Staff Council Mission:

To promote the recognition, empowerment, advocacy and leadership necessary to create a professional, collegial environment and work experience for staff members employed by the University of Idaho.

Staff Council Vision:

We envision a safe, professional, collegial and equitable work environment for all staff members.

Staff Council Goals:

Staff Council achieves its vision through REAL action arenas, including Recognition of staff excellence; Empowering staff to speak for their own interests and work in a collegial environment; Advocating for investments in people, retention strategies, career pathways and equity in compensation; and Leading from within the University of Idaho governance structure.

REAL Goals:

AA1: Recognition
AA2: Empowerment
AA3: Advocacy
AA4: Leadership
### AA1: Recognition of staff excellence

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<tr>
<th>Goals &amp; Objectives</th>
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<th>Timeline</th>
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</table>
| Short (learn)  
1. The University community, including Staff Council, gains and employs a deep understanding of employee recognition and appreciation                                                                 | - Research and develop report on best practices (internal at UI and external at other institutions/companies) in employee recognition  
- Reformulated Staff Appreciation and Recognition subcommittee that coordinates with committees working on similar projects  
- Chair asks President to assign administrative committee member                                                                                                    | - Committee formed spring semester  
- Draft report written by end of summer 2015  
- Report disseminated fall semester 2015                                                                                                                   | - SA existing committee, faculty and admin representatives, work study students, time for field trips  | - Administration is utilizing report  
- BASELINE: staff recognition and appreciation activities are handled by Staff Council                                                                                                                      | - Administration is utilizing report  
- BASELINE: staff recognition and appreciation activities are handled by Staff Council                                                                                                                      |
| Medium (act)  
1. The university community actively participates in the recognition and appreciation of staff and other employees                                                                                           | - Follow up with admin  
- SA leadership                                                                                                                                                                                                 | - 2016-17 school year  
- 2017-18 school year                                                                                                                                       | - Changes are proposed and someone (other than Staff Council) is assigned the task to implement  | - New resources and people are dedicated to the task of employee recognition and appreciation                                                                                                           |
| Long (change)  
1. The university community fosters an equitable and engaged culture of recognition and appreciation                                                                                                      |                                                                                                                                                              |                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                              |
### AA2: Staff are Empowered to self-advocate effectively

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| **Short (learn)** 1. SA identifies and understands barriers to self-advocacy and engagement by staff | • Survey of staff beliefs and attitudes  
• Evaluate effectiveness of existing staff resources  
• Create comprehensive list/publication of ways that staff can engage at the University of Idaho | • Ad-hoc committee.  
• Possibly hire survey group on campus | • 2015-16 school year | • Possibly money to pay research group for survey design and analysis | • Report(s) and publications produced |
| **Medium (act)** 1. Staff expands knowledge of employee resources and opportunities for involvement through education resources | • Education / outreach to inform and engage  
• Annual SA report  
• Develop & implement communications strategy to educate and inform on campus issues statewide | • Ad hoc or permanent committee/officer focused on outreach and education specific to Staff Council | • 2016-17 school year | • Time and $ for outreach materials | • Staff understands appropriate ways to engage and get involved |
| **Long (change)** 1. Reduction in barriers to staff engagement, self-advocacy and participation 2. Staff are self-advocating through existing and improved resources and engaging through existing and new avenues 3. Staff are more engaged & involved in University community | • Propose solutions (e.g. may include development of confidential portal for sharing concerns and experiences to inform positive change)  
• Staff forums/meetings every semester | • Ad hoc or Executive Committee | • 2017-18 school year | • Time | • Number of staff nominations for university committees increases  
• Staff attendance at forums is high  
• Number of nominations for Staff Council seats increases |
### AA3: Advocating for investments in people

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| **Short (learn)**  | 1. Learn best practices of employee investment for retention  
2. Increase workforce knowledge – who staff are, what they value and makes them feel valued.  
3. Understand correlation between supervising and employee retention | • Compile existing research/reports  
  ○ Demonstrate links between compensation/career pathways and retention AND between retention and productivity / innovation  
  • Staff survey  
  • Structured exit interviews | • Ad hoc committee with assistance from survey group on campus | • 2015-16 school year | • Time and $ to pay for survey  
• Report produced and results shared with University community |
| **Medium (act)**   | 1. Administration sees and acts on need to review recruitment, compensation and retention policies – plan and structure in place  
2. UI supervisors are well-trained in leadership and human resource management | • SA participates in staff recruitment, compensation and retention plan  
  • SA participates in designing supervisor training  
  • Initiate change in staff evaluation process  
  • Engage in improving employee onboarding – training and welcome  
  • Initiate employee mentorship program | • Chair and Vice Chair  
• Ad-hoc committees | • 2016-18 school year | • Time  
• Compensation  
  • Lateral / internal transfers can result in additional compensation where warranted (career pathways and compensation)  
  • New hires are brought in with salaries commensurate with existing staff doing similar positions  
  • Longevity raises available for staff |
<p>| <strong>Initiate formal exit interview process</strong>&lt;br&gt;N | <strong>Explore institutional knowledge retention and management.</strong>&lt;br&gt; | <strong>Career Pathways</strong>&lt;br&gt;• Reclassification process is transparent and understandable to supervisors and staff&lt;br&gt;• Career ladders available for positions where possible&lt;br&gt;• Ample, high quality professional skill development opportunities available and supported by supervisors that allow staff to follow career pathway&lt;br&gt; | <strong>Retention</strong>&lt;br&gt;• Staff turnover rate is comparable to peer institutions&lt;br&gt;• Formalized mentorship program in place&lt;br&gt;• Supervisor issues, compensation, career pathway or professional development issues rarely surface during exit interviews&lt;br&gt;• Employee evaluations are consistent across the institution and based on best practices |</p>
<table>
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<tr>
<th>Long (change)</th>
<th>Chair and Vice Chair</th>
<th>2017-18 school year</th>
<th>Time and $$</th>
<th>UI compensation has gained from current position of 85% of market</th>
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<tbody>
<tr>
<td>1. Staff feel valued and invested in</td>
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<td>2. Staff invest back in the University</td>
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<td>• UI excels by many measures of excellence</td>
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**AA4: Leadership within the University of Idaho governance structure**

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<td>Short (learn)</td>
<td><strong>1. Understand current governance structures at UI, including Idaho statute and the role of staff.</strong></td>
<td>• At each SA meeting, policy committee members review and discuss FSH* &amp; APM** sections to foster working knowledge of UI governance structure</td>
<td>• Policy committee (selects sections) SA members read before meeting</td>
<td>2015-2017</td>
<td>• Presentations conducted at each meeting</td>
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<td>Medium (act)</td>
<td><strong>1. University as a whole acknowledges SA's current role within the governance structure at UI and desires to formalize it.</strong></td>
<td>• Request support from administration, faculty senate, students and staff</td>
<td>• SA leadership</td>
<td>2015-2017</td>
<td>• Change over time in linkages between SA and other entities in University governance structure</td>
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<td></td>
<td><strong>2. SA understands and operates within governance structure and according to Idaho statute</strong></td>
<td>• Implement changes in operations to comply with Idaho statute (as necessary)</td>
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<td>• Change in number of committees and governance activities that SA is involved in</td>
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|                    | **3. Formalize changes SA's current role in governance structure if needed** | • Build coalitions across campus with other stakeholder groups, e.g.  
  - Diversity council  
  - PDL coordinating committee  
  - ACC group |                       |           | • Level of responsiveness when SA advocates |
|                    | **4. Administration operates according to policy** | • Work more closely with staff representatives on university wide committees, e.g.  
  - Budget and Finance |                       |           | • Fewer empty seats on SA |
|                    | **5. Staff trust procedures** | • Network analysis |                       |           | • Staff support for SA |
|                    |                                                               |                | Lorie Higgins        |           | • Staff reps on university wide committees report regularly to SA leadership |

* FSH = Faculty Senate Handbook  
* APM = Administrative Policy Manual
University of Idaho
Staff Council
Strategic Plan 2015 - 2018

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<tr>
<th>Long (change)</th>
<th>• Create policy mandating staff council engagement in policy assessment (might already be in place?)</th>
<th>2017-2018</th>
<th>• Level of responsiveness</th>
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<tbody>
<tr>
<td>1. UI policy requires engaging staff council to assess policies related to staff investments</td>
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<td>2. Staff are equitably represented in University governance structure</td>
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<td>3. Mechanisms to codify SA’s changing role in governance structure</td>
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*Faculty Staff Handbook

**Administrative Procedures Manual