2018-2019
Committee on Committees
Agenda

Meeting #4 – November 7, 2018
Paul Joyce Faculty-Staff Lounge

Order of Business

Call to Order.

Minutes.

- Approval of the minutes of Meeting #3 of 2018-2019, October 10, 2018.

New Business.

- Report from Admissions Committee on work of committee, success of at-risk admits, and addition of at-risk advising expert to committee.
  - FSH 1640.76 – Safety and Loss Control Committee
- Arts Committee, update to membership.
  - FSH 1640.46
- Discussion of draft survey regarding Faculty engagement, service, and shared governance

Adjournment.

Professor Terry Grieb, Chair 2018-2019

Attachments:
- Minutes of 2018-2019 ConC Meeting #3
- FSH 1640.08 Admissions Committee
- Proposed modification to FSH 1640.46 Arts Committee
- Cover sheet for proposed modification to FSH 1640.46
- Cascaded Plan for Support Units – Waypoint 1
- Draft of Survey on Shared Governance, University-wide Communication, and Faculty Engagement
The Minutes (Awaad-Rafferty/Skinner) of the last committee meeting were approved.

The chair followed up on remaining issues growing out of the 2017 survey of committee chairs. The faculty secretary will follow up with the chairs of the Administrative Hearing Board, the Academic Petitions Committee and the Academic Appeals Board to discuss overlapping committee charges and responsibilities.

The faculty secretary reported that it is not possible to keep committee web pages updated with shifting time responsibilities from year to year within the current resources base. She also reported that she and Ann Thompson are working on creating a Qualtrics Survey for committee preferences.

Safety and Loss committee structure. A member of the committee attended. The proposal is to revise the ex officio membership on the committee to address changes in responsibilities. The Risk Manager is being substituted for the Executive Director of University Safety. The risk manager already attends the meetings and this change will not increase the size of the meetings. The proposal passed unanimously.

Great Colleges survey. The chair next directed the committee discussion to the shared governance issues and the results of the Great College Survey raised at the last meeting. The chair summarized the results of the survey for the committee.

After discussion, Awaad-Rafferty and Grieb will look into circulating the Great College’s Cascaded Plan and report to the committee. The chair asked the committee to think about what this communicates about shared governance.

Several themes emerged from the discussion. 1. The results reflect closer relationships with immediate supervisors. 2. The demands on faculty are broad and not always coordinated – faculty are being pulled in many directions. 3. Scarce resources also create morale issues and competition.

The meeting adjourned at 12:34.

Respectfully Submitted,

Liz Brandt
Faculty Secretary
A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review (the applicant must submit additional material that reflects real promise of success in a college-level curriculum). The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college’s Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) [ed. 7-00]

A-1. This committee traditionally meets during the summer. [add. 7-08]

B. STRUCTURE. Three members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, and the following without vote: director of admissions (or designee), and a Student Support Services designee. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. [rev. 7-97, 7-06, 7-08 ed. 7-05, 4-12]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

**Faculty/Staff Handbook [FSH]** □ Addition X Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title:  FSH 1640.46 – Arts

**Administrative Procedures Manual [APM]** □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: 

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

<table>
<thead>
<tr>
<th>Originator(s):</th>
<th>Leah Evans-Janke</th>
<th>10/18/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please see FSH 1460 C)</td>
<td></td>
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<tr>
<td>Telephone &amp; Email:</td>
<td><a href="mailto:leahe@uidaho.edu">leahe@uidaho.edu</a></td>
<td>208-885-1771</td>
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<td>Reviewed by General Counsel</td>
<td>Yes</td>
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</table>

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Replacing the Laboratory of Anthropology representative with the Director University Galleries is a long overdue transition that will not only provide a better fit for the mission of the committee but also allow for the immediate utilization of that person’s expertise regarding art acquisition, care, placement, and materials already in the campus collection.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

N/A

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: ____________________________________________

Policy Coordinator
Appr. & Date: [Office Use Only]

APM
F&A Appr.: [Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. ____________
[Office Use Only]

Track # __________________
Date Rec.: ______________
Posted: t-sheet ____________
h/c ____________
web ____________
Register: __________________
(Office Use Only)
ARTS COMMITTEE
[rev. 7-99, extensively revised 7/08]

A. FUNCTION:

A-1. To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2 To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3 To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the university administration.

A-4 To advocate for the arts through endeavors that advance arts education on campus and community outreach and enrichment in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and four ex-officio (non-voting) members to include one administrator designated by the president, a representative of the Laboratory of Anthropology, Director of University Galleries, a representative from Facilities Management, and the Moscow Arts Commission Art Director, or designee.
The Committee has analyzed the results from the 2016 and 2017 Great Colleges to Work For (GCWF) surveys and the report *The University of Idaho Weighs In: Facilitated Discussion on the Outcomes of the Chronicle’s 2017 Great Colleges to Work For Survey*. Four core themes have been identified and high-level recommendations are made that align and support the University’s strategic plan. These themes are COMPENSATION, BENEFITS & WORK/LIFE BALANCE, SHARED GOVERNANCE AND COMMUNICATION, SENIOR LEADERSHIP, and FAIRNESS. Although there are discrete themes identified there is significant overlap in strategies between the identified themes that will assist in addressing the areas of greatest concern. There are also other themes from the GCWF survey that could be positively impacted by the strategies but were intentionally not addressed as the recommendations did not specifically address that theme.

**COMPENSATION, BENEFITS & WORK/LIFE BALANCE**: The results from the GCWF survey suggest that UI employees across all job categories, to a greater degree than their corresponding Carnegie peer group, feel underpaid and undervalued (“I am paid fairly for my work”: 28% positive responses at UI relative to 53% in the peer group); “our recognition and awards programs are meaningful to me”: 33% positive responses at UI relative to 51% in the peer group; “our review process accurately measures my job performance”: 49% positive responses at UI relative to 59% in the peer group). Moreover, faculty and exempt staff, in particular, perceive that insufficient recognition is given for innovative teaching in evaluations and promotions (49% positive responses at UI relative to 71% in the peer group). Addressing this challenge will allow UI to make progress towards addressing these concerns.

These themes map to **Goal 3—Objective A**: Provide greater access to educational opportunities, **Objective B**: Foster educational excellence, **Objective C**: Create an inclusive learning environment; **Goal 4—Objective A**: Build an inclusive, diverse community that welcomes multicultural and international perspectives and **Objective B**: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.

**SHARED GOVERNANCE AND COMMUNICATION**: The results from the GCWF survey and the subsequent follow-up studies strongly suggest there are major opportunities for improving the shared governance process and university-wide communication so these become more robust, authentic, and meaningful. There is a need to foster a culture of communication and appreciation that is woven and disseminated throughout our university, across the state and beyond; a system that allows each person to have a valued voice. Strongly engaged employees are critical to building an inclusive, innovative, resilient, and exciting workplace that grows and evolves. Employee engagement is necessary for improved morale, loyalty, and reputation; it is essential for teamwork and innovation and overall inclusive climate. Moreover, a shared understanding of ethical and behavioral principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to openness and transparency in decision-making and leadership. The following representative responses underscore the challenge:

- Faculty, administration and staff are meaningfully involved in institutional planning (42% positive responses at UI relative to 56% in the peer group)
- There is regular and open communication among faculty, administration and staff (38% positive responses at UI relative to 57% in the peer group).
- At this institution, we discuss and debate issues respectfully to get better results (44% positive responses at UI relative to 60% in the peer group)
- I can count on people to cooperate across departments (44% positive responses at UI relative to 61% in the peer group)
- There’s a sense that we’re all on the same team at this institution (35% positive responses at UI relative to 57% in the peer group)
These themes map to **Goal 4—Objective A**: Build an inclusive, diverse community that welcomes multicultural and international perspectives, **Objective B**: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff and **Objective C**: Improve efficiency, transparency, and communication.

**SENIOR LEADERSHIP**: The GCWF survey results indicate a significant disconnect with and lack of trust in senior leadership. Frequent leadership turnover has fed a historic mistrust and a perception that leadership lacks commitment and only uses UI as a career steppingstone, resulting in discontinuous and inconsistent policies that have become cumbersome and restrictive. Staff report issues with senior leadership that result from a gap in communication between administration and staff. Some employees feel excluded from processes. There is a sense of overload and little respect for people’s roles and contributions which leads to less civility. Tactics to improve Trust in our Senior Leadership would contribute benefits to the institution and employees as a whole.

This theme maps to **Goal 3—Objective A**: Provide greater access to educational opportunities, **Objective B**: Foster educational excellence, **Objective C**: Create an inclusive learning environment; **Goal 4—Objective B**: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars. **Objective C**: Improve efficiency, transparency, and communication.

**FAIRNESS**: One of the key goals for the University is to improve collegiality and the campus climate, which is why the GCWF survey was instituted. In reviewing the results for the last two years, it is clear that the core theme of fairness is a key element in improving collegiality and success. Fairness is a key element of a sustainable and engaged institution; fairness in assignment and evaluation, fairness in opportunity for upward mobility, fairness in access to resources, and fairness in representation.

This theme maps to **Goal 3—Objective A**: Provide greater access to educational opportunities, **Objective B**: Foster educational excellence, **Objective C**: Create an inclusive learning environment; **Goal 4—Objective A**: Build an inclusive, diverse community that welcomes multicultural and international perspectives; **Objective B**: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars. **Objective C**: Improve efficiency, transparency and communication.

**Mapping and assessing long-term activities with respect to the strategic plan goals and priority institutional metrics (page 6 of university strategic plan):**

<table>
<thead>
<tr>
<th>University Strategic Goal</th>
<th>Focus for unit? (Y or N)</th>
<th>Unit’s high priority activities to support and advance this goal</th>
<th>Corresponding measure of success (metrics and/or milestones)</th>
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<tbody>
<tr>
<td>Innovate</td>
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<td>Engage</td>
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<tr>
<td>Transform</td>
<td>Y</td>
<td>Compensation, Benefits &amp; Work/Life Balance (3A, 3B, 3C)</td>
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<td>Senior Leadership (3A, 3B, 3C)</td>
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<td>Fairness (3A, 3B, 3C)</td>
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<tr>
<td>Cultivate</td>
<td>Y</td>
<td>Compensation, Benefits and Work/Life Balance (4A, 4B)</td>
<td>Great Colleges to Work For Survey Metric: Compensation, Benefits &amp; Work/Life Balance; Shared Governance and Communication; Senior Leadership; and Fairness Scores</td>
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<td>Shared Governance and Communication (4A, 4B, 4C)</td>
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<td>Senior Leadership (4B, 4C)</td>
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<td>Fairness (4A, 4B, 4C)</td>
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Waypoint 1 goal(s) and objective(s), and tactics (short narrative description):

Key tactics described here in a narrative form, as a numbered list that will be performed during the first three years of the plan. Include a cross-referencing to strategic plan goals and objectives where possible.

A. COMPENSATION, BENEFITS & WORK/LIFE BALANCE

1. Develop, implement and continually refine the fair market-based compensation model for faculty, staff and graduate students is critical to the recruitment, retention, and morale of these employee groups. Establish and actively utilize appeals committees for compensation-related conflicts.
   a. Responsible: Provost’s Office, Human Resources, Finance and Administration, Faculty Compensation Task Force, Staff Compensation Task Force, and Dean of Graduate Studies. Vice Presidents, Deans, Chairs, and Supervisors will be key partners during the implementation phase, especially in ensuring fair distribution of merit-based increases across and within units. Faculty Senate and Staff Council will be key partners in drafting guidelines and policies and ensuring the establishment of appropriate appeal committees.
   b. Measure: Metric — Impact on Compensation, Benefits & Work/Life Balance Score and Fairness Scores

2. Expand and streamline the existing recognition programs within colleges and administrative divisions, awarding faculty and staff for their achievements (e.g., promotions; procurement of major grants and production of impactful scholarly works; national recognitions; outstanding service) are important measures to instill an increased sense of appreciation, cohesion, pride, and respect. Awards can be of a monetary nature but can also be other tokens of appreciation (parking permits, season tickets to sporting events, SRC or swim center memberships, grants to support professional development, etc.).
   a. Responsible: Provost’s Office, Vice-Presidents, Deans, Chairs and supervisors.

3. Evaluate and develop an effective evaluations and promotions process for faculty that will recognize innovative teaching, promote eligible long-term contract instructional career paths, and allow more flexible job responsibilities for tenured faculty. This will inspire and reward employees, for whom instruction is their main passion. This will ensure students will enjoy higher quality instruction and more varied educational opportunities and diverse learning environments with new multicultural and international perspectives; employees will have higher morale as they are allowed to pursue their passions with added job security; highly research-active faculty members will be able to focus on scholarship, aiding us in moving towards our aspirational R1 goals; and UI will be able to better compete for and retain outstanding instructional and research faculty.
   a. Responsible: Provost’s Office, Vice Provost for Academic Initiatives, Vice Provost for Faculty, Faculty Senate, Deans, and Chairs

B. SHARED GOVERNANCE AND COMMUNICATION

4. Utilize and expand shared governance structure to secure input and support from employee and student groups on key proposals by: allotting more time and resources to staff with full support from direct supervisors and senior leadership; ensuring regular meetings between Provost’s Office, Vice Presidents and Staff Council; ensuring staff representation in shared governance from all VP areas and employee categories; expanding faculty senate to have greater and more diverse staff representation; renaming faculty senate into university senate; including staff and faculty representatives on higher councils (e.g., President’s Cabinet, Provost’s Council, Deans Council).
   a. Responsible: Provost’s Office, President’s Office, Faculty Senate, Staff Council, ASUI/SBA/GPSA, Vice Presidents, Directors and Deans.
5. Expand communication channels from upper administration, Faculty Senate and Staff Council to employees and constituents and provide more meaningful and broad interactions by: holding more frequent open fora on university-wide matters; offering and participating in communication events such as Faculty Senate, President’s leadership breakfasts, presentations at University Faculty Meetings, State of the University addresses, President/Provost visiting individual colleges; increasing the interaction frequency of vice-presidents, directors, and deans with their respective units; increasing utilization of social media (LinkedIn, Facebook) to inform employees of key policy/procedure changes; encourage informal meetings between administrators and new untenured faculty to discuss issues in a safe environment; and encourage reflective college-by-college discussions about issues of importance.
   a. Responsible President, Provost’s Office, Faculty Senate and Staff Council, as well as, all employees
   b. Measure: Metric—Impact on Shared Governance and Communication score.

6. Provide mechanism and guidelines for staff and non-exempt staff to offer feedback on decision-making. Examples: computer access and supervisor support.
   a. Responsible: Provost’s Office, President’s Office, Faculty Senate, Staff Council, ASUI/SBA/GPSA, Vice Presidents, directors, and Deans
   b. Measure: Metric—Impact on Shared Governance and Communication score.

C. SENIOR LEADERSHIP

7. Clearly define and communicate the University Core organization values to be used as the foundation for decision making and future visioning. Then share at new employee and faculty orientation and campus-wide meetings. This will promote a culture of civility and collegiality. Responsible: President, Provost, Deans
   a. Responsible: President, Provost, Vice Presidents, and Deans
   b. Measure: Metric—Impact on Senior Leadership and Score

8. Develop and implement meaningful, relevant training on culture, climate, and engagement through PDL for administrators, faculty, and staff.
   a. Responsible: Provost, Vice Presidents, and Deans
   b. Measure: Metric—Impact on Senior Leadership and Score

9. Implement and provide training to reduce micro-aggressions and workplace favoritism that will promote diversity and less uncertainty in hiring and evaluation.
   a. Responsible: Provost, Vice Presidents, and Deans
   b. Measure: Metric—Impact on Senior Leadership and Fairness Score.

10. Develop and implement college and department annual evaluations that assess the achievement of equity and diversity goals and initiatives. This will contribute to a supportive and equitable environment for all faculty, staff, and administrators,
    a. Responsible: Provost, Vice Presidents, and Deans
    b. Measures: Metric—Impact on Senior Leadership and score

11. Establish a personal presence and connection with the workforce across the institution to communicate about issues and decisions in person rather than technology-based. Leadership takes the time to understand what their employees do on a regular basis through monthly visits to the various sectors of the university, including less visible employees and areas of work
    a. Responsible: President, Provost, Vice Presidents
    b. Measure: Metric – Impact on Senior Leadership Score
D. FAIRNESS

12. Revise the faculty and staff evaluation process to make it consistent in interpretation and application across work units and throughout the university.
   a. Responsible: Human Resources, Provost and other Vice Presidents, Faculty Senate and Staff Council.
   b. Measure: Metric—Impact on Fairness and Compensation, Benefits & Work/Life Balance Scores

13. Establish a UBFC committee that is inclusive and representative of all constituents to ensure all are represented in the budget recommendation process.
   a. Responsible: Provost and the VP Budget and Finance
   b. Measure: Metric—Impact on Fairness, Shared Governance, and Compensation, Benefits & Work/Life Balance Scores

14. Develop and implement a more engaging and fair faculty/staff orientation process that provides new faculty and staff important information about the functions and culture of the University community.
   a. Responsible: Human Resources and VP for Faculty
   b. Measure: Metric—Impact on Fairness Score

15. Develop and implement search committee training to enhance skills in non-discriminatory hiring practices.
   a. Responsible: Human Resources and Office of Civil Rights and Investigation and Office of Diversity and Equity
   b. Measure: Metric—Impact on Fairness Score and Compensation Benefits & Work/Life Balance Scores

16. Develop and implement guidelines and trainings for recruitment and retention of a diverse work pool at the University.
   a. Responsible: Human Resources, Professional Development, and Learning
   b. Measure: Metric – Impact on Fairness Score
### Waypoint 1 Metric Targets for Unit:

For each numbered tactic on the prior page, please link to the appropriate strategic plan goal/objective and suggest a means of measuring progress over the course of the next three years (e.g. completion dates for milestones, specific measures of progress unique to your unit).

<table>
<thead>
<tr>
<th>Initiative Number</th>
<th>Strategic plan goal and objective supported</th>
<th>Proposed means to measure progress</th>
<th>July 2016 (baseline)</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
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<tr>
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<tr>
<td>1.</td>
<td>Develop, implement and continually refine the fair market-based compensation model.</td>
<td><strong>Goal 4—Objective B</strong>: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff</td>
<td>Compensation, Benefits &amp; Work/Life Balance Score: 58</td>
<td>Compensation, Benefits &amp; Work/Life Balance Score: 59</td>
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<td>Compensation, Benefits &amp; Work/Life Balance Score: 62</td>
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<td>2.</td>
<td>Expand and streamline the existing recognition programs within colleges and administrative divisions</td>
<td><strong>Goal 3—Objective B</strong>: Foster educational excellence; and <strong>Goal 4—Objective B</strong>: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars</td>
<td>GCWF Survey Implementation of Strategy Achieved</td>
<td>Compensation, Benefits &amp; Work/Life Balance Score: 58</td>
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<td>3.</td>
<td>Evaluate and develop an effective evaluations and promotions process for faculty that will recognize innovative teaching, promote eligible long-term contract instructional career paths, and allow more flexible job responsibilities.</td>
<td><strong>Goal 3—Objective A</strong>: Provide greater access to educational opportunities <strong>Objective B</strong>: Foster educational excellence via curricular innovation; and <strong>Objective C</strong>: Create an inclusive learning environment. <strong>Goal 4—Objective A</strong>: Build an inclusive, diverse community that welcomes multicultural and international perspectives <strong>Objective B</strong>: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.</td>
<td>GCWF Survey Implementation of Strategy Achieved</td>
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</table>
**B. Shared Governance and Communication**

4. Utilize and expand shared governance structure to secure input and support from employees and student groups on key proposals.

**Goal 4—Objective A:** Build an inclusive, diverse community that welcomes multicultural and international perspectives.  
**Objective B:** Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.  
**Objective C:** Improve efficiency, transparency and communication.

<table>
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<th>GCWF Survey Implementation of Strategy Achieved</th>
<th>Shared Governance score: 44</th>
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**B. Shared Governance and Communication**

5. Expand communication channels from upper administration, Faculty Senate and Staff Council to employees and constituents and provide more meaningful and broad interactions.

**Goal 4—Objective C:** Improve efficiency, transparency and communication

<table>
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**B. Shared Governance and Communication**

6. Provide mechanism and guidelines for staff and non-exempt staff to offer feedback on decision-making.

**Goal 4—Objective C:** Improve efficiency, transparency and communication

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**C. Senior Leadership**

7. Clearly define and communicate the University Core organization values to be used as the foundation for decision making and future visioning.

**Goal 3—Objective B:** Foster educational excellence via curricular innovation and evolution

**Goal 4—Objective B:** Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.  
**Objective C:** Improve efficiency, transparency and communication.

<table>
<thead>
<tr>
<th>GCWF Survey Implementation of Strategy Achieved</th>
<th>Senior Leadership Score: 41</th>
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</table>
| C. Senior Leadership | 8. Develop and implement meaningful, relevant training on culture, climate, and engagement through PDL for administrators, faculty and staff. | **Goal 4—Objective A:** Build an inclusive, diverse community that welcomes multicultural and international perspectives.  
**Objective B:** Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.  
**Objective C:** Improve efficiency, transparency and communication. | GCWF Survey Implementation of Strategy Achieved | Senior Leadership Score: 41 | Senior Leadership Score: 41 | Senior Leadership Score: 44 | Senior Leadership Score:46 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C. Senior Leadership | 9. Implement and provide training to reduce microaggressions and workplace favoritism that will promote diversity and less uncertainty in hiring and evaluation. | **Goal 3—Objective C:** Create an inclusive learning environment.  
**Goal 4—Objective A:** Build an inclusive, diverse community that welcomes multicultural and international perspectives.  
**Objective B:** Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.  
**Objective C:** Improve efficiency, transparency and communication. | GCWF Survey Implementation of Strategy Achieved | Senior Leadership Score: 41 | Senior Leadership Score: 41 | Senior Leadership Score: 44 | Senior Leadership Score:46 |
| C. Senior Leadership | 10. Develop and implement college and department annual evaluations that assess the achievement equity and diversity goals and initiatives. | **Goal 3—Objective A:** Provide greater access to educational opportunities  
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<td>11. Establish a personal presence and connection with the workforce across the institution to communicate about issues and decisions in person rather than technology based.</td>
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<td>12. Revise the faculty and staff evaluation process to make it consistent in interpretation and application across work units and throughout the university.</td>
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<td>13. Establish a UBFC Committee that is inclusive and representative of all constituents to ensure all are represented in the budget recommendation process.</td>
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<td>14. Develop and implement a more engaging and fair faculty/staff orientation process that provides new faculty and staff important information about the functions and culture of the university community.</td>
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<td>15. Develop and implement search committee training to enhance skills in non-discriminatory hiring practices.</td>
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16. Develop and implement guidelines and trainings for recruitment and retention of a diverse work pool at the university.

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Survey on Shared Governance, University-wide Communication, and Faculty Engagement

The most recent Great Colleges to Work For survey suggests that the role of faculty in shared governance is not well communicated or understood. This is reflected in the following comments from the Cascaded Plan for Support Units – Waypoint 1:

1. There are major opportunities for improving shared governance and university-wide communication so these become more robust, authentic, and meaningful.
2. Employee engagement is necessary for improved morale, loyalty, and reputation.

The following survey is designed to develop a better understanding of what can be done to improve our campus culture with respect to these two areas.

QUESTIONS:

1. Committees on campus are structured to secure input and support from faculty and staff on key institutional planning issues. (1-5 Likert)

2. What could be done to encourage faculty committees to better engage with institutional planning issues? (Open Response)

3. The University administration adequately communicates institutional planning issues (1-5 Likert)

4. The University administration adequately engages faculty and staff in the process of institutional planning. (1-5 Likert)

5. What could the university administration improve communication and engagement with faculty and staff on institutional planning? (Open Response)

6. Faculty responses to the Great Colleges survey suggest that innovative and high quality teaching is not appropriately recognized. What could be done to improve results for this metric? (Open Response)

7. Faculty responses to the Great Colleges survey suggest that we are not currently moving forward as one University. What could be done to improve results for this metric? (Open Response)

8. What are the top two things that could be done to improve the moral of faculty and staff? (Open Response)

9. What are the top two issues on campus that require better communication from the University administration to faculty and staff? (Open Response)