BENEFITS

1. **If UW-Madison could add 1 new benefit.**
   - Paid parental leave for birth/adoption (8-12 weeks)
   - Comp Time (currently not allowed in department/unit
     - (choice comp or overtime)
   - Additional time to address family situations
   - Retention
   - Cafeteria style benefit plan (*Group 1 and 3*) - buckets (choice, options)
     - Health care, day care, retirement, etc.
   - **Equity** – Value differences over a career
   - Family vs. single coverage
   - Employee discounts – tuition (online vs. a class) – employee or family,
   - Reimbursement or remission at a school/college level
   - Vacation carryover/floating holidays (#2)
   - Minimum post-retirement health insurance benefit.
   - Advocate against borrowing against WRS retirement.
   - Tuition reimbursement – on work time.
   - At retirement, payout or use more choice for employee
   - End trades "double pay "t" for retirement (5.87)
   - Sabbatical for instructional staff.
   - Option beyond SHICC – (partial payout)
   - Trades
   - Tuition – Pay in advance, bill if you do not pass/fail.
     - Reimburse campus level, not department budget
   - Cheaper access to recreation sports facilities
   - Incentives for wellness.
   - Dual career programs available to employees beyond faculty/academic staff.

2. **If you could change 1 thing about leave.**
   - Time to use option to carry floating holidays, vacation (avoid losing vacation, sick leave already earned)
   - Eight-hour holiday, four 10-hours days. (Make this work)
   - Benefit – levels related to income levels.
   - Conversion (SHICC ALRCC) Minimum benefit at retirement
   - Sabbatical/ALRA – bank more (busy job)
   - Current version "limits/penalizes service"; 40 hours plus vacation – loss of overtime
     - (Compensation related) (*Groups 1 and 2*)
   - Incentives to come in at 1 a.m. or on Saturday
BENEFITS (continued)

• Concern: Leave amounts reduced
• Vacation for C-Basics (9 months) faculty and staff
• Combination more generous options, i.e. "banking", leave earlier, more.
• Sick leave – vacation for trades/crafts
• Make overtime rules better to stop/avoid penalizing these employees
• Consistency – not many different leave systems
• Four weeks of vacation sooner.
  • (Trades raised – all should have same opportunity)
• Benefits valuable – retention
• Cash out vacation before retirement.
• Payout vacation at severance/resignation.
  • Vacation at 100%. Sick leave at partial percentage (at Ohio State)
• "Grandfathering" – No loss of previously accrued benefits
• Extended leave (2 weeks)

3. What has been most confusing about benefits? What changes would help?

• Consistency – One system instead of multiple systems
• Tutorial – How to read your pay stub.
• Opportunities to learn beyond Benefits 101.
• Benefits table is helpful
• Copays for health insurance
  • Sliding scale based on income.
• Retirement parking – talking about it for years.
• Clarify tuition reimbursement.
• Mandatory benefits education.
• Simplify the system.
• Central place to contact with questions – for benefits counseling
• Reduce payroll and benefits turnover
• "Simpler is better"
• Dean on call for benefits.
  • Benefits specialists on call (advice, projections)
• More inhouse expertise vs. calls to benefit providers.
• Benefits website – Icons
COMPENSATION

1. What do you see as the pros and cons of a system where performance and compensation are more directly linked?
   • PROS
     o Forces goal setting
     o Accountability
     o Promote within a job
     o Develop people, invest in them with training.
     o Deal with poor performance
     o Compensation for performance gives ownership
     o Dedication
     o Ability to request performance/equity review
     o Reduce job hopping.
     o Compensation based on performance due to good work.
     o More dedication to the job.
     o Gives ownership.
     o Less people may feel the need to job hop to get a raise or promotion reducing job hopping on campus.
     o Reward those who show initiative.
     o Gives an opportunity to request a performance review (often don’t get reviewed now.)
     o One person has been in her position for a long time and doesn’t want to change jobs. She would like performance-based compensation so she can be recognized in her current job and not need to change. Would like her performance recognized and compensated for. Doesn’t care about length of service.
     o Will force accountability; remove special treatment.
     o A good system will develop people by giving training, skills, etc.
     o Tool for reward and a tool to deal with the employee who is just hanging on without compassion or the desire to learn.
   • CONS
     o Divisions with less money cannot pay.
     o Disparity of $ between divisions
     o No place to go
     o Academic vs. classified promotions today inequitable
     o Favoritism
     o Different supervisors measure performance differently.
     o Hard to measure if unique job.
     o Some departments/units have growth and resources while others are being minimized so ability to compensate based on performance will vary.
     o Academic staff can be give % increases while classified compensation differs with very tiny steps and very limited.
     o Not equitable between academic staff and classified staff. See AS get 20% raise while classified get nothing.
     o Compensation for performance would be like the buddy system—if the employee isn’t in the favored group (the “in group”), you wouldn’t get a raise while the supervisor’s buddies would get rewarded.
     o Favoritism – unequal treatment.
Different supervisors have different categories for performance---some want a bell curve, others rate everyone the same or high.

May not give the opportunity to request a performance review.

Some positions have problems with fair evaluations. Gave the example of those in the classroom. Some semesters the instructor can have a “poorer” group of students and get lower evaluation numbers. Reflects the students taking the class more than the abilities of the instructor. The employee’s performance evaluation numbers can be harmed by factors outside of your control.

What defines job performance? Can be difficult to state if not obvious. Difficult to define.

For supervisors, performance management is a complicated process not easily adapted to some jobs.

How do you address issues of consistency with performance management? Worried about accountability and favoritism.

Right now the “haves” departments/units can’t reward even if have the funds due to policies.

**COMMENTS**

- 360 degrees review
- Accountability of management to track performance and ensure consistency.
- Process has to be transparent and specific to job groups.
- Need to evaluate the supervisor. Perform peer reviews. Significant support for 360 reviews. Need accountability. One person commented that lucky if annual reviews happen every 5 years. Personnel files should have a documentation trail of performance reviews.
- Should have the ability to look at your position placement on the pay scale compared to others with the same title.
- Performance reviews need to be transparent, not to complex and tailored to the job.
- Continuing education should be a factor of performance.
- Need to track and ensure consistency in performance evaluations.
- Is the only way to get a raise is to go to a “rich” unit? There can’t be a huge difference between units across campus.
- Need to promote from within rather than encourage job hopping. Use something similar to DMCs.
- Is an HVAC entry level employee who has been in the position longer than needed to be advanced. Has obtained the certification and training yet still at entry level. Supervisor uses excuses that budget, etc. is beyond his control, and he can’t promote this employee to the advanced title. Supervisor says is happy with his work. Finds excuses.
- Was a question about faculty and application to them.

2. Who do you compare to for pay equity (i.e. peers in your department or unit, individuals across campus, individuals in your profession, etc.?)

- City – public works FP and M
- Trades – prevailing wage
- Classified – private sector
- Engineers/Landscape architects. – private companies and other institutions
• Some jobs have few outside comparables.
• Grounds – Required to have commercial driver's license
  o Should be paid for it.
• Academic staff – comparing job across campus.
• Length of Service
• Walnut and Charter Street plants – look at MG&E.
• Performance needs to be a factor.
• People need a mechanism, the patient get a pay increase.
• Combination of performance and seniority would be ideal.
• Alone, it does not give people incentive to work.
• Compensation for knowledge, teaching new staff.
• Clinical – Look outside UW to other schools.
• One person commented that engineers compare themselves to the University of Michigan and to the private sector.
• Classified compare themselves to the private sector.
• One comment from a classified employee is that she doesn’t like being tied to not having a degree.
• Want to compare yourself go those you think are performing the same job on campus.
• Trades – compare themselves to prevailing wage of craft workers.
• Compare to others doing the same job on campus.
• There aren’t any comparables found outside of the university for some positions---unique to higher education.
• There are difficulties comparing some jobs to positions outside of the organization.
• There is equity disparity.
• Clinical Academic Staff look outside campus to other schools.
• IT Academic Staff looks at IT in other academic institutions and at the private sector.
• Grounds employees look at the City of Fitchburg and City of Madison Public Works departments.
• Walnut Street Power Plant employee looks at MG&E power plants (Classified positions).
• Landscape architect looks at private firms, maybe other campuses. Doesn’t look within the Madison campus.

3. Should individuals be compensated for length of service? If so, what methods or types of compensation would you suggest
• Seniority grids should be performance based. Compensation should be linked to performance, not to time in the job.
• Can length of service be linked to performance? One person said to give length of service during the first years on campus to “lock” the employee into a job on campus—can’t afford to leave.
• If pay on seniority, loose the incentive to perform. Tired of the “golden glove” due to length of service.
• If length of service is to be compensated for knowledge and wisdom acquired on the job over time, that is fine.
• Pay for performance rather than length of service. This was the problem with contractual transfers. Employees were rewarded based solely on seniority. Didn’t matter if they had the skills with contractual transfers. Were forced to put up with poor performers.
• Keep seniority in the equation—loyal, wisdom, etc. But don’t use as THE factor.
Performance based evaluations and knowledge from length of service will add value.
• That is where/how to recognize it. Be compensated for what you know, for teaching new staff and passing along knowledge. Employees give a different type of performance as they age—still valued.
• Don’t compensate someone who doesn’t want to learn new skills or expand their knowledge. They have length of service and are coasting through their jobs. Isn’t right. They need to be sent a message that if you don’t want to learn more skills, you won’t get a pay increase.

General Comments:
• Is anyone from the Trades on the Compensation work group?
• Should look at University Program Associate titles which tend to have significant problems with titling and equity. Majority of women in this job title. Job duties have increased steadily but compensation hasn’t.
• Unions are worried about comp time and over time compensation.
• Asked if our team is addressing certifications.
• Want accountability for people who say that they are telecommuting and working at home. Are they working when saying they are? Isn’t showing up on time sheets. Is anyone tracking this?
COMPETENCIES

1. **What does it take to be successful in your job?**
   - Basic skills/knowledge/attributes/abilities/mindsets.
   - Aptitude and attitude
   - Need more training for new employees, mentoring, and coaching.
   - Core competencies across campus and within units.
   - Customer service (students, clients, community members).
   - Communication, teamwork, project management
   - Who assess? Self, trainer, supervisor, manager, unit manager?
   - Ongoing feedback loop – can be online.
   - 360 degrees assessment, work in teams.
   - Managers may not know skills needed to do job.
   - Identify where more training may be needed.
   - Job titles and categories.
   - Competency dictionary and toolkits for training
   - Competency toolkit – Level of skills, interview questions.
   - Diversity as core value and within job description
   - How to mentor and give and receive feedback, problem solving
   - Relationship skills
   - Conflict ambiguity at different levels.
   - Passionate, energy providers vs. energy drainers.
   - Training sensitivity
   - Leaders and mangers roles very clear and identify competencies
   - ID expectations of performance – conflict
     - Transformation/resolution
     - How to give/receive clear feedback.
   - Rubric of behaviors
   - Need competencies for "serving the world"
   - Prepare faculty and staff
   - Make it engaging for all employees
   - ID people who can model/mentor competencies
   - What about people who do not have skills but are open to learning?
   - Change management – how to deal with change.
   - Just because you have a terminal degree or are a manager does not mean you know how to manage, supervise, or teach.
   - How to set up to become more competent – disincentives, incentives.
   - Need a process *with performance management* to assess competencies and get feedback.
   - How to measure and evaluate.
   - Strength-based approach.
   - Provide HR services, learning opportunities.
   - Motivation
   - Trainings available for different shifts.
   - Supervisor/manager lack of competencies
     - How to deal with disgruntled employees
     - Disciplinary issues and rewards
   - Openness versus transparency
   - Empower decision making.
• More opportunities for feedback
• Time constraints for managers/supervisors
• HR help managers manage – as new employee
• More support from OHR
• Take teaching to workplace.
• Aspect for diversity, different work styles.
• More coaching for new tasks
• Situational/context department
• Coach managers missing from training.
• Hire more competent people
• Use retirees as coaches!
• Different competencies for different job roles/job families
• Eliminate degree requirement
• Align experience with degree requirement
• Appropriate academic degree
• Opportunities to take certificate programs, trainings, etc.
• Learn more about UW structure, values, and campus resources, income.
• Mentoring for measuring competencies and how to do performance development and career growth.
• Compensation for mentors
• Other skills: Collaboration, trust, integrity, mindset, loyalty (behavior demonstrated)
• What a about those who get a lot of $ who are not competent?
• Performance management.
• Employee development courses tied to competency.
• Competencies for managers/supervisors/leaders continually measured.
• Standard competencies for employees
• Stages/hierarchy of competencies
• Technical skills vs. supervisory skills
• Competencies tied to compensation
• Management competency – Ability to coach.
DIVERSE WORKFORCE

1. **What else might we focus on in addition to climate?**
   - Getting the first classified job at university is very difficult
   - Career counseling internal to university.
   - Policy on workplace bullying.
     - Civility
     - Establish expectations and protections.
   - Education and training on diversity and equity
     - Bias in the workplace
   - Workplace incentives tied to education in diversity
   - Stronger ties between diversifying our students and staff/faculty.
   - What are best practices for diversity team?
   - Clearer roles for diversity teams.
     - Combination of direction and flexibility
     - Common strategy
     - Finding balance
   - Work visas to expand diversity for classified staff and administrative staff with specific skills

2. **What contributes to a positive workplace?**
   - Feel comfortable
   - Supervisor takes interest in your advancement
     - Asks what your goals are.
     - Encourages you.
   - Ownership to job
   - Flexible – Job tasks; go to meetings
   - Encourage classified staff to advance (in addition to academic)
   - Apologize when appropriate.
   - Speak up when you see injustice
   - Employee engagement and sharing with each other.
   - Skills and comfort with hearing problems.
   - Anyone can voice, a minority voice in organization.
   - Accept conflict as a norm
   - More generality
   - Flexible schedules.
   - Align HR procedures so that decentralized HR offices have tools for recruitment
   - Go beyond welcoming; even with large numbers of staff
   - Someone, any department, Diversity comes and sits in on interview teams.

3. **Based on your experience, what contributes to a negative climate in a work unit?**
   - Difference in flexibilities between academic and classified staff.
   - Supervisors do not seem to think classified staff want to promote.
   - Forwarding negative articles about other countries (demonize whole country)
   - "Old Boys Club" i.e. basketball pool to exclude others, even when unintentional.
• Bias against women in IT getting worse; not better.
• Grant funding rules discourage working together with other IT staff.

4. What are the current barriers to achieving and maintaining a diverse workforce at all levels?
• Keep transfer system.
• Diversity "fiefdoms" We do not know where to go.
• Where is information?
EMPLOYEE CATEGORIES

OPTION 1: All classified employees are moved to academic staff.
- Losing collective bargaining tough for us. Will we be losing seniority/standing in (trades)?
- More streamlined, eliminate confusion
- Have/need a degree? No
- Where do trades fit?
- Will this model affect the voice for academic staff?
- Be careful not to overly lump people.

OPTION 2: Hourly (nonexempt) classified staff are placed in a new employment category. Salary (exempt) classified staff are moved to academic staff.
- What happens to hourly employees who work over 40 hours?
- What about a cost of living adjustment?
- More "wedges" in what we already have – could be dividing classified and academic staff even further.
- Currently, make less money than counterpart – this does not address.
- Would you have to have a degree?
- Where do trades fit? Nonexempt.
- Do we (operations) employee remain hourly?

OPTION 3: No change from current categories
- Not working now – caste system affecting climate.
- Confusion about what can be done for certain staff under current model – lots of inequality.

GENERAL
- Can trades be added as pie piece segment? Physical plant (maybe)
- Will there be grandfathering for current employees?
- Why not give experience weight as degree?
- Look at federal government
- Why do categories matter?
- Why should I be treated differently than a coworker doing the same job?
EMPLOYEE DEVELOPMENT

1. What does employee development mean to you?
   - Develop skill set in your job.
   - Career development
   - Grow in career beyond title (not stuck in title)
   - Development beyond/different than management
   - Open-ended development
   - Develop "academically"
   - Training
   - Training beyond your actual job title/position
   - Mentoring
   - Collaboration skills
   - Interpersonal skills
   - Seminars (in Hawaii😊😊)
   - Employee development includes developing/staying healthy in personal life (i.e. stress, work, life)
   - Growing within position
     o Training
     o Physical environment
     o Grow "as a person" – personal development.
   - Open silos, cross-campus collaboration
   - Promotional opportunity
   - Creating/contributing to engagement and value
   - Wellness

2. Most important aspect of successful Employee Development program?
   - Engaging supervisors
   - Advocates for employee development
   - Opening manager classes to all interested employees
   - Measure results/transfer learning back to job
   - Opportunities around personal wellness/work/life balance – also empowerment, engagement
   - Supervisor support (encouraging, well informed)
   - No gatekeeper to taking opportunities
   - All inclusive to all "types" of employees

3. Barriers to Employee Development
   - Time off work
   - Development apply to degree
   - Knowledge of what is available
   - Proving it will benefit you
   - No development path/career counselor
   - Trade-related certifications/continuing education not supported – financially or with time off
   - Individual/group opportunities to develop around new technology/equipment
   - Management perception (or lack of) needed/beneficial to job.
   - Tuition reimbursement – job related only.
   - Budget (also, that no specific employee development budget)
4. Elements to include in future Employee Development

- Incorporate into *performance management*
- Also relates to manage performance
- *Train managers on how to develop others*
- Apprenticeship program in trades (rotating outside UW also)
- Low-cost/free opportunities, i.e. technology, computer
- Where can department go for additional funding for development?
- Career path/development path
- Career counselors (OHRD) with manager involvement.
- Make employee development a priority and part of culture
- Specific training on giving/receiving feedback (core skill) encourage culture of feedback
- Accountability for all managers/all levels to support employee development
PERFORMANCE MANAGEMENT

1. Performance management Strengths.
   • Flexibility allows unit to decide
     o Includes level of integration
   • Regular communication/scheduled (more than just annual)
   • Disciplinary procedure in place
     o Include due process
     o Culture of being fair

2. Performance management Weaknesses
   • Inconsistency
   • Training for supervisor/managers with refreshers
     o Include expectations
   • Needs to start from day one – both training and communication
   • Consistency in standards of measurement
     o Supervisor training
   • Clear expectations for each with regular review/continuous
   • Clear career path – what do I need to do?
   • Funding for training and development
   • Training opportunities based on job requirements
   • Consistency in directing training towards identified deficiencies

3. Performance management Ideal Aspects
   • Training opportunities for those directing process
   • Baseline expectations
   • Continuous review/feedback
   • Shared language – competency for those who (campus and commitment at all levels) direct the process
   • Oversight to ensure consistency
   • Quality + job duties + customers as system drivers
   • Competency-based system for all
   • Mandatory.
   • Tailored training for new supervisors and managers
   • Continuous input to annual review with system to capture.
   • Efficiency and easy to do.
   • Develop "world class" performance
   • Feedback up the chain, too!(without retribution)
   • Organizational support of performance management and its purpose
     o Tied to University Wisconsin-Madison mission
     o Transparency in strategies
   • Include hiring process/reappointment process (for all)
   • Trust in the process.
RECRUITMENT AND ASSESSMENT

1. What parts of the recruitment and assessment process work well? Need improvement?
   • **WORKS WELL**
     • Objective criteria (PD, benchmarks) process structure
     • Likes resume review, process vs. tests
     • Behavioral interviewing works well and requires good training!
     • "Blind" tests/assessments good when they can rule out personal.
   • **NEEDS IMPROVEMENT**
     • Website/postings not easy to navigate or understand
     • Improve testing methods (OIQ) – how they work in certain cultures/settings.
     • Some current tests do not test for what you really need
     • Custodian testing – test not appropriate
     • Have a variety of assessment tools available
     • Lists do not work well.
     • Difficult when you want to get more names.
     • Difficult to get good references quickly – can we use an outside service (UWMF)?
     • Difficult to get diverse interviewers pool to conduct interviewers
     • Difficult when candidate is already identified
     • Adding new duties to a current PVL is difficult.

2. Should there be an internal recruitment or transfer process for all employees? If so, how would you like to see it work?
   • Yes – internal candidates possess helpful internal knowledge
   • Yes – easier to understand job
   • Yes – helps people who are trying to promote/move up
   • Yes – Gives employee change for new environment
   • Yes – Best candidate chosen in end through competitive process.
   • Yes – Give flexibility to the division to decide to start with internal first or go straight to open recruitment.
     o Division should really pay attention to what the departments want to do.
   • No – Diversity suffers
   • No - Want to find best person for job.
   • If new manager or higher should be open (outside UW)
   • Should be easier to move a student and/or project/LTE into full-time regular position.
   • How do you balance that interval with diversity?
     o Checks and balances – leave to division HR

3. Are there circumstances where an individual can be hired into a position without recruitment? If so, what are the circumstances?
   • Yes - LTE, projects
     o Limited percent of time (unique circumstances)
   • Yes - Question special skills unique to position
   • Yes - Maybe have an approval (neutral third party) process.
     o Look at under utilization
   • No – Managers/supervisors/directors – higher level – deans
   • No - Question of under utilized
• No – Skipping recruitment may rely too much on personalities.
TITLES

1. Options
   • Make titles more broad
   • Focus on the work
   • Allow movement within scope of experience
   • Do not force people to transfer.
   • Could be more meaningful
   • Depends on employee changing scope of work
   • Opportunities to grow
   • Let people change without reapplying
   • Work can change
   • Working titles.

2. What are the roles and responsibilities of a "Supervisor?"
   • Should understand work being done – be knowledgeable
   • Negotiation skills
   • Mediating skills
   • Respect difference
   • Specific duties – performance management
   • People to supervise

3. What can a title tell you?
   • Role
   • Position
   • Seniority
   • Level – what is the difference?
   • Competencies
   • Growth
   • What part of mission they belong to
   • Pay
   • Hierarchy
   • Career
   • Qualifications, skills
   • Duties, responsibilities
   • Hiring, transitioning (utilization)
   • Organization

4. Issues with Titles
   • Does not reflect responsibility
   • Restricts advancement
   • No levels for some positions
   • Difficult to move through titles
   • Differences between employee categories
   • Experience as part of position
   • Employees hit cap.
   • Titles hard to create
   • Qualifications
TRANSITION AND SUCCESSION

1. What does the campus do well when an employee is transitioning from UW?
   - Contractual transfers – expand skills in new area
   - Gives current employees opportunity for jobs before open to all applicants
   - Emeritus status when employee retires
   - Retired annuitants to help transition
   - If employee leaving, will serve as resource
   - Capture information thru exit interviews – should be required
   - Communities of practice – training.
   - Departments may develop continuity plans – ad hoc
   - Use of rehired annuitants
   - Knowledge written down in departments – checklists

2. Succession management/planning involves preparing employees for future roles within the organization. How could the university prepare employees for future opportunities?
   - Make job opportunities more centrally located
   - Centralized continued learning
     - Allow employees to know of what training they can take
   - More training opportunities on work time
   - Continuing training
   - More opportunity for people on the job
   - Hire internally prior to open recruitment
     - Give current employees opportunity to apply
     - Exam might not accurately reflect skills
   - Tests specific to that job function only
     - Might not seek as high even though might do job
     - Employees might not be truthful on exams
   - More crossover training
   - Mentoring with current employees
   - Knowledge transfer through database
     - Rules unwritten and processes
   - Training new people without pushing out existing workers
   - Position descriptions not reflective and hard to update
   - Flexibilities for supervisor to hire most qualified
   - Provide more for professional development.
   - OHRD opportunities do not get out enough to audience
   - Help employees understand where they can more to in career
     - Create advancement plan
   - Succession planning from bottom up
   - Feedback from supervisor/employee to help with career planning. Develop all employees
• Empower all employees
• Consider people learn differently 70/20/10.
• Better mentoring to transfer knowledge
• Systematic way for planning
• Required backup
• Not transferring knowledge makes certain individuals more valuable – need to share knowledge
• Work towards a goal (financial and support)
• Career planning – supported by department/supervisor
• Cross-training
• Not just focus on department – have campus focus – training – other department could be a resource
• Skills/knowledge not known to others on campus
• Ability to identify an employee for a new role and hire.
  o Recognize an employee's talents
  o Some incentive to learn new skills
• Ability for employee to know opportunities that exist
• Targeted training/job opportunities

3. What factors should be considered when filled positions need to be eliminated and a layoff process needs to occur?
• Seniority but able to look at skills/performance/experience but give opportunity to prove they can learn new job
• Current layoff encourages finding a new position if only partial layoff – give percentage elsewhere
• Pool employee resources
• Track skills through a self-service option.
• Ability to base off skills/performance but also consider long-term employees as an asset
• Volunteer partial layoffs – look within department
WORKPLACE FLEXIBILITY

1. If you could have whatever you wanted as a workplace flexibility (e.g. work at home options, flexible schedule), what would it be?
   - Accountability
   - Core hours for employees
   - Time to work out/wellness activities (paid vs. unpaid)
   - Hire additional help when needed (LTEs)
   - Flex time – temporary basis
   - Vacation time
     - Honor when people have plans
     - Do not allow cancellation
     - Process in timely fashion.
   - More flexibility in vacation carryover
   - More fairness
   - Flex time outside normal business hours
     - Cyclical (lots of hours during school year, fewer during summer)
   - Establish guidelines based on position
   - If required to work extra hours on weekend, allow for time off during week (employee decides)
   - Flexibilities renewed on an annual basis (i.e. has every Friday off. Review annually to see if still working)
   - More employee input/involvement in performance planning
   - Somewhere to go if supervisor not supportive of workplace flexibilities
   - Benefits – if partners/spouses work on campus can opt out and get pay increase
   - Campus requires 30-minute lunch, too restrictive compared to admin code/federal.
   - Consistency across campus (departments, employee categories)
     - Alignment with practice and policy
   - Flexibilities not well known
   - Meet/exceed what other state agencies/campuses offer
   - Offer surveys to capture what works/what does not work.

2. Do you feel comfortable asking your supervisor for flexibilities in your current position? If not, why do you feel that way?
   - Flexibilities changes when new supervisor came in
   - More flexibility in sick time/time off (i.e. bereavement leave)
   - Fair administration of flexibilities
   - When inflexible, what kind of recourse?

3. How do workplace flexibilities contribute to the effectiveness of a work unit?
   - Some top down management styles create barriers
   - Job satisfaction (allowed to use time/make up time)
   - Retention
   - Happier/healthier employees – less medical cost to UW
   - Is job as effective from home/alternate location?
   - It allows for some to work anywhere (internet access reimbursed)