Learning and Professional Development
Performance Management

February 2020

The University of Alabama
HReimagined Project Webpage Feedback

Learning and Professional Development

Question 1: Demographics

- 44 Administrative/Professional Staff
- 15 Clerical/Technical Support Staff
- 4 Faculty

Question 2: What learning and development opportunities have you taken advantage of at the University of Alabama that you thought were helpful?

- Professional learning and development opportunities such as communications and public speaking workshops, customer service courses, and leadership (e.g., Leader Within) and supervisor trainings
- Technical learning and development such as computer software and programs (e.g., excel, SASS, Adobe), UA financial and HR systems (e.g., Banner, Leader Within, DegreeWorks, PageUP, Go Systems), and CPE offerings
- HR trainings for diversity and inclusion, disabilities and accessibility, wellness, workplace safety, and legality issues
- National conferences and UA workshops / webinars
- LinkedIn Learning and LMS courses
Question 3: What types of learning and development opportunities would you like to see offered at the University of Alabama?

- Professional learning and development opportunities such as communications and marketing training and webinars, leadership training (e.g., strategic planning, budget planning, sensitivity management, professional skills (e.g., time management)

- Technical learning and development opportunities such as Microsoft Office (e.g., Access, Excel) and other systems used at UA (e.g., Canva, Qualtrics, Box, PageUp, ePA)

- Training related to HR policies and programs such as diversity and inclusion, Harbor, career paths and promotions, pay grades and compensation, DOL laws, conflict resolution, culture, grade-specific skill modules

- Unit-specific training and professional development programs to address specific training needs and allocate time for employees to participate in learning opportunities

- Offer more continuing education courses, webinars, resource fairs, and external expert/speaker events
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Question 1: Demographics
- 44 Administrative/Professional Staff
- 15 Clerical/Technical Support Staff
- 3 Faculty

Question 2: What changes, if any, would you like to see in the annual performance review process?

- Create a standardized evaluation form and rating scales for all staff, avoid vague questions on the evaluation, create job specific questions, and incorporate job description reviews to ensure accuracy.
- Automate and clarify the purpose of the performance review process and ensure the process is transparent, collaborative, consistent, and calibrated across all units.
- Ensure all employees are trained on the purpose and process of the performance review with additional training for managers and supervisors.
- Allow employees to provide feedback on their supervisors performance.
- Provide supervisors with the opportunity to utilize the review process as a mechanism to reward high performers.
- Identify and provide resources towards employee goals for the year, offer a space within the process to cultivate and detail long-term goal, and implement more opportunities to review goal progress throughout the year.
- Modernize and clearly define performance evaluation ratings and metrics and develop career paths with associated well-defined performance indicators.
- Establish clear guidelines on how pay decisions are made and the correlation between ratings and pay.
Question 3: Outside of the annual performance review process, what other forms of feedback would be useful in supporting your success here at the University?

- Transparency on what components of job performance are being evaluated for compensation purposes and how compensation is tied to evaluation scores or skill enhancement
- More than one performance review (2 or 4), periodic check-in discussions throughout the year, and professional development progress check-ins
- Periodic job description, grade placement, compression, equity, and competitive compensation reviews; initiation of title/salary adjustments as needed
- Supervisor training to facilitate an effective review process and ensure consistent application
- Learning opportunities on other UA departments/divisions with formal cross-divisional events
- 360 performance reviews including departmental, student, and/or customer surveys
- Clear guidelines and policies on promotions and requesting a title or salary change
- Formal way to facilitate a meeting when performance is not meeting expectations
- Each department/division should be represented on the OCTSA Committee
- Dedicated pools of money to reward top performers
- Programs to recognize work achievements
- Subject matter experts for delicate topics
- Volunteering opportunities
Question 4: Are you afforded the appropriate resources necessary to be successful in your role?

Yes: 66%
No: 34%

- Yes: 39 votes
- No: 20 votes
Question 5: If not, what additional resources would be helpful and how would these resources be utilized?

- Ensure adequate staffing levels by benchmarking against peers and addressing staffing gaps/needs
- Recruit more Academic Advisors
- Facilitate frequent performance review discussions throughout the year
- Invest in the appropriate workspaces and filing resources to ensure confidential documents are secure
- Develop career paths across job classifications
- Ensure transparency in methodology used for pay increases
- Offer competitive compensation to attract and retain good talent
- Address pay compression and inequities
- Provide appropriate access to HR-related data
- Develop trainings on the process and other relevant HR-related functions (e.g., reclassifications)
- Facilitate a timely hiring process
- Document clear and consistent HR policies
- Embed or dedicate HR professionals within units to address personnel issues