COLGATE UNIVERSITY

Staff Initiatives Group
Final Report to the Cabinet

December 17, 2020

COLGATE UNIVERSITY

Purpose and Background

As Colgate refines its vision and planning for its third century, a recognition of the central role played by staff in moving the University forward led to the creation of the Staff Initiatives Group in the summer of 2019. The group was charged to engage with staff across the University and to develop recommendations for Cabinet to support and enhance the working lives of staff members.

The Third-Century Plan explicitly identifies that bringing the best people to Colgate and supporting them here will be critical to the success of Colgate's next hundred years. In order to attract and retain top staff, we need to articulate and demonstrate that we can provide the things that high-performing talent wants and needs: competitive pay and benefits; professional development; recognition and reward; work-life balance; a vital and affordable community in which to live; and a diverse, inclusive, and welcoming workplace.

The SIG Steering Group gathered feedback from current staff to determine where best to focus our short-term and long-term efforts, and it created working groups based on feedback from staff members. All staff were invited to participate in these working groups, and the 86 staff members who responded were distributed into working groups based on their interests, from the following list:

- Attracting Talent
- Employee Engagement
- Onboarding
- Professional Development
- Representation/Voice
- Rewards and Recognition
- Support for Staff of Color
- Workplace Culture

The membership of each working group is provided in Appendix A. The SIG Steering Group provided liaisons to each working group to help them think institutionally, but each group was able to elect its own chair, and groups were allowed to freely explore ideas, in a back-and-forth dialogue with the Steering Group. Despite this process of refining, the recommendations remain a product of direct staff engagement, with limited filtering by the Steering Group.

Once the groups had assembled their recommendations, the working group members were surveyed to gauge their sense of the urgency and likely impact of each recommendation, and these data are presented in Appendix B (Urgency) and Appendix C (Impact). The survey asked the group to rank the urgency and impact of each recommendation on a scale of 1 to 5. Again, these data reflect the opinions of the broad group of staff engaged with the working groups and not necessarily that of the Steering Group.

Next Steps

The Steering Group and the working groups understand that many of the recommendations proposed here will depend on the availability of resources (both human and financial) that may not be immediately

identifiable or available. Some of the recommendations are already in progress while others may have regulatory or legal barriers. The full set of recommendations is nevertheless being sent to Cabinet for review. Once Cabinet has had an opportunity to review the collected recommendations, and offer a sense of the recommendations that they support, key offices can work to identify which items could be acted upon in the immediate term, and they will report to the SIG steering group. The SIG steering group will meet regularly to review progress, identify barriers, and report progress to the campus.

Because the efforts of the SIG working groups are so well-aligned with one of the pillars of *The Third-Century Plan*, the SIG Steering Group recommends including an update on the progress made on these initiatives in the summer of 2021, when the *Third-Century Plan* update is again offered. This would address concerns that staff need to be visible in the strategic plan, and it will also help ground the work on the recommendations (as they need to be) in the vision and focus of *The Third-Century Plan*. The SIG Steering Group also recommends developing a plan to ensure continual periodic updates on progress to staff.

Working Group Recommendations

The following are all of the working group recommendations. They are ranked and sorted by the averaged score for urgency and impact determined through a SIG working group survey:

Recommendation	Description	Survey Rank
Bridge the Gap between Administration, Faculty, and Staff	Create a work environment that establishes constructive workplace relationships so that the administration, faculty, and staff will treat one another with mutual respect in order to accomplish Colgate's Mission. Update current Colgate Mission to include staff, update 3CP to include staff, create staff leadership positions, include staff/faculty on respective governance committees and foster collaboration in our work through workshops, trainings.	4.5
Reporting Incidents of Bias	Incidents are typically underreported across campus.	4.4
Develop a staff affairs committee	Institute a staff governance structure that recognizes the dignity and importance of all work performed by staff, affirms that each member of the University staff is a valued member of the community, and provides a means for staff members to participate in the University shared governance.	4.35
Mandatory DEI Programming	Although minimum, mandatory training exists, there is an opportunity to identify and refine behavioral competencies related to diversity, equity and inclusion. As we move into Colgate's third century, incentives should be provided to employees for engaging in additional, elective DEI training and programming. This can be accomplished by encouraging staff participation in ongoing and elective programming and empowering supervisors to support and encourage this participation.	4.25
Training and Evaluation for Managers	Development of a training process based on best-in-class professional development paradigms that will empower people managers to effectively manage their teams. Creation and execution of a mandatory annual evaluation process that will hold people managers accountable for effectively engaging	4.2

	staff. This evaluation process should include 360-degree evaluations and be based on best practices.	
Work from Home Policy	Create a campus-wide application of a flexible work policy that includes options such as compensatory time for exempt and nonexempt employees as well as policies that support staff teleworking when circumstances inhibit their ability to work in person. Consider the possibility of a 6-hour work days or 4-day weeks as appropriate for each position.	4.2
Inclusive Search Process	Our goal is to recommend a framework that is flexible and nimble to work under the various search circumstances that arise, and ensure a consistent standard when contracting with a third-party firm.	4.2
Training for new employees or employees promoted or in a new position -- Supervisor Toolkit & Professional Development Plan	Supervisor/leadership training dependent on level of experience, could also include training on software tools being used and a discussion of how performance evaluation would work and what to expect -- The supervisor toolkit would give training (resources) to both new and current supervisors. A trainee "program" would consist of a regular commitment to training that gives supervisors the tools in order to properly supervise a group of individuals. Ex.) Handling workplace conflict, resources on campus, HR policies, etc. The professional development plan would be apart from the yearly review and be a natural part of an evaluation and communication. **Recommendations from two working groups combined.*	4.1
Strengthen the Exit Interview Process for Staff of Color	A strong, consistent exit interview process can provide insight into reasons for departures. Data gathered can be used to inform the development of effective strategies to reduce departures related to incidents of bias or other similar occurrences.	4.1
All Staff Survey	This group recommends that the university initiates an all-staff survey in order to gain knowledge of current employees' views regarding the professional development opportunities at Colgate. The survey would also hold the purpose to discover what resources Colgate employees would like made available. This survey would be completed each year assessing if the needs of Colgate employees are met and what progress has been made.	4.05
Parent & Childcare Support	Create a supportive and equitable work culture for families, and, in order to become competitive with our peers and those institutions we wish to emulate, explore expanding resources, programs, and child care access for Colgate parents. For example, voluntary summer leave, parent-related resources, child-care subsidy, establishment of an affordable on-campus daycare/after school care center for school-age children.	4
Enhanced Onboarding for Staff of Color	An enhanced onboarding experience will provide consistency and equity in the onboarding experience of all new employees. The recommendations listed below could also positively influence staff of color specifically as an underrepresented group at Colgate. Providing resources and opportunities for new staff members to connect with new and veteran staff members early in their Colgate	4

	experience may contribute to a shorter acclimatization period and longer tenure.	
Staff Policy Input	Create a clearly-defined avenue for staff members to bring up concerns regarding practice or policy changes that could make working at Colgate a better experience.	4
Improve the Search Process	Suggested focus areas include improving and expanding search committee training to support staff to serve more effectively as search chairs and members, developing materials for use by all committees, and gathering data related to the hiring process to evaluate its effectiveness.	3.95
Professional Development for Staff of Color	Enhanced professional development can positively contribute to greater retention of staff, particularly staff of color. As a small institution with few opportunities for upward mobility, support for professional development opportunities may reduce the frequency of early-tenure departures for staff who do not see opportunities for internal advancement and have limited or no access to professional development opportunities to continue growing within their current roles.	3.9
Flexible Summer Hours	Create an option by which all staff are eligible for summer hours, and which summer time may be banked M-Th to allow for a half day on Fridays.	3.85
Employee Resource Groups (ERGs)	ERGs connect individuals from disparate parts of campus, support employees' professional and personal development, and provide social opportunities. We recommend that Colgate continue to support existing ERGs and encourage the creation of new ERGs through the recently-created mechanism.	3.85
Work Environment	Ensure healthy work spaces and/or environments for staff that involve the physical environment of the office/workshop as well as occupational health and safety.	3.85
Create Checklist	Campus tour added as a requirement for staff orientation	3.85
Improve Campus Wide Communications for staff	Bolster the central staff webpage with a staff calendar, centralized information about staff committee involvement, campus resources, downtown Hamilton information, etc. Leverage as a recruitment tool.	3.8
Campus-wide Staff Committees	Facilitate information sharing and coordinate efforts across campus to maximize impact, increase consistency of employee experiences, and provide more opportunities for employee engagement. Committees could include: Community Engagement and Volunteerism and Positive Workplaces Committee.	3.8
Staff Recognition	Recognizing a wide range of people on campus; creating a sense of team among staff. Acknowledging staff with a simple "shout-out" in Inside Colgate, where we can write thanks to our colleagues for good work. Additionally, promoting outside interests/behind the scenes hobbies from Colgate employees and giving a quarterly spotlight article.	3.7
Getting connected more broadly --	Communicate more clearly about staff networking and mentoring opportunities such as mentoring from another department, Colgate Hello, WoLF, Best Practices Group, etc. --	3.7

Create Repository of Ideas Available to Departments	Mentor (professional, "social", see department/divisional checklists **Recommendations from two working groups combined.*	
On-Campus orientation	Break this into different phases. Include sessions specific to: ■ Individuals new to Higher Education ■ Individuals coming from another university (what is Colgate specifically) ■ Individuals transferring to another department within Colgate ■ Onboarding for new supervisors	3.7
Improve recruitment marketing	Determine how to best reach different target markets, reviewing the current job posting format/layout and application process, providing consistent information to search committees, provide resources for current staff to attend/present at conferences to act as ambassadors and recruit new candidates, provide attractive professional development opportunities by way of fellowships for early-career candidates	3.65
Review of Casual Wage Policies	Create a set of policies that address the issue of long-term, casual-wage positions that are providing vital services. Create a way for departments and supervisors to transition casual jobs into part-time benefited positions, while still retaining the casual wage category for appropriate tasks, especially seasonal or temporary positions. Set better limits for the casual wage category, perhaps limiting to 15 hours-a-week positions, and making 20-hours-a-week positions the floor for the benefitted category, and making sure all continuing positions have appropriate benefits.	3.65
Employee Reviews	Develop a system that is simplistic and provides regular feedback to employees instead of only once per year	3.65
Social Gatherings for Staff of Color	Providing resources for social gatherings and community building may increase opportunity for underrepresented groups to build community among one another. Building a sense of community and belonging positively contributes to an individual's personal success and professional longevity at Colgate.	3.65
Promote Continuous Improvement	Survey of those who went through onboarding to improve this process	3.5
Annual Divisional Staff Engagement Plans	Creation of a staff engagement plan for each division. The plan should seek to achieve the goals above and consider division-wide meetings, events, communications, social opportunities, and more. We recommend that divisional leaders be held responsible for the creation of this plan, although they can delegate the work. Ensure collaboration across divisions.	3.45
Work-Life Resource Page	Create a staff resource page and/or update the current resources available on the faculty-staff page directly for staff.	3.4
Compensation Philosophy	Display the philosophy statement online and increase education efforts to current and prospective employees.	3.4
Streamline + Promote Professional Development Efforts	Meet with HR divisional partners to discuss what efforts already exist. Once this information has been gathered, create a plan to promote professional development opportunities consistently across the University. This plan would benefit from a communications	3.35

	framing designed to allow staff members to become more aware and engaged with professional development opportunities.	
Value Beyond Compensation	Determine how to convey better the value of working in our welcoming, supportive, community culture here at Colgate.	3.2
All-Staff Events Calendar	Enable employees to be better informed and more up-to-date by providing campus updates to staff more frequently. Also, facilitate information sharing, collaboration, and campus cohesion by providing staff with more opportunities to gather as a group and connect with colleagues from across campus. In addition, recommend that the University deliver 11 all-staff events each year, at a frequency of approximately one event per month, which includes seven new all-staff events each spearheaded by a different division.	3.15
Colgate Culture	Communicating the benefits of working at Colgate more broadly, by bringing attention and creating opportunities to utilize the various benefits and perks Colgate currently offers to employees, such as seasonal opportunities renting the Yurt, vacationing at Camp Colgate, etc.	3.1
Pre-Colgate Orientation	Opportunity to engage newly hired staff at an earlier stage - involve in meetings, outreach from staff.	3
Professional Development Vision Statement	Definition of Colgate's professional development philosophy, with clear input from, and coordination with, all staff across the divisions.	2.95

<u>Appendices</u>

- A - List of working groups, chairs, participants
- B - Survey Results - Impact
- C - Survey Results - Urgency
- D - Full Recommendations from grid

SIG Working Groups
As of March 2020

Attracting Talent

Liaisons: Kerra Hunter, Teresa Olsen

Erin Conway, Co-Chair
Administrative Assistant in the Division of Social Sciences and the Department of Educational
Studies; Social Sciences

Laura Rickard, Co-Chair
IT Support Specialist
Information Technology

Andrew Coddington
Associate Vice President, Institutional Advancement, Director of Planned Giving
Advancement - Planned Giving

Julie Dudrick
Project Director, Upstate Institute

Timothy Horn
Chief Creative Officer, Communications

David Klatsky
Assistant Coach of Men's Basketball (2011), Athletics - Basketball

Carlene Mahanna
Talent Acquisition Specialist, Human Resources

Daniel Shanley
Associate Dean, Communication Coordinator
Admission

Ashley Weaver
Work Control Coordinator, Facilities Department

Heather Wilson
Assistant Athletic Trainer, Instructor in Physical Education (2007), Athletics - Sports Medicine

Engagement

Liaisons: Amanda Eaves, Trish St. Leger

Carolyn Strobel, Chair
Director, Thought into Action, Thought Into Action

Denise Bolognone
Senior Administrative Assistant, Information Technology

Joanne Borfitz
Associate Vice President for Community Affairs and Auxiliary Services, Community Affairs

Michelle Butzgy
Custodial Supervisor, Facilities Department

Denise Crandall
Administrative Assistant in University Theatre, University Theater

Corianne Deatly
Associate Dean of Admission, International Coordinator, Admission

Jessica Deitrick
Head Women's Rowing Coach, Athletics - Rowing

Meghan Kovac
Director of Student-Athlete Development and Academic Engagement, Athletics

Kristin Monteith
Admission Communications Manager, Communications

Kathryn Taylor
Head Women's Lacrosse Coach, Athletics - Lacrosse

Onboarding

Liaisons: Amanda Eaves, Kerra Hunter

Aaron Solle, Chair
Operations and Communications Manager, Off Campus Study

Timothy Borfitz
Director, Data Analytics and Decision Support, Information Technology

Jillian Cole
Senior Associate Director of Alumni Relations, Alumni Relations

Rachael Enders
Human Resources Assistant – Benefits, Human Resources

Ellen Holm
Assistant Dean of the College for Administration, Dean of the College

Dawn LaFrance
Director of Counseling and Psychological Services, Director of Sexual Violence Support, Counseling & Psychological Services

Erin Milin
Associate Dean of Admission, Admission

Brittany Plumley
Senior Director of Accounting, Accounting & Control

Kristyn Russell
Associate Registrar, Registrar

Leigh-Ann Wenzel
Program Coordinator for the Center for Leadership and Student Involvement, Ctr for Leadership & Involvement

Andrew Holcomb
Events and Marketing Coordinator, Athletics - Marketing

Professional Development

Liaisons: Jen Stone, Tara Bubble

Aurelius Henderson, Co-chair
Assistant Dean for Administrative Advising, Dean of the College

Brittany Miller, Co-chair
Admission Administrative Assistant, Admission

Michael Sitts, Co-chair
Serials Paraprofessional, Library - Acquisitions Dept.

Robin Bridson
Professional Development and Training Coordinator, Information Technology

Susan Burdick
Deputy Registrar, Registrar

Andrew Fagon
Executive Director for Risk Management and Legal Affairs, President's Office

Michael Holobosky
Lead Graphic Design and Digital Print Specialist, University Printing

Dipali Joshi
Assistant Controller and Director of Grant Accounting, Accounting & Control

Cherie Mullen

Director of Talent Acquisition and Development, Human Resources

Molly Ogden
Book Department Manager, Purchasing

John Painter
Director of Athletic Communications, Athletic Communications

Heather Palmer
Operations Manager, Finance & Administration

John Pumilio
Director of Sustainability, Sustainability

Representation/Voice

Liaisons: Niranjan Davray, Laura Jack

Brent Farrell, Co-chair
Senior Data Warehouse Analyst and Developer, Information Technology

Jasmine Kellogg, Co-chair
Internal Communications Manager, Communications

Robert Dwyer
Project Manager, Facilities Department

Diane Janney
Administrative Assistant, Natural Sciences

Lorraine Joseph
Concert Manager, Music

Katrina Kammerdiener
Director of Recreation and Physical Education, Athletics-Recreation & Phys Ed

Susan Light
Program Manager, Off Campus Study

Corey MacPherson
University Chaplain and Protestant Campus Minister, Chaplain's Office

Catherine Marhenke
Director, Annual Giving, Advancement - Annual Giving

Bruce Moseley
Director of Corporate, Foundation, and Government Relations, Advancement

Christine Moskell
Instructional Designer - Connected Learning, Information Technology

Rewards and Recognition

Liaisons: Lori Chlad, Trish St. Leger, Sev Flanigen

Gerald Duclos, Co-chair
Director of the Keck Center for Language Study, Humanities

Meagan Timlake, Co-chair
Administrative Assistant, Athletics

Tara Bugbee
Administrative Assistant, Athletics

Tanya Decker
Administrative Assistant for Facilities, Facilities Department

Sara Furlong
Advancement Communications Manager, Communications

Bridget Gaudreau
Senior Systems Analyst and Programmer, Information Technology

Susan Geier
Chemistry Stockroom Supervisor, Lecturer in Chemistry
Chemistry

Katherine Kolozsvary
Career Advisor, Career Services

Beth Mackinnon
Administrative Assistant in the Division of Arts & Humanities and the Department of Classics
Arts & Humanities

Amy Ryan
Director of Benefits and Employee Wellness, Human Resources

Lara Scott
Special Collection Coordinator, Library - Special Collections

Support for Staff of Color

Liaisons: Juliana Smith, Niranjan Davray

Ahmad Khazaee, Co-chair
Director of Engagement and Support, Information Technology

Angela Marathakis, Co-chair
Assistant Athletic Director, Director of Student Athlete Academic Enhancement, Ctr. for L, T, & R.

Lesley Chapman
Visual Resources Curator, Art & Art History

Andrea Finley
Assistant Dean and Director of First Generation Programs, Dean of the College

Monique Lewis
Mental Health Counselor, Counseling & Psychological Services

Veronica Donker
Lifeguard, Athletics

Veronica McFall
Assistant Director of Alumni Relations for Affinity and Identity Programs, Alumni Relations

<u>Workplace Culture</u>

Liaisons: Jason Wallace, Juliana Smith, Tara Bubble

Kristin Cothran, Co-Chair
Assistant Dean for First and Second-Year Experience and Community Development, Dean of the College

Benjamin Kieklak, Co-Chair
Assistant Dean of Admission, Admission

Hans Benze
Teaching and Research Support Specialist, Laboratory Instructor, Physics & Astronomy

John Collins
Associate Vice President for Budget and Financial Planning, Budget & Decision Support

Sarah Curtis
Classroom, Digital Media and Events Manager, Information Technology

Sergei Domashenko
Coordinator-Government Documents, Maps and Microforms, Lecturer in Russian and Eurasian Studies, Library - Government Documents

Robert Dye
Locksmith, Facilities Department

Sarah Jones
Assistant Dean for Administrative Advising, Dean of the College

Jennifer Jones
Administrative Assistant for Administrative Advising, Dean of the College

Jennifer Jorgensen
Assistant Director of Athletic Communications, Athletic Communications

Kristina Mangine
Cooley Science Library Supervisor, Cooley Science Library

Leialoha Mara
Administrative Assistant for the Department of Philosophy and Linguistics Program, Philosophy

Charles Monteith
Associate Athletic Trainer, Instructor in Physical Education (2005), Athletics - Sports Medicine

APPENDIX B

Appendix B is available online at:

https://drive.google.com/file/d/1FHowpUbbUwMnm7upVxsg9CYusuYycgLa/view?usp=sharing

It presents the survey results for an instrument given to members of the SIG working groups listed in Appendix A, asking them to rate the **impact** of each of the proposed initiatives.

APPENDIX C

Appendix C is available online at:

https://drive.google.com/file/d/1o3VfdAhZPMvZf2fuhMQ_tWm3V47Tuk9l/view?usp=sharing

It presents the survey results for an instrument given to members of the SIG working groups listed in Appendix A, asking them to rate the **urgency** of each of the proposed initiatives.

APPENDIX D

Appendix D is available online at:

https://docs.google.com/spreadsheets/d/1oe2sLy8lP6AGVbzexHopSICE0MP3YC5Y9fk-C02DIP0/edit?ts=5f4ce96a#gid=1153549992

It is a spreadsheet that includes the full-test recommendations from the working groups (the ones that have been summarized in the main body of this document), along with required resources, relevant offices, etc.