

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 **R**ecognition of staff excellence; **E**mpowering staff to speak for their own interests and work in a collegial environment; **A**dvocating for investments in people, retention strategies, career pathways and equity in compensation; and **L**eading from within the University of Idaho governance structure.

REAL Goals:

AA1: **R**ecognition

AA2: **E**mpowerment

AA3: **A**dvocacy

AA4: **L**eadership

AA1: Recognition of staff excellence					
<i>Goals & Objectives</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>	<i>Measures</i>
Short (learn) 1. The University community, including Staff Council, gains and employs a deep understanding of employee recognition and appreciation	<ul style="list-style-type: none"> Research and develop report on best practices (internal at UI and external at other institutions / companies) in employee recognition 	<ul style="list-style-type: none"> Reformulated Staff Appreciation and Recognition subcommittee that coordinates with committees working on similar projects Chair asks President to assign administrative committee member 	<ul style="list-style-type: none"> Committee formed spring semester Draft report written by end of summer 2015 Report disseminated fall semester 2015 	<ul style="list-style-type: none"> SA existing committee, faculty and admin representatives, work study students, time for field trips 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Follow up with admin 	<ul style="list-style-type: none"> SA leadership 	<ul style="list-style-type: none"> 2016-17 school year 		<ul style="list-style-type: none"> Changes are proposed and someone (other than Staff Council) is assigned the task to implement
Long (change) 1. The university community fosters an equitable and engaged culture of recognition and appreciation			<ul style="list-style-type: none"> 2017-18 school year 		<ul style="list-style-type: none"> New resources and people are dedicated to the task of employee recognition and appreciation

AA2: Staff are Empowered to self-advocate effectively					
<i>Goals & Objectives</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>	<i>Measures</i>
Short (learn) 1. SA identifies and understands barriers to self-advocacy and engagement by staff	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ad-hoc committee. • Possibly hire survey group on campus 	<ul style="list-style-type: none"> • 2015-16 school year 	<ul style="list-style-type: none"> • Possibly money to pay research group for survey design and analysis 	<ul style="list-style-type: none"> • Report(s) and publications produced
Medium (act) 1. Staff expands knowledge of employee resources and opportunities for involvement through education resources	<ul style="list-style-type: none"> • Education / outreach to inform and engage • Annual SA report • Develop & implement communications strategy to educate and inform on campus issues statewide 	<ul style="list-style-type: none"> • Ad hoc or permanent committee/officer focused on outreach and education specific to Staff Council 	<ul style="list-style-type: none"> • 2016-17 school year 	<ul style="list-style-type: none"> • Time and \$ for outreach materials 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Propose solutions (e.g. may include development of confidential portal for sharing concerns and experiences to inform positive change) • Staff forums/meetings every semester 	<ul style="list-style-type: none"> • Ad hoc or Executive Committee 	<ul style="list-style-type: none"> • 2017-18 school year 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • 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					
<i>Goals & Objectives</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>	<i>Measures</i>
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	<ul style="list-style-type: none"> • Compile existing research/reports <ul style="list-style-type: none"> ○ Demonstrate links between compensation/career pathways and retention AND between retention and productivity / innovation • Staff survey • Structured exit interviews 	<ul style="list-style-type: none"> • Ad hoc committee with assistance from survey group on campus 	<ul style="list-style-type: none"> • 2015-16 school year 	<ul style="list-style-type: none"> • Time and \$ to pay for survey 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Chair and Vice Chair • Ad-hoc committees 	<ul style="list-style-type: none"> • 2016-18 school year 	<ul style="list-style-type: none"> • Time 	<u>Compensation</u> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Initiate formal exit interview process • Explore institutional knowledge retention and management. 				<p><u>Career Pathways</u></p> <ul style="list-style-type: none"> •Reclassification process is transparent and understandable to supervisors and staff •Career ladders available for positions where possible •Ample, high quality professional skill development opportunities available and supported by supervisors that allow staff to follow career pathway <p><u>Retention</u></p> <ul style="list-style-type: none"> •Staff turnover rate is comparable to peer institutions •Formalized mentorship program in place •Supervisor issues, compensation, career pathway or professional development issues rarely surface during exit interviews •Employee evaluations are consistent across the institution and based on best practices
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Long (change) 1. Staff feel valued and invested in 2. Staff invest back in the University		<ul style="list-style-type: none"> • Chair and Vice Chair 	<ul style="list-style-type: none"> • 2017-18 school year 	<ul style="list-style-type: none"> • Time and \$\$ 	<ul style="list-style-type: none"> • UI compensation has gained from current position of 85% of market • UI excels by many measures of excellence
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AA4: Leadership within the University of Idaho governance structure					
<i>Goals & Objectives</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>	<i>Measures</i>
Short (learn) 1. Understand current governance structures at UI, including Idaho statute and the role of staff.	<ul style="list-style-type: none"> At each SA meeting, policy committee members review and discuss FSH* & APM** sections to foster working knowledge of UI governance structure 	<ul style="list-style-type: none"> Policy committee (selects sections) SA members read before meeting 	<ul style="list-style-type: none"> Launch September, 2015 		<ul style="list-style-type: none"> Presentations conducted at each meeting
Medium (act) 1. University as a whole acknowledges SA's current role within the governance structure at UI and desires to formalize it. 2. SA understands and operates within governance structure and according to Idaho statute 3. Formalize changes SA's current role in governance structure if needed 4. Administration operates according to policy 5. Staff trust procedures	<ul style="list-style-type: none"> Request support from administration, faculty senate, students and staff Implement changes in operations to comply with Idaho statute (as necessary) Build coalitions across campus with other stakeholder groups, e.g. <ul style="list-style-type: none"> Diversity council PDL coordinating committee ACC group Work more closely with staff representatives on university wide committees, e.g. <ul style="list-style-type: none"> Budget and Finance Network analysis 	<ul style="list-style-type: none"> SA leadership 	<ul style="list-style-type: none"> 2015 - 2017 	Lorie Higgins	<ul style="list-style-type: none"> Change over time in linkages between SA and other entities in University governance structure Change in number of committees and governance activities that SA is involved in Level of responsiveness when SA advocates Fewer empty seats on SA Staff support for SA Staff reps on university wide committees report regularly to SA leadership

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<p>Long (change)</p> <ol style="list-style-type: none"> 1. UI policy requires engaging staff council to assess policies related to staff investments 2. Staff are equitably represented in University governance structure 3. Mechanisms to codify SA's changing role in governance structure 	<ul style="list-style-type: none"> • Create policy mandating staff council engagement in policy assessment (might already be in place?) 		<p>2017-2018</p>		<ul style="list-style-type: none"> • Level of responsiveness
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*Faculty Staff Handbook

** Administrative Procedures Manual