|  |  |
| --- | --- |
| Project | Recommended Actions |
| NEW projects |
| Implicit bias training for all VPFA search committee members (*RENEWING THIS PROJECT POST-COVID*) | * Require implicit bias training from a list of approved resources for all search committee members in searches launched after December 1, 2022.
* Survey and compare existing implicit bias training methods currently in use across the university to develop a common standard.
* Develop resources and implement process for requiring and tracking search committee member training completion on a regular basis (e.g., noted in MyTrack, personal attestation).
 |
| Spanish language resource development | Pilot a 12-month VPFA Spanish-language resources project across the portfolio, including:* Interpreting at quarterly custodial trainings
* Interpreting during custodial benefits presentations
* Translating key VPFA documents
* Making people aware of Spanish-language resources available
* Job postings in Spanish where requested
 |
| First-year check-ins with new employees | * Create formal first-year check-in resources and guidance for supervisors to use for new employees (3, 6, and 9 months), for implementation by supervisors in the VPFA portfolio
* Include less technical elements in the onboarding process, such as training, culture, mentorship, and networking
 |
| Supervisor skill development program | * Create pilot program with training for all VPFA supervisors in targeted development areas, including conflict resolution, effective communication, employee engagement, performance management, and institutional knowledge
* Pilot program for two cohorts in 2023, with expansion plans to include all supervisors in the VPFA portfolio within a four-year timeframe
 |
| Stay interviews | * Pilot a stay interview program in 2-3 units within VPFA
* Use relevant climate survey results to develop stay interview guidelines for managers and create a framework for implementation
 |
| 360 evaluations | * Launch a pilot program in 2-3 units in the VPFA portfolio
* Compare existing processes and select a model that fits the needs of participating departments
 |

|  |
| --- |
| CONTINUING projects |
| Applicant pool enhancement | * Use existing knowledge base to select actions and interventions to impact recruitment funnel from posting to hire
* Examine data from University HR and FASS-HR
 |
| Exit surveys and interviews | * Continue regular periodic review and development of survey and exit interview tools
* Explore and implement practices to encourage full participation in surveys and interviews
 |
| Inclusion/diversity-related training for the portfolio | * Continue the annual inclusion initiative led by the VPFA diversity committee
* Incorporate suggestions for improvement (e.g., timing, offerings, modalities, themes, etc.)
 |
| Intensive 5-year reviews for VPs and AVPs | * Continue initiative; look for ways to improve diversity and inclusion assessments
* Consider including an assessment of support for direct reports’ efforts toward diversity and inclusion
 |
| Monthly employee spotlight | * Continue monthly employee spotlight across portfolio
* Promote and share links across the portfolio in a variety of publications; incorporate link into vacancy announcements
 |
| Redaction of candidate identifiers in VPFA job applications | * Evaluate pilot project data for candidate name and gender pronoun redaction, including cost-benefit analysis (redaction workload vs. perceived/actual benefits).
* Standardize process for redaction and pursue/expand pilot, if warranted.
 |
| VPFA staff visits (with Jamie Moffitt) | * Relaunch the series of events post-COVID, being sure to mix staff from different departments and employee groups
 |

|  |  |
| --- | --- |
| Project | Recommended Actions |

|  |
| --- |
| CONTINUING projects |
| VPFA Ducks for Diversity Fund | * Continue offering resources for employee-proposed and unit-proposed initiatives
* Promote availability and explore additional ways funds could be used creatively and effectively to further professional development and engagement in diversity, equity, and inclusion arenas.
 |
| VPFA student internship program | * Continue with the annual internship program
* Incorporate suggestions for improvement each year
 |

|  |
| --- |
| Projects NOT ACTIVE at this time *(potential projects for future implementation, subject to bandwidth and capacity)* |
| Improved VPFA onboarding | * Attempted portfolio-wide onboarding pilot but struggled to develop and implement at scale; may be more effective to attempt at unit level
* Other supported initiatives may enhance connection and belonging for new employees
 |
| Career path mapping | * Research similar kinds of programs at other universities/organizations
* Propose a range of actions that may include training/developing others, mentoring, lateral moves, job enlargement, job competency reviews, etc.
* Launch a pilot program in an area of the VPFA portfolio (e.g., consider a cross-training program in CPFM)
 |
| Community service opportunities | * Pilot 2-3 service opportunities for VPFA employees over a year
* Issues could include service around homelessness, projects with HIV Alliance, Juneteenth celebration support, Pride month, etc.
 |
| Networking | * Research models for networking programs
* Pilot quarterly or bimonthly structured, work-based networking for VPFA
 |
| Non-supervisor leadership development | * Create a list of leadership development resources—potentially drawing from LinkedIn Learning and MyTrack (include information on learning potential and time commitment)
* Meet with supervisors to share resources and discuss how to support participation (e.g., how to prioritize when multiple employees are interested, how to allocate resources effectively and equitably)
* Incorporate a question on access to professional development into supervisor feedback
 |