University compliance and skill development programs are a reflection of an organizational culture that is defined by norms or beliefs shared by the university community. This culture is shaped by the organization’s leadership and is often expressed in terms of shared values and guiding principles. In turn, these values and principles are reinforced by systems and procedures, including work-related education and professional development, implemented throughout the organization. Together, these values, guiding principles, systems and procedures form a University’s professional development program.

Recommendation 1: Designate Required University-Wide Work-Related Education Requirement for all University of Idaho Employees to include:

*Our Inclusive Workplace (Discrimination and Sexual Harassment Prevention, Title IX) (30 minutes)
*Stewardship of Resources (20 minutes)
Mission and Goals (10 minutes)
Cultural Competency (30 minutes)
Information Security (20 minutes)

Scheduled for development and deployment in 2016

*Unless completed within last three years

Initial completion to occur between January 1, 2016 and December 15, 2016
During fall 2014, the University deployed its first university-wide work-related education online training module, Our Inclusive Workplace. The Our Inclusive Workplace training module explained employee responsibilities to help recognize, prevent and respond to situations like sexual or other types of harassment or discrimination of any kind.

In collaboration with the Office of General Counsel, Internal Audit and Human Rights, Access and Inclusion, PDL recommends that two additional online training modules be required for all university employees in 2015/2016: Stewardship of Resources (topics covered include: conflict of interest, ethics and resource stewardship) and University Mission and Goals. We recommend adding Information Security and Cultural Competency (topics covered include: diversity and cultural competency skills) next year to this required list.

The Need: Job-Specific Work-Related Education for Supervisors and Managers

Supervisors and managers are the connection between University of Idaho policy and action and administration and employees. For this reason, a supervisor or manager’s proficiency in technical (legal, regulatory and policy), management and leadership skills is important for their personal success, organizational performance, staff morale, productivity and retention and to protect the University. Aligning with President Staben’s desire for the University of Idaho to “get better,” this program will help our supervisors to move from good to better to best and ultimately help us achieve excellence and accountability.

Recommendation 2: Implement Required Job-Specific Work-Related Education for Supervisors and Managers to include:

Performance Management (30 minutes)
Performance Evaluations (30 minutes)
Navigating the Employment Legal Landscape (2 modules totaling 60 minutes)
Strategies for Selection and Hiring (2 modules totaling 60 minutes)

Scheduled for development and deployment in 2016
UI Safety, Security and Risk (30 minutes)

Initial completion to occur between January 1, 2016 and April 30, 2016

Building these modules into the Supervisor Excellence Program will allow managers to (optionally) fulfill the program and gain full certification by taking 6 hours of electives.

Additionally, these modules would be accessible to all employees and optional for anyone not required to take them.

The University of Idaho Supervisory Excellence Program builds on a common core of managerial/supervisory competencies and enhances supervisory excellence at the University of Idaho. Benefits include:

- Improving employee morale, engagement and ultimately retention.
- Improving the quality of supervision by teaching the skills to hire and develop an effective team, manage optimal performance and maintain a positive work culture.
- Increasing supervisor and manager knowledge in critical areas of their legal and ethical responsibilities while decreasing institutional risk.
Recommendation 3: For the purpose of this proposal only, define supervisors and managers as anyone supervising (having authority to undertake or recommend a tangible employment action and/or direct an employee’s work activities) an employee, but include department and program heads (e.g. Principal Investigators) even if they do not supervise people directly. An employee is defined as anyone receiving compensation for work performed including temporary employees and work study students.

Recommendation 4: Stress the learning opportunities and advantages of taking these online learning modules. Stress how these modules can contribute to professional growth and the development of new knowledge and skills. Stress how they may factor in to promotional opportunities within the University.

Hold both employees and their supervisors accountable for not fulfilling these job requirements. Accountability may include negative performance evaluations and potential corrective action up to dismissal.

Responsibilities

Per FSH 3185, it is the responsibility of the employee to complete required work-related education. It is the responsibility of the supervisor or manager to provide support and reasonable accommodation so that an employee can participate in work-related education.

All employees who are supervisors or managers must attend the required supervisor training classes within the time frames established. Supervisors are responsible for ensuring that those employees they lead or supervise are notified of required trainings, both basic trainings for all employees and those additional specific trainings required for their particular job duties, and that compliance with required trainings is addressed in the employee’s performance evaluation.

Additional trainings may be relevant to an employee's job as required by the employee's supervisor or through an assessment of task specific job duties or conditions of the workplace. Where such trainings are required or necessary to perform job duties, those trainings are encompassed in this policy. Non-required trainings, and trainings which are not required to perform job duties, may be considered opportunities for employee growth and development.

Recommendation 5: All employees are responsible to initially complete required all-employee online sessions between January 1, 2016 and December 15, 2016 and supervisors must complete the supervisor core skill modules between January 1, 2016 and April 30, 2016 allowing for inclusion in the 2016 performance evaluations. This may affect the 2017 pay increase determinations based on the 2016 performance management cycle. Future required training modules will need to be completed by December 31 of the calendar year, to better coincide with the annual performance cycle.

New employees and new supervisors are required to complete the core supervisory training modules within three months of their employment start date or their start date with those new responsibilities (if they have not previously completed them).
Recommendation 6: Require supervisors and managers to participate in refresher training (review of required training modules) every three years.

**Pattern and Practice Details**

**Credit for non-University of Idaho Training on University-Wide Work Related Topics**
Credit for completion will not be given to employees who completed similar training on university-wide work related topics at another employer.

**Employee Time Commitment**

**University-Wide Work Related Education:** The proposed university-wide work related education currently includes 55 minutes required training (30 minutes if they already completed Our Inclusive Workplace). If the additional two modules are developed, they will add about 50 more minutes. Refresher training on all topics will be required every three years. New employees must successfully complete all university-wide work related education within two months of hire.

**Job-Specific Work-Related Education for Supervisors and Managers:** The proposed required supervisor/manager training entails approximately 3 hours of required training in the first cycle through April 2016. Supervisors have the option of completing an additional 6 hours of electives to obtain a Supervisory Excellence Program Certificate of Completion. Supervisors and managers are expected to participate in 6 hours of “refresher training” of required modules every three years.

**Extension Request for Training Completion**
Extension of the deadline for training completion may be granted by Human Resources in the event of extenuating circumstances, preventing the employee from fulfilling the training requirement. An extenuating circumstance is defined as an event that is unforeseeable, unpreventable or expected to have a significant impact on job performance. All extension requests must be made in writing and specify a deadline by which the training shall be completed.

**Logistics and Implementation Details**

**Addressing the Differing Needs of Faculty or the More Experienced Supervisors**
The SEP offers a variety of electives, some of which apply specifically to faculty or are better suited to more experienced supervisors. Over time, electives will expand to develop a higher-level leadership competencies for specific audiences (faculty chairs, research administration, senior leadership, etc.).

**Evaluation**
Evaluation and assessment help ensure training meets organizational, faculty and staff needs and are accomplishing what they intend to do. Evaluations will be distributed at the end of each
module. PDL will administer periodic pre- and post-testing to ensure appropriate learning has taken place.

**Executive Support**

The success of a cadre of required learning modules hinges on the support from the Executive team and Cabinet and adequate funding to see it through.

**Statewide Access**

The needs of employees located outside Moscow are critically important for all learning initiatives to be successful. While reaching all individuals in person is not always feasible, at least some in-person contact needs to be encouraged. In addition, options for e-learning, streaming video, webinar, and other methods of distance education are routinely considered.

The University maintains a small training facility in Administration 217, which comfortably seats 20-25 learners. This facility is probably not adequate for the learning opportunities proposed. Additional space, and subsequent funding, would be required to support this initiative. At the present time, Admin 217 contains all AV equipment (projector; computers; interactive whiteboard, flip charts, markers, etc.)

**Subject Matter Expert/Instruction**

Subject Matter Expert/Instruction, in most cases, is and would continue to be provided by the University's subject matter experts, including Human Resources, General Counsel, the Budget Office, Academic Affairs and other offices and departments on campus. Outside entities could be contracted with to help deliver specialized electives.

**Support**

PDL already has the technical expertise and capacity to develop, deploy and support university-wide training initiatives. PDL has previously been charged with developing, providing, administering and evaluating university-wide employee professional development initiatives.

**Tracking and Reporting University-Wide Work Related and Job Specific Work-Related Training**

Essential to managing required training requirements is the tracking and reporting results for the university as a whole, and individual colleges and administrative areas. Formal reporting will be provided by PDL on a quarterly basis. Informal reporting will be available through the University employee learning management system for all supervisors, managers and hiring authorities at any time.

**Training Module Completion Records**

PDL will record and maintain all module completion records in the university employee learning management system.