Results of Supervisor Survey 2016

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Overview

- Identify key information of concern to all supervisors (pool of supervisors helped to craft the survey)
- Survey sent to 313 supervisors in Academic Affairs and Division of Research
- Response rate: 207 people, 66%

Demographics of Respondents

Q1 - How long have you been a supervisor at Texas A&M?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>94</td>
<td>45.41%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>44</td>
<td>21.26%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>33</td>
<td>15.94%</td>
</tr>
<tr>
<td>15-20 years</td>
<td>17</td>
<td>8.21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>19</td>
<td>9.18%</td>
</tr>
<tr>
<td>Total</td>
<td>207</td>
<td>100%</td>
</tr>
</tbody>
</table>

Survey Results

Q2 - For which of the following Texas A&M award programs have you nominated your staff in the past three years? (select all that apply)

- President's Meritorious Service - Individual (49)
- Tradition of Excellence Individual (46)
- Other (breakdown to follow) (30)
- President's Meritorious Service - Team (16)
- Tradition of Excellence Team (10)
- Koldus Faculty and Staff Award (9)
- Diversity Service Team Award (5)
- President's Academic Advising Individual Award (5)
- Diversity Service Staff Award (4)
Q2 - For which of the following Texas A&M award programs have you nominated your staff in the past three years? (select all that apply)
- Guthrie Advising Award (4)
- President's Academic Advising Team Award (3)
- Diversity Phyllis R. Frye Advocacy Award (1)
- Women's Progress Award Administrator (1)
- Diversity Partners in Learning Award (0)
- Diversity Rainbow Award (0)
- Women's Progress Award Staff (0)

Q3 - If you checked “other”, please explain. (p. 1)

<table>
<thead>
<tr>
<th>Comment Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>7</td>
</tr>
<tr>
<td>Office/Departmental Awards</td>
<td>6</td>
</tr>
<tr>
<td>Student of the Year Award</td>
<td>6</td>
</tr>
<tr>
<td>Division of Research Staff</td>
<td>4</td>
</tr>
<tr>
<td>Excellence Award</td>
<td>3</td>
</tr>
<tr>
<td>Best in Business Award</td>
<td>4</td>
</tr>
<tr>
<td>Various additional</td>
<td>4</td>
</tr>
</tbody>
</table>

Q4 - Please mark the appropriate box in relation to each of the following (check all that apply):

<table>
<thead>
<tr>
<th>Question</th>
<th>Most Likely</th>
<th>Relatively</th>
<th>One Time</th>
<th>Slightly</th>
<th>Rarely</th>
<th>None of These</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would appreciate more University Rule information on this.</td>
<td>81</td>
<td>77</td>
<td>76</td>
<td>66</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>I am involved in making recommendations related to my supervisor on this.</td>
<td>112</td>
<td>103</td>
<td>90</td>
<td>90</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>I believe my office provides these in an equitable manner.</td>
<td>90</td>
<td>72</td>
<td>64</td>
<td>89</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>My office has a consistent way to determine who is eligible for these.</td>
<td>77</td>
<td>48</td>
<td>48</td>
<td>66</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>My office is transparent about how someone in my office becomes eligible</td>
<td>62</td>
<td>41</td>
<td>34</td>
<td>56</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

Q5 - ... share suggestions ... about a process to decide who receives merit increases, promotions, reclassification/promotions, one time merit increases, or administrative leave, ... (p. 1)

<table>
<thead>
<tr>
<th>Comment Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions</td>
<td>20</td>
</tr>
<tr>
<td>Not Aware</td>
<td>10</td>
</tr>
<tr>
<td>No process exists</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2</td>
</tr>
</tbody>
</table>
### Q6 - ... barriers to awarding merit increases, reclassification/promotions, one time merit increases or administrative leave,... (p. 3)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack Of Transparency</td>
<td>22</td>
</tr>
<tr>
<td>Human Resource Issues</td>
<td>13</td>
</tr>
<tr>
<td>Policy Implementation</td>
<td>11</td>
</tr>
<tr>
<td>Financial Constraints</td>
<td>12</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>7</td>
</tr>
<tr>
<td>Administrative Issues</td>
<td>4</td>
</tr>
<tr>
<td>Gender Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

### Q7 - Do you use working titles, in addition to payroll titles, in your office?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76</td>
<td>51.70%</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>33.33%</td>
</tr>
<tr>
<td>Unsure</td>
<td>22</td>
<td>14.97%</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Q8 - Which ... topics for supervisor development program, would be most beneficial to you ...

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult Dialogues training</td>
<td>91</td>
<td>68.94%</td>
</tr>
<tr>
<td>Discussing/Addressing equity issues with staff</td>
<td>81</td>
<td>61.36%</td>
</tr>
<tr>
<td>Handling micro-aggressions</td>
<td>81</td>
<td>61.36%</td>
</tr>
<tr>
<td>Mediation Training</td>
<td>58</td>
<td>43.94%</td>
</tr>
<tr>
<td>Majority Privilege</td>
<td>37</td>
<td>28.03%</td>
</tr>
<tr>
<td>Age Discrimination in the Workforce</td>
<td>25</td>
<td>18.94%</td>
</tr>
</tbody>
</table>

### Q9 - Are there other topics or specific workshops/speakers, perhaps in addition to those above, that you would like AACDC to consider? (p. 8)

- 360 Degree Feedback (2)
- Professionalism (2)
- Team Building (2)
- Majority Privilege (2)
- Generations in Workforce (2)
- Communication
- Career Development
- Change
- Conflict
- Customer Relations Training
- Service Recovery
- Turnover
- Risk Management
### Survey Results

**Q10 - What month(s) of the year work best for you to attend a supervisor development program?**

<table>
<thead>
<tr>
<th>Month</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>28</td>
<td>20.74%</td>
</tr>
<tr>
<td>February</td>
<td>44</td>
<td>32.59%</td>
</tr>
<tr>
<td>March</td>
<td>33</td>
<td>24.44%</td>
</tr>
<tr>
<td>April</td>
<td>37</td>
<td>27.41%</td>
</tr>
<tr>
<td>May</td>
<td>30</td>
<td>22.22%</td>
</tr>
<tr>
<td>June</td>
<td>39</td>
<td>28.70%</td>
</tr>
</tbody>
</table>

**Q11 - What are the most beneficial... in facilitating diversity goals (recruitment, retention, climate, and equity) in your unit?**

<table>
<thead>
<tr>
<th>Type of Tool for Facilitating Diversity Goals</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding for teambuilding activities</td>
<td>43</td>
<td>28</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>17</td>
<td>13</td>
<td>19</td>
<td>3</td>
<td>82%</td>
</tr>
<tr>
<td>Funding to send staff to diversity conferences or meetings</td>
<td>17</td>
<td>17</td>
<td>21</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>17</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>63%</td>
</tr>
<tr>
<td>Suggestions for how to recognize and appreciate staff</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>14</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>17</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Information about how to handle staff equations equitably in light of new FSA regulations</td>
<td>16</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>1</td>
<td>35%</td>
</tr>
<tr>
<td>Information about how to pursue together a strong nomination package for a staff award</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

**Q12 - Are there other tools that would assist you in facilitating diversity goals in your unit? (p.13)**

- Equitable Pay (2)
- More Recognition (2)
- More Training (2)
- Not Applicable (3)
- Other (3)

**Q13 - Have you had interactions in the past 2 years with Human Resources Classification and Compensation Office?**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>83</td>
<td>57.24%</td>
</tr>
<tr>
<td>NO</td>
<td>62</td>
<td>42.76%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>
Q14 - If yes, please describe your experience by checking all that apply:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met with someone from Classification and Compensation prior to submitting my request</td>
<td>15</td>
<td>18.75%</td>
</tr>
<tr>
<td>Classification and Compensation staff denied a request for a position reclassification/promotion</td>
<td>19</td>
<td>23.75%</td>
</tr>
<tr>
<td>Classification and Compensation staff approved a request for position reclassification/promotion</td>
<td>52</td>
<td>65.00%</td>
</tr>
<tr>
<td>Classification and Compensation staff were helpful in identifying actions I could take to facilitate my goals</td>
<td>27</td>
<td>33.75%</td>
</tr>
<tr>
<td>Classification and Compensation staff were knowledgeable</td>
<td>34</td>
<td>42.60%</td>
</tr>
<tr>
<td>It was easy to accomplish my goals</td>
<td>19</td>
<td>23.75%</td>
</tr>
<tr>
<td>It was a frustrating experience</td>
<td>25</td>
<td>31.25%</td>
</tr>
</tbody>
</table>

Q15 - Please share any comments about your experience (p. 10):
- Complexity of the Process (6)
- Took too Long (3)
- They were helpful (4)
- Not Applicable (4)
- Other (6)

Q16 - Have you had interactions in the past 2 years with Human Resources Employee Relations Office?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>60</td>
<td>42.25%</td>
</tr>
<tr>
<td>NO</td>
<td>82</td>
<td>57.75%</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q17 - If yes, please describe your experience with Employee Relations by checking all that apply:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Relations denied a request for termination of an employee</td>
<td>3</td>
<td>6.11%</td>
</tr>
<tr>
<td>Employee Relations approved a request for termination of an employee</td>
<td>17</td>
<td>34.69%</td>
</tr>
<tr>
<td>Employee Relations were helpful in identifying actions I could take to remediate an employee</td>
<td>32</td>
<td>65.31%</td>
</tr>
<tr>
<td>Employee Relations were helpful in identifying actions I needed to take to terminate an employee</td>
<td>19</td>
<td>38.78%</td>
</tr>
<tr>
<td>Employee Relations staff were knowledgeable</td>
<td>40</td>
<td>81.63%</td>
</tr>
<tr>
<td>It was easy to accomplish my goals</td>
<td>18</td>
<td>36.78%</td>
</tr>
<tr>
<td>It was a frustrating experience</td>
<td>9</td>
<td>18.37%</td>
</tr>
</tbody>
</table>
### Survey Results

**Q18 - Please share any comments about your experience with Employee Relations (p. 12):**
- They were not helpful (6)
- They were helpful (2)
- Other (1)
- Not Applicable (3)

**Q19 - Is there anything else you would like us to know? (p. 12):**
- Management issues (4)
- Stress Relief (3)
- 360 Feedback (3)
- Supervisor Mentor Program (1)
- Nothing/Not applicable (7)

### Conclusion

**Questions?**

Academic Affairs Climate and Diversity Committee

[http://aadcd.tamu.edu](http://aadcd.tamu.edu)
(search for AACDC on the TAMU homepage)
Academic Affairs Climate and Diversity Subcommittee
Supervisor Survey 2016 Comments

Q3 - If you checked "other", please explain.

Advisory Awards: 2
- NACADA Advising Awards
- UAC New Advisor Award

Best in Business Award: 3

Internal Award from office/department: 6

Division of Research Staff Excellence Award: 4

Student Employee of the Year Award: 6

None or Not Applicable: 7
- None. We have not been asked to nominate
- Does not apply
- N/A
- None - I only supervise part-time workers.
- The director for our division does not think it's fair to nominate one staff member over another so we do not do this, unfortunately.
- None
- I only supervise undergraduate student workers.

Other: 4
- My office was managed under the Texas A&M System for the last 10 years. In recent years I nominated 2 staff members for Outstanding Service Awards and they both won.
- I just became a supervisor in October 2015, the department normally nominates a team/person and they nominated the team. I have nominated team members but not since I became a supervisor.
- Tradition of Excellence Staff Award
- Our office just came under TAMU in the last couple of months so I wasn't aware of any of the above awards until now.

Q5 - If your office has a process or criteria by which they decide who receives merit increases, promotions, reclassification/promotions, one time merit increases, or administrative leave, please share your suggestions:

No Process Exists: 6
- No. Our director makes the decisions and we know after the fact
- My office's policies regarding merit increases, promotions, reclassifications/promotions, one time merit increases and administrative leave are almost entirely decided at the whim of the head of
our organization. There is little if any consistency and transparency. Personal grudges and current mood are major factors in these kinds of decisions and are subject to the sole discretion of our director.

- Our offices do not have any sort of information on these topics mentioned. Beside employee.tamu.edu we do not have any information on them.
- AABS HR provides us with lists of those potentially eligible for some of these but the top supervisor has the ultimate decision as to whom and which are to be awarded. Certain people/positions see much more frequent and generous opportunities than others.
- Not aware of a formal process or criteria in which the decisions are based upon. Supervisors are asked to provide a recommendation for staff they supervise, however there is not criteria nor formal 'justification' requested to accompany those recommendations. The recommendations then may or may not be used by the decision-maker(s) to determine if there is a merit increase and/or how much.
- I oversee a new office and as such processes and criteria are under consideration

Not Aware: 10

- Due to multiple changes over the past several years in University budget processes and what is allowed, as well as a change in directive about how many one-time merits are allowed, these are not really as clear as to how and when and how much can be done or what would be appropriate.
- Not sure what the process is. I have only given recommendations to my supervisor.
- Since we recently relocated to Academic Affairs from XXXXX, I'm not sure how these are handled.
- Unsure.
- I wish my office would be more transparent about what qualifies a person for these types of incentives. I do not believe that many staff within our office are aware of the processes to determine who is awarded an incentive or the types of incentives that may be awarded.
- Have not been involved in merit increases, one-time merit or administrative leave.
- I have only been a supervisor since March 2016. I am unsure as to how my office handles this.
- I am very new to this supervisory position so I feel I'm not [yet] in a position to share advice.
- I am not aware of the process for which these actions are determined.
- I am still in the learning process.

Satisfied: 2

- I am satisfied with how our Division provides this information. No suggestions.
- I think our process is well defined.

Suggestion: 20

- Merit increases and administrative leave grants are tied to evaluation ratings. One-time merit increases and additional ALWP may also be granted to staff based on additional projects or assignments completed in addition to their normal duties.
- As a new supervisor, I have not been given any information on either the processes or the criteria for these decisions.
- Our Executive Director meets with the Directors who serve as the immediate supervisors for our academic advisors to consult with them about awarding merit increases and reclassifications.
- We use a rubric that aligns with the Overall Performance Evaluation rating.
- Exemplary -- up to 4% merit and 4 days of Admin. Leave
- Exceeds Expectations -- w.5% or 3% merit and 2 days of Admin. Leave
- Achieves -- no merit or Admin. Leave"
For administrative leave, staff are awarded a set amount at the beginning of the fiscal year based on their overall performance evaluation score. This is done consistently across the department.

Each supervisor is involved in the distribution of all these processes.

I complete a 'rating chart' using the information from the annual evaluations.

Merit Increases are based on an individual’s annual review. Whereas the highest rating on the review is tied to the highest percentage of increase.

Our office has a career ladder based on years of service and growing responsibilities for individuals. Direct supervisors make recommendations for merits and promotions for their people based on our career ladder and performance.

For merit increases, our Director makes the final decision with input from the supervisors. Only those with a performance review above "achieves" is eligible.

Base merit increases are determined based on the overall evaluation score, in conjunction with consideration of the department as a whole. Assigned rates are determined by the department head, with input from the supervisor.

Administrative Leave is awarded based on the performance rating.

One-time merit increases are based on contributions or completion of a special project, or of significant importance.

Based on performance on projects.

Merit is given at the discretion of the Asst. Vice President based on rankings from supervisors. Admin leave is given based on two years’ worth of overall performance ratings and additional is given for a special project. One time merit is given for special projects. Reclassifications/promotions are given at the recommendation of the supervisor and approval of the AVP and are generally given when someone takes on more job duties, however, what classifies as more job duties varies from supervisor to supervisor which creates inconsistencies throughout the office. This holds true really for everything listed here. It just depends on the supervisor.

Merit and administrative leave are awarded based partly on evaluation ratings and partly based on significant achievements throughout the year.

Given there is no cost of living increase, all employees who achieve a rating of 'Achieves' or better on their evaluation receive some merit increase. The percentage increase is determined by their evaluation score and the supervisor’s recommendation. Typically, persons with the same evaluation score get within 0.5% the same merit.

Other: 6

- We ask and usually denied
- N/A
- None
- I would like to know when and for what reasons other units award One-time Merit. Administrative Leave is standard in our department, we are told who qualifies based on years of service and evaluation results.
- We do not take part in this process.
- I am not involved in the decision making as to who is awarded merit, administrative leave, and promotions.

Q6 - If you have encountered barriers to awarding merit increases, reclassification/promotions, one time merit increases or administrative leave, please explain:
Financial Constraints: 12
- insufficient funds, difficult to raise salary without a promotion
- Staff with extensive time working for TAMU are often overlooked for merit increases even though they may be doing an excellent job because their salary may be too close to that of the supervisor.
- Not enough funding to provide adequate awards. Individuals in my office make far less than counterparts in colleges.
- We are told there aren't enough funds for them
- Barriers include available funding and ... Limited funds
- Have not been involved in details of the merit increase process, but it is my understanding that available funds for merit raise averages 2-3% of salaries for a department. In my experience that equates to salary adjustments simply to try to keep up with cost of living to break even. Not much merit recognition when just keeping up with living expenses and our cost of Living is significantly out pacing the national numbers.
- There isn't enough. My people are already paid well below the unit standards for the amount of work and the responsibility that they do. It is hard to reward them adequately with only a 4 percent allocation. We put aside money in a UFO specifically for merit increases, but that may not be enough.
- Our office is self-funded so if income is down, merit increases have been challenging or eliminated.
- Merit increases happen in conjunction with Annual Reviews, but there is not a quality way to validate the size of the increase. This is frustrating as some people have earned and deserved a larger increase based on their performance. The suggested raise percentage should be dictated by the group and receive budget approval from an AD or something that is not arbitrary. In addition, there is not a clear designation on the process for promotions and rewarding admin leave. There is an education problem within the groups on campus.
- Budget constraints are always the issue for one time merit, merit increases, etc.
- ... Limits on dollars available during budget cycles
- barriers to reclassification with higher wage salary

Gender Issues: 2
- previous supervisor preferred to award male staff
- The director here does not believe it's fair to reward one person over another- however we've found that he does seem to give more merit increase to the men in our group.

Administrative Issues: 4
- ... administrative approval barriers for reclassification/ promotion actions.
- We received notice in early June, after evaluations were done, that the Provost Office would not consider anyone with an "achieves" rating for a merit increase even though it states on the HR website that "achieves" ratings are eligible. Going forward, it appears the only way employees will receive a merit increase, by Provost Office standards, is to rate them with an "exceeds" or "exemplary" rating.
- One time merits are never approved.
- For promotions or reclasses, a supervisor can nominate their employee, but that has to be approved by 3-4 levels of management before it is approved. It is a cumbersome process.

Human Resource Issues: 13
- On a related subject, have had a VERY disappointing experience with the new System Pay Plan. Initially, informed that 2 of my Asst. Dir's and 2 of my Asss. Dir's would have significant salary
upgrades. However, I have a total of 7 Asst. Dir's and a total of 5 Ascc. Dir's and this would be inequitable to single out a few and not upgrade the others. We ensure that there is equivalency among the Asst. Dir's and the Ascc. Dir's; however, the determination by H.R. was arbitrary and they did not seek our input. When questioned, they informed me that they would be "reviewing" our positions and they "solved" the inequities by deciding that our Asst. Dir's and Ascc. Dir's are at a lower pay range than other similar positions on campus!!!! So, we're having to use our own reserves to adjust our own pay ranges for professional staff positions -- none of the upgrades are supported by the University, thanks to their "review". So, yes, I am very upset about this; but, luckily, due to our financial stewardship, we can provide these much-needed salary increases to my staff, both for them and to keep from being poached which happens regularly.

- HR is slow responding on reclassifications/promotions
- Reclassifications are cumbersome to get approved through HR. We typically are asked to show entirely new job duties instead of promoting due to mastery and expertise, or increased autonomy.
- I'm told by my supervisors that they get pushback from HR whenever a reclass is submitted. Also, we have an internal process that doesn't allow a reclass at the same time as a merit increase.
- Only that TAMU-HR does not consistently seem helpful in moving forward with the reclassifications or increases that we suggest, support and deep appropriate. Again, this is TAMU-HR, not Academic Affairs.
- HR has made reclassifications extremely difficult, and we often have to consult a liaison to assist us in coming to a compromise with HR in order to sufficiently justify by their standards the reclassifications we seek. We also happen to have a team with a number of high achievers, but one-time merit is viewed as something that should be limited to only a few, so it is difficult to recognize all of those who should be recognized in this manner.
- HR doesn't see more of the same work as a justification for a promotion. It must be because of an increase in responsibility. Getting these approved through HR is VERY difficult and on more than one occasion I've had to abandon my plans to promote and have had to pursue an out of cycle merit increase to compensate the employee for the additional work. There is something flawed about this criteria.
- HR
  - "Yes--it is difficult to reclassify deserving staff who are capable of more if they don't meet strict ""guidelines"" about number of years of experience.
  - It is also very difficult to understand what HR wants in terms of job descriptions. We have literally copied down their description of a job description only to have the reclassification rejected."
- HR has sometimes made reclasses difficult due to the requirement that there be both a significant increase in job responsibilities and solid performance. I wish there were ways to reward performance without necessarily having to add on more and more. Some positions, especially those related to customer service, do not lend themselves to increasing duties without detracting from the primary job is serving customers.
- . . . inadequate assistance form Human Resources in determining duty description and title possibilities.
- I tried to promote to Director and encountered barriers from HR over job duties, although other directors in my units did perform the same duties I was told were required for directors (i.e., control over budget).

Lack of Transparency/Process: 22
• As a new supervisor, I have not been given any information on either the processes or the criteria for these decisions.
• In the past awards of one-time merit pay and administrative leave were always a pleasant surprise that the Executive Director determined on her own.
• Yes. Lack of clarity, involvement and transparency
• My director makes those decisions and I learn after the fact. It is frustrating as a supervisor of staff. My supervisor also asks to review my supervisees’ PATH performances before submitting them and will edit them. I find this odd
• The process for awarding any of these is convoluted and political. It is based on upper level management deciding who is worthy and not direct level supervisors who would have best perspective on eligibility and merit
• As noted in previous question, personal grudges and current mood are major factors factor in these kinds of decisions and are subject to the sole discretion of our director. Changes to organizational structure and supervisory relationships are made with little or no warning or notification.
• My office has supervisors rate their employees, then the director decides who receives merit increases, one-time merit, and admin leave. I do not like that a supervisor has such little say and influence over who gets a merit increase or not. For one-time merit and Admin leave, requests make it to Vice Provost level for approval, which I think ties the hands of supervisors. As a supervisor, we have to spend ample time crafting a detailed memo regarding why our staff deserve recognition, but then someone who doesn't know our staff at all and does not realize how hard they work can (and does) deny the request.
• Would like more input.
• These seem to be an ever moving target so neither myself or my supervisees know what the standards are for any of these.
• I think the issue on these items is that some people don't understand our organization. It's not black and white as other roles in the university. People don't have qualifications walking in the door, but some of them excel in training and then we're told they can't get an increase because that isn't how it works. Promotions are also not consistent. People without some of the actual job knowledge are promoted just because they have been here a long time. That isn't fair to those who work hard and take on more and may not have the years needed for that position title, but do far more work than someone with the higher title.
• The concept of "getting a raise" vs "being promoted" is still very confusing. No one actually sat down an explained this process to me. I feel my manger does not full know the steps either. Why is it that, my raise is taken away until next year, when I am being promoted?
• I see great inconsistency in how different supervisors rate employees. Some see no value to annual reviews so throw something together just to meet requirements without considering the impact on available rewards. Others are very critical, harsh supervisors and their staff have no hope of qualifying for some rewards. Others are very lenient or generous which really highlights the differences when their employees are better rewarded because of qualification.
• The above mentioned awards are done by a supervisor higher up, and he gives the increases to those who work more closely than we do. We receive very little and others get big promotions and salary increases.
• "I have had our unit director favor staff over others and unfairly distribute rankings even to the point where she does not allow for the supervisors' evaluation to be submitted as it was discussed the supervised employee. This has impacted employees, from my understanding, of getting merit recognition though I have independently verified with AABS that employees need not meet more...
than overall "achieves" to receive merit recognition. In any case, reclassifications have only happened for 2 employees over the past 3 years and these only happened in April of this year. Staff morale and retention have been impacted and administrative leave, merit increases alone have been inequitably given. As a supervisor, I don't even know what supervised employees get until it's granted, which is unfortunate in the transparency of communication from our unit director.

- Our director makes all the decisions. We can recommend, but the decision about how and when to grant these is only his.
- Not sure the process is as transparent in terms of what the available merit pool is. There doesn't appear to be a consistent, formalized process to guide us in our recommendations for these options.
- Yes, at times they are denied or one time merits are reduced by the Associate Vice President with no explanation as to why.
- The promotion/reclassification process is somewhat inconsistent and vague. Paths to achieve promotion need to be clearly articulated to staff so that all staff have an opportunity to advance.
- I am never given information about the criteria for these from my supervisor. I have enough experience as a supervisor to know where to find the information on my own and use that to make recommendations. I am never given information about salary guidelines until I make a recommendation, then I'm told why/why not my recommendation will work in relation to the guidelines. It's cumbersome and limits opportunity, Obviously, transparency is an issue.
- My opinion is heard but the final verdict is up to one person and is very cryptic.
- I have recommended administrative leave for my supervisees and been denied with no explanation.
- Very little useful information is provided when requests are denied. Appears to be inconsistent, but it may just be the lack of explanation.

Not Applicable: 7

- Process is still being defined for my organization under new leadership.
- N/A
- I have only been a supervisor since March 2016. I am unsure as to how my office handles this.
- N?A
- None.
- I am still in the learning process.
- N/A

Policy/Interpretation Barriers: 11

- Our office is responsible for working extra hours each semester for graduation. In the past (more than 5 years ago) we used to be given administrative leave as a "thank you" for working these extra hours since many of the staff are not eligible for overtime pay (salary). For the past few years we have not been offered administrative leave for working even more hours now than in the past. When I asked my supervisor about this I was given a response of "Staff do not use the administrative leave that we give them and we have issues with staff already losing vacation time each year so it is not beneficial to offer administrative leave." I think the leave should still be offered for working these events which we are not given overtime pay for. It is close to 50 hours of extra work for most and some work more than 50 hours for which no extra pay or overtime is given.
• It seems that the most easily available reward is Administrative Leave. However in some cases, the people I would like to give it to be already forced to take vacation they wouldn’t ordinarily take lest it convert to sick leave in September.

• For reclassifications/promotions, there tends to be a barrier in the # of levels that staff are able to move up.

• Reclassification issues regarding the standard minimum experience for business staff. The minimum years of experience for many of the business positions is too long. It is difficult to hire younger candidates that have recently graduated because they don’t have enough years of working experience.

• Our department has not had a Class Comp review in decades. I believe it is a lack of administrative initiative in this area.

• Within the last couple of years, administrative leave was requested, but not granted for my employees. No reason was given for denying the requests.

• Administrative leave is not brought up or offered.

• This for reclassifications to be reviewed by HA and approved within the line is often too long.

• The margins are so slim between our job classifications in terms of salary that there is always the concern of a relatively small merit increase essentially requiring a promotion when one is earned and the other is not.

• There are times when I have been told that one or more of these would not be approved if a request was submitted. I believe that any staff member who completes a higher degree or takes on significant new duties should be approved if funding is available.

• With no career ladder in place, promotions/reclassifications are difficult once a person reaches a certain level. This is being addressed.

Q9 - Are there other topics or specific workshops/speakers, perhaps in addition to those above, that you would like AACDC to consider?

• Understanding and learning to work with the different types of generations.

• Communication -- how to check for understanding and how to clearly communicate.

• Change

• Conflict -- how to do this in a positive manner; staff automatically perceive conflict as a "bad thing" so I often remind them that in their own families, conflict probably happens regularly and it’s how it is managed and cannot be avoided. I currently have a supervisor who avoids conflict and I’m coaching them on how to address it. Left unaddressed, it simply leads to an inequitable situation that is unacceptable. Implicit bias, stereotype threat"

• 360 degree-feedback models that supervisors can use to solicit input from employees and implement solutions to problems that may be difficult for subordinates to discuss or bring up.

• Inappropriate or unprofessional behaviors supervisors should avoid.

• Diversity trainings or continued diversity. Also, inclusion trainings

• Professionalism - what it means to be "professional" in your appearance and behavior. Not just appropriate business attire but also how to behave when you’re representing our organization at meetings and workshops.

• Mindfulness

• best ways to motivate different personalities

• More guided team building opportunities. In a group that needs to work closely together, this can be helpful.
• Student Workers' feedback for managers. How to stop someone from playing politics in workplace to gain advantage over others?
• Appreciation and value of annual performance reviews. Use of annual performance reviews to develop and build employees instead of demotivating them. How to develop and motivate your staff/teams
• "Majority privilege" you have to be kidding.
• My office has a tremendous amount of traffic - around 8,000 individuals (officially). We encourage everyone to complete the standard university customer relations trainings, but it would be helpful to have more (and more sophisticated) training to help with the volume and diversity of customers.
• Service Recovery
• Turnover
• Changing from peer to supervisor
• Working with millennials
• Majority privilege specifically on gender status (cis gender and male/female).
• No.
• N/A
• "As a supervisor I consider the welfare and safety of my employees I supervise as a priority. With that being said, and with the increase concern related to safety on campus (i.e. campus shootings, threats, etc.), I'd like to see more opportunities for departments to receive trainings that address these concerns. Other institutions have provided 'active shooter' workshops and/or had risk mgmt. office staff come and evaluate the office and make recommendations for offices in terms of what they could/would need to do if there was an active shooter in the building.....would like to see more collaboration within buildings where if there is an active shooter or other emergency within the building that there is some way to communicate that with everyone who works in the building (Instant Messaging, Intercoms, etc.).
• Emotional intelligence - Understanding your Team so that you can put them in a better position to succeed.
• How to terminate poor performing employees.
• career development for staff
• Supervising a multigenerational staff; managing expectations of younger staff in regards to advancement (i.e. the University doesn't promote like the corporate world).

Q12 - Are there other tools that would assist you in facilitating diversity goals in your unit?

Equitable Pay: 2
• Equitable pay for staff with the same title across campus. All recent loss of employees, particularly those of diversity have been because other departments on campus have been allowed to significantly raise their salaries.
• Higher pay rates at all levels the pay scale for my office's advisors has been the same for at least 15 years! We lose great applications due to not offering higher pay.

More Recognition: 2
• Being in a group where we do not have a layout of what our titles requires or expects us to do in our job duties, it would be fantastic if we can manage to figure out what is our job duties. We do not get recognize for our hard work and number of years we been working here for Texas A&M
University. Perhaps make it a requirement for higher ups (Directors, upper managers) to recognize their employees for what they do and not just focus of only "running" the department. It does help us be much more motivated to see that we mean something to the university.

- The ultimate supervisor will have to be convinced that these things are important (or required) because other priorities will always override the options listed above.

More Training: 3
- Train my director.
- customer service training for staff
- Resources that a supervisor or department can access to start discussions in a groups setting about different diversity topics and to help establish a "safe zone" atmosphere for those discussions... as part of a larger meeting as well as on its own.

NA: 3
- not at this time
- No
- N/A

Other: 3
- Most of the available tools tend to assume that the department/unit is not diverse. My unit is very diverse, so some of the trainings tend to fall flat (that is what people in my unit have told me). We already provide funding for staff to attend diversity training and conferences.
- Because of the heavy workload of my employees any time spent out of the office for training creates a backlog of work to be completed in less time.
- We can pay our president and chancellor $1000000 and you are asking me for low or no cost ways to recognize staff!

Q15 - Please share any comments about your experience with Classification and Compensation in HR:

Helpful: 4
- They were very knowledgeable and helpful . . .
- Information was expeditiously provided to me several times about pay ranges for various position titles on campus.
- As a liaison for my office, I submit reclassification requests on behalf of my supervisor. Requests are processed by HR in a timely manner.
- . . . the staff were helpful.

Not Applicable: 4
- I was not supervisor in this. I submitted reclassification as the HR liaison.
- None.
- I worked with our AABS HR reps prior to submitting our requests
- We work with AABS rather than directly with TAMU HR

Took Too Long: 3
- It was frustrating and took quite a bit of time to get things to work correctly.
• ... the items sat too long without change or status updates (ones that I could look-up, not necessarily them contacting me.)

• While my request was approved, it took two months to be approved. I was asked for additional information during the process, even though I had provided all the information requested upfront, including approval from our vice provost.

Complexity of Process: 6

• I made a mistake regarding the new Veterans Preference law and I was scolded. The person was rude and in no way helpful in helping me understand what I did wrong and how to prevent the mistake from happening again. They didn't like my questions and my tests for the applicants. I cringe to think what will happen if I make another mistake.

• There are a lot of hoops to jump through and success tends to be elusive.

• I have had multiple experiences, so my items checked above vary. Some experiences are positive and some are not. I work in AABS and although I don't currently handle HR functions, I have done this in the past and consider myself proficient in these processes. Even still, I have encountered issues.

• The response above may not be totally accurate. I called to get a meeting with HR concerning a career ladder proposal I was working on and was told they are not considering any changes at this time.

• I was told that I could do a salary adjustments for a staff member. Then, when I submitted it, it was denied. It took three iterations and a lot of time to get it through. I was told twice that my justification was not sufficient but I was not provided with guidance on how to make it so.

• Parts were helpful, and parts were frustrating because of not being able to understand some of the limitations they apply to criteria minimum requirements.

Other: 6

• I met with them on an issue not related to the answers above.

• Within my unit, we employ approx. 27 student workers who serve as ambassadors to to the university. As I have vacancies within my unit, I like to promote qualified students to an intern position and then eventually to a full-time position. As a university, we have the ability to transfer full-time staff from one position to another with little headache but we do not have the ability to transfer a student worker into a full-time position; rather, the student worker has to apply for the full-time position. As a university who has a mission of developing leadership in our students, we should have the ability to reward student workers by "promoting" them into full-time positions without requiring them to go through the strenuous channels of applying. I believe this fosters the career development process and removes some of the red tape in hiring qualified individuals.

• The experience is directly related to the analyst you are interacting with.

• I had to make some changes, but they eventually approved the request.

• After determining that other academic advising offices were hiring new advisors as Academic Advisor 1's, we had to determine if we could continue our practice of hiring new advisors at the Academic Advisor II level.

• I am trying to reclassify positions, and I have not found them very helpful. They have a lot on their plate right now, so I sympathize. On the other hand, Elizabeth Schwartz is always very professional and as helpful as she can be. They called me to a meeting about the new system-wide pay plan, and said no one in my unit was affected. Then, a week later, I received a chart showing that one of the staff in my department was eligible for an automatic increase.
Q18 - Please share any comments about your experience with Employee Relations in HR:

Helpful: 2
- The staff member was friendly, attentive, and helpful.
- ER is a great asset. They are wise, prompt, and genuine.

Not Applicable: 3
- I worked with them on an issue not listed above
- None Apply above
- N/A

Not Helpful: 6
- It was a sad experience. I tried for a year to remediate the employee and in the end, just couldn't make it work. Employee relations were helpful in the process but it was not a fun experience.
- There is a perception that it is nearly impossible to terminate for poor performance and many employees know this. When HR tells me they are just trying to keep us out of court, I'd like to respond with, "I'll get a lawyer and take my chances."
- I understand that the goal of HR is to help employees be better at their jobs, but sometimes we need help terminating them, not dragging things on and damaging our programs and the people we are supposed to be serving.
- I filed an informal and then formal complaint against my supervisor with HR. Because he is a faculty member, I learned that there is very little HR can do to help resolve supervisor-employee conflicts when the supervisor is a member of the faculty. Literally, all HR could do is listen, sympathize, and refer me to the Dean of Faculties office. Even after filing a formal complaint with HR, the actual investigation was transferred to the Dean of Faculties, which has little to no obligation to advocate on behalf of an employee. In my attempts to resolve the conflict, I've learned that this problem is not isolated to our office, but rather System-wide. This whole experience has clearly demonstrated to me that there is a dire need for greater accountability and transparency with faculty supervisors.
- ER seems to take a generic/blanket approach to each request. They do not make any effort to gather context to understand why some situations simply cannot withstand an extended period of time allowing for employee errors, disruptions, or other actions that result in hindering department operations.
- I didn't get any help with my request.

Other: 1
- I contacted Employee Relations to determine how to address a former employee who had retired and who now wanted to return as a part-time worker.

Q19 - Is there anything else you would like us to know?

360 Feedback:
- A lot of effort seems to be placed on supervisor evaluating the supervisee. I wish it was possible/required that the supervisee could evaluate the supervisor. Another possibility would be a requirement that a person who is responsible for supervising, have an area on their evaluation whereby their supervisor has to receive comments from those the person supervises.
I know that my supervisor is evaluated on their supervision/leadership skills, yet I am never asked to provide feedback on how my supervisor leads/works with/supervises me.

- Supervisors are evaluated on their role as a supervisor but employees have no opportunity to rate their supervisor. I understand that this type of evaluation would naturally be challenging and extremely subjective, but I think it would be a useful process for all involved if employees had an 'official' way to evaluate and provide feedback to their supervisor. For those whose employees are themselves supervisors, it could help them determine how their employees are doing in their role as a supervisor and how they may be able to assist them in improving. It could possibly help with staff morale as well if they have a structured process for providing feedback to their supervisor. I would like to see resources to facilitate this process made available to staff - maybe even through a module in PATH - even if it remains an optional process.

- Supervisors should have a 360 degree evaluation from employees/unit staff. Considering our unit is supervised by a staff member in the Provost's Office, it makes it difficult to make any headway on progress, communication when all roads lead only up with the evaluation process.

Management Issues:

- "Our unit has been moved around with different supervisors above our director every 2-3 years or so. We have been discouraged to communicate above and have not met with the last supervisor. A number of staff feel that there is no outlet above other than what is reported by our director. We feel stuck with our issues. Our director wants to see our supervisees' PATH Performances and will edit them before we can submit. It is odd.

- Also our director does not like to ask for help. He/she does not promote easily and in fact did not promote for years because she/he did not want to promote above one person in particular. Staff have left in large numbers because of the lack of advancement opportunity and a reactive style of management rather than proactive and efficiently supportive."

- "Our office needs help as our director is planning to restructure the office with no clear plan except a reactive management style that has cost us many staff members. My director is an introvert who does not like to ask for help. We need HR involvement and a mediator"

- I would like to see more opportunities to move up the chain to better positions. It is very hard to see that your position might be a dead end sometimes because it is very difficult to move up.

- Last year I switched supervisors between the end of the evaluation period and the awarding of merit period. My former supervisor gave me an overall 'Exemplary' rating - but my new supervisor gave me a merit increase well below the standard increase. I was hopping mad, and still am. Since this was a new supervisor, there wasn't anything I felt comfortable saying to doing about it - I know she used the funds to award other people who report to her. The upside of this is I was able to tell everyone in my office that I valued them more than the university values me.

- We need to compensate staff better!

Nothing:

- No
- No.
- No thanks.
- No.
- I don't think this survey applies to me, I only supervise undergraduate student workers.
- N/A
- no

Stress Relief:

- We work in a very busy and demanding office - service oriented - and it can be very stressful. Not everyone is cut out for these positions. Mistakes cannot be made. Turnover rate is high which
causes stress on those left carrying the extra load including managers/supervisors. And we have no space for growth. We need stress relief!

**Supervisor Mentor program:**
- I would like to see a new supervisor mentor program, in addition to the new employee mentor program.