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May 5, 2011

Dr. Eric S. Kasischke
Chair, University Senate
1153 LeFrak Hall
University of Maryland
College Park, MD 20742-8225

Dear Chair Kasischke:

For many years, the challenges and issues faced by staff members, in particular non-exempt staff members, have been frequently discussed at Staff Affairs Committee meetings. The 2010-2011 Staff Affairs Committee would like to recommend that a Task Force be created to conduct a detailed and careful review of the unique issues faced by non-exempt staff members at Maryland. This Task Force could include members from the Department of University Human Resources, Staff Ombuds Office, Staff Relations, the Senate Staff Affairs Committee, all four of the President's Commissions, CUSS, and other members of campus engaged in the overall well-being and interests of non-exempt staff members. Such a Task Force would need to conduct focus groups and/or open forums with non-exempt staff members in order to find out more about the severity of the issue regarding lack of understanding of campus processes, involvement opportunities, benefits and policies, etc. If the Senate Executive Committee determines that a Task Force is not feasible at this time, the Staff Affairs Committee respectfully requests that, at a minimum, a working group of the Department of University Human Resources be established to look into this matter further.

Any body created for such purpose should also be granted authority to work with all related units and groups involved with the creation of staff policy and departmental procedures for non-exempt staff members, including the American Federation of State, County, and Municipal Employees (AFSCME) as much as possible.

Recently, the Chair of the Council of University System Staff (CUSS) asked the Staff Affairs Committee to review the issue of low recognition of non-exempt employees on campus; this request was prompted by the low nomination rate of non-exempt staff members for the Board of Regents Staff Awards, an issue on which the Staff Affairs Committee continues to work. Additionally, the committee has been discussing the broader challenges faced by non-exempt staff members on campus, and the complexity of issues regarding inclusion and communication. As the standing committee of the Senate charged with continually reviewing campus policies affecting staff members and actively promoting orientation and opportunities for staff involvement in shared governance, this broad issue has been brought to our attention on numerous occasions.

The Staff Affairs Committee has continuously struggled with the fact that non-exempt staff members, particularly those without access to computers or workstations, have often stated that they feel "out-of-the-loop." These staff members cite that they are consistently unaware of opportunities they have on campus and are not receiving regular information about their rights and benefits. During recent discussions about such challenges, the Staff Affairs Committee was also made aware of the fact that many other committees and councils at the University have

been reviewing these same overarching concerns. For instance, the President's Commission on Ethnic and Minority Issues drafted notes regarding ongoing staff development issues following the Diversity Town Hall meeting in 2009. The President's Commission on Women's Issues also recently conducted research on staff development opportunities at other institutions, illustrating areas where the University of Maryland is lacking in terms of staff recognition and involvement. Additionally, the Staff Affairs Committee has conducted an institutional comparison on diversity and inclusion, the findings of which also pertain to these broader ideals. Both Commissions have expressly shared their support of the intention of our request in this letter.

The Staff Affairs Committee, as well as some of the President's Commissions, have noted that non-exempt staff members face difficulty in participating in elements of shared governance as they cannot easily receive permission to take time away from their workday duties to volunteer for service. However, because the issue of receiving time off to attend trainings and other activities falls under bargaining unit agreements, the committees and commissions have not investigated these areas further. As a body representing shared governance on campus, even the Senate itself often has difficulty reaching staff members who do not readily have access to email or the internet with information regarding elections, voting procedures, and access to mechanisms for submitting feedback. Issues and challenges faced by non-exempt staff members when attempting to make complaints about their work environments or professional circumstances were also recently emphasized in an anonymous letter sent to administrators by a Facilities Management employee, which was published in the University's student newspaper, *The Diamondback*, on March 31, 2011. In addition to this letter, it has been anecdotally shared on a number of occasions that many non-exempt staff members are seemingly unaware of campus policies and the processes and tools in place for grievance procedures and other important measures that directly impact their positions.

Several suggestions for better communication with non-exempt staff members have arisen in Staff Affairs Committee meetings, such as posting information on bulletin boards in break rooms, the re-instatement of printed benefits handbooks (also printed in Spanish, etc.), ongoing mini-orientations at monthly safety meetings, and the addition of closed-circuit television sets in break rooms to display information. Additionally, the committee, as well as many other bodies, believes that new employee and faculty orientations should be mandatory. While the feasibility and practicality of these suggestions vary from department to department, the core idea remains that actions need to be taken to create clear ways for better connections with non-exempt staff members, especially those who do not have access to regular email. It is our understanding that there are several hundred staff members on campus who do not have routine access to email.

Thank you for your consideration of this matter.

Sincerely,

Cynthia Shaw
Chair, 2010-2011 University Senate Staff Affairs Committee

Enclosure(s):

PCEMI Notes on Staff Development Issues

Staff Affairs Spreadsheet of Peer Institution Comparison of Diversity and Inclusion Programming

PCWI Spreadsheet of Peer Institution Comparison of Professional Development Opportunities

CS/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate

Staff Development
Diversity Town Hall Briefing 2009
Administrators, Exempt and Non-Exempt

- Develop an assertiveness training program that empowers individuals to inform others if they aren't comfortable with a specific word, joke etc.
- Can there really only be one woman of color in FM Administration?
- Institute a formal mentor program or succession plan for new staff on diversity
- Provide opportunities "to learn how to talk with people different than myself, never really had education or training on communication with others different than me"
- We want to have the Non Exempt conference brought back. What happened to the Administrative Assistance Day Celebration?
- There should be a LDI training for non exempts who want to become managers.
- We need to have release time to attend diversity programs.
- Administrators do not include us in meetings or ask us to join important committees.
- More classes need to be given to Bosses that cannot speak Spanish.
- Why can't we evaluate our supervisors?
- We want a program that will help us get promoted and we need someone to listen to us rather than always siding with the supervisors.
- New employee and faculty orientations. Make them mandatory.

Appendix Two: Spreadsheet of Peer Institution Comparison of Diversity and Inclusion Programming

	A	B	C
1	Institution	Programs	Description
2	Duke	Managing Diversity at Duke: A Toolkit for Managers	10 PDF files that address issues such as strategies for cross cultural communication, creating a unit diversity working group and Diversity Measures for evaluating manager specific performance http://www.duke.edu/web/equity/diversity_managing.htm
3		Office for Institutional Equity Training Programs	Offers customized training for departments on subjects such as LGBT concerns in the workplace, self awareness and bias, challenging dialogues, and enhancing respect in the workplace http://www.duke.edu/web/equity/Diversity_eduOpp.htm
4		Office for Institutional Equity Resource Links page	includes commonly used definitions and terms, EEO reporting forms, and coaching clips, e.g. identifying and reducing subtle bias http://www.duke.edu/web/equity/Resources.htm
5	U Florida	Multicultural and Diversity Affairs	"Conversations with Black Faculty and Staff" opens the doors of communication between students and African American staff. This program is designed to help students network with faculty and staff in a setting outside of the classroom.
6		Diversity at Work Training	Nonmandatory workshop that educates departments and staff on making diversity work for them
7		Sexual harassment prevention training	Every new employee is expected to complete the online Preventing Sexual Harassment training, and all employees are encouraged to review the training if they would like a refresher.
8	U Illinois	Office of equal opportunity and access	Has links to policies, organizations and initiatives

	A	B	C
9		Inclusive Illinois Diversity Roundtable Series	conversations around, African American, Native American, and women's issues. Also sponsors a cross-community event geared towards deepening racial and cultural understanding. Participants will engage in brief, focused conversations centered around race and diversity on campus
10	U Michigan	Diversity web page	Has links to policies, organizations and initiatives, news and events, also has links to same info in Spanish http://www.diversity.umich.edu/about/
11		Building Great Places to Work Initiative	a website that provides ideas and tools to help departments enhance working climates across campus. The HR department staff will also provide custom workshops for individual units http://www.hr.umich.edu/greatplaces/why.html
12	U Maryland, Baltimore County	Office of Human Relations	Provides conflict/dispute management, sexual harassment training, leadership development, fair employment practices, and Affirmative Action implementation plans. The Human relations committee is made up of members from each senate and works with the office to advance its programs. http://www.umbc.edu/ola/hr/index.html
13	George Mason	Office of Equity and Diversity Services	Provides educational workshops that educates members of the campus community on their rights and responsibilities, specifically in regard to maintaining a learning and working environment free from illegal discrimination. Training is mandatory for all new hires and those up for promotion or tenure. http://equity.gmu.edu/
14	Georgetown	Office of Institutional Diversity, Equity & Affirmative Action	offers counseling to any member of the University community about personnel issues related to equity, diversity, and discrimination. All counseling is confidential. Counseling provides faculty, administrators, staff and students with information on federal, local anti-discrimination laws, university policies and procedures as well as specific advice on issues of individual concern.

	A	B	C
15			provides educational programs for any department, student and employee organization. also offers a series of discussions on timely topics to the university community.
16			"Promoting a Respectful Campus Community" is a University-wide anti-harassment online training program designed by and for Georgetown University faculty and staff. The training is mandatory.
17	UC Berkley	Initiative for Equity, Inclusion	Innovation grants for students, faculty, and staff to seed work in areas that advance equity, inclusion, and diversity
18		Faculty and Staff campus climate forum	charged to increase the collective understanding of the campus landscape in regards to climate. What's going well? Where are the gaps? Explore steps the Division of E&I and/or others could take to enhance campus climate.
19	UNC Chapel Hill	Office of Diversity and Multicultural Affairs	The Diversity Incentive Fund: designed to provide support for new, innovative and creative approaches to engaging a broad cross-section of the University community in issues related to diversity.
20		Consultations	Providing assistance with strategies and planning for encouraging/increasing diversity; conflict management assistance; best practices; planning & assessment; identifying readings and resources
21		Diversity Advocate Certificate	Attend Diversity 101 Training; Attend four (4) other diversity events on campus; Attend four (4) other diversity events on campus; Write a 250-word statement on your experiences of diversity, what you learned from the attended events, and/or how you sought to promote a diversity-friendly environment; All events must have been attended within two years of submitting the application

Appendix Three: PCWI Spreadsheet of Peer Institution Comparison of Professional Development Opportunities

	A	B	C	D
1	Institution	Programs	Description	Costs
2	Duke	Duke Leadership Academy	A 12-month program Offering emerging leaders from across the university the opportunity to focus on leadership and management styles and strategies and to learn from senior-level staff	Unavailable
3		Development and Support Resources	numerous job transfer support resources for staff looking for new challenges and opportunities, e.g, resume help, interview prep, mentor/mentee tips, etc.	Unavailable
4		First Time Supervisor Program	focuses on developing high-potential Duke staff who aspire to become supervisors or who will be moving into new supervisory roles, has classes, seminars, and OJT	Unavailable; an application process in involved
5		Office Staff Development Program	A 44-week program to help lower level clerical/administrative staff gain the skill needed to advance at Duke	borne by both the staff's department and the university; An application process in involved
6		Florida State	Training and Orginational Development	short in person and online workshops on par with UMD
7	Illinois State	Training and Development	short in person and online workshops on par with UMD	born by the participant's department
8	Michigan	Leadership Development	Leadership courses usually about 3-hours long that have various topic, i.e., developing your leadership style, leading under pressure, delegating, etc.	borne by participant with tuition support available from their department; classes avg \$160
9		Personal and Professional Development	various 3-hour to all day courses that range from time management to presenation skills	borne by participant with tuition support available from their department; classes avg \$160
10		Compentency Training Tracks	Website under revision, no information available	N/A
11	Ohio State	Bridge Program	Program for employees with a high school education or equivalent. Class offerings are one core course dedicated to bridge student over three semesters, also have dedicated academic advisors	Fee authorization: similar to tuition remission, but incompleation or failure requires varying levels of forfeiture

	A	B	C	D
12		Faculty Staff Tuition Assistant Program	For enrollment in undergraduate, graduate or professional programs	Up to \$9000 per academic year for residents in undergraduate programs; for graduate programs, any amount over \$5250 is taxed. Also must reimburse the school if course is not completed with a passing grade
13	Penn State	Office Professional Certificate	a 40-hour program covering various topics such as time management, customer service, oral & written communication, etc.	\$475, borne by the department with supervisor permission
14		Master Supervision	a 63-hour program that offers seminars to develop skills for supervision other such as interviewing, staff review, managing meetings, etc.	\$475, borne by the department with supervisor permission
15		The Penn State Leader	an eight-hour program for both faculty and staff at all campus levels that cover topics on the concepts and principles of leadership	\$150, borne by the department with supervisor permission
16	UC-Berkley	Career Development for staff	Link broken or page currently down	N/A
17		Career Compass	A new initiative linked by three components: job standards, performance management and career development with the intent to standardize job responsibilities, the evaluation process, and the skills needed to perform the job, both employees in their current positions and those seeking to advance; workshops and training are involved	borne by the university
18		Berkley Staff Assembly (BSA) Mentorship Program	An application process open to BSA members only; BSA web link broken or down	N/A
19		Staff Learning and Development	there are standard resume and interviewing workshops run by the career center	borne by the university
20	Univeristy of Colorado	Leadership Development	Seminars that cover leadership style, dealing with conflict and reports	borne by the university
21		Jobs Skills development and enhancement	seminars covering topics such as communication, writing, running effective meetings, etc	borne by the university, with a \$25 administrative fee paid by the participants department

	A	B	C	D
22		Professional development Center	classes for personal development (e.g. Spanish 1); online training in Microsoft applications; specialized training (no offerings at this time); supervisory training, technical training (e.g. project management or Microsoft apps); Webinars	fees borne by student to cover operational costs of the center
23	UNC Chapel Hill	Clerical Skills Training Program	career development program for UNC employees who have minimal or no training in an office environment to gain skills to work in an entry level clerical position.	An application process, however; program is currently being revamped
24		Workplace Literacy Program	Offers small classes and self-paced study on writing and computer skills	borne by university
25		Mentoring Resources	Offers support mechanisms for monitoring success, i.e., training materials, departmental consultations and development programs	Unavailable
26		Professional development and Training	Offers courses on general and specific topics for both faculty and staff, examples: managerial skills, instructional technology, environmental health and safety, and financial systems training	borne by the participants department with supervisor permission
27		Leadership Education and Development (U-LEAD)	a nine-week comprehensive program that addresses core characteristics and skills needed to lead effectively in an academic environment	borne by the university; but an application process limited to those with a minimum of three years managerial experience
28	USC	Professional Development	covering topics such as basic writing, computer skills, the basics of supervision, understanding power relationships, decoding USC's strategic plan	borne by the university
29		Trojan Leadership Academy	a new highly customized, experiential leadership and management development program; no specifics	N/A