from it.

A few companies that have a program like this implemented at their organization are Genentech, 3M and Google.

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Source:
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Source: [http://www.fit.edu/civic/](http://www.fit.edu/civic/)
Quantitative Analysis Subgroup Draft Report

Chair:
    Dayna Maniccia, Center for Health Workforce Studies

Members:
    Diana Mancini, School of Criminal Justice
    Barbara Wilkinson, Department of Political Science
    Marlene Williams, Department of Geography & Planning
Executive Summary

The Quantitative Analysis subgroup was charged with the analysis of data collected by the Census subgroup and from the campus-wide Survey of Professional Staff (Appendix CR1). We examined the data from a number of angles, including:

- a brief overview of the individuals who responded to the campus-wide survey;
- comparisons of responses to survey questions based on characteristics of the respondents (e.g., State/Research Foundation, length of UAlbany employment); and
- a comparison of respondent characteristics versus the characteristics of the entire pool of employees who received the survey.

We also considered recommendations for improving workforce data within and between the two primary employers – University at Albany and Research Foundation. Finally, we developed recommendations for policies, practices and programs aimed at improving staff retention.

Summary of Results:

There were many notable characteristics of the survey respondents. For example, most respondents had never heard of available professional development programs; including the Drescher Award, UUP-funded calendar year employee leave, and the tuition program. On a related note, barely more than half believe that their supervisors take a “great deal” of interest in their professional development. In addition, only 70% of respondents were able to confirm that they have a current performance program on file. It is important to note that this number is reflective of responses from all employees and that the Research Foundation does not require performance plans for employees. We felt it was worth mentioning here, however, because both the Focus Group and Best Practices subgroups found evidence that constructive performance evaluations are an important factor in staff retention. Fewer than half of respondents had an orientation when they joined UAlbany. Again, this was identified as an important factor by both Focus Group and Best Practices subgroups. The Staff Retention committee’s Big Eight recommendations reflect concern over these issues, among others.

When compared across employers and length of employment, some actual survey responses were significantly different from those predicted statistically (see calculation of expected frequencies in Appendix CR2). One of the more remarkable differences is seen in the most recently hired “2006 to present” group when asked if they had ever received a raise. All things being equal, we would have expected 80 respondents to answer affirmatively, but only 44 confirmed that they had received a raise. This is a complete reversal of the trend for those who have been employed longer. For example, of the 120 respondents hired between 2001 and 2005, we would have expected 64 to report receiving a raise, but 71 did. Also worthy of comment, fewer Research Foundation respondents reported discretionary increases than we would have expected, while State employees reported more discretionary raises than we would have expected. This difference is likely, at least in part, due to the fact that State employees are eligible for discretionary increases from an existing pool of funds, while Research Foundation employees are frequently bound by the salary budgeted in a grant.

All of the survey results must be viewed with the understanding that the survey respondents differed from the pool of potential respondents in some meaningful ways. Only 23% of
respondents are RF employees, while 36% of the potential pool is employed by the RF. In addition, 91% of actual respondents are full-time employees versus only 75% of the potential pool. Due to limitations in the available data, we were unable to compare the survey respondents to the potential pool on some conceivably important dimensions, including age, length of employment (accounting for breaks in service), and race/ethnicity.

Recommendations:

As the subgroup discussed potential committee recommendations, we determined that survey responses aligned closely with the results of focus group results. We were therefore able to develop potential recommendations that were well-represented by the survey results, focus group activities, and the findings of the Best Practices subgroup. A complete list of Staff Retention committee recommendations, the Big Eight, is included in the main report.

Creating a fully-functional census of professional employees could be a potentially valuable exercise, but is a cumbersome process for two reasons. First, because the Human Resources departments for State and RF are separate, the employee record databases are also separate. Second, some useful data are missing from the databases, such as date of birth, date of promotion, and supervisory roles. We recommend developing a unified employee database that assigns unique identifiers consistent to RF and State employees and that includes the important data currently lacking in employee records.
Introduction

The Quantitative Analysis subgroup was charged with the analysis of data collected from the Human Resources departments and the Survey of Professional Staff. The subgroup began by reviewing census data collected by the Census subgroup from Human Resources on both the University and Research Foundation sides. We then examined the data from a number of angles and used our findings to generate recommendations for the full committee’s consideration. In addition to recommending policies and programs aimed at retaining talented professionals, we also recommend improvements to workforce databases within and between the different employers – University at Albany and Research Foundation.

The analyses we conducted, fleshed out below, include:

- a brief overview of the individuals who responded to the campus-wide survey;
- comparisons of responses to survey questions based on characteristics of the respondents (e.g., State/Research Foundation, length of UAlbany employment); and
- a comparison of respondent characteristics versus the characteristics of the entire pool of employees who received the survey.

Survey Respondents at a Glance

The Survey of Professional Staff was disseminated to all professional staff on all campuses (e.g., uptown, downtown, east) and across all employers (e.g., University at Albany, Research Foundation, Auxiliary Services). Following is a summary of the characteristics of those who responded to the survey. Data presented here are for all employees who responded to the survey. Information about respondents in different groups is presented in the CLUE Survey Response Analysis section below.

Of the professional employees who responded to the campus-wide Survey of Professional Staff:

- 61.4% are female and 38.6% are male.
- 74.2% are State employees and 91.1% of all respondents’ positions are full time.
- The majority were hired between 1996-present.
- Almost half (42.2%) are alumni of UAlbany.
- 28.8% of respondents hold a position at UAlbany, but are paid by the Research Foundation.
- Almost half (49.2%) have a Master’s degree.
- The vast majority (73.9%) have been in their current position 10 years or less.
- Approximately 25% of all respondents have been promoted only once to a higher pay grade within UAlbany. More than 60% have never been promoted to a higher pay grade.
- 83.6% have received a discretionary salary increase at some point in their UAlbany employment.
- 51.6% have never heard of UUP funds for a calendar year employee leave program.
- 65.3% have never heard of a Drescher Award.
- 53.3 % have heard about a tuition program, but have never applied.
- 51.3% did not receive any orientation after accepting a position at UAlbany.
- 70.3% have an up-to-date performance program.
• 50.4% are supervised by another professional staff member.
• 66.7% do not supervise another professional staff member and 50.4% do not supervise other types of workers (clerical, secretarial, student).
• Most believe that their supervisors understand their role/job and appreciate and support their work.
• 51.1% believe that their supervisors take an interest in their professional development.
• Most responded that location is the reason that brought them to work here and stay here followed by family stability.
• Salary was the most chosen reason that would make an employee more likely to leave UAlbany followed by a suitable offer at another institution and promotional opportunity.

**CLUE Survey Response Analysis**

Responses to survey items were reviewed for differences between groups of professional employees. The following results are split along one of two dimensions: length of time employed at the University at Albany and employment with the State or Research Foundation. Several items showed significant differences between groups when reviewing observed versus statistically predicted response frequency. The calculation used in comparing observed and expected response frequencies is outlined in Appendix CR2. Questions, frequency tables, and expected frequencies are provided below for each survey item.

**Question:** Have you ever had a pay raise (not including discretionary salary increases or bargaining unit negotiated increases)?

<table>
<thead>
<tr>
<th>Year Began</th>
<th>No</th>
<th>Yes</th>
<th>Expected No</th>
<th>Expected Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961-1980</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>1981-1985</td>
<td>2</td>
<td>19</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>1986-1990</td>
<td>13</td>
<td>29</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>1991-1995</td>
<td>17</td>
<td>29</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>1996-2000</td>
<td>37</td>
<td>63</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>2001-2005</td>
<td>49</td>
<td>71</td>
<td>56</td>
<td>64</td>
</tr>
<tr>
<td>2006-present</td>
<td>106</td>
<td>44</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

Responses indicated that those who began their employment with the university in 1981 through 2005 received more pay raises than would have been expected statistically. For example, of the 21 respondents who began their employment between 1981 and 1985, 19 reported that they received pay raises, but we would have expected only 11 to respond in this way. This trend is also present among those who began their employment between 1986 and 1990, between 1991 and 1995, between 1996 and 2000, and between 2001 and 2005. The opposite trend was reported among those who began their employment between 2006 and present. All things being equal, we would have expected 80 of the 150 respondents to answer affirmatively, but only 44 confirmed that they had received a raise. Those who have been employed for five years or fewer were less likely to receive pay raises than would be predicted statistically, and those who have been employed for six years or more were more likely to receive pay increases than would be predicted statistically. This trend existed for Both State and Research Foundation employees, with no significant differences between these groups.
Responses indicated that employees who began working at the university in 1981 through 2005 had received more discretionary raises than we would have expected statistically, while fewer than we would have expected were given to those who began in 2006 to present. Of the 120 respondents who began working between 2001 and 2005, we would have expected 100 to report having received a discretionary increase, but discretionary increases were reported by 115 respondents. The opposite trend was reported by those who began their employment between 2006 and present. We would have expected 125 of the 149 respondents to report receiving a discretionary raise, but only 79 did. Those who have been employed for six years or more were more likely to receive discretionary raises and those who have been employed for five years or fewer were less likely to receive discretionary raises. The matter of discretionary increases may then not be an issue of quantity, but instead an issue of equitable distribution in order to ensure that newer employees are recognized for excellent work comparably with those who have been employed longer.

Unlike the pay increase item, the discretionary increase item showed differences between those who work for the State versus those who work for the Research Foundation. Responses indicated that those who are employed by the Research Foundation received fewer discretionary raises than would have been expected statistically, while more State employees received them than expected statistically. Only 75 of the 113 respondents who are employed by the Research Foundation responded that they received discretionary raises, but we would have expected 95 to respond in this way. On the other hand, 340 of the 380 who are employed by the State responded that they received discretionary raises, but we would have expected only 320 to respond this way.

NOTE: It is important to note that these data may be influenced by the employment systems that are in place. The differences in salary increases may be due to the differences in the way raises are applied. Specifically, state employees receive union-negotiated raises and discretionary increases from an existing pool of funds, whereas RF employees can get a raise only if funds are available in the grant.
Question: To what extent do you feel that your work is appreciated by your division head and his/her executive staff?

<table>
<thead>
<tr>
<th></th>
<th>Great Deal</th>
<th>Somewhat</th>
<th>Neutral</th>
<th>Not Very Much</th>
<th>Not at All</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observed</td>
<td>Observed</td>
<td>Observed</td>
<td>Observed</td>
<td>Observed</td>
<td>Observed</td>
</tr>
<tr>
<td>Research</td>
<td>44</td>
<td>24</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>State</td>
<td>174</td>
<td>94</td>
<td>38</td>
<td>36</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>Expected</td>
<td>Expected</td>
<td>Expected</td>
<td>Expected</td>
<td>Expected</td>
</tr>
<tr>
<td>Research</td>
<td>48</td>
<td>26</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>State</td>
<td>170</td>
<td>92</td>
<td>37</td>
<td>33</td>
<td>19</td>
<td>28</td>
</tr>
</tbody>
</table>

When asked to what extent their work is appreciated by their supervisors, 69% responded “great deal” (45%) or “somewhat” (24%) -- the two most positive choices. Differences were found between those employed by the Research Foundation and the State. Those who are employed by the Research Foundation were less likely to respond that their division head appreciated them a “great deal” than was statically expected (44 vs. 48), and those who are employed by the State were more likely to respond that their division head appreciated them a “great deal” than was statistically expected (174 vs. 170). Those who are employed by the Research Foundation responded “don’t know” more frequently than statistically expected (18 vs. 8) and those who are employed by the State responded “don’t know” less frequently than statistically expected (18 vs. 28). These two groups of employees did not differ significantly in the frequency of actual versus expected “somewhat” responses.
Item: Why have you stayed?

<table>
<thead>
<tr>
<th>Provided response choices</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>259</td>
</tr>
<tr>
<td>Family stability</td>
<td>202</td>
</tr>
<tr>
<td>Salary</td>
<td>168</td>
</tr>
<tr>
<td>Loyalty to UAlbany</td>
<td>145</td>
</tr>
<tr>
<td>Collegiality</td>
<td>121</td>
</tr>
<tr>
<td>Reputation of UAlbany</td>
<td>108</td>
</tr>
<tr>
<td>Other</td>
<td>105</td>
</tr>
<tr>
<td>Number of colleagues with shared interests</td>
<td>104</td>
</tr>
<tr>
<td>Cost of living</td>
<td>90</td>
</tr>
<tr>
<td>Spouse is employed at UAlbany or other</td>
<td>88</td>
</tr>
<tr>
<td>Promotional opportunity</td>
<td>74</td>
</tr>
<tr>
<td>No suitable offers</td>
<td>65</td>
</tr>
<tr>
<td>Spouse or partner's career</td>
<td>64</td>
</tr>
<tr>
<td>Administrative support</td>
<td>62</td>
</tr>
<tr>
<td>Support for travel, conferences and journals</td>
<td>51</td>
</tr>
<tr>
<td>Mentoring and career development</td>
<td>50</td>
</tr>
<tr>
<td>Quality of students</td>
<td>48</td>
</tr>
<tr>
<td>Childcare or family care needs</td>
<td>35</td>
</tr>
<tr>
<td>Fairness of promotion process</td>
<td>32</td>
</tr>
<tr>
<td>Openness of promotion process</td>
<td>20</td>
</tr>
<tr>
<td>Quality of physical infrastructures</td>
<td>20</td>
</tr>
</tbody>
</table>

When asked, “Why have you stayed?” respondents most frequently selected “Location” followed by “Family Stability”. Of those options that are under campus control, the most frequently chosen responses include “Salary”, “Loyalty to UAlbany”, and “Collegiality”. Related to the “Salary” response are pay raises and discretionary increases, both of which showed differences between employee groups in the tables above. As noted above, those differences are at least partially tied to the different ways in which salary increases are structured – union-negotiated increases versus grant-funded increases, and the like. Many of the respondents who responded they stayed for “other” reasons cited enjoyment of the work/their job, benefits and flexibility as reasons.

Comparison between Sample and Respondents

Although the results of the survey provide important information, it should be noted that they may not be representative of the professional staff at the University at Albany. When possible, survey respondent characteristics were compared to characteristics of those persons who were sent the survey. Unfortunately, only limited data about the pool of survey respondents were available – percent effort (full or part time), division, and type of position (e.g., Research Foundation, management confidential).

The majority of the survey pool was part of the Provost’s Office (62%), while very few were under the president, development or research (1%, 4% and 5% respectively). Additionally, 3% of
potential survey respondents worked for other divisions (e.g., Chartwells). A large number of the survey respondents (27%) were unsure of their division or worked for a division that was not listed (see Q1g in Appendix CR2). Although 36% of potential respondents were Research Foundation employees, only 23% of survey respondents worked for the RF. Conversely, although only 60% of potential respondents were paid by New York State (professional or M/C), 74% of survey respondents said they worked for the State (see Appendix CR1 Question #1). Additionally, the proportion of respondents who work full time (91%) far exceeds the proportion of potential respondents who work full time (75%).

**Agreement between Survey and Focus Group Results**

As the Quantitative Analysis subgroup discussed potential committee recommendations, we determined that survey responses aligned closely with the results of focus group results. We were therefore able to develop potential recommendations that were well-represented by the survey results, focus group activities, and the findings of the Best Practices subgroup. For example, more than half of survey respondents were never received an orientation to UAlbany and this issue was addressed by focus group participants, as well as identified as an important factor by the Best Practices subgroup. Likewise, focus group comments and best practice findings parallel survey responses related to professional development opportunities and mentoring. The Quantitative Analysis subgroup’s list of potential recommendations reflects these issues and is represented in the Staff Retention committee’s Big 8 recommendations.
### Recommendations

**Policies and Programs:**

The Quantitative Analysis subgroup’s recommendations can be divided into five main categories; orientation, University-level administration, professional development, training, and continuous quality improvement. The following table outlines the subgroup’s recommendations.

<table>
<thead>
<tr>
<th>Main Category</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Provide information to staff about individual division and its relation to the University</td>
</tr>
<tr>
<td></td>
<td>Provide new employee orientation program</td>
</tr>
<tr>
<td></td>
<td>Better publicize programs aimed at professional growth (e.g., awards, Drescher)</td>
</tr>
<tr>
<td></td>
<td>Describe different systems at the University (e.g., Research Foundation and State) so employees understand that co-workers may be treated differently based on employer.</td>
</tr>
<tr>
<td>University-level Administration</td>
<td>Create centralized employee database with standard fields</td>
</tr>
<tr>
<td></td>
<td>Create organizational chart to help units understand their relation to the University</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Encourage and support professional development activities</td>
</tr>
<tr>
<td></td>
<td>Highlight creative methods of professional development (e.g., committee membership, seminars)</td>
</tr>
<tr>
<td></td>
<td>Further professional development by establishing a mentoring program</td>
</tr>
<tr>
<td></td>
<td>Encourage participation in University-wide committees as a form of professional development</td>
</tr>
<tr>
<td></td>
<td>Educate staff about opportunities to serve at the University-wide or College-wide level</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>Train supervisors about importance of performance plan process</td>
</tr>
<tr>
<td></td>
<td>Train supervisors about the differences between employers (e.g., Research Foundation, State)</td>
</tr>
<tr>
<td>Continuous Quality Improvement</td>
<td>Conduct exit interviews to collect information about areas for improvement within individual units</td>
</tr>
</tbody>
</table>
Workforce Data:

As became apparent during the committee’s efforts to identify professional staff, a centralized database containing information about the professional staff at the University is not available. Due to the existence of different employers (the two main being the University at Albany and the Research Foundation of SUNY), two separate human resources departments exist. Although necessary, this makes developing a census of staff cumbersome. Additionally, certain information that is useful for assessing retention and diversity is unavailable or needs to be collected by manually reviewing an employee’s personnel file. For example, in order to determine if a person has been promoted, a manual review of his/her personnel file is necessary. In the future, one central database of staff characteristics should be developed and utilized. In order to accurately assess staff retention and diversity, the database should include the following information:

• Unique identifiers common to all employers (UAlbany and RF currently have their own unique identifiers for employees)
• Date of birth
• Date first hired
• Employer (e.g., Research Foundation, UAlbany Foundation)
• Date for promotion
• Employer
• Race/Ethnicity
• Gender
• Termination or leave date

By giving an individual a unique identifier that crosses RF and SUNY HR systems, an employee’s trajectory within the University can be followed. Length of employment and time spent working at the university can be assessed if the information about employer and promotions is recorded. By including termination or leave date associated with each hire or promotion, the total length of time that an employee has worked at the university can be calculated. Currently, breaks of employment are not accounted for and only the most recent hire date will appear, potentially shortening the total length of time for an employee. For example, an employee who worked for the university from 1990 – 2000, left to go to graduate school and returned in 2005 would only be counted as having 5 years of service due to the break instead of the 15 that covers both terms of service. Inclusion of gender, date of birth, and race/ethnicity in the employee database will allow the administration to more accurately assess diversity on campus. Additionally, data about the employee’s functional and budget titles, location (i.e., campus) and status (permanent or not) should be recorded and available for query. If possible, a mechanism to record whether an individual supervises staff, and if so how many, and what type (e.g., state, research) should be included. Such information could be used to target professional development opportunities and training to increase understanding of the different roles, opportunities, and concerns of staff.
UAlbany CLUE Survey of Professional Staff

Career Leadership & University Excellence (CLUE)
Planning Group on Professional Staff

Part 1: Work History

Q1. Please indicate your primary employer (where your check comes from).

- 392 (74.2%) State
- 122 (23.1%) Research Foundation
- 7 (1.3%) UAS
- 3 (0.6%) UAlbany Foundation
- 4 (0.8%) Other....
  ...Please Specify. 9 (100.0%)

Q1a. Are you:

- 16 (3.0%) Part-Time (less than 50%)
- 31 (5.9%) Half-Time
- 479 (91.1%) Full-Time
**Q1b. In what year did you first begin working for UAlbany as a professional employee?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960 or before</td>
<td>0.0%</td>
</tr>
<tr>
<td>1961-1970</td>
<td>1.3%</td>
</tr>
<tr>
<td>1971-1980</td>
<td>4.3%</td>
</tr>
<tr>
<td>1981-1985</td>
<td>4.0%</td>
</tr>
<tr>
<td>1986-1990</td>
<td>8.1%</td>
</tr>
<tr>
<td>1991-1995</td>
<td>9.1%</td>
</tr>
<tr>
<td>1996-2000</td>
<td>19.5%</td>
</tr>
<tr>
<td>2001-2005</td>
<td>23.6%</td>
</tr>
<tr>
<td>2006-present</td>
<td>30.1%</td>
</tr>
</tbody>
</table>

**Q1c. Are you an alumnus/alumna of UAlbany? (Did you get your degree from UAlbany?)**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.2%</td>
</tr>
<tr>
<td>No</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

**Q1c1. If so, which degrees did you earn from UAlbany? (You may select more than one)**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>52.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>64.4%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>14.2%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>0.4%</td>
</tr>
<tr>
<td>Certificate of advanced study</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

**Q1c2. Have you ever worked for UAlbany as an undergraduate?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23.3%</td>
</tr>
<tr>
<td>No</td>
<td>76.7%</td>
</tr>
</tbody>
</table>
### Q1c3. Have you ever worked for UAlbany as a graduate student?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>127 (35.3%)</td>
<td>233 (64.7%)</td>
</tr>
</tbody>
</table>

### Q1d. Have you ever worked at UAlbany but were paid by the Research Foundation?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>149 (28.8%)</td>
<td>369 (71.2%)</td>
</tr>
</tbody>
</table>

### Q1e. Have you ever left a job at UAlbany voluntarily or involuntarily and later come back to work for UAlbany?

<table>
<thead>
<tr>
<th>Voluntary</th>
<th>Involuntary</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 (12.2%)</td>
<td>7 (1.3%)</td>
</tr>
<tr>
<td>Yes, I left voluntarily and came back.</td>
<td>Yes, I left involuntarily and came back.</td>
</tr>
<tr>
<td>452 (86.4%)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Q1f. Are you eligible for permanent appointment?

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>113 (21.5%)</td>
<td>No, I am not eligible.</td>
</tr>
<tr>
<td>45 (8.6%)</td>
<td>Yes, I am eligible but I don’t have one yet.</td>
</tr>
<tr>
<td>70 (13.3%)</td>
<td>Yes, I will be eligible but I have not worked here long enough to apply.</td>
</tr>
<tr>
<td>200 (38.1%)</td>
<td>Yes, I already have a permanent appointment.</td>
</tr>
<tr>
<td>97 (18.5%)</td>
<td>Not Sure/Don't Know</td>
</tr>
<tr>
<td>Division</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>President's Office</td>
<td>1.4%</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>17.8%</td>
</tr>
<tr>
<td>Student Success</td>
<td>7.8%</td>
</tr>
<tr>
<td>Research</td>
<td>11.0%</td>
</tr>
<tr>
<td>College of Nanoscale Science &amp; Engineering</td>
<td>5.1%</td>
</tr>
<tr>
<td>Finance &amp; Business</td>
<td>10.4%</td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>1.2%</td>
</tr>
<tr>
<td>Office of the Chief Information Officer/ITS</td>
<td>11.8%</td>
</tr>
<tr>
<td>University Development</td>
<td>3.9%</td>
</tr>
<tr>
<td>Athletic Administration</td>
<td>2.9%</td>
</tr>
<tr>
<td>Other, not sure...</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

*Please Specify* 133 (100.0%)
Q1h. If you have ever worked in a different division than your current position, in which division did you work previously?

- 4 (1.0%) President's Office
- 15 (3.6%) Academic Affairs
- 17 (4.1%) Student Success
- 8 (1.9%) Research
- 0 (0.0%) College of Nanoscale Science & Engineering
- 21 (5.0%) Finance & Business
- 0 (0.0%) Communications and Marketing
- 5 (1.2%) Office of the Chief Information Officer/ITS
- 5 (1.2%) University Development
- 2 (0.5%) Athletic Administration
- 296 (70.8%) NA -- Never worked in another division
- 45 (10.8%) Other, Not Sure

...Please Specify 45 (100.0%)

Q1i. How long have you been in your current position?

- 99 (18.7%) 0-2 years
- 171 (32.3%) 3-5 years
- 121 (22.9%) 6-10 years
- 58 (11.0%) 11-15 years
- 28 (5.3%) 16-20 years
- 52 (9.8%) 20+ years
**Q1j. Additional Comments about Work History:**

40 (100.0%)
**Part 2: Promotions**

**Q2. How many times have you ever been promoted to a higher pay grade within UAlbany (for example SL 2 to SL3)?**

<table>
<thead>
<tr>
<th>Times Promoted</th>
<th>Count (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None/Never</td>
<td>305 (60.9%)</td>
</tr>
<tr>
<td>1</td>
<td>122 (24.4%)</td>
</tr>
<tr>
<td>2</td>
<td>39 (7.8%)</td>
</tr>
<tr>
<td>3</td>
<td>24 (4.8%)</td>
</tr>
<tr>
<td>4</td>
<td>8 (1.6%)</td>
</tr>
<tr>
<td>5 or more</td>
<td>3 (0.6%)</td>
</tr>
</tbody>
</table>

**Q2a. Have you ever:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a pay raise (not including discretionary salary increases or bargain unit negotiated increases)?</td>
<td>270 (52.9%)</td>
<td>240 (47.1%)</td>
</tr>
<tr>
<td>Received a discretionary salary increase?</td>
<td>423 (83.6%)</td>
<td>83 (16.4%)</td>
</tr>
<tr>
<td>Made a lateral move (same salary level) from one division or job to another at UAlbany?</td>
<td>83 (16.3%)</td>
<td>425 (83.7%)</td>
</tr>
<tr>
<td>Been promoted from a clerical/secretarial position to a professional position?</td>
<td>36 (7.2%)</td>
<td>461 (92.8%)</td>
</tr>
</tbody>
</table>
Q2b. Have you ever applied for and/or been awarded...  

<table>
<thead>
<tr>
<th>...UUP funds for a calendar year employee leave program?</th>
<th>No, and Never Heard of It</th>
<th>No, But I've Heard of It</th>
<th>Yes, Applied but Didn’t Get It</th>
<th>Yes, Applied and Got It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>258 (51.6%)</td>
<td>234 (46.8%)</td>
<td>2 (0.4%)</td>
<td>6 (1.2%)</td>
</tr>
<tr>
<td>...a Drescher Award</td>
<td>320 (65.3%)</td>
<td>167 (34.1%)</td>
<td>1 (0.2%)</td>
<td>2 (0.4%)</td>
</tr>
<tr>
<td>...an Individual Development Award</td>
<td>216 (42.9%)</td>
<td>193 (38.4%)</td>
<td>12 (2.4%)</td>
<td>82 (16.3%)</td>
</tr>
<tr>
<td>...a tuition program</td>
<td>89 (17.9%)</td>
<td>265 (53.3%)</td>
<td>4 (0.8%)</td>
<td>139 (28.0%)</td>
</tr>
</tbody>
</table>

Q2c. If you applied for a tuition program, which one was it?  

- 82 (55.0%) UUP/Management Confidential/PEF tuition waiver program  
- 45 (30.2%) State University Employee (SUE) tuition waiver program  
- 22 (14.8%) Other...  
  ...Please Specify 25 (100.0%)

Q2d. Additional Comments about Promotions:  

37 (100.0%)
### Part 3: Teaching

<table>
<thead>
<tr>
<th>Q3. Have you ever taught at UAlbany?</th>
</tr>
</thead>
<tbody>
<tr>
<td>129 (25.6%) Yes</td>
</tr>
<tr>
<td>374 (74.4%) No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3a. Do you currently teach at UAlbany?</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 (9.0%) Yes</td>
</tr>
<tr>
<td>457 (91.0%) No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3b. Is teaching part of your professional performance program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 (7.2%) Yes</td>
</tr>
<tr>
<td>446 (89.0%) No</td>
</tr>
<tr>
<td>19 (3.8%) Not Sure/Don't Know</td>
</tr>
</tbody>
</table>

### Part 4. Work environment and supervision

<table>
<thead>
<tr>
<th>Q4. Did you receive any orientation when you joined UAlbany?</th>
</tr>
</thead>
<tbody>
<tr>
<td>244 (48.7%) Yes</td>
</tr>
<tr>
<td>257 (51.3%) No</td>
</tr>
</tbody>
</table>

*Comments: 69 (100.0%)*
Q4a. Since you were hired in your current position, has any new employee in your unit attended a professional orientation?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>123 (24.4%)</td>
</tr>
<tr>
<td>No</td>
<td>155 (30.8%)</td>
</tr>
<tr>
<td>No, because I was the most recent professional hired in my unit</td>
<td>47 (9.3%)</td>
</tr>
<tr>
<td>Don't Know</td>
<td>179 (35.5%)</td>
</tr>
</tbody>
</table>

Q4b. Do you have an up-to-date performance program?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>353 (70.3%)</td>
</tr>
<tr>
<td>No</td>
<td>87 (17.3%)</td>
</tr>
<tr>
<td>Not Sure/Don't Know</td>
<td>62 (12.4%)</td>
</tr>
</tbody>
</table>

Q4c. With which of the following constituencies do you regularly work? *(Please check all that apply.)*

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>304 (60.6%)</td>
</tr>
<tr>
<td>Teaching/Research Faculty</td>
<td>321 (63.9%)</td>
</tr>
<tr>
<td>Professionals</td>
<td>424 (84.5%)</td>
</tr>
<tr>
<td>Other UAlbany staff (e.g., secretaries, clerks, janitors)</td>
<td>330 (65.7%)</td>
</tr>
<tr>
<td>Non-UAlbany employees</td>
<td>242 (48.2%)</td>
</tr>
</tbody>
</table>
Q4d. Is your supervisor (the person who conducts your performance review): *(Please check all that apply.)*

- 89 (17.8%) A teaching faculty member
- 252 (50.4%) A professional staff member
- 130 (26.0%) Management Confidential
- 70 (14.0%) Research Foundation staff
- 5 (1.0%) UAS staff
- 3 (0.6%) UAlbany Foundation staff
- 28 (5.6%) Other...
  ...*Please Specify* 29 (100.0%)

Q4e. How many professionals does your supervisor supervise?

- 49 (9.9%) Only me
- 188 (38.0%) 2-5
- 132 (26.7%) 6-10
- 30 (6.1%) 11-15
- 56 (11.3%) 15+
- 40 (8.1%) Not Sure/Don't Know

Q4f. How many *professionals* do you supervise?

- 334 (66.7%) None
- 130 (25.9%) 1-5
- 23 (4.6%) 6-10
- 10 (2.0%) 11-15
- 4 (0.8%) 15+
Q4g. How many other types of workers (e.g., clerical/secretarial/plant workers/grad students/work study/post doc) do you supervise?

- 250 (50.4%) None
- 199 (40.1%) 1-5
- 20 (4.0%) 6-10
- 10 (2.0%) 11-15
- 17 (3.4%) 15+

Q4h. Does anyone conduct exit interviews when employees leave your unit?

- 108 (21.5%) Yes
- 143 (28.5%) No
- 251 (50.0%) I don't know

Comments: 27 (100.0%)

Q4i. Please use the scale below to indicate the extent to which your supervisor is consistent with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at All</th>
<th>Not Very Much</th>
<th>Neutral</th>
<th>Somewhat</th>
<th>A Great Deal</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows and understands the professional promotion and continuing appointment rules</td>
<td>10 (2.0%)</td>
<td>34 (6.8%)</td>
<td>35 (7.0%)</td>
<td>84 (16.9%)</td>
<td>240 (48.3%)</td>
<td>94 (18.9%)</td>
</tr>
<tr>
<td>Understands your role and job</td>
<td>4 (0.8%)</td>
<td>24 (4.8%)</td>
<td>20 (4.0%)</td>
<td>77 (15.4%)</td>
<td>366 (73.2%)</td>
<td>9 (1.8%)</td>
</tr>
<tr>
<td>Appreciates your work</td>
<td>10 (2.0%)</td>
<td>19 (3.8%)</td>
<td>26 (5.2%)</td>
<td>87 (17.4%)</td>
<td>350 (70.0%)</td>
<td>8 (1.6%)</td>
</tr>
<tr>
<td>Supports your work</td>
<td>10 (2.0%)</td>
<td>18 (3.6%)</td>
<td>28 (5.6%)</td>
<td>85 (17.1%)</td>
<td>352 (71.0%)</td>
<td>3 (0.6%)</td>
</tr>
<tr>
<td>Takes an interest in your professional development</td>
<td>25 (5.1%)</td>
<td>33 (6.7%)</td>
<td>64 (12.9%)</td>
<td>106 (21.4%)</td>
<td>253 (51.1%)</td>
<td>14 (2.8%)</td>
</tr>
<tr>
<td>To what extent do you feel that your work is appreciated by your division head and his/her executive staff?</td>
<td>24 (4.8%)</td>
<td>44 (8.8%)</td>
<td>48 (9.6%)</td>
<td>122 (24.4%)</td>
<td>225 (45.0%)</td>
<td>37 (7.4%)</td>
</tr>
</tbody>
</table>
### Q4j. Has anyone helped you adjust or succeed in your job as either a formal or informal mentor? (Please select all that apply.)

- 215 (43.2%) Yes, my supervisor
- 182 (36.5%) Yes, someone other than my supervisor
- 65 (13.1%) Yes, someone outside of the University at Albany
- 180 (36.1%) No, I have not had a mentor in my current position.

### Q4k. Additional Comments about Teaching and Work Environment:

47 (100.0%)
Part 5: Service

Q5. Please answer the following questions about your service at UAlbany.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever served on a college or school governance body?</td>
<td>93 (18.6%)</td>
<td>408 (81.4%)</td>
</tr>
<tr>
<td>Have you ever served on a campus governance body (e.g., University Senate and/or one of its councils or committees)?</td>
<td>97 (19.4%)</td>
<td>403 (80.6%)</td>
</tr>
<tr>
<td>Have you ever served on a committee for a national professional organization while a professional at UAlbany?</td>
<td>84 (16.8%)</td>
<td>416 (83.2%)</td>
</tr>
<tr>
<td>Do you currently or have you in the past 6 months performed extra service on campus for which you were paid?</td>
<td>53 (10.6%)</td>
<td>447 (89.4%)</td>
</tr>
<tr>
<td>Have you ever served on any State-wide committees?</td>
<td>82 (16.4%)</td>
<td>418 (83.6%)</td>
</tr>
<tr>
<td>Have you ever served on any student/faculty/staff committees other than governance committees?</td>
<td>262 (52.3%)</td>
<td>239 (47.7%)</td>
</tr>
</tbody>
</table>

Q5a. Additional Comments about Service:

40 (100.0%)

Part 6: Recruitment and Retention
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.9%</td>
<td>It was my only offer.</td>
</tr>
<tr>
<td>22.2%</td>
<td>Salary</td>
</tr>
<tr>
<td>2.5%</td>
<td>Set-up, moving or support package</td>
</tr>
<tr>
<td>1.3%</td>
<td>Provision for a trailing spouse or partner</td>
</tr>
<tr>
<td>23.2%</td>
<td>Reputation of UAlbany</td>
</tr>
<tr>
<td>32.4%</td>
<td>Other... (Please Specify)</td>
</tr>
<tr>
<td>5.2%</td>
<td>Quality of students</td>
</tr>
<tr>
<td>44.8%</td>
<td>Location</td>
</tr>
<tr>
<td>10.0%</td>
<td>Cost of living</td>
</tr>
<tr>
<td>11.7%</td>
<td>Number of colleagues with shared interests</td>
</tr>
<tr>
<td>31.2%</td>
<td>Promotional opportunity</td>
</tr>
</tbody>
</table>

**Q6a. Additional comments on what brought you here:**

59 (100.0%)
### Q6b. Why have you stayed? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No other suitable offers.</td>
<td>13.3%</td>
</tr>
<tr>
<td>Salary</td>
<td>34.5%</td>
</tr>
<tr>
<td>Spouse or partner's career</td>
<td>13.1%</td>
</tr>
<tr>
<td>Family stability</td>
<td>41.5%</td>
</tr>
<tr>
<td>Number of colleagues with shared interests</td>
<td>21.4%</td>
</tr>
<tr>
<td>Reputation of UAlbany</td>
<td>22.2%</td>
</tr>
<tr>
<td>Quality of students</td>
<td>9.9%</td>
</tr>
<tr>
<td>Location</td>
<td>53.2%</td>
</tr>
<tr>
<td>Collegiality</td>
<td>24.8%</td>
</tr>
<tr>
<td>Mentoring and career development</td>
<td>10.3%</td>
</tr>
<tr>
<td>Other...</td>
<td>21.6%</td>
</tr>
<tr>
<td>Fairness of promotion processes</td>
<td>6.6%</td>
</tr>
<tr>
<td>Openness of promotion process</td>
<td>4.1%</td>
</tr>
<tr>
<td>Support for travel, conferences and journals</td>
<td>10.5%</td>
</tr>
<tr>
<td>Administrative support</td>
<td>12.7%</td>
</tr>
<tr>
<td>Quality of physical infrastructure</td>
<td>4.1%</td>
</tr>
<tr>
<td>Cost of living</td>
<td>18.5%</td>
</tr>
<tr>
<td>Loyalty to UAlbany</td>
<td>29.8%</td>
</tr>
<tr>
<td>Promotional opportunity</td>
<td>15.2%</td>
</tr>
<tr>
<td>Childcare or family care needs</td>
<td>7.2%</td>
</tr>
<tr>
<td>Spouse is employed at UAlbany or another employer in the region</td>
<td>18.1%</td>
</tr>
</tbody>
</table>

### Q6c. Additional comments on why you have stayed:

45 (100.0%)
### Q6d. What factors would make you more likely to leave? *(Please select all that apply.)*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A suitable offer at another institution.</td>
<td>256 (56.5%)</td>
</tr>
<tr>
<td>Salary</td>
<td>281 (62.0%)</td>
</tr>
<tr>
<td>Spouse or partner's career</td>
<td>118 (26.0%)</td>
</tr>
<tr>
<td>Number of colleagues with shared interests</td>
<td>30 (6.6%)</td>
</tr>
<tr>
<td>Reputation of UAlbany</td>
<td>10 (2.2%)</td>
</tr>
<tr>
<td>Quality of students</td>
<td>16 (3.5%)</td>
</tr>
<tr>
<td>Location</td>
<td>107 (23.6%)</td>
</tr>
<tr>
<td>Collegiality</td>
<td>43 (9.5%)</td>
</tr>
<tr>
<td>Other...</td>
<td>56 (12.4%)</td>
</tr>
</tbody>
</table>

*Please Specify 64 (100.0%)*

### Q6e. Additional comments on what would make you leave:

48 (100.0%)
## Part 7: Demographics

*Please check the boxes that most closely resemble you. We would like to remind you that all responses are completely confidential and will be presented only in aggregate categories.*

### Q7a. Which is your highest degree?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td>Some college, but no degree</td>
<td>9</td>
<td>1.8%</td>
</tr>
<tr>
<td>Associates</td>
<td>15</td>
<td>3.0%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>152</td>
<td>30.5%</td>
</tr>
<tr>
<td>Masters</td>
<td>245</td>
<td>49.2%</td>
</tr>
<tr>
<td>Certificate of advanced study</td>
<td>8</td>
<td>1.6%</td>
</tr>
<tr>
<td>Professional degree (for example JD, DVM)</td>
<td>8</td>
<td>1.6%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>56</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

### Q7b. Are you:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>190</td>
<td>38.6%</td>
</tr>
<tr>
<td>Female</td>
<td>302</td>
<td>61.4%</td>
</tr>
<tr>
<td>Transgender/Intersex, other</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### Q7c. Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>54</td>
<td>10.9%</td>
</tr>
<tr>
<td>30-39</td>
<td>115</td>
<td>23.2%</td>
</tr>
<tr>
<td>40-49</td>
<td>119</td>
<td>24.0%</td>
</tr>
<tr>
<td>50-59</td>
<td>160</td>
<td>32.3%</td>
</tr>
<tr>
<td>60-69</td>
<td>45</td>
<td>9.1%</td>
</tr>
<tr>
<td>70 or above</td>
<td>2</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

### Q7d. Campus

(Please check all campuses in which you regularly work, teach and/or hold office hours.)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uptown Campus</td>
<td>368</td>
<td>74.6%</td>
</tr>
<tr>
<td>Downtown Campus</td>
<td>71</td>
<td>14.4%</td>
</tr>
<tr>
<td>East Campus (or other locations associated with SPH)</td>
<td>36</td>
<td>7.3%</td>
</tr>
<tr>
<td>Fuller Road Nanotech Campus</td>
<td>31</td>
<td>6.3%</td>
</tr>
<tr>
<td>State Office Campus</td>
<td>7</td>
<td>1.4%</td>
</tr>
<tr>
<td>Other....</td>
<td>45</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

....Please specify. 43 (100.0%)
Q7e. Which of the following ethnic/racial categories best identifies you? (Please check all that apply.)

- 415 (87.7%) White
- 27 (5.7%) Black or African American
- 22 (4.7%) Asian or Asian American
- 5 (1.1%) American Indian or Alaskan Native
- 1 (0.2%) Native Hawaiian or Other Pacific Islander
- 15 (3.2%) Other...
  ...Please Specify. 9 (100.0%)

Q7f. Which of the following ethnic categories best identifies you?

- 21 (4.8%) Hispanic or Latino
- 416 (95.2%) Not Hispanic or Latino

Q7g. In what range does your current salary fall?

- 21 (4.4%) $19,999 or less
- 10 (2.1%) $20-29,999
- 26 (5.4%) $30-39,999
- 80 (16.6%) $40-49,999
- 88 (18.3%) $50-59,999
- 75 (15.6%) $60-69,999
- 57 (11.9%) $70-79,999
- 39 (8.1%) $80-89,999
- 29 (6.0%) $90-99,999
- 35 (7.3%) $100-119,999
- 12 (2.5%) $120-139,999
- 3 (0.6%) $140-159,999
- 2 (0.4%) $160-179,999
- 2 (0.4%) $180-199,999
- 2 (0.4%) $200,000 or more

Q7h. If you have additional thoughts on this survey, please enter them below.

31 (100.0%)
Thank you for completing the survey!

Click "Submit" below to exit the survey

You will be re-directed automatically to the UAlbany Home Page.
Qualitative Responses to Questions in the UAlbany CLUE Survey of Professional Staff

Please note data are presented as entered in survey, no corrections were made. However, potentially identifying information may have been removed.

Question 1. Please indicate your primary employer (where your check comes from).

Answers from survey respondents who selected “Other” as a response

- Alumni Association
- Facilities Management
- Residential life
- Rockefeller Institute of Government
- State and RF
- Student Association
- SUNY Albany Health Center
- SUNY SSW

Q1g: In which division do you work?

Answers from survey respondents who selected “Other not, sure”

- A separate school of the university
- Academic Unit
- Advisement
- Advisement Services Center
- Art Department CAS
- Art Museum
- Athletic department
- Athletics
- Atmospheric Sciences Research Center
- Cancer Research Center, East Campus- Research Foundation
- CAS
- Center for Autism and Related Disabilities
- Center for Human Services Research
- Center for Policy Research
- Center for Technology in Government
- Chemistry department
- College of Arts & Sciences
- College of Arts & Sciences
- College of Arts & Sciences
- College of Arts and Science
- College of Arts and Sciences
• College of Arts and Sciences
• College of Arts and Sciences
• College of Arts and Sciences
• College of Arts and Sciences
• College of Arts and Sciences
• Continuing Education
• Department reports to the Provost's Office
• Education
• Enrollment Management
• Enrollment Management
• Enrollment Management
• Enrollment Management
• Enrollment Management
• Enrollment Management
• Enrollment Services
• Facilities Management
• Facilities Management
• Financial Aid
• Health Center
• Health Center
• Information Studies
• Intensive English Language Program (IELP)
• International Education
• International Education
• ITS
• ITS
• Libraries
• library
• Library
• Music Department
• Office of International Education - Intensive English Language Program
• one of the schools
• PDP
• PDP
• PDP, Rockefeller College
• Professional Development Program
• Professional Development Program
• Professional Development Program
• Professional Development Program
• Professional Development Program
• Professional Development Program, Research Foundation
• Professional Development Program, Rockefeller College
• Provost
• Publications
• Research Foundation
• Research
• Research Foundation
• Research Foundation
• Research Foundation
• Research Foundation
• RESEARCH FOUNDATION EMPLOYEE
• Research Foundation through Professional Development Program, Rockefeller College
• residential life
• RF
• RF
• Rockefeller center ocfs
• Rockefeller College
• Rockefeller College
• Rockefeller College
• Rockefeller College
• Rockefeller College
• Rockefeller College
• Rockefeller College of Public Affairs and Policy
• Rockefeller College, Professional Development Program
• Rockefeller College, Professional Development Program
• Rockefeller College, Professional Development Program
• Rockefeller College/PDP
• Rockefeller Institute of Government
• Rockefeller Institute of Government
• School of Business
• School of Business
• School of Business
• School of Business administrator
• School of Ed
• School of Education
• School of Education
• School of Education, various RF-funded positions with research projects
• School of Public Health
• school of Public Health
• School of Public Health
• School of Public Health Center for Public Health Continuing Education
• School of Social Welfare
• School of Social Welfare
• School of Social Welfare
• School of Social Welfare
• School of Social Welfare
• School of Social Welfare
• Small Business Development Center - School of Business
• soc. welfare
• Social Work Education Consortium
• SOE
• SPH Student Affairs
• Sponsored Funds Financial Management
• SSW
• ssw
• Student Association
• The Research Foundation - School of Education
• UAM
• UHS
• University Art Museum
• University Auxiliary Services
• University Libraries
• University Libraries
• UNiversity Libraries
• University Library
• University Library

Q1h: If you have ever worked in a different division than your current position, in which division did you work previously?

Answers from survey respondents who selected “Other, Not sure” as a response

• adjunct faculty
• Advancement Events; English Dept; School of Public Health
• Advisement Services Center
• and Academic Affairs
• As an undergraduate student at UA
• Atmospheric Science and College of Arts and Sciences Technical Services
• Center for International Development
• Chemistry department- research associate
• College of Arts and Sciences
• College of Arts and Sciences
• Department of Art
• Dept. of Education
• Director's Office, Rockefeller Institute of Government
• ECC
• Education
• EOP
• Finance/Business and Theatre Department
• Grad Asst.
• I don’t remember the name - it was when Walter Gibson was on the Downtown Campus
• International Education as a Grad Assistant
• Library
• More than one...
• My office was once part of Finance & Business, but we were re-assigned to Enrollment Management.
• Office was transferred from F & B to Presidents Office around 1990
• Outreach
• Psychology Dept
• Registrar
• Research Foundation
• Research Foundation appointment / Computer Science Department
• Research Foundation of SUNY
• RF Professional Development Program
• School of Education, Two Year College Development Center
• School of Library and Information Science
• SPH Center for Public Health Preparedness through Research Foundation
• Sponsored Funds Financial Management
• Student Association, Residential Life, Annual Fund, Health & Safety Inspections, Bookstore
• SUNY-wide division
• Teaching Assistant for Rockefeller Coll, Student Assistant w/ Computing Services
• The University at Albany Foundation was once part of Finance & Business
• University Libraries
• work/study, education department
• Worked at PDP
• Worked at the Health Center, Biology Dept and Physics Dept.
• Worked at the Health Center, Biology Dept and Physics Dept.
• yes, worked at a different school

Q1j: Additional Comments about Work History.
• Also worked for two separate UAlbany Research Centers.
• Communications & Marketing used to be under University Advancement, and before that University Affairs, each of which would now be Development.
• First hired RF Central; RIF'ed xxxx returned to RF in the Center for International Development in xxxx; CID absorbed by UAlbany. Been in same position at UA since 12/07.
• I am a graduate research assistant, at College of Nanoscale Science and Engineering.
• I answered yes to work as an undergraduate student. I was a classified employee full time while I finished my undergraduate degree, I wasn't a full time student that worked part time on campus.
• I began at SUNY Brockport in xxxx and transferred in the same capacity of work to UAlbany in xxxx with RF, then in xxxx took a UUP position that opened in my department
• I began working for the Division of Special Education doing typing at home. I then was hired to work at one of our pre-k programs. When the pre-k merged, I began working half time and have done so ever since. I briefly worked with the Evaluation Consor
• I came as a visiting professor, I worked for Research Foundation, part-time for state and as an unpaid volunteer adjunct professor for a long time--I have been on and off salary
numerous times. I was hired on a regular professional line in 2005.

- I had permanent appointment but voluntarily gave it up when I reduced my house below 50% in order to spend maximum time with my 3 young children.
- I have been in the same state title for 18 years, but about 3 years in my current office title.
- I have only had one position at the University.
- I made a lateral move 6 years into my professional career at UAlbany. There seem to be very few promotional opportunities from SL3 to SL4 or SL5.
- I started as an Assistant Registrar SL3 and was promoted in 1999.
- I started working at the University in xxxx as a beginning secretary and eventually worked up to an Executive Secretary xxx. In xxxx I began working on my bachelor's degree which took xx years to complete. After completion I work 4 days per week.
- I work 80% time but there is not an option for that.
- I work in the libraries and wish to share the following: professionals have been consistently hired at the absolute minimum salary, and often do not see DSI increases that are equivalent to those in librarian ranks. For many at the lower professional ranks.
- I worked as an Editorial Specialist (Research Foundation appointment) for the Hindelang Research Center, School of Criminal Justice from xxxx and resigned when my second child was born. At that time it was called the Criminal Justice Research Center.
- I worked at SUNY Central for 3 years as an MC employee, the Rockefeller Inst. for 1 year as an MC, and prior Research Foundation employment for 6 years.
- I worked full time as an Academic Advisor in CUE (xxxx-xx), then took a 2-year leave of absence, followed by my resignation so that I could stay home and raise my son. I returned part-time (80%) in xxxx and changed to full time in xxxx.
- In addition to working as the xxxx (Instructional Support Associate), I have also taught--as an adjunct lecturer--courses in xxxx.
- It was once terrific but under the new directorship it has become extremely stressful. I am afraid that what I thought was always a cultural and exciting environment to the xxxx will end for me xxxx. The director just does not like me and there has been tension.
- I've been in my current position for 2 1/3 years.
- I've worked for the University for 33 years.
- My history is a little complicated. I started at the East Campus in xxxx working part time. I left in early xxxx and then came back in xxxx. The PI I worked for was offered a position at xxxx, and I came over with him in xxxx. In late xxxx I was hired.
- Not sure about Q1f because I'm in an "at pleasure" position.
- Prior work in President's Office (xxxx-xxxx) and in University Relations (xxxx-xxxx).
- Question Q1c. states "Are you an alumnus/alumna of UAlbany? (Did you get your degree from UAlbany?)", I responded with no as I am not but I AM getting my Masters currently.
- Re: Q1d - I believe it was the Research Foundation, but that was over 20 years ago.
- re:% time. I am 80% and would very much like to be full time but no opportunities have been available to move up. I would like to be considered for permanent employment but worked FT for only 2 of my 10+ years here.
- xxxx
- Undergraduate employment = Resident Assistant & Work Study Graduate employment = Summer Resident Assistant & Annual Fund
- Very efficient Well organized Team work and responsible employee
- Was a student employee in ITS, then a temporary staff assistant in ITS. My temp contract was not renewed and I left the University. After a year working at Albany Med I came back to the University.
• While my projects and I moved over to the Professional Development Program and officially became part of this operating location in xxxx I had been employed in this same position at xxxx since xxxx. Over those 18 years my percent of
• Worked at a community college previously.
• Worked at a different SUNY Center for 8 years before coming here.
• Worked for Residential Life, the Foundation, School of Business, Physical Plant
• Worked in a different position when I started my career at the Institute in xxxx.
• Would like to work more, would like to know if I have a future working in this division, next scheduled day I have is in September. Besides that I think the people I briefly work with are very nice.

Q2c: If you applied for a tuition program, which one was it?

Answers from survey respondents who selected “Other” as a response

• ALso CSEA
• and SUE and CSEA
• Both
• Both of the above
• Both of the above
• Both UUP and SUE
• Both UUP and SUE
• BOTH UUP and SUE programs
• Both UUP and SUE Tuition Waiver
• Course reimbursement for one doctoral course per semester
• EAP
• I believe I have recieved both the UUP and the SUE tuition waivers
• I did both UUP tuition waiver and the SUE tuition waiver programs
• I don't recall - it was within my first year of employment through Research Foundation
• I have applied for and received the UUP tuition waiver and the SUE tuition waiver
• I have applied for both
• I have rec'd both, teh UUP and SUE tuition awards at various times. Great programs, and very much ap
• I received BOTH UUP/Management Confidential/PEF tuition waiver program and State University Employee
• It was for my son who attends UA
• Received both
• RF
• Tuition reimbursemnt for dependant child
• UAS Tuition Reimbursement
• UAS Tuition Reimbursement Program
• unsure- through the Research Foundation

Q2.d: Additional Comments about Promotions

• A prior supervisor suggested that I let my department director know if I was interested in a technical lead position, but I chose not to pursue it.
• Could not get tuition reimbursement for classes at a SUNY community college.....shameful!
• For many many years, I did not have adequate support from the department to move to next pay level even though my credentials were in order.
• funding was gone, didn't receive the waiver.
• I am not eligible for benefit programs under UUP
• I answered that I was not promoted from a clerical position to a professional position because I actually applied for a professional position and was selected
• I applied for a calendar year program leave but I have not heard the results yet.
• I did not realize employees other than faculty were eligible for a Drescher
• I don't work for SUNY. I am paid by Research Foundation
• I have received Individual Development Award two consecutive years. I plan to take advantage of the Tuition program in Fall 2010 Semester
• I received one promotion which included a new rank, and three subsequent title changes and promotions (though retaining the same SL rank) for job performance success, increased workload and supervisory responsibility.
• I received an Excellence award for xxxx
• I think it's wrong for individuals to be promoted to positions they are not qualified for (aka, positions they would never be selected for if there had been a competitive search). I know the University can save money by appointing a current employee versus
• I was a CSEA employee for 22 years before being promoted to UUP. I took advantage of the SUE tuition waiver program many times while pursuing my undergraduate degree.
• I was hired as an SL-5 in my first position at the University.
• I will apply for Tuition Assistance this year. My Department does not seem to offer raises or promotions.
• I wish there were opportunity for promotions. I am very motivated and I would like to able to take on new level of responsibility but the employment environment seems stagnate at the University. The budget has hit everyone hard but I think the University
• I work at a level constituent with and SL4 but will not be promoted past an SL1
• it seems almost impossible to move laterally or via promotion to another position/division within the university administration as 'operations' work and management sees invisible, like the infrastructure -- only the new and 'sexy' seems to be a considerati
• it's difficult to get promotions when individual doesn't had an inner circle or a network of their own.
• Job title changed from "Research Support Specialist" to "Senior Research Support Specialist" but there was no pay raise associated with the change that I was aware of.
• maY HVE BEEN SUE ...don'T recall
• My job as a Research Associate at ASRC has little in common with those of other professional employees.
• Not sure I am eligible since I work on a grant with The Research Foundation
• opportunities for advancement are rarely open competition
• Promotion is technically defined as an upward change in salary, with or without grade change, I believe.
• Promotional opportunities and unplanned pay raises are infrequent/rare.
• Promotions or even lateral movement at the University seems rare. In all the years working here, I don't know of anyone with budget money for pay raises. I am always told, "Oh, we'd give you a raise if we had the money." If it were not for contractual ra
Some of the promotions in Q2 include classified service promotions.
The promotions were all within the RF system...not State.
There are not enough promotional opportunities for growth of non-teaching professionals within the current grading system.
There is a definite lack of opportunity for promotion.
There is no promotion plan within the RF. Because the RF is a separate employer working as essentially a subcontractor for UA/State, it can hide its processes fairly easily. There is no one clearly in charge of the RF at UA except for the Operations Mana.
There should be more governance of the discretionary salary increases. I feel that some individuals that receive a discretionary increase are not deserving of one. At the same time, others who deserve a larger discretionary increase are unable to obtain a
We were always told we were ineligible for any tuition programs or awards.
What I think our teachers on staff would most appreciate, would be to be considered as university staff and be offered the same benefits.
Would probably be out of the question in the current office I work - Research Foundation.

Q4.1 Did you receive any orientation when you joined UAlbany?
1 hour for benefits selection. It definitely wasn't enough time to make an informed decision.
a meeting w/the benefits folks, if that counts.
All I received when I started at the University was my purple packet. I really wish HR had orientat
As classified staff, but not as a professional.
Bad advice about about TIA/CREF and teachers retirement fund
But it happened when I joined in 1980 and the University still had a formal orientation program.
but only as a student
by HRM to explain benefits and payroll, not about services/tools available to employees
can't remember
Did not attend the HR orientation
Did originally hired at the Training Strategies Group, RF arm of Suny Central, merged with PDP later
disappointing we had/have no faculty/staff orientation program.
do not really remember
Hired as an Assist to chair, supervising 3 secretaries & provided with no CSEA employee guidelines.
Human Resources
Human Resources orientation; IAS intro class
I am not aware of an orientation program in place at UAlbany
I came to UAlbany as a contractor then was hired by UAlbany permanently
I can't believe there is no orientation process at this institution.
I don't remember all that well, but I think so ...
I had a very through orientation, not only about my specific job, but about the University as well.
I lost a good 3 years of health benefits. I was able to back track the pension
I received a folder containing documents.
I received orientation at the School level, but very little orientation/training at the University.
I received a large purple binder, but no formal orientation.
I received paperwork, I did not receive any sort of briefing.
I sat down with a representative from Human Resources. It was not very helpful.
I was introduced to many of the Directors in administrative offices - not a formal orientation.
I was sent to HR and given a benefits package. Other than that, 'orienting' was left up to me.
I was simply given a bunch of materials to go through: pension, health insurance, etc.
I was surprised that there was no orientation- previous job at Albany Med. included a lot of orientation.
I wish had been provided because I made some uninformed and regrettable choices.
informal orientation was addressed by the director, her assistant and other teachers helped.
Informally through PDP.
in-unit training.
It may have been offered and I didn't take advantage of it. I don't recall now.
It really wasn't necessary because I was already familiar with the campus from my student studies.
It was available, but I could not attend.
just the book from HR.
minimal.
minimal.
minimal.
minimal orientation.
Need an orientation program or at least a welcome video. We miss a to build some loyalty.
No, and that would have been very helpful. Nothing was offered.
Not a formal one - just OJT orientation by supervisor.
not a formal orientation - the office took me around, FYI went to summer student orientation.
Not a significant orientation, more on-the-job training.
Not an official orientation, but my boss introduced me to people who are important in my work.
Not in a formal manner.
Not nearly enough in terms of filling out time forms and many of the "how-to's" in the School.
Not when I became part of the Professional Staff. I did when I was part of CSEA.
off-site preprofessional development/orientation specific to the job, but not specific to UAlbany.
Only from HR for payroll and benefits.
Sat with the health benefits administrator to review employee materials but nothing formal offered.
Slight
some - nothing extensive- It was - go out and meet people - read this handbook.....
Some. We were moved from RF System Admin to UA after many years so office recieves orientation
Standard HR orientation
SUNY has a new professionals orientation that I attended, but my actual office does not have one.
That was a long time ago!
The Institute became part of UAlbany in February 2010 - before that, we were part of SUNY Central
The orientation that I received was very informal and specific to my position
Too bad - could have been useful
U Albany management of new research projects slow and uninformative

Q4d1: Is your supervisor (the person who conducts your performance review): (Please check all that apply).

Answers from survey respondents who selected “Other” as a response

- A Dean who came from the teaching faculty.
- A librarian (academic faculty, non-teaching)
- Academic Librarian
- Alumni Association Executive Director
- An academic librarian
- AVP Research, Director Sponsored Programs, Assistant Director Sponsored Programs
- Dean
- Department Chairman, although the wrong person is listed.
- does not do
- graduate student
- I detest the performance review process despite the fact I always have extremely positive reviews
- I don't receive a performance review
- I'm a PI; don't have a supervisor.
- librarian
- Librarian
- Librarian
- librarian who also teaches
- Medical Director
- My dept. chair leaves it until the summer when he doesn't work and has the summer chair do it.
- Non UA paid faculty member
- Quad coordinator
- Recently assigned to new supervisor. Not familiar with each other enough yet to respond to all Q4i
- research faculty
- retired UAlbany professor
- state employee
• Student Association President
• The director of our program is paid through Research Foundation but answers to ISSS.
• The Dean
• UHS Director

Q4h1: Does anyone conduct exit interviews when employees leave your unit? Comments:
• As supervisor I do them. no one external to our department does them
• at least the CIO, not sure about our department
• But we wish someone would.
• Employees in my area are always part-time & typically leave due to graduation or another pt time job
• Every departing employee has an exit interview with the VP
• I do.
• I have done them
• I think HR does upon request of person leaving
• I think HR should conduct an exit interview with all faculty and staff who leave.
• I think its the HR
• I think this should be mandatory and perhaps at a higher level or by an objective outside unit.
• Informal
• informally
• It's never happened.
• I've not heard of anyone one being asked about doing one.
• just student workers
• No one has left since I have been here.
• No one has left since I started. All were hired during my tenure.
• Not aware of a formal process; I believe exit interviews, properly done, is very valuable.
• Only on person has left and that was a retirement. I think an exit interview should be done though.
• People never seem to leave.
• The unit has been cohesive and without departures (except retirement) for a long time.
• There has not been much, if any, turnover in my unit
• This should be a university function, same as orienation for new employees. We do it for faculty...
• We don't conduct formal exit interviews, but usually we do talk with an exiting employee
• work study students plan to return next year, so no exit interviews with them yet.
• yes, however, only when it is requested

Q4k: Additional Comments about Teaching and Work Environment
• a person I considered a mentor was asked by my supervisor NOT to mentor me.
• although I have not had a formal mentor there are plenty of resources on campus to reach out to...all you have to do is take that step. My current supervisor is much more involved than the previous one and thanks to the current Provost there is more of a
• Due to change in management, my work environment has changed 100%25 for the
better. Nearly 3 years ago, just prior to change, I was beginning to look for other opportunities. My manager is superb!

- Frankly, there is little to NO culture of supervision in my office and it can be quite frustrating. New employees are given very little training and many long term employees get away with excessive lateness and general inefficiency.
- Great team environment. Enjoy all of my co-workers and the student-athletes I work with and look forward to another successful year.
- Had one supervisor for three years, now I have a different supervisor. Questions were answered according to my present supervisor, not the former supervisor.
- Had one supervisor for three years, now I have a different supervisor. Questions were answered according to my present supervisor, not the former supervisor.
- I am trainer/coordinator and while I don't teach 'courses' I do teach multiple different classes to faculty/professionals and students on our new systems every week and I also teach/run workshops and presentations for faculty/professionals/students.
- I am very pleased overall with the supervision, support, and appreciation from my immediate supervisor, his supervisor, and the head of my division.
- I have always believed in actively seeking out the support I need to perform my job efficiently.
- I have an informal mentor, outside of my department, that I had to seek out myself. Without this mentor, I would not be able to perform as well as I do. My supervisor does not know how the office runs and only has a vague idea of my duties. As a result
- I have enjoyed working with our graduate students throughout the years and have also enjoyed working with some brilliant professors.
- I have had a great deal of support. My supervisor is particularly supportive. My supervisor is available to answer questions about solving work problems and about my professional career. I was also, encouraged to take master level classes that supported m
- I have no idea who my "division head" would be.
- I have repeatedly expressed my interest in assuming different responsibilities over the past few years and it seems to fall on deaf ears -- I was joking told nobody else would do my job, so I often feel stuck as senior management definitely does not appre
- I often end up supervising the professionals my boss supervises since he is out of the office on a regular basis.
- I really enjoy the job, but I feel the pay scale and benefits are well below SUNY Albany's teaching staff and public school teachers which has an effect on morale
- I relate well to my teaching faculty colleagues but their role at the university is very different than the role of professionals. I think that there is little appreciation for the role of professionals in my division. We hear from our leadership that w
- I report to 2 supervisors, but my answer about how many people my supervisor supervises is only based on one supervisor.
- I supervise all staff although the official supervisor on record is my boss
- I teach off-site under the sponsorship of RF - but not at the University (i.e. I teach state/local employees, not university students).
- I work with the most wonderful Dean and Professional staff. We work collaboratively and value the working relationships that we have developed. We have an attitude of customer service and work diligently to deliver quality services to the Deans, Centers,
- I would take advantage of training opportunities, leadership courses, seminars but am not aware of any offerings other than IT.
- In all fairness, my supervisor is in an interim position as of October, 2009 and is the division head. He is still learning who the players are and what their various roles are.
- In relation to Q4J, my former supervisor helped adjust / succeed in my job
• Informal "mentoring" at different times involving different people.
• It's very political and games to play.
• I've been fortunate to have people willing to mentor me, both in formal and informal capacities. Some have offered, others I've asked. Would like to point out this is a two-way street. People sometimes need to seek mentors out, not just wait around for so
• Morale is so low that professional employees feel stuck. There is no incentive or support for professional development that I am aware of in my area. No one has ever reached out to offer helping my career or giving me choices into other career paths.
• My current supervisor, xxxx, is outstanding. In the question section Q4i, he earns the highest scale available.
• My previous supervisor was my mentor not my current supervisor.
• My previous supervisor was so respectful, professional and ethical. My current supervisor is the contrary: disrespectful, unprofessional and unethical. I sometimes think that I should be working at another place where my work is really valued. I work hard.
• My supervisor thinks professional staff are a waste of time and that the rules apply to everyone else.
• Other managers have been supportive of each other and try to help each other negotiate the bureaucratic waters.
• Over the years, each of my supervisors have acted as informal mentors. I have attempted to do the same for those whom I supervise. Their success is my success!
• Prior Supervisors
• Q4i question 6: my supervisor is division head (we are both executive staff)
• Question 3b: I may teach in the future, and it may then become part of my professional activities for review. Question 4i: my supervisor is a division head. She appreciates my work. I do not know what her executive staff actually think of my work.
• Re teaching. I am 80% time and then paid as an adjunct for teaching. Would much prefer being full time and have teaching be a requirement of my position. I feel that this use of adjunct salary is everything about saving money for the school and not good f
• There are a few professional colleagues, from other offices, with whom I share a great working relationship. We provide one another a sounding board and also work extremely well together on mutual projects.
• This is the single most negative work environment I have ever been in. The supervisory staff in this office routinely dismiss and ignore their staff.
• Until I recently came up for the permanent appointment process, the work environment was fairly stable (stable for me, not necessarily for others). Once the permanent appointment process began I was shifted to a new supervisor and the supervisor and divis
• We seem to promote good workers to managers regardless of their managerial skills or lack thereof. Good workers often find that their only advancement potential (pay increase) is to get promoted to management. We should reward (give raises) our good wor
• When I was hired I worked 2 days per week, I was told by my supervisor that I would not earn vacation or sick time. Two years later I found that I did earn both and could use it. My supervisor changed this year, from the xxxx (who was promoted) to
• work environment is toxic, filled with double standards, bullying, director plays favorites, puts people on defensive often, never satisfied, high employee turn over
• Would appreciate having a mentor
• You asked how many people I supervised. I answered with only those I directly supervise, there are several layers below that.
Q5a: Additional Comments about Service

- Although I am not an "official" member, I have served as support staff for one of the University Senate councils.
- Although I have often put my name in to volunteer for the University Senate committees, I have never been chosen.
- Alumni Association Board and Council
- as a doctoral student
- Despite my years of service to the University, I've never been asked to serve on any University committee. The office I work in is not readily seen by the administration and I think that people similarly situated are easily forgotten.
- Do volunteer activities like work Fountain Day, Graduation, and read to disabled students.
- Governance does not interest me. I am very involved in committee work within my division.
- I am not certain it goes here...but this is professional 'service'. there is also service voluntarily on search committees and assistance in spring clean up days. Also things like volunteering for fountain day.
- I applied for various committees but never was accepted
- I currently am on a SUNY wide faculty senate standing committee. I am also a board memeber of a SUNY -wide professional organization
- I do a lot of volunteer service on campus for events, but that does not fit under a paid service.
- I do as much service as the full time SSW faculty members
- I enjoy giving back to UAlbany and serving the university and the community. I believe that it is important for all members of the UAlbany community to take an active role and contribute to making UAlbany stronger. I think that more supervisors, departm
- I have performed extra service for the CCI.
- I have requested to serve on a University Council/Senate group each time the email is sent out and never receive any response.
- I have served on 3 search committees for the university and am an officer for a state wide professional development organization.
- I have served on a school governance body, but not at UAlbany.
- I have served on several working groups and committees for the library.
- I have served on some governance committees at other campuses and currently serve on the Board of Directors of a state affiliate professional organization.
- I have volunteered to work at campus events.
- I help with Fountain Day and both commencements in the Spring.
- I think it's important. Would like to see greater participation across all faculty/staff. There should be a cap on how long people can serve on committees.
- I used to serve on national and statewide committees in other positions at other Universities. That does not seem to be encouraged for professionals here.
- I work with a group to put on a yearly conference - - -not officially recognized, do a lot of activities on campus that include working in a student group as well as volunteering at campus activities, and serve on the Judicial board as well as the Communit
- I worked with the CNSE EH&S department developing Emergency response protocols and I am a current member of the CNSE Safety committee. I have also participated in many employee search committees.
- I would like to get involved more but I am not sure how to go about it. I tried to volunteer for University Senate but somehow nobody really told me what I should be doing, so nothing came out of it.
- It's hard for new individuals on campus to "break into" a governance role. You have to be
fairly well-known around campus to be elected, and the same people keep running and getting elected over and over again into different positions.

- Offered to serve on EAP committee when they were recruiting but was turned down because I am a Research Foundation employee.
- Our department sponsors a student group a committee which I have served on.
- performed extra service without pay
- President Philip should make a University-wide statement on service to the University via the faculty union, UUP.
- required to "volunteer" for 2 specific university functions per year: fountain day, commencement. other volunteer efforts not recognized
- search committees
- Serve on committees with several community based professional organizations
- Served on several search committees.
- Service is an important aspect of working at the University. I find that at the professional level, with a significant workload, it is very difficult to volunteer on more than one committee.
- Serving on committees is a great way to meet people across campus and find out what's going on. I find them to be a valuable source of information and a way to practise management skills. Too bad the Senate rules are written such that so few professionals
- Sometimes it seems as if Professional Staff are not welcome on some committees
- State-Wide - Women's Concerns Committee; U/Albany Women's Concern's Committee
- would love an opportunity for extra service somewhere on campus

Q6.1: What brought you here? (Please select all that apply)

Answers from survey respondents who selected “Other” as a response

- a better job than the one I had
- A good opportunity
- advertisement in Times Union
- and I wanted to take classes here
- Appeared to be a good opportunity for career path
- appropriate position after graduation
- As a physician assistant, am interested in college health
- availability of position
- began working while in grad school here at UA, then was hired as a FT professional to do similar work
- Challenge/Change of Work
- Close to home and family.
- Contract job
- contract moved location
- desirable position and need for a job
- Diverse campus
- Diversity of campus population.
- Division I Athletics
- Division I position
- Employment opportunity to re-enter work force after being a stay-at-home mother for 15 years
• Excited to work on a college campus
• Excellent schedule (i.e. weekdays only, 9 to 5, no holidays)
• Existing Employing entity was absorbed by UA Albany
• followed spouse to the area
• for family reasons, chose to work part-time
• Former co-worker works here, option to continue credit with NYSERS, and desire to continue education
• found job through the times union ad
• Geographic location
• good research position for a grad student
• Graduate Study let to full-time employment.
• Had interest in working in academia again after moving to the area with my spouse
• Had worked here as an administrative graduate assistant.
• hired out of college (UA)
• history of working with research project
• I am part of a NYS OCFS grant and the grant was transferred to the Research Foundation
• I answered an ad in the paper and ended up in a different position than that being advertised
• I assumed a large student body would provide an interesting challenge
• I came from another local institution of higher learning, looking for a change in environment.
• I had worked here as a student and was familiar with the high quality of the work environment.
• I helped develop the Science Research in the High School program
• I liked the position being offered
• I lived locally and I wanted to work here so that I could attend classes.
• I moved to Albany to relocate permanently with my spouse.
• I started out at one day a week
• I wanted to work at an academic institution in the Capital District.
• I was a work study student and was hired after graduation.
• I was asked to start a service for women’s health.
• I was interested in the advertised position
• I was looking for work in the Albany area. I had worked with SWEC staff in my previous position.
• I was offered the job and stayed
• I was recruited
• I was recruited
• I was the trailing spouse
• interest in the job
• interest in the position
• Interest in the position and type of work
• Interest in the position I was offered
• Interest in the work.
• interested in job description
• interested in the role/the work and wanted to be in a university setting
• Interesting job in my area of expertise
Interesting Work Opportunity
Interesting work which I was qualified to do
Internship turned into job
Intro level position opportunity
It provided benefits.
It was a chance to return to the career that I abandoned earlier due to family obligations
It was a good match to my qualifications
It was my first good offer/one that I was interested in
It was an opportunity to work in a different learning environment.
It wasn't my only offer, but a "best fit" at the time.
Job characteristics (pay was no greater than prior job's)
Job description
Job flexibility
Job opportunity
Job security and benefits package.
Job security of public sector employment
Job was attractive to my needs
Just plain wanted to work here
match with my skills and interests
My husband got a job offer here.
My position with the 1990 US Census was terminated
Nanoscale Science & Engineering labs
Needed a career change, and also liked the benefits package esp. retirement
Needed a full time job as I am a single parent
Needed work over the summer
Networking and interest in field
new opportunities for me
NY State agency with opportunity for permanent employment
Offered part-time tuition and stipen
Opportunity for interesting position and to live in same house/town with my partner
Opportunity to advance my professional technical skills
Opportunity to develop our athletics program and work with the Athletic Director as I had done prev
Opportunity to make a difference
Opportunity to work in higher education.
Opportunity to work with student population
oppty. to combine practice background with education
Originally a grad student at UA
Part time employment
Possible part time/full time position
Previous RPI co-worker worked for the RF and called to tell me that she had a perfect job for me.
projects shifted to this operating location from 655
Provision for a leading spouse.
quality higher ed institution
Quality of MPA program
• Quality of the experience. I was a student here and always felt drawn back.
• Recommendation by professional colleague
• Recommended by former boss at a different organization
• Recruited to initial position by dean
• Reputation of the individual who recruited me to work with them
• resources at CNSE
• Responsibilities in my area of interest
• Responded to posting in the Times Union.
• Right place at the right time
• See Below
• See below
• short term appointment suited my career objectives
• Similar position that I had in the private sector but on a much smaller scale.
• specific research
• spousal hire
• Stability
• State benefits
• State position
• SUNY system recruited me for specific reasons
• Take over of management of RF project from SUNY Central
• temporary appointment
• The belief in the importance of education and future generations
• the challenge of the position/responsibility was the most important factor
• The ‘feel’ of a University environment.
• The opportunity to participate in research that will (hopefully) have a positive impact on others
• The position interested me
• The position seemed interesting and when I started it was part-time and I had babies at home.
• the presence of windows in the lab facilities
• the specific type of job offered
• the work, match to my skills and interests
• The work/position was interesting and would lead to diverse career opportunities plus great supervi
• thought there was a better possibility of promotion - i was wrong
• to start a new program
• Took NY State Civil Service test, got on an employment list, and ended up interviewing here.
• Took the State test and was offered a position.
• tuition waiver, forgivable loan for purchasing home within university neighborhood
• Type of position
• Unique position with potential and a belief in the project.
• unique professional opportunity
• Wanted to work at a campus after 20 years at System Office. Wanted to work for my previous supervisr
• was a student at university
- Was moved from one RF campus to another by administration.
- was working in private industry and wanted to get back into an academic situation
- We transitioned from SUNY central administration
- What the the job posting was about
- work in educational environment
- Work schedule fits my family life better than previous opportunities
- working in a research environment as a proofreader and copymarker (before desktop computers)

Q6.a: Additional comments about what brought you here.

Answers from survey respondents who selected “Other” as a response

- I am an Alumna (affiliation/allegience).  - After working in my field locally, I sought this position because I felt it tapped my skills and interests - and it is one of the few, if only, places in the state that does what I do.  - Stability of employ
- After consulting with friends who worked within the SUNY system, they recommended the University as a nice place to work, and even though I started out as a temporary employee, they encouraged me to take the opportunity to see where it would lead. For the
- Also there was a good match between my existing technical skills and the job requirements (New procedures were familiar). And supervisor's personality seemed compatible with mine. Location is within walking distance of home.
- As a research administrator there are only certain places I could apply. Coming to UAlbany from RPI gave me a much better pay scale and kept me local.
- As a student, I valued the professional community and wanted to continue my career here as a professional.
- At the time I was hired my position was part time, which I was looking for. And, I like the academic environment.
- Because of the type of position and the location, I accepted this job even though the pay is below standard.
- Benefits & pleasant working environment
- But now I wondered about the quality of the professional experience at UAlbany when it has supervisors putting in jeopardy the ethics of work at the institution.
- Came to get a masters and then decided to get a Ph.D. and by the time I finished my wife and I were established here and we did not want to move.
- Career change.
- Career Opportunity
- Challenging and new opportunities
- Convenience of location and knowing the University were the big draws. At the time, I also loved the campus.
- Easy transition from grad student, to temp full-time professional to professional.
- Health center does not have much private insurance complications such as billing to insurance companies and meeting the requirements of medical necessity for reimbursement.
- I am a SUNY product and having worked at private school for the three years previous to joining UAlbany, it was important to me to get back to public education.
- I came back to University at Albany seeking opportunity for advancement, increased professional development and possible career change.
- I had taken a buyout from RPI and was doing consulting work, when a prior co-worker (who also took the buyout) called me to say that she was leaving her position at the RF and thought it would be perfect for me. I worked for a federal research center for
I have a spouse who cannot easily move from the area. I had a research opportunity here at UAlbany through an external grant I wrote.

I hold one of the 12-month appointments at the Atmospheric Sciences Research Center. These are exceptional appointments; they are uncommon in my discipline (the only others I know of are at Scripps Inst. of Oceanography and at Woodshole) and I was very happy.

I like working at an institution that help people and a public university does just that. Education is key in countries' social and economic development. I think that I am serving a greater mission by working here at the University.

I liked the idea of working on a university campus - I enjoy the energy and interest of students, the opportunity to perform work that feels like it matters (collecting data for research), and colleagues/co-workers with varied interests and abilities.

I needed to make some changes and this was an opportunity to do so at an age when it's not easy to change your jobs. I welcomed the opportunity to return to an academic setting having been in the private sector for many many years.

I wanted to work in a not-for-profit environment and the benefits package was also enticing. I left a job to take my current position at UAlbany.

I was an EDP auditor and was recruited to solve a number of Student Accounts billing problems.

I was fortunate to be able to come on as a full-time professional employee immediately after graduation. I enjoy working at UAlbany almost as much as I enjoyed being a UAlbany Student.

I was looking for an opportunity that I would find challenging, utilize and develop my skill sets, and enable me to grow as a professional. I often refer to my current position as the best job/career that I never knew existed.

I was ready to leave full-time self employment and looked for a part-time job.

I was told about the position search at UAlbany by the director of the College of Visual and Performing Arts at Syracuse University in June of 1991. I was just finishing a limited contract as an interim assistant professor at Syracuse, and so I applied for.

I was working for one of the state agencies and left the safety/security of unionized state employment for a job that is funded through a federal grant. I took this position because I was familiar with the University setting and appreciated the flexibility.

I worked all over as a student and loved the environment, so I jumped at the opportunity

Initially, it was an excellent graduate internship opportunity.

It was a combination of the job/salary.

Job matched my skills and interests.

Job opportunity that fit my background and experience. Also, I was attracted to UAlbany as I graduated from here.

Lived in Capital District and did not want to move away. Since being in the area, it was always my intention to become a member of the UA community - even while employed and studying at Rensselaer.

Lived in the area, closer to home (less commute, promotion and increase in pay).

My fiance was closer to Albany.

My husband accepted a position at one of the local colleges, and since I did not have a job when we relocated, I applied for several jobs in the area. Receiving the job at UAlbany was not a part of a "provision for a trailing spouse", but rather my choice.

My wife was recruited for a faculty position.

Networking and my experience with SWEC programs and state and local district staff played a large role.

opportunity to apply my professional experience to research.

Provost's obvious understanding of and interest in professional development for all the people
who work at UAlbany.

- relocated here after getting married. Degree in a different field, saw and add in the paper and was able to apply skills. best paid offer and I loved attending college so assumed the same to work here.
- Reputation not just of the department's activities but also the campus' acknowledgment of the department's value and the cooperative relationship that exists between the department and the majority of the other campus departments and divisions that allows
- Started at UAlbany as a classified employee, but returned as a professional from a professional position at SUNY New Paltz because of the location.
- State pension plan!
- Supportive supervisor who was concerned with personal growth and interests.
- the job appeared to be challenging.
- The opportunity to run my own labs and instrumentation with the added benefit of teaching students, staff and faculty the ins and outs of the instrumentation I specialize in.
- The technical environment was exciting and I knew the work would be highly rewarding. I knew the staff would be great to work with.
- They wanted someone with supervisor experience in the office
- This question is completely tailored to faculty with no consideration of non-faculty, professional staff which is indicative of one of the problems at UAlbany.
- Wanted to move to Albany and University employment was attractive.
- Wanting to return to working at a SUNY school after working at two private colleges -- more diversity at SUNY
- Was hoping there would be promotional opportunities for career growth
- Working will artwork. Helping it to be cleaned and recognized by the University.

Q6.b1: Why have you stayed? Please select all that apply.)

Answers from survey respondents who selected “Other” as a response

- Aside from what is checked above, I just really love working here and love the career I’ve built.
- Attending classes in the Albany area
- Belief in the intent and purpose of project.
- benefits
- Benefits
- benefits
- Benefits
- benefits including retirement package.
- Benefits, Satisfaction with work, Relationships developed with alumni needed to perform job
- But I started to look for other job opportunities because my work and commitment is not valued here.
- Career development opportunities, new positions
- challenge of the position and ability to make a difference
- challenge which allowed me to pursue national goals
- Challenges of position
• Compatibility with personality of supervisor
• continuing quality of opportunities provided by my current position
• Dedication to goals of my program
• desirable job description and duties/tasks
• Educational Opportunity
• enjoy the challenges of my job
• Excellent opportunity to work in an area I like with wonderful colleagues
• flexibility - not in one office everyday.
• flexibility in scheduling
• Flexibility of position
• Flexible work schedule
• fullfilment of original mission that brought me here
• Good benefits
• Good Health Insurance and Pension
• Good place to work. Like my job
• good question
• good work environment
• Great job and great place to work
• Have only been at UAlbany less than 6 months
• haven't finished degree yet
• Health Benefits
• Health Benefits; EAP Workshops
• health insurance benefits
• I am committed to finish my project
• I ask myself that question everyday.
• I came to collaborate with my spouse; I obtained current state job when her health failed.
• I care about the work that I do
• I enjoy my job and it is very diversified
• I enjoy my job most of the time.
• I enjoy my job very much
• I enjoy my work
• I enjoy the challenges of my position
• I enjoy the flexibility of working in an academic setting
• I enjoy the work I do and potential other opportunities within a higher education environment ...
• I enjoy the work I do and the people with whom I work
• I have a position with a fair salary and work I enjoy. Why would I want to leave?
• I have worked at UAlbany from 1974-1983 and then was a stay at home mother, returning in 1990
• I like it here.
• I like my job
• I like my job
• I like my job
• I like my job
• I like my job and am at the end of my career and want to stay where I am
• I like my job!
- I like my job.
- I like the job
- I like the work
- I like the work I do! I want to support public education in the state.
- I love my current job directing the Public Health Leaders of Tomorrow Program
- I love my job
- I love my job and have had different positions that have worked for me personally and professionally
- I love my job.
- I love my job. I enjoy coming to work.
- I love what I do
- I made a commitment to the project
- I really enjoy working here and I enjoy the people that I work with.
- I really like my job.
- I really like my job. I created it, got the budget to care for the artwork. Got wonderspace in MSC
- I thoroughly enjoy the work that I do.
- Interest in work and the professionals I work with as part of my work duties
- interesting projects; actively engaging work
- Job matches my skills and interests.
- job quality-autonomous, entrepreneurial; I can be innovative; my ideas are supported
- Job Satisfaction!!!!
- Job security of public sector employment
- job security; pension
- Job Stability
- Job stability with permanent appointment
- Like my work; expect to retire from this job
- like the work and appreciate the prospect of retirement benefits
- Love my work, Work/life balance
- Love serving student population
- loyalty to my supervisor, loyalty to the project that I am working on, and like the work
- Loyalty to the Institute
- My desire to look elsewhere is not outweighed by my desire to stay
- My permanent appointment (job security), and flexibility in work schedule
- My skill set is perfect for the job I have, which continues to keep me interested and challenged
- Nice place to work!
- nice work environment and co-workers and supervisors
- Nothing
- permanent appointment
- Permanent appointment
- Possible future
- Reliable job - not at whim of supervisor or market.
- retirement benefits
- Retirement system.
- rosa park never gave up her seat to racist and fascist pigs bent on
DRIVING HER OUT AND CRAZY

- S/A # 6a, and co-workers
- Schedule flexibility
- Schedule flexibility, professional growth/challenge
- See Below
- should be finishing up my PhD
- spouse employed in region
- State Retirement system
- State retirement system
- Strong benefits package
- the diverse and interesting work i do
- The economy makes it tough to find another job with the state right now.
- The job is a nice fit for me and builds on the skills and experience that I have acquired throughout
- the opportunity to make a difference in students lives by sharing skills and life lessons
- The work continues to challenge me
- there is no mentoring or career development in this position
- Tuition Reimbursement
- tuition waiver, forgivable loan for purchasing home within university neighborhood, gain experience
- Waiting to graduate...
- Waiting to retire in a few years.

Q6.c: Additional comments on why you have stayed:
Answers from survey respondents who selected “Other” as a response

- ...and I hope to accumulate at least enough service to take advantage of retirement benefits.
- ?? almost none of these factors have to do with jobs?? why aren't things like - the work is interesting, I feel I can make a difference, my job is satisfying, the work is stimulating, etc. asked??
- ASRC has been a very good institute and I am happy with my colleagues. There is no infighting or bad politics here, which makes it much more attractive than several of the "bigger name" places I might have gone. I am divorced now and my ex-wife and I co
- At the time I moved here (1977), there were more promotional opportunities than where I was (Stony Brook). I originally wanted to go to school here. But when I applied for admission, I was denied. So I got a job here and earned both my Bachelor's and M
- Benefits and flexibility are key to the quality of life, especially if you have a family to support and look after
- benefits, academic environment, able to work directly with studentss, learning something new all the time, flexibility for home life, ...no reason to leave!
- comprimised salary and outside job offers for job security as I am a single parent - need health insurance
- enjoy the opportunities for intellectual stimulation within the university setting
- Enjoy the type of work I am doing. Opportunity to be involved in the creation of the first new building on the academic podium.
- Health insurance and retirement benefits
- I believe in the mission of a public institution like UAlbany.
I do worry about continuing my employment and opportunities to expand and move forward. Within my job, I have lots of opportunities to challenge myself, however, if my position is cut...not sure if there's a place for me. I would like to stay here.

I enjoy working here greatly. However, I feel that there are "glass ceilings" and that I am already bumping into them.

I feel like this is a supportive work environment, and I like that.

I have a true love of teaching.

I have enjoyed working with my supervisor and colleague, and have up to this point felt that I can support the mission of the program and make significant contributions. I was very involved in the design and construction of the Boor Sculpture Studio and h

I have remained in this position despite the tenuous situation of annually grant-funded program. Also stay despite what I consider a very poorly managed organization/school (SPH) as a whole, from the top down. I enjoy working with students and public he

I have some freedom to take on challenging new work and develop skills and capabilities

I like what I do!

I like working in public service and in public higher education.

I love it here!!

I love the work part of my job.

I love what I do, get excited about going to work every day.

I want to work where I can keep my state retirement benefits and be close enough to Albany where my husband works.

I would like to stay in the Albany area for family reasons. Promotional opportunities are not a major concern for me -- I consider myself still learning my current position.

If given the opportunity I would leave Internal Audit in a heartbeat. There is absolutely no promotional opportunities while reporting to the President's Office. It is a joke. The audit function is "Management by Audit Report". Senior management looks

If nothing improves on campus, I look forward to pursuing other opportunities.

If the University at Albany allows supervisors to cross ethical lines and distress good and committed employees, who are then forced to leave, it will lose quality people who can contribute the best at this institution.

It would be hard to find a comparable position outside of SUNY.

my work life. It has opened new doors and expanded my horizons.

One can get most of the items you mention above at other institutions. If you cannot not, one endures them, or looks for what is missing elsewhere. The intrinsic and driving factors have to do w/personal life and family. We should work to support our fa

Professional part-time jobs are hard to come by.

reliable job- union representation - opportunity for permanent appointment, very good benefits, regular raises, including discretionary, opportunity to be involved on campus committees.

The area is pretty, my salary is reasonable enough, and my husband's job is here.

The people I have worked with at UAlbany have made my career here a pleasure.

The salary here is very competitive, but the work environment is not always nurturing.

The University also offers perks that contribute to a good work environment. EAP programs are excellent. The exercise classes such as yoga and pilates are convenient and fun. I love the Art Museum. The programs that Janet Riker run are really good. I like

The University never presented me with a reason in which I would not have wanted to stay.

There is no perfect place, but UAlbany is a wonderful place to be.
• There was mentoring at the beginning, then my office was combined with another (all evaluations were stellar) and the current supervisor does not mentor nor support mentoring, does not help with career development and did not support my permanent appointment.

• to care for it and also the van. I like making people happy and also like the teaching aspect. We have a very modern collection of artwork. It makes me especially happy to curate exhibitions for people who work in the subbasement!

• UAAlbany gives me an opportunity to make a difference--I look forward to changes in the institution over time as my projects mature.

• UAAlbany is a great place to work overall. The economic and state budget situation is unfortunate. I would like to work here during a strong economy and while support from the state is much higher. I believe that the quality of the UAAlbany workforce may

• we believe we have discovered a fundamental regulatory mechanism in the genome and I am fairly committed to that research.

• Would love to do something different, but would have to take a paycut -- which I am currently unwilling to do.

Q6.d1: What factors would make you more likely to leave? (Please select all that apply.)

Answers from survey respondents who selected “Other” as a response

• A comparable position (salary- and stability-wise) in a more ideal physical location.
• a faculty position in my field
• A more interesting opportunity
• A place where your work is valued and you can work peacefully and professionally.
• Another reasonable salary offer with a job in line with my interests and skills.
• Any opportunity
• As a Research Foundation employee, there always can be a “lack of funding” or funding not renewed
• benefits
• career change
• Change from current supervisor to one with incompatible personality
• changes in work environment
• Completion of Project
• Continuing my professional career at a different school once my spouse completes his Masters Degree.
• deterioration of organizational culture and professionalism
• Diminished funding by program sponsors
• Dissatisfaction with leadership and management ability of my current supervisor.
• Feeling unimportant and unappreciated by Faculty
• graduation
• Health challenges or the desire to try something new.
• I am happy with my position here
• I can’ think of any. Perhaps if I were to become ill and couldn’t work any longer.
• I feel that having gotten my degrees here I should spend time at another institution
• I have no reason to leave
• I imagine at some point my wife will insist I retire.
• If didn't get along with supervisor.
• If for some reason, the nature of the job changed and I no longer enjoyed it
• If I perceive a lack of leadership or the organization going in the wrong direction.
• If level of dysfunction continues to exist at the SPH for more than two years
• If my family relocates to another area of the country.
• If my office is moved below ground level (basement or sub-basement).
• if the funding runs out and there are no other opportunities
• Increase in lack of collegiality would make me more likely to leave.
• Increasing general negativity about state government work and workers
• Instability of grant-funded programs.
• Institutional desire to excel, clear institutional mission, lack of resources to perform duties
• it got boring
• Job pressures outweigh the satisfaction
• MORE OPPORTUNITY TO WRITE, STUDY AND RESEARCH UNDER MORE NON-FASCIST TENDENCIES
• Nnoe for the foreseeable future..... eventually aging.
• No intention to ever leave. Will retire from UAlbany.
• None of the above
• Not planning to leave until I retire
• Nothing. I hope to be here until I retire.
• Opportunity to further my education in my area of interest.
• opportunity to teach full-time - support for my research
• Opportunity to work a reduced schedule
• Part time/full time position
• passed over for promotions because I wasn't a minority candidate
• People most often leave jobs because of their supervisors. That reason should be on this list.
• poor relationship with direct supervisor, deteriorating work environment within unit
• possible retirement
• Retirement
• Retirement
• Retirement
• Retirement
• retirement
• Retirement or decision to live somewhere without 6 month winters
• Retirement.
• Retirement--especially if good incentive
• the chance to do this work all the time, with colleagues similarly focused
• the political atmosphere of New York State
• The work is rewarding and I plan on retiring in 2-4 years. No interest in leaving at this point.
• Tuition Reimbursement
• would move to be closer to family
Q6.e: Additional comment on what would make you leave.

- a writing job.
- About the only reason I would leave is if my wife is recruited for a position at a more prestigious university with better funding.
- Administrative support is sorely lacking here.
- Certainly if an opportunity appeared for the same position elsewhere I would have to seriously consider it. The opportunity for advancement and salary increase is poor.
- Currently, I have no plans for leaving UAlbany. The work situation has improved, but I see little opportunity for advancement nor pay increases except those negotiated by the Union.
- desire to follow other pursuits. Retirement.
- Faculty are not educated on the difference between Professional staff and Secretarial staff. I feel that those in my job title are seen as glorified secretaries.
- Feeling "stuck" in my position.
- Getting the opportunity to move into areas that I specifically like like student leadership and being able to make a suitable salary to support my living accommodations
- Hard to say. I'm not actively looking, but you never know what might come up. Have had a few opportunities, but none that have persuaded me to leave.
- Has been a reduction in collegiality in my department over the years. Increased lack of flexibility to meet family needs.
- I actually may be losing my position or have to cut back to half-time. We have had a major CDC funded project that was not renewed (xxxx) and are awaiting word on another CDC funded project renewal (xxxx
- I am not likely to leave.
- I can think of NO reason to leave. At this stage in my life, I do not want more responsibility. Although more money might be nice, it should not come at the expense of the comfortable fit I have here.
- I enjoy my job and feel appreciated, but there is limited opportunity for development, promotion, or the ability to develop one's position so that it is more challenging and is worthy of a title or grade change, to include a possible salary change.
- I have only thought about leaving to pursue a different kind of career, and during one period because I was not compatible with my unit's supervisor.
- I often have frustration with my colleagues as I do not feel that many of them are as invested in their job as I am. I am passionate about higher education and it can be a difficult working environment when you feel that many of your coworkers are here to
- I will likely leave if my current program's funding is discontinued (pending final NYS budget). There is little room for growth at SPH and no other position available or able to allow me to work closely with students, have an equally positive relationship
- I work in a unit full of petty people with not enough work to do so they try to bring each other down and play for perceived power. They have no hope for promotion and make others working with them miserable. I feel like I am also in a dead-end job and
- I would consider leaving if my office staff are seriously "cut" with the next round of budget cuts/lay-offs.
- I would leave for a better offer somewhere else. Unfortunately for UAlbany, I get the sense that many other young professionals would do the same. Retention of young talented professionals should be a priority for UAlbany.
- I would not seek or consider other offers (and there has been one unsolicited one)
until my daughter goes to college, which is a few more years. After that I'll be no more than 6 or 7 years from retirement, so I'd really prefer to stay here unless that be

- I would only leave if I got a large salary increase from an institution closer to my home in Saratoga, NY.
- If I left UAlbany before retirement (estimated 10 to 12 years from now) it would be based on family obligations.
- If it wasn't for the economic times I would have search elsewhere
- If my job becomes too stressful, due to staff reductions, and the increased workload on the remaining staff, which causes the stress level to reach the point of adversely affecting my health, I will consider leaving to protect my health.
- I'm happy where I am.
- I'm most likely to leave because I will be denied permanent appointment. Years of service to the institution and success in my job seem to be worthless in this environment.
- Instability of upper management; perceived marginalization of current supervisor by main campus/upper management; perceived job instability (threats of cutbacks, layoffs) Physical location change to a campus further from where I live.
- Job security is a big issue for me. The SUNY cuts and the state's lack of leadership is very disturbing. I would like to do my work in an environment that can reward hard work with promotion and financial incentives and doesn't feel like it is crumbling u
- Lack of promotional opportunity and salary increases could motivate me to look for other opportunities.
- Leaving would be a decision either due to changes which make me feel I no longer make a difference here, lack of support for the kind of work I do, or spouse's change in job to a different location.
- My division IS VERY UNDER represented. Our support staff is VERY small compared to number of people we support. UAlbany needs to restructure starting from the Presidents office, CIO, Dean's of various Schools and inefficient faculty that have permanent ap
- My position is a glass ceiling with no salary compensation for extra work I have absorbed. Our office went from 4 employees down to 2 employees and I have absorbed the extra responsibilities. I have been continuously denied Discretionary Salary increase
- No likelihood of pay increase or promotions.
- not getting a raise for the fifth year in a row, not having flex time, alternate work schedule options
- poor management
- Significant antagonism via my new supervisor has made working here difficult, although I am hopeful this situation is in the process of being resolved in a fair manner, and that I will be able to help the university continue to succeed in a manner consiste
- Small percentage is not enough to keep skilled workers here
- student facilities at CNSE, inability of student services to perform their job
- The culture in my office is not conducive to staff development and growth. There is very little teaching or sharing of information within the office or even . In fact, most of what I have learned has been on my own. I would welcome an opportunity to wo
- The politics of promotion -- amazing how many people get 'appointed' to professional promotional positions,rather than going through the promotional opportunities process, so there have been opportunities that may have been available that I would have bee
- The retention of those who are not as skilled as I, yet continue to keep their jobs and
There are many more opportunities within State Departments in which promotional opportunities arise. Not enough opportunities in U Albany. Not happy that they are considering getting rid of clerical State positions AND not happy that they have eliminate
too many years in to make me leave unless it was a really really bad work environment
UAlbany has great potential, I've probably said that for 20 years now. How much longer can we say that without reaching our potential? Ualbany has a difficult time making the right decisions for it's future, instead we rely on the past.
With the exception of the spouse issue maintaining the University's reputation, the collegiality among the faculty and staff, fairness (generally - with fairness in promotions comprising one important aspect) and support sufficient to achieve our mission
Would not leave at this point in my career

Q7.d1: Campus (Please check all campuses in which you regularly work, teach and/or hold office hours.)
Answers from survey respondents who selected “Other” as a response
- 22 Corporate Woods
- 22 corporate woods
- 400 Patroon Creek
- 423 State St
- 423 State Street
- 99 Pine Street
- Also have office with off campus research center.
- Cancer
- Center for Technology in Government, Wolf Road
- CESTM building strictly is not entirely part of the Nanotech College;
- co-located at state site
- corporate woods
- Corporate Woods
- Corporate Woods
- corporate woods
- Corporate Woods
- Corporate Woods
- Corporate Woods
- Corporate Woods location
- Harriman
- I am considered "out-stationed". Work downtown Albany
- I have been located on Uptown, Downtown and now East campus over my twelve years of service.
- Management Services Center
- none
- None
- Ocsf
Q7.e1: Which of the following ethnic/racial categories best identifies you? (Please check all that apply.)
- BLACK OR AFRICAN AMERICAN
- Human
- Italian
- mexican/Irish
- Mixed
- Native South American Indian
- Puerto Rican
- Spanish, German, English, Irish
- West Indian

Q7.h: If you have additional thoughts on this survey, please enter them below.
- current salary is for part-time service.
- Do I wish for more professional development opportunities? YES! Should UAlbany allow
  free classes for matriculating staff? YES
- everything at UAlbany had a red tapes, political or play games to be able to get where you
  are at or try to pursuit of something. people only support their own circle of who they know
  and recruit/hiring of who they know, this would lead to alleviate good
- Health care benefits was a major factor, especially coming from self employment.
- I appreciate a survey like this, however I have seen in the years I have been here that it
  can be very difficult to change things, especially personnel issues. Thank you for
  attempting to get constructive feedback. I truly want to make UAlbany the very be
- I appreciate the opportunity to take this survey. Bravo to the Provost for caring about the
  life of professionals on this campus. Professionals can sometimes feel like second class
  citizens. I know that there are professionals on this campus who teach,
- I had not heard of "CLUE" before. One concern I have heard expressed from other
  professional staff is that it is difficult to find committees on which to serve.
I have been very happy here at Rockefeller College. I work with researchers, faculty and students, as well as interface with many administrative departments University and Research Foundation wide. I find people here to be pleasant, industrious, and gre

I hope this can really be used to improve conditions of work at the University.

I would hope this survey will help with salary discrepancies and salary equity, especially among women. My position is one of the lowest paid SL-2 on the campus for my years of service. Salary equity across the campus shows women are lower paid for the

I would like to see breastfeeding pump stations for nursing moms.

I would like to see UAlbany focus more on professional development and retention, specifically for young dedicated professionals. I would very much like to spend my career working at UAlbany, eventually in a leadership position. I would feel more enth

In this economy I truly appreciate veing employed and always work hard. I am just frustrated at the inability to move upward or even have the opportunity to make the contacts through governance groups that may help me do so.

It is unfortunate that a professional part-time employee cannot get permanent appointment. This is particularly detrimental to women.

It's about time a survey like this was administered! Thank you!

my director is a very poor manager and my experience here is very unpleasant the director is good at getting work done but a very poor manager. several people have left or transferred confirming my position

My goal is to acquire a Masters degree in Public Administration or Business and Finance, as those two areas of concentration are closely related to my current position at the University, and I am looking to achieve a higher pay range before retirement. Th

Part-time salary

People who are supervisors/managers need management training. I know several examples of people leaving UAlbany because they were treated poorly or unfairly by their supervisors e.g. late performance reviews, denied promotions, etc. Do they receive any t

Professionals need more promotional opportunities at UAlbany. A promotion can be an increase in rank and salary or just a salary increase. We should utilize the Albany Plan more to promote professionals from within UAlbany. Often, I do not think the Al

Regarding salaries: Something needs to be done to deal with salary compression. Newly minted, brand new hires often come in at a higher salary than people with 15-20 years of experience!

Salary in FTE since I am paid 80%. I have the most concerns that about the ability to move to FT - At 80%, I feel very handicapped in terms of permanence (I am earning NONE. It should be pro-rated like retirement where I am at least earning 80% of time t

some responses could have been better scaled: 1) 'percentage of time' question allows for less than 50%, half-time, and full time, with nothing in between (suggest half time or more) 2) question on why you might leave the campus omits some obvious reaso

Thank you for including "Transgender/Intersex, other."

The choices related to coming, staying and leaving seemed more appropriate for faculty than professional staff. I don't like that you separated "professional" from "management/confidential" MCs are also professionals

There are about 100 employees in the research foundation in the Professional development program, and many other in other positions under the research foundation. The questions in this survey frequently did not offer applicable responses for this populat

There are still salary disparities st this institution between men and women and I find that unsettling in an institution that professes to be progressive.

There is a serious problem with lack of effective supervision, a mix of stuck and non-engaged supervisor and reactive-ineffective management at the smaller unit level (school). There are such awesome opportunities here for strengthening programs, working
• There is no room for advancement for the professional staff. Whenever we go to Town Hall meetings the discussions are always about faculty, faculty and faculty. The professional staff, especially those who are not permanent are working 7.5 hours a day o
• UAlbany is a great place to work, and I have thoroughly enjoyed my time here. I find my work both demanding and rewarding. The university should also consider ongoing training/professional development for current employees, not just new employee orientat
• We don't always get rewarded for accomplishments and the promotional opportunities are very limited
Appendix CR2 – Calculation of Expected vs. Observed Frequencies

Expected frequencies are calculated based on row and column totals and number of observations. The formula is (row total x column total)/total observations. First, organize the data based on the variable(s) of interest so that each possible outcome is represented. For example, following is the data for “had a pay raise” and “year started employment”:

<table>
<thead>
<tr>
<th>Observed</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961-1970</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1971-1980</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1981-1985</td>
<td>2</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>1986-1990</td>
<td>13</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td>1991-1995</td>
<td>17</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>1996-2000</td>
<td>37</td>
<td>63</td>
<td>100</td>
</tr>
<tr>
<td>2001-2005</td>
<td>49</td>
<td>71</td>
<td>120</td>
</tr>
<tr>
<td>2006-present</td>
<td>106</td>
<td>44</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>239</td>
<td>270</td>
<td>509</td>
</tr>
</tbody>
</table>

Expected frequency for Response: No, Employment began: 1961-1970 is (7 x 239) / 509 = 3.3. Then 3.3 is compared with 4.00, and each of the other expected cells is compared with its corresponding cell in the table of observations. Here is the table including expected frequencies:

<table>
<thead>
<tr>
<th>Observed</th>
<th>No</th>
<th>Expected No</th>
<th>Yes</th>
<th>Expected Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961-1970</td>
<td>4</td>
<td>3.3</td>
<td>3</td>
<td>3.7</td>
<td>7</td>
</tr>
<tr>
<td>1971-1980</td>
<td>11</td>
<td>10.8</td>
<td>12</td>
<td>12.2</td>
<td>23</td>
</tr>
<tr>
<td>1981-1985</td>
<td>2</td>
<td>9.9</td>
<td>19</td>
<td>11.1</td>
<td>21</td>
</tr>
<tr>
<td>1986-1990</td>
<td>13</td>
<td>19.7</td>
<td>29</td>
<td>22.3</td>
<td>42</td>
</tr>
<tr>
<td>1991-1995</td>
<td>17</td>
<td>21.6</td>
<td>29</td>
<td>24.4</td>
<td>46</td>
</tr>
<tr>
<td>1996-2000</td>
<td>37</td>
<td>47.0</td>
<td>63</td>
<td>53.0</td>
<td>100</td>
</tr>
<tr>
<td>2001-2005</td>
<td>49</td>
<td>56.3</td>
<td>71</td>
<td>63.7</td>
<td>120</td>
</tr>
<tr>
<td>2006-present</td>
<td>106</td>
<td>70.4</td>
<td>44</td>
<td>79.6</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>239</td>
<td>270</td>
<td>509</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The expected and observed frequencies for each cell in the tables are compared using the Chi Square calculation to answer the question, “Are the differences this large likely when the two groups are equal?”
In 2010, the Career Leadership and University Excellence Staff Retention Work Group Focus Group Subcommittee (known as the CLUE Focus Group Subcommittee) was asked to facilitate a discussion amongst professional employees at the University at Albany that centered on their retention and satisfaction. The focus groups, which were an extension of the quantitative survey conducted in July 2010, were to serve as an opportunity for employees to express more in depth information about their experience as professional employees at the University at Albany. Two focus groups were conducted in late 2010 / early 2011. A total of 31 employees participated in the focus group.

The CLUE Focus Group Report contains an overview of the project, as well as the sampling, methodology, and an analysis of the data from the focus group and the supplemental questionnaire. Appendices are also included which give a full description of each participant’s response to the focus group questions and supplemental questionnaire, and detailed explanation of our methodology. The actual focus group questions, as well as the supplemental questionnaire, are also included.

This report, which is based on the collection and synthesis of data from focus group participants and their subsequent feedback, serves as an executive summary of the findings from these focus groups.

- Many of the findings of these focus groups validated the results of the July 2010 campus wide survey.

- Many employees did describe the University at Albany as a good place to work and noted many examples, such as diversity, prestige of the university, positive interactions with colleagues and students and other opportunities as positive aspects of employment as professional staff at UAlbany.

- When asked what could make UAlbany a better place to work, employees’ responses centered on communication, consistent and improved orientation for professional employees, the social and physical environment, professional growth and transparency and openness as areas that need improvement.

- The focus group participants identified limited resources, unwillingness to look at alternatives and unwillingness to engage in cross organizational sharing, our current governance, current campus culture and the constraints of our current environment as barriers to making UAlbany a better place to work.

- While barriers were identified, employees also noted possible solutions to mitigate the identified barriers. Solutions that emerged centered on:
  - Conducting a thorough and honest needs assessment of our current processes and identifying areas where work can be streamlined, duplication of effort eliminated, and training needs.
  - Using technology, such as UA website, to improve communication
  - Acknowledging and rewarding a job well done, e.g. recognition from supervisor
CLUE Focus Group Subcommittee
Executive Summary

- Support from administration
- Engaging those who do the work in developing solutions and streamlining efforts
- Being open to alternatives and creating a “buy-in” culture
- Set small achievable goals and widely announce when they are reached.

CLUE Focus Group Subcommittee Members:

Irene Andrea
Patrizia Caiazza
Donna Canestraro
Livia da Silva
Debernee Privott
Crystal Rogers
The following University at Albany professional employees served on the Career Leadership and University Excellence (CLUE) Staff Retention Work Group Focus Group Subcommittee (known as the CLUE Focus Group Subcommittee):

Irene Andrea
Patrizia Caiazza
Donna Canestraro
Livia da Silva
Debernee Privott
Crystal Rogers

The CLUE Focus Group Subcommittee was asked to facilitate a discussion among professional employees at the University at Albany that centered on their retention and satisfaction. The main goal of the focus group subcommittee was to conduct focus groups where UA professional employees would have an opportunity to voice their opinion of factors that make UAlbany a great place to work and also to identify areas where they felt improvement could be made. A secondary goal of the focus group subcommittee was to determine if the themes that emerged from the focus group were consistent with or differed from the findings of the quantitative survey that was conducted in July 2010.

We found that professional employees felt that diversity, prestige of the university, positive interactions with colleagues and students and other opportunities as positive aspects of employment as professional staff at UAlbany were the main factors that make UAlbany an enjoyable workplace. Professional staff noted communication, consistent and improved orientation for professional employees, the social and physical environment, professional growth and transparency and openness as areas that need improvement. Limited resources, unwillingness to look at alternatives and unwillingness to engage in cross organizational sharing, our current governance, current campus culture and the constraints of our current environment were identified as the barriers that prevent making UAlbany a better place to work. A number of possible solutions were also identified and are described in more detail in the body of this report.

The pages that follow contain an overview of the project, including the sampling, methodology, and an analysis of the data from the focus group and the supplemental questionnaire. Appendices are also included which give a full description of each participant’s response to the focus group questions and supplemental questionnaire, and detailed explanation of our methodology. The actual focus group questions, as well as the supplemental questionnaire, are also included.

Introduction

The Career Leadership and University Excellence (CLUE) Staff Retention Work Group conducted focus groups of professional staff in December 2010 and January 2011 at the Center for Technology in Government University at Albany. The pilot focus group was conducted on December 3, 2010. Twelve members of the CLUE Staff Retention Group, representing 11 different units of the University at Albany community, participated in the pilot.

On January 6, 2011, the second focus group was conducted. Using a list of full time professional employees at the University at Albany provided by the Office of Institutional Research and Program
Effectiveness (IRPE), a random sample of 40 professional employees were initially invited to participate. However due to a low response rate, the invitation was extended to a larger listing of professional employees. The original list included 1,313 staff members and consisted of Classified, Librarian, Research Foundation, Professional and Management/Confidential employees. This original list was then split in half, including 656 individuals that were eventually contacted for participation. The group of 656 individuals included half of the participants from each of the aforementioned categories. Those who volunteered to participate in the focus group included the following: 19 Professional employees, 2 Management Confidential employees, 6 Research Foundation Employees, and 1 Librarian (all professionals). Of those who volunteered, 19 employees representing 15 different units of the University at Albany were in attendance.

Several employees replied to our invitation stating that they would like to attend, but were not available on the scheduled date. In an effort to provide all interested members of the UAlbany community an opportunity to comment, a supplemental questionnaire (which was also distributed during each focus group participant) was emailed to those who expressed interest, but were unable to attend the focus group due to a scheduling conflict. To insure respondents’ anonymity, they were asked to return the questionnaire to us via fax or intercampus mail.

It is important to note a) IRPE was unable to provide contact information for the East Campus and the School of Nanotechnology, and b) classified staff (who had been considered professionals in their own right) was initially sent the invitation; however none of these staff members volunteered to participate. Therefore, no classified staff took part in this focus group.

Process

A similar process was used in both the pilot and the focus group and is outlined below. The discussion of the collective emergent themes from both focus groups is also presented. The participants’ responses from the pilot and the focus group are provided separately in Appendix FG1.

The facilitator opened the meeting with a brief presentation on mission of the Career Leadership and University Excellence Work Group for Staff Retention, the work we have done thus far, the results of the campus wide survey and the specific purpose of this focus group.

**Question 1: How to make UAlbany a better place to work?**

Using a group decision process called Affinity Clustering, (refer to Appendix FG2 for a complete description of this process), the facilitator provided each participant with several 8.5x11” sheets of colored paper. Each participant was then asked to work independently for a few moments and to write down on the colored paper their answers to the question “How would we make UAlbany an even better place to work?”

The facilitator then collected their responses in a round robin fashion where each participant was asked to read their response and then as the facilitator adhered the responses to the wall, clustering them in like themes, participants were asked if they agreed with the cluster or felt it should be in a new or different cluster. After all of the responses were collected, the facilitator asked the group to help name each cluster. A few of the responses did not fall neatly in one category or cluster so the items were left as items unto themselves.
Next the facilitator asked the participants to consider the responses and vote on their top 3 items that he or she considered the most important in obtaining the goal of making UAlbany a better place to work.

Across both groups 5 main themes emerged as the most important issue to address in order to make UAlbany a better place to work.

- Communication
- Social Environment
- Physical Environment
- Professional Growth
- Transparency and Openness

For a full listing of participants’ responses and votes received, see Appendix FG1: Tables 1A, 1B, 2A and 2B.

**Question 2: What are the barriers to making UAlbany a better place to work?**

Next the facilitator provided the participants with another stack of colored paper and asked them to note, one idea per page, what were the barriers to obtaining question 1 (How to make UAlbany a better place to work?). Again, the facilitator collected the responses in a round robin fashion asking each participant to read their responses out loud as the facilitator posted the responses on the wall.

6 common categories emerged from the responses provided by both groups:

- Resources (funding, staff, time)
- Willingness to look at alternatives (think outside the box)
- Governance
- Cross organizational sharing
- Constraints within the current environment
- Culture

For a full listing of participants’ responses and votes received, see Appendix FG1: Tables 3A and 3B.

**Question 3: What can we do to mitigate the barriers to improve the work environment?**

Next the facilitator provided participants with another stack of different colored paper and asked each participant to review the white board that contained both results of the previous two questions. After a few minutes of self reflection, the facilitator asked each participant to note on the colored paper how they would suggest mitigating the barriers to obtain the desired state of improving the work environment.

The facilitator provided the participants with 4 sticky dots and asked them to vote on the items that they felt were the ones the University should focus on first.

The following themes emerged:

- Take a new look at current processes for useful streamlining
- Conduct an inventory of skills to determine training needs and tap into existing staff’s
skill set
- Using technology, such as UA website, to improve communication
- Notice and appreciating good work
- Support from top (administration)
- Create a buy in culture
- Engaging those who are doing the work
- Give professionals more input into decisions that impact them
- Be open to alternatives
- Set small achievable goals and announce them when reached.

For a full listing of participants’ responses and votes received, see Appendix FG1: Tables 4A and 4B.

Supplemental Questionnaire

A supplemental questionnaire, entitled Career Leadership and University Excellence Questionnaire (Appendix FG3), was provided to each focus group participant. This questionnaire offered focus group participants the opportunity to provide more detail on selected topics or to provide information on an issue that may not have been addressed during the focus group.

The questionnaire was distributed at the end of each focus group. Participants were asked to complete the questionnaire before leaving. As previously mentioned, this questionnaire was also provided to those who were interested in participating but were unable to attend either focus group. To maintain anonymity, participants did not include their names on the questionnaire and those who completed the questionnaire off-site were asked to mail or fax their responses.

From the questionnaires from both focus groups, as well as those from individuals who did not attend a focus group, the following themes emerged:

Question A
Please tell me why you believe UAlbany is a good place to work?
- Diversity
- Commitment to University’s mission/education
- Prestige and reputation of large university
- Positive interactions with colleagues and students
- Opportunities, such as flexibility, benefits, salary, location, advancement, and job security

Question B
Staff Transitioning: What do you think UAlbany could do better to welcome new staff and ease their transition to working here and also to assist the initial transition?
- Formal new employee orientation and training program
- Formal mentorship programs
- Better training materials e.g. handbooks and manuals
- Campus wide orientation to build community and support the new cohort of employees
- Provide overview of entire campus community
- Provide information on the difference between research foundations and state workforce
CLUE Focus Group Subcommittee Report

- Create a buddy system
- Provide guidance for professional development
- Create a cross organization orientation for like departments so staff can understand the flow of their work from one department to another

Question C on Workload and current budgetary constraints:

- When asked if their workload has been affected by the current budgetary constraints, the majority (21 of 27 respondents) replied yes, noting more work with less staff, increased tension, lack of acknowledgement by supervisors or extra service for increased workload, and limited funds for training and professional development as relevant issues.

- When asked what they thought could be done better to address this situation, the following themes emerged:
  - Look holistically across organization / units where there may be savings or centralization of tasks to create a culture of inclusiveness versus isolationism.
  - In face of downsizing and layoffs, increase the level of communication from UA administration so employees understand the larger picture versus their individual situation.
  - An increase in communication and consulting during these tough economic times
  - Look to technology for efficiencies
  - Increase cross training and job sharing
  - Streamline by cutting back on duplication of services

Question D Professional Development: What challenges have you faced or do you perceive you will face in terms of professional development?

- Lack of money, time, opportunity (too much work/pressure = not enough time)
- Lack of professional development for professional employees
- The university has staff who work the evening and swing shifts which are not conducive to attending traditional training classes. We need to take into account staff that are not traditional 9am-5pm when planning professional development
- Disorganization of communication about training opportunities; need to create a single portal where training courses or available resources can be posted
- Territorial people
- Lack of supervisor support and encouragement

Question E Promotional Opportunities: What can the University do to keep you happy and make you feel you are growing in your current professional position?

- Mentoring program
- Constructive performance planning and evaluation process
- Campus training
- Salary equity for long term employees and when duties are increased
CLUE Focus Group Subcommittee Report

- Increase professional opportunities and make sure job searches are fair
- Acknowledge recognition for job well done and increased responsibility

Question F:
Supervision: What are some examples of what would improve your relationship with your supervisor?

- Better and more communication between supervisor and employee with clear statement of expectations
- Training for supervisor on providing constructive feedback
- Training for supervisor on creating a useful performance plan
- Increased time with and availability of supervisor
- Respect, support, and recognition from supervisor

Question G

When asked if they had ever considered leaving UAlbany, 18 of 27 respondents reported they had considered leaving UA. Heavy workload, salary considering the workload, limited advancement, difficult work environment, lack of professional development, lack of permanent appointment, insecurity resulting from being on a grant funded position were described as the reasons why the employees would consider leaving UAlbany.

Question H Comments:

- When asked if participants had additional comments, they responded that the following were also areas of concern for them as UAlbany employees:
  - Lack of pride at the university,
  - Need for leadership that thinks strategically and long term
  - Recognize the cost of losing senior staff
  - Ideas and innovations suggested by professional staff are rarely rewarded

For a full listing of participants’ responses and votes received, see Tables 5A and 5B.
Table 1A and 1B provide a quick summary of the responses to the Question 1 “How do we make University Albany a better place to work?” and the theme categories. Table 1A presents responses from the pilot focus group. Table 1B contains responses from the main focus group.

<table>
<thead>
<tr>
<th>Table 1 A – Pilot Focus Group (December 2010) Responses</th>
<th>Individual Responses within each Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster Name</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>• Improve communication across departments/campuses.</td>
</tr>
<tr>
<td></td>
<td>• Fewer Silos (better communication across units)</td>
</tr>
<tr>
<td></td>
<td>• Better communication across units</td>
</tr>
<tr>
<td></td>
<td>• Increase communication amongst campus &amp; off campus units</td>
</tr>
<tr>
<td></td>
<td>• Better communication across departments</td>
</tr>
<tr>
<td></td>
<td>• Better communication</td>
</tr>
<tr>
<td></td>
<td>• Collaboration between SF offices</td>
</tr>
<tr>
<td>More Flexible Work options</td>
<td></td>
</tr>
<tr>
<td>Social Environment</td>
<td>• Build collegial environment (interactions, events, formats for meetings).</td>
</tr>
<tr>
<td></td>
<td>• Get the University together for nice things at little or no cost. i.e. - the holiday party.</td>
</tr>
<tr>
<td></td>
<td>• Encourage and allow people to use skills &amp; talents for UA (ex: teaching &amp; service)</td>
</tr>
<tr>
<td></td>
<td>• Improve feeling of community/interaction</td>
</tr>
<tr>
<td></td>
<td>• Greater sense of community</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>• Professional growth (promotions/training)</td>
</tr>
<tr>
<td></td>
<td>• Do a better job with training new staff</td>
</tr>
<tr>
<td></td>
<td>• Increase opportunities for non-state employees.</td>
</tr>
<tr>
<td></td>
<td>• Employee on-boarding – orientation, feedback sessions, etc.</td>
</tr>
<tr>
<td></td>
<td>• Better training</td>
</tr>
<tr>
<td></td>
<td>• Offer more opportunities for promotion.</td>
</tr>
<tr>
<td>Physical Space</td>
<td>• More parking</td>
</tr>
<tr>
<td></td>
<td>• Free and accessible parking to facilitate community/campus involvement</td>
</tr>
<tr>
<td></td>
<td>• Build collegial environment (physical) such as benches, café tables</td>
</tr>
</tbody>
</table>
### Table 1A – Pilot Focus Group (December 2010) Responses

<table>
<thead>
<tr>
<th>Cluster Name</th>
<th>Individual Responses within each Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Improve Safety (snow removal, ice removal, lighting, fill in pot holes, and theft prevention)</td>
</tr>
<tr>
<td></td>
<td>• Offer more incentives for staff</td>
</tr>
<tr>
<td>Resources</td>
<td>• More resources and staff</td>
</tr>
<tr>
<td></td>
<td>• More resources</td>
</tr>
<tr>
<td></td>
<td>• Create Manuals that provide instructions for routine processes</td>
</tr>
<tr>
<td>Diversity</td>
<td>• More diversity</td>
</tr>
<tr>
<td>Mentoring</td>
<td>• Good mentors</td>
</tr>
<tr>
<td></td>
<td>• Create a buddy system</td>
</tr>
<tr>
<td></td>
<td>• Mentoring</td>
</tr>
<tr>
<td>Stability</td>
<td>Fix Difficult Situations</td>
</tr>
<tr>
<td>Reward Good Work</td>
<td></td>
</tr>
<tr>
<td>Encouragement/ Integration of “Pet Projects”</td>
<td></td>
</tr>
<tr>
<td>Invest in employees health and wellness</td>
<td></td>
</tr>
<tr>
<td>Take a fresh look at administrative systems.</td>
<td></td>
</tr>
</tbody>
</table>

### Table 1B – Focus Group (January 2011) Responses

<table>
<thead>
<tr>
<th>Cluster Name</th>
<th>Individual Responses within each Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Better communication between departments</td>
</tr>
<tr>
<td></td>
<td>• More opportunities to network outside of own department</td>
</tr>
<tr>
<td></td>
<td>• Improve communication/coop. between div/dept.</td>
</tr>
<tr>
<td></td>
<td>• Better communication among UAlbany units</td>
</tr>
<tr>
<td></td>
<td>• Improved communication between admin. &amp; depts. (all levels)</td>
</tr>
<tr>
<td></td>
<td>• More opportunity to interact with different campuses</td>
</tr>
<tr>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Hire us back! Replace some positions.</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>• Continue to improve infrastructure/physical plant. Maintain existing</td>
<td></td>
</tr>
<tr>
<td>• No heat reduction in winter</td>
<td></td>
</tr>
<tr>
<td>• Better Parking</td>
<td></td>
</tr>
<tr>
<td>• Access to facilities</td>
<td></td>
</tr>
<tr>
<td>• Better signage on campus and buildings</td>
<td></td>
</tr>
<tr>
<td>Training Professional Development</td>
<td></td>
</tr>
<tr>
<td>• More opportunities. Notice for professional development</td>
<td></td>
</tr>
<tr>
<td>• Develop training opportunities</td>
<td></td>
</tr>
<tr>
<td>• Job growth</td>
<td></td>
</tr>
<tr>
<td>• Job shadowing</td>
<td></td>
</tr>
<tr>
<td>• Professional staff Development</td>
<td></td>
</tr>
<tr>
<td>• Offer training on campus professional development</td>
<td></td>
</tr>
<tr>
<td>• More supervisor training and support</td>
<td></td>
</tr>
<tr>
<td>• Opportunity for improvement</td>
<td></td>
</tr>
<tr>
<td>• More formal training throughout career</td>
<td></td>
</tr>
<tr>
<td>Transparency/Openness</td>
<td></td>
</tr>
<tr>
<td>• More discussion of goals/ideas/vision</td>
<td></td>
</tr>
<tr>
<td>• Continued &amp; improving transparency (town hall meetings)</td>
<td></td>
</tr>
<tr>
<td>• Openness to staff over reasons for key admin. decisions</td>
<td></td>
</tr>
<tr>
<td>• Better resource allocation &amp; transparency in the same.</td>
<td></td>
</tr>
<tr>
<td>• Employee information fair</td>
<td></td>
</tr>
<tr>
<td>• Healthy work environment, trust, and communication</td>
<td></td>
</tr>
<tr>
<td>Administrative Processing</td>
<td></td>
</tr>
<tr>
<td>• Improved travel expense reimbursement</td>
<td></td>
</tr>
<tr>
<td>• Faster timeframe for processing administrative paperwork</td>
<td></td>
</tr>
<tr>
<td>• Networking with other SUNY resource centers and within UAlbany</td>
<td></td>
</tr>
</tbody>
</table>

**Employee Benefit**

| • Flex time |

**New Hire Exp**

| • Formal orientation for new staff |
| • Formal new employee orientation |
| • Offer extensive orientation when employees start. |

**Promotion**

| • Equal opportunity for promotions |
| • Promotional opportunities (all levels) |
| • Promotional opportunities |
| • More opportunities for growth/promotion |

**Customer (Employee) Service**

| • Improve internal customer service (staff to staff, Dept.to Dept., -especially with purchases & financial management) |
| • Improve discretionary guidelines |
| • Use faculty/staff expertise to improve the U. Use their intellect/suggestions. |
| • Mentor system |
| • Bigger state allocation |
Table 2A and 2B provide a quick summary of the responses when participants were asked to vote on their top 3 priorities, items that were the most important in obtaining our goal of making UAlbany a better place to work. Table 2A presents responses from the pilot focus group. Table 2B contains responses from the main focus group.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>9</td>
</tr>
<tr>
<td>More Flexible Work options</td>
<td>7</td>
</tr>
<tr>
<td>Social Environment</td>
<td>7</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>7</td>
</tr>
<tr>
<td>Physical Space</td>
<td>4</td>
</tr>
<tr>
<td>Resources</td>
<td>4</td>
</tr>
<tr>
<td>Diversity</td>
<td>4</td>
</tr>
<tr>
<td>Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Stability</td>
<td>2</td>
</tr>
<tr>
<td>Fix Difficult Situations</td>
<td>1</td>
</tr>
<tr>
<td>Reward Good Work</td>
<td>1</td>
</tr>
<tr>
<td>Encouragement/ Integration of “Pet Projects”</td>
<td>1</td>
</tr>
<tr>
<td>Invest in employees health and wellness</td>
<td>1</td>
</tr>
<tr>
<td>Take a fresh look at administrative systems.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Professional Development</td>
<td>14</td>
</tr>
<tr>
<td>Promotion</td>
<td>9</td>
</tr>
<tr>
<td>Social Environment</td>
<td>7</td>
</tr>
<tr>
<td>Transparency / Openness</td>
<td>7</td>
</tr>
<tr>
<td>New Hire Exp</td>
<td>4</td>
</tr>
<tr>
<td>Administrative Processing</td>
<td>3</td>
</tr>
<tr>
<td>Employee Benefit</td>
<td>1</td>
</tr>
<tr>
<td>Customer (Employee) Service</td>
<td></td>
</tr>
</tbody>
</table>
Themes that emerged – see table 3a and 3b

Table 3A and 3B provide participant responses to the second elicitation question, “What were the barriers to making UAlbany a better place to work?” Table 3A presents responses from the pilot focus group. Table 3B contains responses from the main focus group.

<table>
<thead>
<tr>
<th>Table 3A - Pilot Focus Group (December 2010) Responses</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance to change</td>
<td>• Resistance to change</td>
</tr>
<tr>
<td>Workload</td>
<td>• Workload</td>
</tr>
<tr>
<td>Willingness to change</td>
<td>• Willingness to change</td>
</tr>
<tr>
<td>Resources (lack of)</td>
<td>• Resources (lack of)</td>
</tr>
<tr>
<td>Pressures of current responsibilities</td>
<td>• Pressures of current responsibilities</td>
</tr>
<tr>
<td>Lack of knowledge of one another and one another’s jobs</td>
<td>• Lack of knowledge of one another and one another’s jobs</td>
</tr>
<tr>
<td>Morale</td>
<td>• Morale</td>
</tr>
<tr>
<td>The system won’t change- always been this way</td>
<td>• The system won’t change- always been this way</td>
</tr>
<tr>
<td>Resources</td>
<td>• Resources</td>
</tr>
<tr>
<td>Budget</td>
<td>• Budget</td>
</tr>
<tr>
<td>Perception of others - apathy- won’t really make a difference.</td>
<td>• Perception of others - apathy- won’t really make a difference.</td>
</tr>
<tr>
<td>Money/ limited resources</td>
<td>• Money/ limited resources</td>
</tr>
<tr>
<td>Snob factor</td>
<td>• Snob factor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3B - Focus Group (January 2011) Responses</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources, money and staff</td>
<td>• Resources, money and staff</td>
</tr>
<tr>
<td>Availability of volunteers to implement</td>
<td>• Availability of volunteers to implement</td>
</tr>
<tr>
<td>Willingness to communicate (if departments are competing not collaborating)</td>
<td>• Willingness to communicate (if departments are competing not collaborating)</td>
</tr>
<tr>
<td>Time and money</td>
<td>• Time and money</td>
</tr>
<tr>
<td>Allowing time off and lack of funding for training</td>
<td>• Allowing time off and lack of funding for training</td>
</tr>
<tr>
<td>Who will prioritize how needs will be met and using what equitable methods</td>
<td>• Who will prioritize how needs will be met and using what equitable methods</td>
</tr>
<tr>
<td>Opportunities, information sharing, knowledge</td>
<td>• Opportunities, information sharing, knowledge</td>
</tr>
<tr>
<td>Difficulty identifying the real issue- re: communication</td>
<td>• Difficulty identifying the real issue- re: communication</td>
</tr>
<tr>
<td>State system rules and regs</td>
<td>• State system rules and regs</td>
</tr>
<tr>
<td>SUNY indirect cost returns</td>
<td>• SUNY indirect cost returns</td>
</tr>
<tr>
<td>Flat organizational structure</td>
<td>• Flat organizational structure</td>
</tr>
<tr>
<td>External/legislative issues laws rules</td>
<td>• External/legislative issues laws rules</td>
</tr>
<tr>
<td>Favoritism of some staff</td>
<td>• Favoritism of some staff</td>
</tr>
<tr>
<td>Union constraints</td>
<td>• Union constraints</td>
</tr>
<tr>
<td>Union Issues</td>
<td>• Union Issues</td>
</tr>
<tr>
<td>Inventory</td>
<td>• Inventory</td>
</tr>
<tr>
<td>Topic</td>
<td>Issues</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Honest assessment</td>
<td>Not always aware of stakeholder</td>
</tr>
<tr>
<td></td>
<td>ID areas impact need ability</td>
</tr>
<tr>
<td></td>
<td>Lack of skill inventory</td>
</tr>
<tr>
<td>Staff</td>
<td>Limited staffing</td>
</tr>
<tr>
<td></td>
<td>Hiring freeze/elimination of jobs</td>
</tr>
<tr>
<td></td>
<td>Available staffing (already doing more with less)</td>
</tr>
<tr>
<td></td>
<td>Not enough staff =people in unfamiliar roles</td>
</tr>
<tr>
<td></td>
<td>Staff resources (HR)</td>
</tr>
<tr>
<td></td>
<td>Availability of staff to conduct trainings</td>
</tr>
<tr>
<td>Information sharing/ communication</td>
<td>Lack of communication skills/biases/ lack EOP</td>
</tr>
<tr>
<td></td>
<td>Problematic people preventing information sharing</td>
</tr>
<tr>
<td></td>
<td>Open communication in how resources are used/allocated when there are scarce resources</td>
</tr>
<tr>
<td>Resistance to change</td>
<td>Resistance to change (3 responses)</td>
</tr>
<tr>
<td></td>
<td>Buy in</td>
</tr>
<tr>
<td></td>
<td>Will to change</td>
</tr>
<tr>
<td>Time</td>
<td>Time (2 responses)</td>
</tr>
<tr>
<td></td>
<td>Trying to do the same amount/more work with fewer resources</td>
</tr>
<tr>
<td></td>
<td>Balancing time and other resources</td>
</tr>
<tr>
<td>Money</td>
<td>Money (4 responses)</td>
</tr>
<tr>
<td></td>
<td>No money</td>
</tr>
<tr>
<td></td>
<td>Money/budget limitations</td>
</tr>
<tr>
<td></td>
<td>Money –lack thereof</td>
</tr>
<tr>
<td></td>
<td>Funding</td>
</tr>
<tr>
<td></td>
<td>Financial constraints</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
</tr>
<tr>
<td></td>
<td>Budget constraints</td>
</tr>
<tr>
<td></td>
<td>Not enough staff (money again)</td>
</tr>
</tbody>
</table>
Table 3C is a listing of specific barriers to the category of “more flexible work options” from the pilot focus group.

<table>
<thead>
<tr>
<th>Table 3C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barriers to More flexible Work Options</strong></td>
</tr>
<tr>
<td>– Limited Resources (financial and human)</td>
</tr>
<tr>
<td>– Contracts</td>
</tr>
<tr>
<td>– Perception that less is accomplished</td>
</tr>
<tr>
<td>– Nature of student needs- our schedule is often incompatible with their schedule</td>
</tr>
</tbody>
</table>

Table 4A and 4B contain respondents’ replies when asked to suggest mitigating the barriers to obtain the desired state of improving the work environment. Table 4A presents responses from the pilot focus group. Table 4B contains responses from the main focus group.

<table>
<thead>
<tr>
<th>Table 4 A - Pilot Focus Group (December 2010) Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solutions</strong></td>
</tr>
<tr>
<td># of votes</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
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<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Solutions</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professional development: Share expertise</td>
</tr>
<tr>
<td>What should be re-centralized instead of de-centralized</td>
</tr>
<tr>
<td>Events on different campuses or use technology to broadcast.</td>
</tr>
<tr>
<td>UA retreat</td>
</tr>
<tr>
<td>Surveys</td>
</tr>
<tr>
<td>Of the list pick low-hanging fruit</td>
</tr>
<tr>
<td>More staff awards (appreciate staff)</td>
</tr>
<tr>
<td>Honesty</td>
</tr>
</tbody>
</table>

### Table 4B - Focus Group (January 2011) Responses

<table>
<thead>
<tr>
<th># of votes</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td><strong>Create buy-in culture</strong>&lt;br&gt;  • Commit to share expertise across campus</td>
</tr>
<tr>
<td></td>
<td>• Roll out campaign to initiate shift in our institutional culture</td>
</tr>
<tr>
<td></td>
<td>• Make a good case for the benefits of changes needed.</td>
</tr>
<tr>
<td></td>
<td>• Close faculty/staff divide</td>
</tr>
<tr>
<td></td>
<td>• Common corporate culture/mission/focus. Buy-in cooperation (1 vote)</td>
</tr>
<tr>
<td></td>
<td>• Allow people to do their jobs.</td>
</tr>
<tr>
<td></td>
<td>• More interaction around campus to collaborate/avoid duplication</td>
</tr>
<tr>
<td></td>
<td>• Prioritize goals-&gt; unified effort from all units to achieve these goals.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Be Open to Alternative Solutions</strong>&lt;br&gt;  • Alumni mentoring &amp; fundraising/matching for specific goals.</td>
</tr>
<tr>
<td></td>
<td>• Willingness &amp; need to re-think how things are done. Can’t keep doing the same things in the same way.</td>
</tr>
<tr>
<td></td>
<td>• Allow experimentation</td>
</tr>
<tr>
<td></td>
<td>• Say no to stretching staff further (might need to give something up)</td>
</tr>
<tr>
<td></td>
<td>• Reduce red tape on campus</td>
</tr>
<tr>
<td></td>
<td>• Reprioritize and reorganize</td>
</tr>
<tr>
<td></td>
<td>• Use students</td>
</tr>
<tr>
<td></td>
<td>• Value alternative solutions (1 vote)</td>
</tr>
<tr>
<td></td>
<td>• Find ways to empower people to be able to make changes.</td>
</tr>
<tr>
<td></td>
<td>• Commit to job assessments/prioritize performance programs that meet job responsibilities, professional development &amp; campus goals.</td>
</tr>
<tr>
<td></td>
<td>• Think about innovative ways to generate revenue.</td>
</tr>
<tr>
<td></td>
<td>• Industry- Academia other academic institution collaborations.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Inventory-</strong>&lt;br&gt;  • Start a database of staff skills, interests, hobbies, use them</td>
</tr>
<tr>
<td></td>
<td>• Tap more into skills of existing staff (Skills inventory)</td>
</tr>
<tr>
<td>Table 4B - Focus Group (January 2011) Responses</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Solutions</strong></td>
<td></td>
</tr>
<tr>
<td>• Determine training needed</td>
<td></td>
</tr>
<tr>
<td>• Task Force/Committee to inventory &amp; ID areas to develop training and Professional Development.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th><strong>Engage those doing work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask the people on the bottom</td>
<td></td>
</tr>
<tr>
<td>• Communication: Get out &amp; be among the people</td>
<td></td>
</tr>
<tr>
<td>• “Mandate” open strategic planning within departments/campus with action steps/follow up.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th><strong>Technology for communication</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a website dedicated to communicating decisions, methods of decision making &amp; staff development opportunities updated daily.</td>
<td></td>
</tr>
<tr>
<td>• Better website</td>
<td></td>
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<tr>
<td>• Use technology more efficiently</td>
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<tr>
<td>• Expanded use of MyUAlbany. For instance, Training opportunities, grant information and employee opportunities.</td>
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<tr>
<td>• Centralized publicizing of existing training opportunities on campus.</td>
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<tr>
<th>3</th>
<th><strong>Utilization Cross Training</strong></th>
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<tr>
<td>• Better utilize staff floater secretaries.</td>
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<tr>
<td>• Allow low staffed areas to benefit from other areas with more resources. For instance, cross training and promotion opportunities.</td>
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<tr>
<td>• Cross training staff across units to enhance their skill sets.</td>
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<tr>
<th>2</th>
<th><strong>Environment matters when it is all staff have- focus on improving workspaces to maintain morale</strong></th>
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<th>1</th>
<th><strong>Alternative training mech.</strong></th>
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<tr>
<td>• Seek avenues of free training opportunities. For instance, T. Bessette, R. Conboy, Union sponsored.</td>
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<tr>
<td>• Offer non-traditional methods of training such as online webinars &amp; then offer compensation for time (1 Vote)</td>
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<td>• Offer short training sessions</td>
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<th>1</th>
<th><strong>Volunteer-</strong></th>
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<tr>
<td>• Skills inventory volunteer cross training</td>
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<td>• Ask for the help of Emeriti (faculty and professionals)</td>
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<th><strong>ID challengeable limitations</strong></th>
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<tr>
<td>Be honest with respect to perceived &amp; realistic skills &amp; then train or make an adjustment with tasks/job title.</td>
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<tr>
<td>Get active suggestion box. Use the 1000’s of brains available to solve problems.</td>
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<tr>
<td>Talk more to eliminate biases/favoritism.</td>
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<th><strong>Community Partnerships</strong></th>
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<th><strong>Professional Development</strong></th>
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<td>• Job rotation will benefit</td>
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<td>Solutions</td>
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<tr>
<td>1) Collaboration</td>
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<td>2) Open up doors for possible promotion</td>
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<td>3) Free training opportunities</td>
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<td>(1 vote)</td>
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<tr>
<td>• Set common Professional Development goals</td>
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Take new look at processes (work) for useful streamlining (not only easy kind). Looking at the system and try to find ways to restructure without spending more.
Affinity Clustering

Hopes and Fears Visioning Exercise Facilitator Instructions
Adapted from the Center for Technology in Government’s Sharing Justice Information: A Capability Assessment Toolkit

http://www.ctg.albany.edu/publications/guides/sharing_justice_info

This exercise allows participants to develop a shared vision. The physical product of the exercise is a number of named “clusters” of ideas shared by the participants and posted on a wall for viewing. The desired outcome is a shared understanding of the barriers and benefits of an initiative. This shared understanding provides a level setting for the group. If barriers are recognized generally then discussions can focus on the collective capability required to overcome them. If benefits are recognized generally, they can be used to focus incentive discussions and to make a case for continued investment.

Exercise Summary
Participants are taken through an “affinity clustering” exercise. They are asked to respond to an elicitation question; responses that are similar are clustered together visually on a wall or space visible to participants. This response process generates discussion and is a valuable way to discover similarities and differences in perspectives about what their goals are.

Each participant is asked in two successive rounds to think, first of their hopes for the initiative, and second, of their fears about it. Each participant then writes that hope or fear, one per sheet, on the paper provided. Using a round robin collection method, the facilitator asks each person to read his or her item aloud to the group. After the item is read, the facilitator takes the item and posts it on the wall. As this process continues the facilitator is also making decisions about which items “cluster” with other items. Like items should be posted in proximity to one another. As new ideas emerge, the facilitator may need to move items due to space limitations or to create new clusters. As more items are posted and as time allows, the facilitator may ask the participants where they think an item should be placed. Once all items are posted, the facilitator should ask the participants if the clusters, as they appear, “work” for them—do the items seem similar, in what ways, etc. Adjustments can be made as long as time allows. The final step is labeling clusters. This is useful for reporting purposes and for discussions. Three approaches work here. In the first, the facilitator suggests labels for each cluster and asks for reactions from the group. This is the fastest approach. In the second, the facilitator asks the group to generate cluster names and then moderates a discussion until a consensus on a cluster label emerges. This may generate a more interesting discussion, but is more time consuming. The third approach is a combined one. The facilitator labels the clusters that are obvious, and then asks the group to suggest labels for those that are less so. This process typically generates discussion about the items and what they mean to people, which can be useful to the capability assessment process manager.
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Supplies
Paper (at least four colors), markers (one per participant), masking tape.

Room Requirements
The meeting room must have at least one wall large enough to display many single sheets of paper individually and in clusters, accessible to facilitators for posting items. Be sure to check the wall surface ahead of time—tape doesn’t always stick.

Steps
In the Large Group
1. Review the exercise instructions and the time allotted for this exercise.

In the Small Group
1. Be sure that all participants can see the wall you will use to post items and are seated in a way that is conducive to group discussions.
2. Distribute several sheets of colored paper (one color for hopes, another for fears) and a marker to each participant.
3. Ask participants to spend 5 minutes considering the following question: “What are your hopes [or fears] for ……this initiative?”
4. Be prepared to respond to participants regarding the specific focus of their hopes and fears—often participants are uncomfortable with the vagueness of the question and want to know specifically what you are looking for. Encourage them to think broadly about the initiative—but expect to get some responses that are at a more granular level or the process. This is not a problem. The discussion is the primary purpose here.
5. Ask each person to write down at least two hopes (or fears)—one per sheet of paper.
6. In round-robin fashion ask each participant to introduce him or herself and read one item aloud.
7. Encourage each participant to present his or her favorite or most important item first—often he or she will have more items than you have time to post.
8. After the participant has read his or her item, post it on the wall, clustering similar items together. Consult on placement with the group as desired and time allows. This is a time for the facilitator to ask for clarification about or expansion of an idea.
9. Throughout the exercise encourage discussion of the implications of the hopes and fears for initiative.
10. Continue until each participant has provided at least two items. (Whether to continue for more than two items is your decision as facilitator, taking into account group size, time availability, and value of additional items.)

After collection is complete begin naming the clusters. Three approaches work here and may be considered in terms of group size and time availability:

First, suggest titles for each cluster and ask the group to react. Select a different color paper from the one used for the items in the cluster. Write your suggested name on that sheet and tape it near or on top of the clustered items. Then confirm with the group that this title accurately collects the essence of the cluster. If so, move to the next. If not, then ask for suggestions and then modify the sheet or create a new one.

Second, moderate a discussion seeking suggestions for and then consensus on titles suggested by the participants. This is a moderated discussion with you as facilitator guiding discussion around proposed cluster names and leading the group toward
agreement. Keep in mind in this exercise that the outcome (titled clusters) has value, but the greater value is in the discussion. So allow the group to compromise on titles and allow a cluster to be titled without complete consensus.

**Third:** a combination of the first two. For those obvious clusters, you suggest the title; for those less obvious you moderate a discussion until a general consensus has been reached.

Steps 1–10 are repeated for fears using a different color paper, clustering them separately from the hopes. Some rooms may have limited wall space so you may need to remove the hopes clusters before beginning the fears. At the end of the meeting the sheets grouped by cluster should be collected and included in the overall documentation of the meeting. Soon after the meeting, results should be summarized and shared with participants and others involved in the initiative and can be revisited multiple times to ensure you are leveraging the benefit and mitigating the fears.
**A. Working at UAlbany:**

Please tell me why you believe UAlbany is a good place to work

- Intellectually stimulating, exciting, vibrant because of students.
- Our student body is amazing.
- Friendly people, diverse, competitive salary.
- Opportunity to try new things and step out of safety zone.
- Wendy’s on campus.
- It is a secure job at the moment and conveniently located near to my home.
- Vibrant work environment and focus on education.
- An environment that encourages learning. There is flexibility in my department and I feel appreciated.
- You can make a difference.
- Flexibility associated with working in academia.
- Sense of community.
- Mission to education, exposure to many different disciplines and expertise.
- Lots of very talented people here. Possible to build programs (at least in my job – nobody saying you can’t do that)
- Opportunities to develop and grow professionally.
- Lots of creative and supportive people interested in all aspects of higher education.

**B. Staff Transitioning**

What do you think UAlbany could do better to welcome new staff and ease their transition to working here and also to assist after the initial transition?

- Consistent orientation for HR and checklist of things for department to do to introduce new staff to others they will be interacting with.
- Orientation for new staff.
- Mentoring system.
- Orientation, instructional manuals for commonly used programs (scheduling)
- Formal new orientation, formal training, mentoring, counseling, working with Human Resources to hand in paperwork. After initial – encourage/promote professional development.
- Initial and ongoing mentoring
- Orientation program, 3/6 month follow-up. What does employee do well? Core values.
- Better introduction and Orientation (not only about the basic HR forms/paperwork, but opportunities and possibilities at UA.
- Provide information about opportunities that exist on campus (e.g. committees, awards (Drescher)
### Have an orientation program.
- Cross campus introductions. Mentoring or “buddy” system. Procedure manuals.
  - On boarding. Easy access (web portal) to relevant information.
- Have a useful orientation that spreads over 6 months or so. Build cohort of “newbies”. Establish various formats for mentoring in similar positions.
- More training and more orientation activities.
- Orientation – physical, administrative, and refresher courses. “Buddy system”

### C. Workload and current budgetary constraints

#### Has your work load been affected by current budget constraints?

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<th>9 – Yes,</th>
<th>3 – No,</th>
<th>1 – NA.</th>
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#### Please describe:
- Staff cuts, limited professional development funds, limited travel funds, expected to do more with less.
- Support staff has been reduced. Increased workload to respond to planning for a “new normal”.
- I’ve lost positions and had to take on additional duties. Also have a smaller operating budget.
- Two less professionals in my office/department.
- Reduced staffing = increase workload.
- I have taken on work from two positions and have not been replaced. I take on clerical responsibilities.
- Less faculty results in unhappy students who cannot get into classes. Students expect me to find a way to “fix” this and other problems as well. Low morale; “black cloud” in department.
- MORE OF EVERYTHING – work environment is tense.
- Loss of secretary in office, which was already understaffed.
- Not directly, though faculty and staff anxiety certainly affects the kinds of conversations I have and the programs I do.
- In my current job I’m grant funded and isolated from the impact directly – I assume the organization is impacted when dealing with administration but I don’t see it.
- But it may be in 2011 due to retrenchments.

#### What do you think could be done to address this situation?
- Be creative; have those at the top give acknowledgement to those working hard
- I know money is a problem, but additional staff is essential to achieving goals
- Streamline processes and procedures, cut back on services
- Streamline and re-evaluate the way we do business
- Streamline/restructure/provide necessary online database systems that would yield more efficient productivity
- To prevent staff burnout, analyze what can be streamlines/ remove from the work process. (What is important and what isn’t)
- Reorganize functions to acknowledge financial impact.
- At the point now, across campus, of pausing for reassess. Maybe how we have
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“managed” can be streamlined.

- Develop creative ways to job share and cross train employees as to be responsive to the new demands being placed on everyone.

### D. Professional Development: (Continuing Ed., Travel/Promotional Support, campus Committee)

**What challenges have you faced or do you perceive you will face in terms of professional development?**

- There are limitations on travel. May not have budget for continuing education.
- Having to work around an unsupportive supervisor
- Time limitations, due to staff cuts I cannot participate in PD activities as much as I would like.
- Work responsibilities, pressures don’t allow much time for professional development activities. Would need to reprioritize.
- No money for travel and no time to participate in committees
- Limited professional opportunities
- No money for registering/travel
- Limited resources/money has afforded my involvement with committee work and we cannot focus on professional development. Doing the work of the clerical (CSEA staff)
- Supervisor does not understand what being a “professional” is. Does not know that permanent appointment exists. Therefore does know why I’m on committees.
- Lack of opportunities for advancement.
- Due to over work, time to attend workshops (local) money to attend professional conferences.
- Others not wanting to involve me or give me tasks – Keeping the work for themselves being dept isolated from others because the boss wanted to be in front.
- Money to go to conferences simply doesn’t exist. I will pay for these myself if need be. May eventually be overwhelmed by committee work – right now it’s manageable (and often fun!)

### E. Promotional Opportunities:

**What can the University do to keep you happy and make you feel you are growing in your current professional position?**

- Let me build new programs, let me collaborate with others who can help implement new programs for professional support of faculty and staff.
- Provide opportunities to learn
- Support professional growth through conferences, workshops, ownership of projects, and encouragement to get involved in meaningful UA committees.
- Provide more flexible work options e.g. scheduling.
- The only employment opportunities that have been advertised are of at a low salary for the amount of responsibility required.
- Develop more opportunities for promotion/training and flexibility.
- Encourage conference participation/travel opportunities yielding professional growth.
- Professional growth and training
Acknowledge efforts, especially when taking on additional work due to staffing shortages.
- Increased responsibilities (not through job creep)
- More recognition for a job well done.
- Reassign to a new job with a new supervisor
- Campus committee work. I am not aware of what promotional opportunities would be open to me.

F. Supervision
What are some examples of what would improve your relationship with your supervisor?
- I have a good relationship with my supervisor. The only thing to make it better would be a “how are you doing” meeting periodically.
- Being treated with respect.
- I have a very good relationship with my supervisor.
- Nothing at this point but supervisors change!
- More feedback from improvement.
- If a supervisor doesn’t know how to help himself/herself how can the employee be helped.
- More support and involvement when making decisions.
- Better training for current position.
- TRAIN SUPERVISOR. Professionals are not “head secretaries”.
- None. I have an excellent relationship with both of my Supervisors.
- If she had more time for discussion. This is a reality that will not change, as her job is HUGE.

G. Why stay:
Have you ever considered leaving UAlbany?

8 – Yes
Comments:
- I almost lost my job because of the budget situation.
- Promotional opportunity.
- Looking for opportunities where there are more resources available.
- Due to not seeing a clear path to career growth. Lack of professional opportunities.
- I am not happier here at all. I came here to grow professionally and I do not feel that I have grown at all.
- When completed degree considered leaving.
- Only to seek promotional opportunities, but salary is too good at UA.
- I’m grant funded so I’ve considered looking for non-grant funded positions.

3 – No
Comments:
- Although, another institution of higher ed. would be considered.
- Haven’t actively sought employment elsewhere, but fell I might need to if I don’t get a better sense of security.
Only been here two years
2 – N/A
Comments:
- Not seriously

H. Comments:
Please write below anything you feel to be important that we may not have addressed or that you did not feel comfortable sharing with the group.
- Great job to the sub-sub committee!!
- Overall I do not feel a strong sense of pride working at this institution. I have not grown professionally.

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**Table 5B**

**Responses to Career Leadership and University Excellence Questionnaire**

**January, 21, 2011**

**A. Working at UAlbany:**

Please tell me why you believe UAlbany is a good place to work

- I don’t – especially for Professionals, SL2
- Excellent facilities, good benefits, prestige of being affiliated with a major university.
- Stimulating to work in higher education environment where helping others succeed is among the many goals of the organization. Stimulating to work with individuals of a high caliber intellect.
- High energy environment; convenient location! Flexibility with work hours
- Good university, good reputation
- Large, diverse, intellectually-oriented community, opportunities for professional development and science
- Diversity of work and community; committed to public service and higher education; I’m an Alum and proud of UA.
- Interesting work, mostly nice people, benefits of state employment
- The benefits are very good and the salary is good. I live very close to the campus and enjoy working with students.
- It is a community consisting of a large array of national and international scholars/research; has many employment opportunities for professional and classified staff; and a wealth of activities (e.g.) service, sports, and arts.
- There are a lot of people to interact with, you can have a direct impact on the community, and you can see the results of your work immediately, the opportunity to work with college students and the relaxed atmosphere they bring with them.
- Many of the reasons why I used to think UAlbany was a good place to work are no longer valid. I now would say that it is good t work at UAlbany because of a steady paycheck.
I have had the pleasure of working with a lot of good people here. Additionally, I’ve been given the opportunity in my position to grow the program I’m in charge of in ways that keep me interested and invested.

- UAlbany is a good place to work because of the people employed there.
- Large, diverse university.
- Faculty and students are important to the University mission but often the administrators are not appreciated.
- I have worked for three Colleges/Universities and I have found UA to be a pleasant place to work. The environment is typically enjoyable, faculty, staff and students work together, most do their best to try and improve the University, and there is generally an excitement to learn new things. That said, I do sometimes find there are people resistant to change and our current climate will require us to do more with less, so change is inevitable if we are to remain viable.

### B. Staff Transitioning

**What do you think UAlbany could do better to welcome new staff and ease their transition to working here and also to assist after the initial transition?**

- Hold a staff Orientation and inform employees of various Administrative Departments and Contacts i.e.: Purchasing, H.R., Payroll, Accounting, Finance and Budget, etc.
- Maybe a better orientation to the university as a whole and how the Research Foundation fits in with the rest of the university.
- Provide a new employee benefits orientation session rather than sending them a huge envelope of paperwork to work through.
- More formal training
- Better training
- Improve staff orientation – More information about working in the culture and better explanations of the big picture and where individuals fit within.
- Recognition that not all work on campus directly serves students. More information on how sponsored programs and RF interact with rest of staff.
- Yes, be better prepared to monitor (?) or acclimate new employees into the UAlbany work community.
- Some training from particular departments such as Human Resources and Accounting would be helpful since we need to complete a lot of paperwork for those departments. Also, in the beginning, it would be good to have some initial training about what departments handle various things and who to contact for different things.
- Employee Orientation Program. Information Re/UA Community. Mentor or friend to orient when new.
- Allow them to meet other new hires across campus, connect them with an experienced staff member outside their chain so they have another resource, have positions completely thought out so the person is not too idle., have in mind potential promotional opportunities so they have something to strive towards.
- The University should provide a “new” employee orientation for all newly hired employees within the first 30 days of employment. Human Resources should
require a “documented” employee and supervisor plan to agree upon goals and objectives for a new employee within the first three months of employment.

- UAlbany lacks a formal new employee orientation that welcomes faculty/staff to the community. Many colleges/universities have this for its employees. Without a formal introduction to the university community (and not connecting new employees with other staff members, programs, benefit opportunities, etc.) we neglect our new faculty and staff and send a message that they are “on their own to fend for themselves”
- I actually work in the PDP area which is under the SUNY Albany umbrella. PDP could have a “new employee orientation” and have new employees shadow other employees.
- A real orientation for faculty/staff including protection of records and electronic systems.
- An orientation program is needed for new employees. You could invite members of the University community to welcome the new members.
- UA is a large place to work. Whereas students take classes on the academic podium (which limits the size for them), faculty, staff and administrators are spread out across campus and it can be difficult to get to know people. New employees should have a mentor. New employees need to be shown things as simple as where the mailroom is, where the food court is, and people need building tours. This is how they see where offices are located, etc. and make contacts that are valuable resources in making them successful in their positions.

C. Workload and current budgetary constraints: Has your work load been affected by current budget constraints? Please describe. What do you think could be done better to address this situation?

Please describe:

- Yes. Absorbed workload from Staff Assistant that was not replaced. Increase in departments and assisting professors and their assistants are not replaced.
- No.
- Within the organization within which I work – Yes – many of our staff has taken on additional responsibilities as vacant positions are cut rather than filled. Within the context of current projects with current sponsors, not much unless the sponsors funding source opens up. We could grow organizationally by taking on additional funded projects with other sponsors but those funds would be targeted for that project’s deliverables.
- More work with less staff. Cross training is available for staff.
- Yes. More repetitive work.
- No.
- Yes. We have been unable to backfill several key positions meaning much more work for the rest of us. This has been going on for 2-3 years already. Decisions need to be targeted and strategic, not applied universally.
- Yes. Increased workload and responsibility, lack of adequate support staff, doing work normally associated with other departments. Concentrate focus on employee expertise.
Yes. I am responsible for more work since we permanently lost one position (keyboard specialist 2) I think it would be best to review department needs and volume when eliminating positions, not just eliminate a position for a particular department because someone left from that department.

Yes. Increase of emotional issues on jobs, reduction scenarios.

No.

Yes. Because of budget cuts and a hiring freeze, my office work unit has gone from an employee compliment of 4.6 FTE down to a 2.6 FTE. At the same time my workload has increased three-fold. Quality of work is suffering because of stretched or no additional resources. An effort to reorganize the Professional and Administrative Support activities into one centralized unit should be done ASAP. Taking depleted staff resources from three academic departments and from the Dean’s office and putting them together into one centralized unit would be more efficient and more balanced and collectively a way of providing support.

No. Not at this point.

Yes. Additional workload without compensation. More efficiency, reorganization, elimination of some higher administrative offices, elimination of duplication.

No. Other people have suffered from layoffs. I would say that better communication and consulting may help. Consulting and better communication.

Yes. Lost two positions in the office – had to take on duties/responsibilities of one position and some of the other position. Two clerical positions lost are being converted to one lower-level professional position to ease some of the workload. May use of more technology to improve work performance.

Yes. Our office has suffered reductions in staffing and everyone is doing more. What’s important to focus on is that we have to change the way we do business to accommodate these reductions and we need to remain positive. I think the message from the President that we need to change the way we do business is clear. As long as administrative offices provide support to their employees and faculty, we should be fine.

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<tr>
<th>D. Professional Development: (Continuing Ed., Travel/Professional Support, Campus Committees) What challenges have you faced or do you perceive you will face in terms of professional development?</th>
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<tbody>
<tr>
<td>a. Not enough time to participate – workload prevents such activities.</td>
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<td>b. None that I perceive or have encountered.</td>
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<tr>
<td>c. Since our organization is funded through outside resources we are restricted by the requirements/allowances of our sponsors many of whom have not restricted our ability to pay for professional development opportunities. We rely to get a great degree at no-cost opportunities provided by the University.</td>
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<tr>
<td>d. Difficult to find appropriate opportunities for professional development or the time to participate.</td>
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<td>e. More responsibilities given to professional staff without additional monies and promotions being offered to compensate.</td>
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<td>f. Financial support for travel to conferences, etc.</td>
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<td>g. There are limited training opportunities for RF staff. I’m not sure if union staff has more available. Supervision and leadership training would be</td>
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helpful.

h. Funding and time off is always an issue. Minimal opportunities available due to type of professional courses required.

i. I know that the state offers training but sometimes the training is for full days or 2 or 3 days. It would be good to offer some shorter training sessions.

j. Succession Planning. Prof. Development. None. SUNY HR Association is active and supportive however; need to stay on top of staff. Dev for HR staff.

k. I am in a night position during the year, and move to evenings over the summer. I can attend some training sporadically, but with the exception of winter break, most things occur outside of my normal hours. For me to attend them, I need to throw off my sleeping schedule, which takes several days to recover from.

l. After four years in my current position I have not been afforded one professional development opportunity. No conferences, workshops, courses, or mentoring. It has also been difficult to fully engage in my university committee assignments because of my increased workload demands.

m. With budgetary constraints, I will need to be more mindful of seeking opportunities that do not require high fees. (I tend to do that anyway!) There are many ways to grow professionally. The current situation will prompt me to be more creative when it comes to professional development.

n. Time. I am a trainer (?) so I don’t have a lot of flexibility. More time taken off the training calendar to pursue professional development would help.

o. None – toward end of career.

p. Financial constraints have not allowed attendance to related professional conferences.

q. Budget reductions will impact this. Not only we will not have the funds to attend professional development activities, but we will not be able to participate as fully in on campus activities, as many of us have offices to staff and less people to do so.

E. Promotional Opportunities: What can the University do to keep you happy and make you feel you are growing in your current professional position?

a. Consider salary equity for long term employees. DSI distribution among all – not a chosen few. Promotional opportunities for SL 2.

b. I am happy in my present position

c. I think this is more of an individual responsibility to ensure self happiness and find opportunities for professional growth. I think the University could support an individual’s request for participation in professional development opportunities such as providing memberships or allowing involvement in professional associations and allowing time or providing financial support (as available) to attend courses and seminars.

d. Offer more advanced trainings; offer more promotional opportunities.

e. Increase salaries when job duties are increased.

f. A constructive evaluation process. Feeling like my ideas are heard and that they matter.

g. Be upfront and honest regularly about current circumstances. Offer training and other professional development opportunities so that staff can grow (in
current position) even if no new positions are available.

h. Allow us to do our jobs as licensed professionals. Long story, but reduce the “design by committee” attitudes.

i. Continue to offer seminars and workshops on various topics. I have gone to some offered through EAP and some through Dale Carnegie which I heard about through Human Resources. Perhaps offer a mentor so that I can have someone to get some guidance from and talk about steps that I could be taking in order to be promoted in the future.

j. Personally – none. Individual managers/supervisors need to work with subordinates on weaknesses, appreciate strengths and assist them to grow and develop.

k. Allow me to move to days, give me additional responsibilities.

l. Provide some professional development seminars, workshops or short courses to its employees. Provide time for employees to attend and to fully engage in their university committee assignments. The university should consider moving professional staff laterally around the campus into other positions, fostering growth and new perspectives in work units.

m. To keep me engaged and happy at UAlbany, I will need to be able to continue to have the opportunities I currently have to be creative and independent in my approach to running the program I coordinate. Continued positive support and feedback will also keep me committed and moving forward with the program’s development.

n. Allow flexibility, creativity (without so much politics) and offer or create more levels for advancement. (Flat Organizational structure)

o. Provide new challenges through new initiatives and restructure and maybe work sharing in another department/office.

p. I am at the end of my career and was fortunate to receive one promotion. It is very difficult to receive fair promotions.

q. The University can provide on campus training programs. In doing so, there needs to be a recognition that offices sometimes need to close to attend those sessions, which help us serve students better, but also help morale – important in times like this. In terms of promotional opportunities, the University needs to make sure searches are fair and that employees are given the opportunities to apply for promotional opportunities. Search waivers diminish the ability for some employees to advance in their careers and this can lead people to the University.

F. Supervision: What are some examples of what would improve your relationship with your supervisor?

a. Communication – both top down and bottom up. Talking suggestions on improvements from me as lower level staff actually know about the day-to-day activities.

b. I have an excellent relationship with my current supervisor

c. Personally I feel I have the freedom to do my job and access to an open door to obtain support when I need it so I have no examples related to my situation at this time. However, in general I use this approach with the staff I supervise
along with offering direction in an open, non-judgmental non-threatening way immediately if I believe it is needed. I think this approach promotes a positive relationship between employees and their supervisors.

d. Availability; accessibility

e. Increase salaries when job duties are increased

f. More recognition for a job well-done. He/she not taking credit for work I do. Better task delegation among staff.

g. My supervisor has a very high workload and is over worked. If this wasn’t the case, she might be more accessible and less stressed in our interactions.

h. Hard to say at the moment.

i. I would like to get some feedback on my performance. I would also like him to thank me for what I do especially during the extremely busy times and challenging times with staff. I would also like him to actually realize all of the work that I do. I would like to work more as a team and plan in advance on some things so that we do not have to drop everything and make something a priority that should have been done at an earlier time.

j. Personally – none. However, I advocate regularly in discussions that supervisors need to remain communicative with subordinates.

k. I have an excellent relationship with my supervisor, but wish he would bring me into some of the planning discussions before announcing them at the department meetings.

l. Work to develop a comprehensive Performance Review and Plan. Over the past four years I have yet to receive a completed Annual Performance Review and Plan for the next year. Not one review and not one Discretionary Pay Raise.

m. My Supervisor and I have a good working relationship. When we meet on Thursday, I would like to share some thoughts I have about Supervisors in general in regards to retention of UAlbany employees.

n. Have more time to communicate on goals, expectations and sharing of knowledge in terms of organization.

o. Clear statement of expectations and what I will be evaluated on.

p. I have a good working relationship although supervisor likes to micro-manage. Communication is key to a good working relationship.

q. My supervisor and I have a good relationship. We have open/honest communication – key to successful employer/employee relations.

G. Why stay: Have you ever considered leaving UAlbany?

Comments:

a. I have considered leaving because there are time when I felt stifled creative wise. Also, there is little room for promotion because of flat organizational structure.

b. I am looking to leave the University; the working environment here is very difficult. However, the economy and the employment picture outside the university are just as difficult. I am thankful to have a job, but I also want to enjoy my work and feel like I am appreciated.

c. No. I’ve been at UAlbany a little over four years now. I’m hoping to be here
for many years to come.

**d.** Yes. I came very close to leaving this past year because there is no end in sight to the high workloads. I decided to hang in a bit longer because I am dedicated to our work at UA.

**e.** Yes. I keep getting told how much I’m appreciated and they have plans for me and want to keep me, and I understand there’s a budget crunch, but I feel like I’m in a dead end job. The pay is better than other things that I’ve looked at, but I know eventually I’ll either find something better elsewhere or will just hit my breaking point and lose patience waiting around for the university to come through for me.

**f.** No. I have been with the University for almost 4 years and at this point I feel that the position is a good fit for me. I have a lot of variety in my job and still have challenging aspects to the job which is good. Initially when I started my job, I felt that I may have made a mistake in accepting the job because I felt so overwhelmed by the job but I had a stronger feeling that the university was right for me so I was persistent and determined and gradually started to enjoy the position more.

**g.** Yes and No. Depends on the opportunity, but to be honest, permanent appointment is tough to give up given the economy and job forecast.

**h.** Yes. No possibilities for advancement in current position. Low salary compared to my peers.

**i.** No.

**j.** Yes. Have taken other state exams for positions that would offer more money and more opportunities for advancement.

**k.** Since I like what I do and working at the University offers many benefits I have not actively sought to leave my position. I would consider leaving only if a better opportunity to grow professionally that meshed with my personal needs and situation availed itself.

**l.** No.

**m.** Yes.

**n.** Yes. For a position in central administration. Glad it didn’t happen.

**o.** No. For the most part I have loved working here but would have left if I did not receive the promotion.

**p.** Yes, for a promotional opportunity.

### H. Comments:

Please write below anything you feel to be important that we may not have addressed or that you did not feel comfortable sharing with the group.

- As long as the University’s approach to the current and ongoing “fiscal crisis” is to react to each impending cut with more job freezes, layoffs, retirements and to put Band-Aids on troubled spots, the employment and retention environment on campus will further degenerate. University Leadership needs to start thinking long-term. Strategically and figuring out on how to do more with less, but not do so totally on the backs of employees.

- It costs UA a lot to lose and then hire new staff. It is very important to focus on ways to retain valued staff. I applaud your efforts and hope to see true results.
Nothing right now. Thanks!
I have recently been promoted to a new position after many years in one department. I am hopeful that I will be afforded greater opportunities for professional development in my new department.
Thanks for the opportunity. Based on the results, will anything really change?
Ideas and innovations by professional staff are rarely rewarded. Most students and faculty are wonderful but there are some that treat administrators with disrespect and rudeness. We are not inferior to the mission.
A. Working at UAlbany:
Please tell me why you believe UAlbany is a good place to work_______________________
_____________________________________________________________________________
_____________________________________________________________________________

B. Staff Transitioning:
What do you think UAlbany could do better to welcome new staff and ease their transition to working here and also to assist after the initial transition?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

C. Workload and current budgetary constraints:
Has your workload been affected by the current budgetary constraints? ____Yes ____ No
Please describe ________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
What do you think could be done better to address this situation?______________________
_____________________________________________________________________________
_____________________________________________________________________________

D. Professional Development: (Continuing Ed., Travel/Professional Support, Campus Committees)
What challenges have you faced or do you perceive you will face in terms of professional development?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

E. Promotional Opportunities:
What can the University do to keep you happy and make you feel you are growing in your current professional position?
_____________________________________________________________________________
_____________________________________________________________________________
F. Supervision:
What are some examples of what would improve your relationship with your supervisor?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

G. Why stay:
Have you ever considered leaving UAlbany? _____Yes _____No  Please describe
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

H. Comments:
Please write below anything you feel to be important that we may not have addressed or that you did not feel comfortable sharing with the group.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please mail or fax completed questionnaire to:

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