Cascaded Plan for Support Units – Waypoint 1
July 1, 2016 – June 30, 2019

Support Unit Name (e.g. VP Area etc.): Division of

Long term focus which supports the University of Idaho Strategic Plan:

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>
<td>N</td>
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<td>Engage</td>
<td>N</td>
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<tr>
<td>Transform</td>
<td>Y</td>
<td>Compensation, Benefits &amp; Work/Life Balance (3A, 3B, 3C)</td>
<td>Great Colleges to Work For Survey Metric: Compensation, Benefits &amp; Work/Life Balance; Senior Leadership; and Fairness Score</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>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

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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</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.

| GCWF Survey Implementation of Strategy Achieved | Shared Governance score: 44 | Shared Governance score: 50 | Shared Governance score: 52 | Shared Governance score: 53 |
| Communication score: 52 | Communication score: 50 | Communication score: 52 | Communication score: 54 |

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

| GCWF Survey Implementation of Strategy Achieved | Shared Governance score: 44 | Shared Governance score: 50 | Shared Governance score: 52 | Shared Governance score: 53 |
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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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| Communication score: 52 | Communication score: 50 | Communication score: 52 | Communication score: 54 |

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.

<p>| GCWF Survey Implementation of Strategy Achieved | Senior Leadership Score: 41 | Senior Leadership Score: 44 |
| Communication score: 41 | Communication score: 46 |</p>
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|---|---|---|---|---|---|---|
| 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. | **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. | GCWF Survey Implementation of Strategy Achieved | Fairness Score 52 | Fairness Score 52 | Fairness Score 53 | Fairness Score 55 |
| D. Fairness  
13. Establish a UBFC Committee that is inclusive and representative of all constituents to ensure all are represented in the budget recommendation process. | **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. | GCWF Survey Implementation of Strategy Achieved | Fairness Score 52 | Fairness Score 52 | Fairness Score 53 | Fairness Score 55 |
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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. | **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. | GCWF Survey Implementation of Strategy Achieved | Fairness Score 52 | Fairness Score 52 | Fairness Score 53 | Fairness Score 55 |
| D. Fairness  
15. Develop and implement search committee training to enhance skills in non-discriminatory hiring practices. | **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 C:** Improve efficiency, transparency and communication | GCWF Survey Implementation of Strategy Achieved | Fairness Score 52 | Fairness Score 52 | Fairness Score 53 | Fairness Score 55 |
D. Fairness

16. Develop and implement guidelines and trainings for recruitment and retention of a diverse work pool at the university.

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<tr>
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<td>GCWF Survey Implementation of Strategy Achieved</td>
<td>Fairness Score 52</td>
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| Goal 4 — Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives; Objective C: Improve efficiency, transparency and communication | Fairness Score 53 | Fairness Score 55 |