

Memorandum

Date: February, 26, 2021
Prepared for: Staff Initiatives Group
Prepared by: University Cabinet

Subject: Cabinet Response to Staff Initiatives Group (SIG) Recommendations

We, Colgate's senior administrative leadership, would like to sincerely thank the Staff Initiatives Steering Group and all the members of the SIG working groups for their sustained efforts during a difficult few semesters, and for their thoughtful recommendations. Given the large number of recommendations, we were also grateful for the survey data, which helped steer us toward those initiatives most likely to have a positive impact on the working lives of staff members.

We have selected the following 13 recommendations (see below) from the top of the prioritized list of ideas as the projects to be advanced first, and we will ask that the relevant offices (as given below) begin work to explore and, as practical, implement these ideas, with the expectation that the campus could receive an update on progress by Aug. 1 of this year.

The ideas that were lower down on the list will not be forgotten. Once the proposed Staff Advisory Council has been formally constituted, we will work with its members to refine them and to identify those ideas that would be constructive to advance as the next academic year unfolds.

We will look to the steering group for input as we prepare to share with the assembled staff the product of your labors and the ideas to be tackled first. The Staff Awards ceremony, scheduled for March 3, offers the ideal setting to communicate about these recommendations.

Thank you again for your service to the University.

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 shared governance. SIG Steering Group, SIG Staff Voice Working Group
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<p>Bridge the Gap between Administration, Faculty, and Staff</p>	<p>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 statement and <i>Third-Century Plan</i> to include staff; create staff leadership positions; include staff/faculty on respective governance committees, and foster collaboration through workshops and training.</p> <p>Human Resources (C. Wells), Staff Advisory Council</p>
<p>Training and Evaluation for Managers</p>	<p>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 staff. This evaluation process should include 360-degree evaluations and be based on best practices.</p> <p>Human Resources (C. Wells)</p>
<p>All-Staff Professional Dev Survey/ Professional Development for Staff of Color</p>	<p>Initiate 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.</p> <p>Human Resources (C. Wells), Institutional Planning and Research</p>
<p>Reporting Incidents of Bias</p>	<p>Incidents are typically underreported across campus.</p> <p>Office of Equity and Diversity</p>
<p>DEI Programming</p>	<p>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.</p> <p>Office of Equity and Diversity, Human Resources (C. Wells)</p>
<p>Craft a Work From Home Policy</p>	<p>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.</p> <p>Human Resources</p>

<p>Review Casual Wage Policies</p>	<p>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.</p> <p>Human Resources (C. Wells)</p>
<p>All-Staff Events Calendar</p>	<p>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.</p> <p>Human Resources, ITS, Communications</p>
<p>Training for new employees or employees promoted or in a new position -- Supervisor Toolkit & Professional Development Plan</p>	<p>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</p> <p>--</p> <p>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.</p> <p><i>**Recommendations from two working groups combined.</i></p> <p>Human Resources</p>
<p>Strengthen the Exit Interview Process Esp. for Staff of Color</p>	<p>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.</p> <p>Human Resources (C. Wells)</p>
<p>Inclusive Search Process</p>	<p>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.</p> <p>Office of Equity and Diversity, Human Resources</p>

Review Options for 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. Human Resources
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