Table Topics for the Classified Staff Meeting with the President and Administration

The following topics will be discussed, as time permits during the meeting:

**CELEBRATE THE CLASSIFIED STAFF AND ALL THAT WE DO**

- In addition to current recognition programs, what steps could the UO take to acknowledge staff members’ contributions?
- What ways could supervisors acknowledge their staff’s contribution to their department?
- What can we do as employees to acknowledge colleagues’ contributions to UO, and each other?

Notes from these discussions will be collected and shared in the next newsletter and on our website. We hope to see you there!

CSTDAC Members

Nicole Nelson, Co-Chair
Richard Daniels, Co-Chair & Treasurer
Pamela Frye, Secretary
Leslie Hinkle, Webmaster
Theodora Ko Thompson, Senator and Newsletter Editor
Lisa Wimberley, Member
Tee Muntz, Member
Melodi Jayne, Ex-officio
Kathy Cooks, Ex-officio & HR Liaison
HIGHLIGHTS FROM THE SPRING 2010 MEETING WITH THE PRESIDENT

In his introduction, President Lariviere outlined his plan for the UO for a consistent fiscal funding, one that would restructure how our University is governed within the statewide Oregon University System. As higher education continues to be less and less affordable to students, the proposal seeks funding via an endowment with the state legislature providing $65 million each year, with the University matching legislature funds. President Lariviere emphasized his commitment for the University of Oregon to preserve its public mission and that his proposal was an opportunity for the UO to solve its riddle of fiscal uncertainty and for the state to take on a consistent, manageable commitment to the University. He answered questions from the floor.

2010 Spring CSTDAC TABLE TOPICS

Q1: How accessible is continuing education and training for Classified Staff? Given UO resources (release time, funding, in-house tools, etc) how accessible is continuing education and training for Classified Staff at the University of Oregon? Would this change if we shifted to the new governance model or new relationship with the state?

ADMINISTRATION COMMENTS
- In looking to department head approval, not successful cases, what was the extent or rationale on time, additional funds to be produced by department or indifference?
- For budget offset or use to pay $$ to Human Resources to create fees, and fees to create things, does it pay for training or release time or work order?
- When we create a new position with a search, all members have the opportunity. There is the internal process NERPA Intent to Promote and organize. Often the case of direct appointment. Program evaluation. OA discussion with appointment. Sign off on feedback on evaluations. Reasons for most increases, continuation of contract or denied for not performing to requirements.

AFFIRMATION
- Like skillsoft eLearning.
- On line training is good. IT employee unaware their training could be used for overtime funding relief.
- New-campus approach to IT training.
- Most in group weren’t really aware of elearning, were excited to hear about it.
- We have supervisors who support and expect professional development. Strong support-appreciated.
- Online training good for people. Locked at desk.
- I like the format of skill port, you get to move at your own pace.
- Glad for ability to take classes online; fact that still have kids at home, have opportunity to use class online.
- Most in the group felt their supervisors were generous in letting them take time off for training.
- Supervisors willing to support. Stress level of additional work when I am away is what I don’t want to deal with.

ACCESSIBILITY CHALLENGES
- Accessibility to the resources is challenging.
- In some dept/offices it is accessible, some not so much, i.e, facilites because several people share 1 computer.
- Management issues.
- Managers need to let their employees get away to take the orientation.
- Brain knowledge from older employee is not being passed down.
- New employee here for 5 weeks and can’t get BANNER training for many weeks. No new employee orientation.
- Time off for training can be difficult-employee needs to find her own replacement.
- Physical plant electrician wants some training that’s not available here at UO. Employee has to do all the leg work of the funding for the needed training. Feels supervisors should be doing this work then offering this to employees.
• Release time tough on work groups, thin and light on staff. Puts employee in difficult position to choose to take time for E learning.
• Often dependent on supervisor. Department can change opportunity.
• Classified staff don’t always get the release time we need to get the training.
• Training opportunities are always during the work day.
• Undergrad classes few offered beyond 8-5pm for classified employees to take.
• Capital. General excuse is classes that are critical period of the day.
• Last part common. Same amount of work to accomplish.
• Numerous complaints of employees not being able to take training especially the last two years. A lot of Administrative staff as well have heavier workloads. Cut back on approvals for training because of workload. More work, those had opportunity to take class and expand horizon have had opportunity taken away. Lower manpower. Basically we’ve got Article 61 on Training and Development for employees. Employees think they have the opportunity to training and development but each department head to allow this to happen and based on critical needs of department this can’t happen.

Would like to see management, would like to see Administration help employees seek time to further goals.
• Indifference could be personality conflicts. Even when an employee gets training, one is not aware (what the issues are). At central power station, budget used to have robust line item training for staff, we no longer have that.
• We’re not encouraging training. Supervisors not encouraging upward mobility e.g. Master Edu degree staff was assistant teacher in EC Cares. Due to cutbacks, took Asst. position. Denied job when a new job opportunity came up. The criticism was that staff had not been doing training survey properly and was not qualified for the position. This person has a masters degree. Can’t staff be trained to do a survey?
• Talked to Pam Farmer about getting skill requirements mapped out and out to people.

SUGGESTIONS
• Implement a mentor or buddy system that links new employees with more seasoned employees.
• If new model allows for additional staff, it will improve training development and educational opportunities.
• Knowing what is available could be improved on.
• Orientation should be offered more frequently eg, 1 x month.
• Current shifts, workgroups are lean and there is a need for investment in staff.
• Additional funding would allow for more diverse education, development and training opportunities.
• Skill port could use more entry level desktop applications (ie, programming, social media, feedback to HR).
• ODT link needed to be more prominent on CSTDAC website.
• E learning could be used for career development.
• How nice it would be to have mandatory training hours/year, as University of Washington does.

Q2: Do you get the knowledge, time and training you need to advance your skills in areas of technology or to be promoted?
Do you as a classified staff member and/or other classified employees in your department receive the time, funds and/or tools in areas of technology to enhance your knowledge of and/or advance your skills in the use of technology in the position?

Q3: Do you feel qualified to give well written, informative and/or constructive comments?
If asked to prep or participate in a review of any-one you work with (subordinate, co-worker and/or a supervisor) would you feel qualified? Can you give and/or do you get on your personal review well written, informative constructive comments? If you are not comfortable with reviews, what coaching or skills development training would you feel would be beneficial to campus non-student employees to participate in evaluations? What might your barriers or concerns be?

ADMINISTRATION COMMENTS
• Training side is really important, training would be positive help.
• Classified staff experiencing difficulties. Difficult if we have no adequate info to address situation at the University level.

KNOWLEDGE, TRAINING & TIME:
• Is the elearning course you chose have to be pertinent to your current job?
• Supervisor classes could be offered to staff.
• Make subsets of supervisor training available to classified staff so they don’t have to sign up for the whole thing.
• Would be good to have training on how to interview and hire. people.
• Want new employees and students to feel welcome.
• HR needs to address it with depts. Departments have to address it within 12-18 months. Address it on both sides. We haven’t asked employees.
Many times when staff have to go to disciplinary meetings, and asked when was the last evaluation? Three years (instead of annual). Evaluation is contractual. Evaluations gives employee expectations, whether staff have achieved expectations or need training, could determine a personality and test oriented.

**360 MULTIRATER REVIEW:**

**CONCERNS:**
- President at our table suggested “360” review You are evaluated by your peers.
- Need consistency.
- Supervisor is responsible to carry out.
- One person gets NO reviews. Is there some way to require this and monitor it? Most others receive good feedback.
- Uncomfortable with evaluating peers.
- For ???. supervisor/classif staff give permission for 360 style evals.
- Do we have clear idea of another’s responsibilities, would say half of people don’t.
- Concern about faculty comments in their evaluations if faculty don’t know their work.
- Classified staff have no one to advocate for them in offices in regard to work-related decisions. No opportunity to comment on supervisor.
- When there’s a morale concern, need someone to go to for help. Feel powerless.
- When being evaluated, if they don’t know your goals for the year how can it be fair?
- Do we know any better the people we are evaluating what they are doing?
- Not supposed to evaluate you on what they THINK you should be doing.
- 360 can evaluate your supervisor- but fear of repercussion
- Often supervisor is not informed. Problem arises when there is a staff problem and staff requests for Weingarten representation, and the situation is without a performance evaluation, HR is in flux.

**SUGGESTIONS/COMMENTS**
- Need to set goals (departmental and personal).
- Some way that classifieds could take part in and have impact in supervisor’s performance reviews- totally anonymously, of course!
- Some have opportunity to comment on supervisor and appreciate the chance. They have a unique perspective.
- Be thoughtful about new employees and departmental culture. Be willing to adjust.
- Casual/volunteer reviews less formal and intimidating
- Ongoing and constant review preferred vs. annual.
- “360” evals are only in effect in a non-official manner
- 360 evals are very helpful they provide more info
- A uniform process thoughout would be good giving us the questions in advance-written would be nice don’t know the protocol.
- Have to work with HR so that a mechanism is in place. Point out weaknesses and strengths in a positive manner needed.
- Often supervisor never is informed or knows what staff are tasked with. It is the Lead worker, not management who is more familiar with staff performance. Why not have lead worker involved, lead worker could be asked input on appraisal.
- Training part would be important. Daunting task on evaluating others on content. Training could provide input or warning of areas to work on so as not to have a poor performance evaluation.
- 360 degree evaluation; we should be committed to provide useful info at a level of maturity.
- Useful survey evaluations are in the “outside” world, tough but constructive and useful.
Recommended Workshop

Assertive Communication
...the Art of Effective Feedback
Walnut Room, EMU

Powerful communication occurs when we share what needs to be shared with respect, clarity, and purpose. That being said, how often do we feel safe sharing what needs to be said? How often do we get tongue-tied, or intimidated, making assumptions about what might happen? Assertive communication is a tool to give the gift of necessary information. It requires participation, perception-checking, and partnership building. If you’ve felt less than stellar in how you’ve communicated in the past, join others to hone skills that will enhance your ability to communicate assertively and usefully.

NOTE: Pre-registration is required for trainings. Go to http://odt.uoregon.edu/registration/course_list.php#t_content to register and to see additional trainings.

Training Feedback

If you’ve recently taken a professional training, either on or off campus, CSTDAC and Human Resources would like to know about your experience. Access the ONLINE TRAINING FEEDBACK FORM under Training & Mentoring on the CSTDAC website, http://cstdac.uoregon.edu.

Check out the CSTDAC Website!

The website is undergoing some great new changes, with a new look, some great links, and lots of information on issues important to Classified Staff.