



CHANCELLOR'S TASK FORCE ON STAFF ENGAGEMENT

INTEGRATED RECOMMENDATIONS REPORT

[Abstract](#)

Recommendations and action plans from the task force charged with identifying opportunities to enhance staff engagement and developing recommendations for implementation at UCR.

December 2018

TABLE OF CONTENTS

Executive Summary.....	2
Introduction	4
Summary of UC Staff Engagement Survey and UCR Campus Forum	5
2017 UC Staff Engagement Survey	5
UCR Campus Forums	8
Current State Analysis and Recommendations.....	9
Organizational Change	9
Performance Management	11
Career Development	13
Lessons Learned.....	16
Conclusion and next steps	17
Appendices.....	18
Appendix A - Detailed Report From Organizational Change Work Group.....	18
Appendix B - Detailed Report From Performance Management Work Group.....	22
Appendix C - Detailed Report From Career Development Work Group.....	24
Appendix D - Resources	28
1. Organizational Change	28
2. Performance Management	28
3. Career Development	28
Appendix E – Staff Engagement Task Force Project Plan	29

EXECUTIVE SUMMARY

Staff engagement is a measure of the level of employee commitment and connection to an organization, as well as willingness to exert discretionary effort. When engagement is high, employees have the tools and environments that allow them to perform effectively, are committed to the University's goals and values, and are motivated to contribute to organizational success with an enhanced sense of their own well-being.

In 2012, the University of California (UC) launched the periodic administration of a pulse survey of non-represented staff to measure employee engagement. The purpose is to provide valuable insight into employee perceptions about working at each campus and across the University of California system. Surveys were conducted in 2012, 2015, and 2017. The survey and methodology were developed in collaboration with the Council of University of California Staff Assemblies, UC Human Resources' Employee Relations department, and Willis Towers Watson, a national firm specializing in workforce opinion survey research.

In June 2018, Chancellor Wilcox convened a Staff Engagement Task Force and charged them with identifying opportunities and developing recommendations to increase staff engagement at UCR. The task force reviewed results from the 2017, 2015 and 2012 surveys, as well as recent campus input from a forum to discuss the results of the 2017 survey held in January 2018, and from the 2017 "Campus Conversations." The task force also led a series of additional campus forums during the fall of 2018 to elicit further feedback from the entire UCR staff community. Informed by this data, the task force identified best practices, proposed opportunities for improvements at UCR, and developed recommendations for campus actions to address issues raised by staff, all with a goal of increasing staff engagement.

The recommendations (summarized below) are submitted in response to the survey categories of Organizational Change, Performance Management, and Career Development.

Organizational Change:

Promoting a common set of campus change principles

Providing adequate information for staff affected by significant campus change

Utilizing mechanisms for staff inclusion in change initiatives impacting their work

Performance Management:

Revising language in the performance review to support inclusiveness for all categories of employees

Making a commitment on the executive level to transparency of the performance evaluation calibration process

Developing performance management competencies in middle managers and front line supervisors

Career Development:

Leveraging Resources for Career Development Road Maps for staff

Embedding staff professional development as an objective of UCR Strategic Plan

INTRODUCTION

Staff engagement is a measure of the level of employee commitment and connection to an organization, as well as willingness to exert discretionary effort. When engagement is high, employees have the tools and environments that allow them to perform effectively, are committed to the University's goals and values, and are motivated to contribute to organizational success with an enhanced sense of their own well-being.

Research studies indicate that sustained staff engagement results in higher quality of work, increased productivity; lower rates of turnover; reduced conflicts and grievances; and increased innovation.

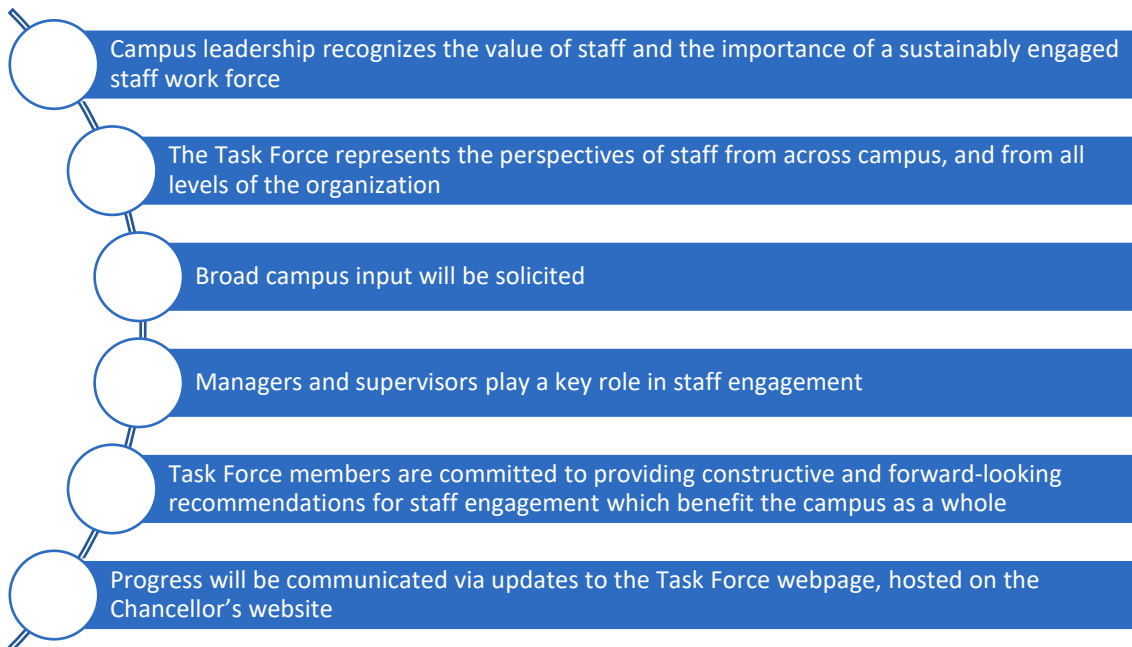
Recognizing the importance of measuring staff engagement, in 2012, the University of California (UC) launched a periodic administration of a pulse survey of non-represented staff to measure employee engagement throughout the system. The purpose is to provide valuable insight into employee perceptions about working at each campus and across the University of California system. The survey and methodology were developed in collaboration with the Council of University of California Staff Assemblies, UC Human Resources' Employee Relations department, and Willis Towers Watson, a national firm specializing in workforce opinion survey research. The Willis Towers Watson engagement model also measures employee enablement and energy to produce a measure of overall sustainable engagement. For the purposes of this survey, enablement is defined as having the tools, equipment, processes and training that support productivity and performance; and energy is defined as a work environment which promotes and supports staff physical, social and emotional wellbeing. Staff members who are sustainably engaged feel connected to the University and more likely to stay, are motivated, have what they need to do their work, and can maintain their level of contribution over time.

Surveys were administered in 2012, 2015, and 2017. Complete results from each survey administration can be viewed at <https://www.ucop.edu/staff-assembly/resources/index.html>.

The 2017 survey was administered from May 15th-June 9th, 2017. Campuses received results in late 2017, and in January of 2018 UCR's Staff Assembly and Human Resources hosted an open forum to present and discuss both the system-wide and campus results of the 2017 Staff Engagement Survey (See UCR's 2017 Staff Engagement Survey results, https://staffassembly.ucr.edu/sites/g/files/rcwecm946/files/2018-09/2017_ucr_survey_data_summary.pdf).

Chancellor Wilcox subsequently convened a campus-wide Staff Engagement Task Force which was charged with identifying opportunities to enhance staff engagement and developing specific recommendations for additional strategies to increase staff engagement at UCR. The task force began meeting in June of 2018 and developed a set of guiding principles for the completion of their charge.

Staff Engagement Task Force Guiding Principles



The task force reviewed results from the 2017, 2015 and 2012 surveys, as well as recent campus input from the January 2018 forum, and from the 2017 "Campus Conversations." Consistent with the principle of soliciting broad campus input, the task force scheduled additional forums to inform their recommendations along the way.

SUMMARY OF UC STAFF ENGAGEMENT SURVEY AND UCR CAMPUS FORUM

2017 UC STAFF ENGAGEMENT SURVEY

In January 2018, UCR's Staff Assembly and Human Resources hosted an open forum to present and discuss the system-wide and campus results of the 2017 Staff Engagement Survey (see UCR's 2017 Staff Engagement Survey results at

https://staffassembly.ucr.edu/sites/g/files/rcwecm946/files/2018-09/2017_ucr_survey_data_summary.pdf).

The forum was attended by over 200 staff from across campus, indicating a high degree of interest in the topic.

The survey consisted of forty questions organized into ten categories as follows:

UC Staff Engagement Survey Categories

Working Relationships	Image/Brand
Diversity & Inclusion*	Supervision
Engagement	Communication
Wellness*	Career Development
Performance Management	Organizational Change

*Category added in 2017 survey; remaining categories and questions remained unchanged to facilitate longitudinal comparisons.

UCR's 2017 response rate was 51%, which was consistent with the system-wide response rate. It represented a 6% improvement over the campus response rate in 2015 and an 11% increase over the rate in 2012. This was slightly better than the overall system-wide improvement of 5% from 2015 and 8% from 2012. Across the system, improvements were seen in the areas of Supervision, Communication and Performance Management but there was a decline in the category of Organizational Change. All other scores remained unchanged over 2015 scores. UC lagged the US national norm in all categories except Working Relationships, with the most extreme lag in the area of Organizational Change.

Overall, UCR's engagement score remained unchanged from 2015, but this stability masked some significant changes. Of the 10 survey categories, UCR's 2017 results improved in four (4) categories: Supervision, Career Development, Performance Management and Communication. Results declined in the categories of Organizational Change and Image/Brand, and remained unchanged in the categories of Engagement and Working Relationships (the remaining two categories, Wellness and Diversity and Inclusion, were new for 2017). Like the UC system overall, UCR lagged behind national norms for employee engagement scores in all categories except working relationships. The most significant decline at UCR was in the area of Organizational Change, where the campus experienced the largest decline in score of any location. When analyzed at the individual survey question level, three additional areas of concern emerged. 70% of respondents disagreed with the statement that "there is usually sufficient staff in my department to handle the workload". 70% of respondents also disagreed with the statement that "my campus is

doing a good job of planning for management succession” although this was an improvement over the response in 2015, and similarly 70% of respondents disagreed that “my campus does a good job matching pay to performance” but again this was an improvement over prior years.

Survey respondents were provided with an opportunity to provide comments. In order to preserve confidentiality, locations were provided with a summary analysis and representative comments. The overall summary for Riverside states that “respondents say that UC Riverside is understaffed and lacks the budget to maintain the current rate of growth” and “for many the only constant is attempting to manage more work with fewer staff”. Illustrative examples of comments were provided and focused on three major areas; organizational change; performance management; and career development. Examples included:

Comment 1: “major organizational change in our area is not properly planned, communicated or implemented”

Comment 2: “recent changes to the performance management process have served to heighten disparities rather than reduce variability. The system is inconsistently applied and confusing”

Comment 3: “in order to move vertically or laterally through the organization, employees need to be given the opportunity to develop the skills and experience required. The current system requires employees to develop the skills on their own – their own time, their own funds, and their own ingenuity to get experience”

It is important to place this information in context; 53% of the staff who responded to the survey are generally positive about UCR. This is the same percentage of staff who feel generally positive about the University system-wide. However, UCR has the second lowest percentage of highly engaged employees – among respondents 65%, or almost 2/3, feel unsupported at work, meaning that they lack the necessary enablement (tools, equipment, training) and energy (work environment) to be effective. UCR has the second highest level of unsupported staff in the UC system (only Merced has a higher percentage).

At the January 2018 forum, staff were asked to provide input on which categories the campus should place an emphasis on improving. Facilitators at each table summarized the responses, which were analyzed and summarized. They fell into two broad areas: 1) organizational change management, and 2) staffing levels. Running through these areas of

concern were comments regarding communications on campus, and interactions between front line supervisors and the staff who support them.

The task force reviewed all of the data received to identify areas of opportunity for improvement at UCR. Organizational change clearly emerged as an area of focus. The other issue that staff expressed the greatest level of concern about was staffing levels. It is clear that staff employees believe that staffing levels at UCR are insufficient to meet the current and future needs of the campus. The task force recognized that failure to address this significant issue would likely prevent the campus from meaningful improvements in levels of staff engagement but elected not to focus on this issue because the recommendations would be primarily budgetary rather than programmatic. As a result, the task force elected to address the remaining survey areas of recurring concern: 1) Organizational Change, 2) Performance Management, and 3) Career Development, and their recommendations were informed by the issues expressed by staff regarding communications and supervisory interactions with staff. Proposals for improvement were developed in each of these three areas.

UCR CAMPUS FORUMS

The Staff Engagement Task Force held nine (9) staff engagement forums throughout September and October 2018 in order to share their preliminary recommendations and solicit input on them from the campus. The forums were designed to offer staff across campus an active voice in the recommendation process and also provided the task force with critical feedback to ensure that the proposals accurately reflect the priorities and concerns of staff. At the January forum, concerns had been expressed about the system-wide decision to administer the survey only to represented staff, and so efforts were made to encourage participation from both represented and non-represented staff in subsequent campus forums. To that end, they were held at different locations and times across campus to ensure broad visibility, attendance and awareness. One of the sessions was recorded and posted to the website so that staff who were unable to attend could participate. A survey was made available at each of the forums and in both English and Spanish on the Task Force website (https://chancellor.ucr.edu/initiatives/staff_engagement.html) for staff to provide confidential feedback.

All UCR staff were invited to provide feedback on the draft recommendations, to comment on what would be most helpful to them, and to raise other considerations for implementing these recommendations.

CURRENT STATE ANALYSIS AND RECOMMENDATIONS

ORGANIZATIONAL CHANGE

Results related to organizational change were the lowest scoring and least positive areas of the staff engagement survey for UCR. There was an 8-10 percentage point drop in positive responses for each question in this area from 2015 to 2017. The task force concluded that these results were in part a reflection of the timing of the survey; it was administered in May of 2017, just a few months after the implementation of Banner, a few weeks after the implementation of a new performance management process, during the first year of a new budget model, in the aftermath of the integration of Facilities, and in the lead up to the implementation of UC Path. This was a period of especially intense change for UCR.

Of particular interest is the variation in responses across different populations. Campus organizational change was generally viewed more positively by individual contributors and supervisors than by managers and directors, and by employees in lower pay grades. There was a dramatic difference between perceptions of organizational change among different ethnic groups; Black and Hispanic employees saw organizational change at UCR in a significantly more positive light than Asian and white employees.

UCR continues to experience intense change with several significant projects on the horizon, including major infrastructure projects such as the North District project, the continued expansion of the UCR School of Medicine, and the refocusing of Campus IT systems to include fewer custom-developed applications and an increased number of enterprise-wide solutions.

There is a substantial body of research indicating that actively managing change can increase the success rates of initiatives, and that failure to manage change well can increase job stress, reduce job satisfaction, and increase employee intent to leave an organization (Rafferty, A.E., Griffin M, A Perceptions of *Organizational Change*, 2006, Journal of Applied Psychology cited in SHRM, Leading Effective Change 2015). Conversely, numerous studies indicate that, when a structured change management approach is used, change is likely to be more successful. One such example is ProSci's annual survey of best practices in change management. The 2018 edition lists the following best practices from across a range of organizations internationally:

1. Mobilize an active and visible executive sponsor
2. Dedicate change management resources
3. Apply a structured change management approach

4. Engage with employees and encourage their participation
5. Communicate frequently and openly
6. Integrate and engage with project management
7. Engage with middle managers

(<https://cdn2.hubspot.net/hubfs/367443/2.downloads/research/2018-Best-Practices-Executive-Summary.pdf>)

There are many different change management models and accompanying methodologies. The workgroup reviewed the approach of several including Kotter's Leading Change model, ProSci's ADKAR model, McKinsey's 7-S model and Bridges' Managing Transitions. Each outlines a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state.

Rather than advocating for a particular model, the group concluded that change management at UCR could best be improved by adopting a set of change principles and practices, coupled with training for those charged with leading change at all levels. Adoption of a consistent organizational framework to support change would allow for adjusting the approach to the size and nature of each change. The task force recommends that training on the change principles identified start with campus leadership.

One UC location that has implemented a structured approach to change management is Davis, where campus leadership adopted an enterprise-wide methodology for managing change and selected Prosci's ADKAR model. Purchase of an enterprise license allowed the materials to be customized for a higher education environment and to reflect the campus culture. The campus invested in training and certification for an Advanced Facilitator which gave Davis the ability to certify practitioners "in house" at a much reduced cost. Over the course of two years, Davis certified approximately 30 staff as change management practitioners. In addition, hundreds of staff at all levels of the organization have been introduced to the model through training, and the campus reports a positive effect on the success of campus initiatives.

The Organizational Change group identified recommendations focused on creating a campus-wide environment where significant campus changes run smoothly and consistently. They identified the importance of communication to all campus stakeholders and the inclusion of affected staff early in the change process.

The detailed action items are provided in [Appendix A](#).

Promoting a common set of campus change principles

- Identify a successful change model.
- Leadership endorsement of change principles by participation in training on selected change model.
- Formation of a small work group to identify change principles from a model to implement at UCR.
- Principles incorporated into existing training and provided campus-wide.
- Accountability at the organizational level to allow for a broader infusion of principles throughout initiatives.

Providing adequate information for staff affected by significant campus change

- Communications should be specific, targeted and timely so that transparency is improved
- Expand communication channels.
- Ensure accountability to applicable constituencies.
- Communicate the need for change more clearly.

Utilizing mechanisms for staff inclusion in change initiatives impacting their work

- Invite stakeholders into the conversation during the research and discovery phase where possible.
- Encourage senior leadership to promote staff participation in change initiatives and participating in change management training.

PERFORMANCE MANAGEMENT

A comprehensive review of UCR's performance management, performance factors and standards, practices, processes, tools and timelines was undertaken in 2014 as part of Chancellor Wilcox's Advisory Committee on Staff Compensation: https://hr.ucr.edu/docs/salary/compensation_advisory_workgroup_report_rev1.pdf.

While significant improvements have been made to the existing campus system, there is more work still to be done. After the initial changes were implemented, HR solicited feedback from campus stakeholders and used it to make additional enhancements to the process in the last two years, and begin plans to implement an electronic performance management tool (scheduled to launch at UCR in 2019). The state of performance management at UCR was rated lower than the UC overall score in 2017 and the US national norm. While the campus demonstrated improvement in two of the three performance management questions, the campus remained below the UC overall and the US National norm regarding three questions:

- I feel my campus/location does a good job matching pay to performance
- I feel my personal contributions are recognized
- I think my performance on the job is evaluated fairly

Feedback received at the forums indicated that staff felt that the existing performance standards made it harder for employees at lower levels of the organization to receive a high performance rating. While staff generally recognized the value of consistency of application of performance standards, they felt that the calibration system was unclear, and that some supervisors would rather rate everyone as a 3 than justify making a case for a higher rating. Staff expressed concern that those reporting to faculty supervisors may be disadvantaged by faculty member's lack of participation in training regarding supervision of staff. The performance management workgroup recommendations are geared towards providing front line supervisors with tools to assist them in holding constructive development and coaching conversations, and also increasing transparency of the performance evaluation process.

The action items are provided in [Appendix B](#).

Revising language in the performance review to support inclusiveness for all categories of employees

- Recommend HR revise language and outcomes for all categories of employees to allow possible attainment of a high rating for all employees within the scope of their roles.
- Invite managers in each area to define each rating level for each position.

Making a commitment on the executive level to transparency of the performance evaluation calibration process

- Leadership at the organizational unit level to commit to transparency of the calibration process in their organization.

Developing performance management competencies in middle managers and front line supervisors

- Training on writing effective goals, linking organizational projects to strategic goals.
- Training on how to recognize employees' contributions and create a culture of recognition.
- Training on how to manage performance expectations and apply them to individual performance.
- HR resources and support to facilitate and develop mentoring relationships for individual coaching
- Executive leadership support for middle managers and supervisors to attend workshops

CAREER DEVELOPMENT

Career development contributes to increased staff motivation and improved job performance, and opportunities for promotion and/or lateral moves contribute to staff's career satisfaction, and to retention of valued staff. National surveys indicate that access to growth opportunities is of primary importance to employees.

In their responses to the survey and their comments during the forums, UCR staff expressed concerns about career development at UCR. Although UCR leads the system in the percentage of positions which are filled by internal candidates (57%), staff don't feel that the campus does an effective job of career development. Career development at UCR received the third lowest score out of ten categories, although the task force noted that UCR increased 3 points within this category in 2017 from the 2015 survey.

Career paths may vary widely; research universities have many highly specialized staff positions, and development for incumbents of those positions may be focused on growing in place, while for others career development may be achieved by moving to positions of greater responsibility. As a result, it is difficult to identify a single formula for professional development. The task force also recognized the employee's personal responsibility for planning their own development and actively seeking growth opportunities.

Individual contributors and supervisors ranked career development at UCR far less favorably compared to managers and directors. Among the staff who are in early stages of their career or have significant room for growth, career development is a substantial concern. Based on UCR's engagement survey feedback and comments collected from the engagement forums, the task force was able to identify specific concerns related to career development. The three recurring themes were communication, time constraints, and culture:

- Employees in particular areas (e.g. Dining and Facilities) are frequently not aware of career development opportunities offered by the University. Staff noted that poor communication has resulted in missed opportunities. HR's courses are posted on the HR website and advertised in the campus Daily Digest, but these outlets do not appear to be effective in reaching all employees.
- Staff reported that due to time constraints, they are frequently unable to participate in trainings and other development activities. They indicated a widespread lack of support from supervisors for staff who would like to attend trainings during business hours. They also indicated that there is a lack of coverage

for staff who do attend training. Work is left undone until they return, which increases already high workloads.

- Employees reported that the culture in their departments regarding career development frequently requires employees to develop skills on their own time, with their personal funds. There is a perception that many UCR campus leaders see career learning and development as an option instead of a part of the employee's job activities.

Task force participants recognized that UCR has done some foundational work in support of staff career development since the last survey. UCR has an opportunity to build on and enhance existing campus programs, using the Career Tracks structure and the framework for employee development that was adopted in 2016.

With the implementation of this framework and the allocation of temporary resources to support training staff, HR was able to triple the number of professional development classes offered from 30 in FY15 to approximately 91 in FY18, and to increase the number of participants from approximately 500 to almost 1600 over the same time period. However, the temporary resources which supported this growth have now been exhausted and it is unlikely to be sustained without additional staff development resources.

The task force noted that usage rates at UCR for UC's online career development tool are relatively low. They recommended that HR consider partnering with University Communications to raise awareness and schedule demonstrations at organizational unit meetings to encourage campus use of the My UC Career tool: https://uc.yournextstep.com/users/sign_up?direct=V2kBGT2m-ax_qT3q.

UCR's framework for employee development

Four Categories of Development Supported by Competencies



The task force reviewed best practices for communication of employee resources at other UC campuses. They identified a good example in UC Davis' Employees Resources page (<https://hr.ucdavis.edu/employees>), which is easy to access, attractive to use, and includes a section titled "Your Tools for Success." The task force recommends that UCR's HR department create a similar employee-focused interface.

The central recommendation of the task force to improve career development at UCR is the development and implementation of a Career Development Road Map (CDRM) to further enhance career learning and make the process of career development more strategic. This road map would build on the existing Career Tracks structure of job standards for every non-represented staff job identifying logical next level positions, and standardized minimum qualifications, which provide transparency about what is required to prepare for advancement. The CDRM will serve as a tool kit to assist each UCR staff member in improving their effectiveness and preparing for career growth. The task force recommends linking specific Learning Management System (LMS) and Lynda.com courses to particular levels of positions, which will assist both employees and supervisors in identifying opportunities for employee development.

The CDRM will be complementary to the necessary formal orientation programs, cross-functional training, coaching, mentoring, personal development programs, and maintenance of professional skills. It will be a visual tool which will enable employees to clearly identify trainings, skill development, and professional experience needed in order to achieve career goals. Its introduction will be accompanied by an explicit leadership commitment to staff career development and by coaching for front line supervisors on holding developmental conversations with employees.

Implementation of this CDRM will require a commitment to employee growth throughout the organization. UCR leadership could make a strong institutional statement recognizing the importance of career development by integrating the concept within the next UCR Strategic Plan.

The detailed action items are provided in [Appendix C](#).

Leveraging Resources for Career Development Road Maps for staff

- Identify which office/department will be responsible for the program, and what type of resources will be needed for success.
- Create career development road maps for new hire, current employees, and supervisors/managers/directors using current available resources such as the My UC Career tool, Career Tracks, and the Individual Development Plan.
- Include foundational courses for new hires and new supervisors on topics such as culture, change management, influential leadership. In the creation of this rubric, include course descriptions.
- Integrate CDRM into performance evaluations.
- Launch pilot program: Initial 1 job family.

Embedding staff professional development as an objective of UCR Strategic Plan

- Integrate career learning and development into the UCR culture by including it as a strategic goal in the upcoming Strategic Plan.

LESSONS LEARNED

- Not all categories of employees are captured in system-wide staff surveys. Non-senate, non-faculty academic appointees and represented staff were not initially surveyed but were invited to participate in the campus forums in support of the goal of campus-wide engagement.
- Forums designed and scheduled specifically for represented staff engender a significant amount of goodwill and appreciation. Often these staff members are unable to participate in activities during the lunch hour due to their assigned work

shifts. Joining a unit's standing meetings or scheduling a specific time to ensure broad participation demonstrates a commitment to these staff members and allows them to have an active voice in the process.

- Campus mechanisms for sharing course information and opportunities assume that all staff have daily access to a work computer to review campus messages. This reliance on electronic communication excludes significant numbers of staff employees and HR, along with other departments, should take immediate steps to remedy this. In addition, we learned that targeted communications are more effective means of disseminating information than relying only on the campus' Daily Digest. A revisit of the effectiveness of internal campus communications, while beyond the scope of this task force, may be helpful.

CONCLUSION AND NEXT STEPS

In forming a Task Force on Staff Engagement, Chancellor Wilcox recognized that it is in the best interests of the campus to increase staff engagement. Campus leadership is to be applauded for taking proactive steps to establish goals in 2015 in the areas of performance management and career development, and for the significant progress which was made on these goals, resulting in marked improvement in scores in those areas. While these scores were overshadowed by concerns about organizational change, the work of the last three years created a strong foundation for the task force's recommendations

The recommendations contained in this document are intended to address some of the most pressing issues raised by staff at UCR (with the caveat that sustainable engagement can only be obtained if the campus also addresses staffing levels in many areas), and in doing so to increase levels of sustainable engagement.

APPENDICES

Each work group provided descriptions of the three initiatives' current state and recommendations and actions.

APPENDIX A - DETAILED REPORT FROM ORGANIZATIONAL CHANGE WORK GROUP

Organizational Change

Current State of Organizational Change

The current process for organizational change at UCR needs improvement, based on results from the 2017 UC Staff Engagement Survey. Results related to organizational change were amongst the lowest scoring and least positive.

Examples of staff comments and insights:

"Major organizational change in our area is not properly managed..."

"The campus is too focused on change initiatives, cramming as many initiatives as possible into the limited time and resources available..."

Banner – many staff members affected by the Banner implementation felt as if they didn't get information, but the campus sent out a large amount of communication that doesn't seem to have trickled down to staff.

Dissemination of information relied on points of contact or "change agents" to push out important data/information so as not to inundate the entire campus and in many cases that model failed. In the areas where we saw this model working successfully, it was very successful.

Daily Digest- We are asked to use the Digest for official communications, but the feedback we are receiving is that nobody is reading it. Information gets lost in a long list that has been proven to be non user friendly.

UCPATH – there were pieces of information that everyone needed, but if there were attached to sensitive information it was held back.

Lack of consistency in use of tools because there is no campus-wide standard leads to departments using lots of different tools. That's ok within departments, but makes it difficult when employees are working on many multi-department initiatives.

As a campus, we need to encourage managers to share information - perhaps through training/regular staff meetings/ daily huddles. There seems to be an assumption that everyone has access to email which is not true for about 400 of our staff.

Engagement seems to be self-fulfilling prophecy – when campus takes active steps to engage people feel engaged. If nobody attempts to reach out to them they actively disengage.

	Total Favorable	Riverside 2015	University of California Overall 2017	US National Norm
Organizational Change	24	-9*	-6*	-26*
15a Generally, recent major organizational changes across the UC system have been: Planned well	24	-10*	-6*	-19*
15b Generally, recent major organizational changes across the UC system have been: Explained well	27	-8*	-5*	-29*
15c Generally, recent major organizational changes across the UC system have been: Executed well	20	-8*	-6*	-30*

Future Recommended State

The recommended future state of change at UCR would include an environment where significant campus changes run smoothly and consistently. Stakeholders should always know what to expect from campus change. In order for affected staff to be significantly engaged they need to feel fully informed and included in the change process.

There are many different change management models and accompanying methodologies. The workgroup reviewed the approach of several including Kotter's Leading Change model, ProSci's ADKAR model, McKinsey's 7-S model and Bridges' Managing Transitions. Each outlines a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state. There is a substantial body of research indicating that actively managing change can increase the success rates of initiatives, and that failure to manage change well can increase job stress, reduce job satisfaction, and increase employee intent to leave an organization (Rafferty, A.E., Griffin M,A Perceptions of Organizational Change, 2006, Journal of Applied Psychology cited in SHRM, Leading Effective Change 2015).

Conversely, numerous studies indicate that, when a structured change management approach is used, change is likely to be more successful. One such example is ProSci's annual survey of best practices in change management. The 2018 edition lists the following best practices from across a range of organizations internationally:

1. Mobilize an active and visible executive sponsor
2. Dedicate change management resources
3. Apply a structured change management approach
4. Engage with employees and encourage their participation
5. Communicate frequently and openly
6. Integrate and engage with project management
7. Engage with middle managers

Rather than advocating for a particular model, the group concluded that change management at UCR could best be improved by adopting a set of change principles and practices, coupled with training for those charged with leading change at all levels. Adoption of a consistent organizational framework to support change would allow for adjusting the approach to the size

and nature of each change.

UCR has many great projects on the horizon and as these projects come to fruition, the changes that they bring will need to be implemented and managed accordingly. The North District project, the expansion of the UCR School of Medicine and the Glasgow/Dundee project are perhaps our biggest challenges to come in the near future. These projects and many others like them will require a vast amount of staff input in order to manage effectively. With the increasing number of retirements in recent years we have found that a great amount of institutional knowledge tends to leave campus and there becomes now a greater need to be able to transfer that knowledge from longtime staff to those who will remain to continue their work at UCR.

We have recognized that the campus is currently implementing various systems and methodologies to handle upcoming change. Our IT systems are in the process of maturing to include fewer custom developed applications and in turn increasing the amount of enterprise-wide solutions. There are also more "off-the-shelf" systems being used which results in more timely and regular updates as well as alignment with industry standards. As in most large organizations, a culture shift such as this will be difficult because users have become accustomed to dictating both the pace and the frequency of systems changes. This shift will require a greater use of subject matter experts. Initially, the learning curve will be long in order to get current staff up to speed. On the go-forward, campus will be able to recruit for candidates who already have a high level of technical expertise specific to the solutions being utilized. In conjunction, departments will need to plan for on-going use of their staff as subject matter experts and testers.

Outcomes, Recommendations, and Action Steps

Outcomes	Recommendations	Action Steps
Guidelines established for significant changes so that staff are educated on what to expect when implementing a significant change.	Identify a successful, industry-proven change model and adopt it at the campus level. Identify major change principles central to said model and implement on a local (Org/Division/Department) level allowing for a broader infusion of principles throughout other established trainings. This would also help to prevent front line staff from feeling overwhelmed with a University-wide change model while still providing an opportunity for engagement in change. Provide training, other resources, tool kits, checklists etc. UC Davis has a change management model that is a great example of what UCR could do.	<ul style="list-style-type: none"> ▣ Ensure all change implementation adheres to the same steps and common definitions. ▣ Create a change management training program for all staff. Make it <u>highly recommended</u> for anyone, at any level, involved in a significant change such as new programs, new software implementation, or any significant change affecting several staff. Tailor training to particular audiences (e.g. department chairs, managers, etc.). ▣ Be methodical and consistent about the change process so everyone knows next steps, what to expect, how long it should take and how to support it.

Staff affected by significant campus change are adequately informed.

- Improve transparency; ensure staff does not feel as if secrets are being kept.
- Improve communication (see staff insights)
- Ensure accountability to applicable constituencies.
- Communicate the need for change more clearly.
- Share data, budgets, staffing, and expenditures.
- Be willing to present data without necessarily having all of the answers.
- Require regular "report cards" and check-ins with affected staff.
- Make organizational units accountable at the dean and vice chancellor level.
- Provide new and varied communication channels. Ensure communication is two-way, so affected staff have the opportunity to review data and share feedback.
- Develop an effective method of communicating to campus to be deemed the "official" channel.

Method established where staff can indicate their interest in participating in change initiatives so that staff are included in the process.

- Invite all stakeholders into the conversation sooner.
- Bring staff into the discussion sooner, during initial planning stages and before any action is set in motion.
- Create an organizational roster pool of interested and trained staff across all levels and departments to participate in change initiatives via oversight committees, task forces, etc. and allow staff to self-nominate to committees if desired. (Career Development crossover)
- Explore different outcomes and scenarios before choosing a final decision.
- Encourage senior leadership to promote staff participation in change initiatives and participate in to-be-established change management training.
- Identify which communication channels (that already exist) are the most effective.

Communication Recommendations

Identify multiple ways to communicate:

- Website-Keep pertinent websites current with applicable content.
- Email-Not an effective tool for large amounts of information; should be used for short, concise updates.
- Social Media- Can be used to announce meetings and other gatherings.
- Online live Q&A's- Can be difficult to measure effectiveness.
- Town Halls-Should contain more audience content, not so structured.
- Open "office hours" and roundtables that make senior leadership accessible to lower level staff.

Campus should consider creation of a Policy Change monitor possibly in the form of a database or table updated periodically.

Operationalization of Terms

Significant Change- Any change to processes or infrastructure happening system-wide or campus-wide that affects a large group of staff, particularly "front-line" staff, leading to a workplace culture shift.

Transparency- Clear, obstruction-free communication about or around the steps, recommendations, and decision making involved in instituting significant change.

Resources

Best Practices in Change Management, Prosci Benchmark Report
<https://cdn2.hubspot.net/hubfs/367443/2.downloads/research/2018-Best-Practices-Executive-Summary.pdf>

Leading Effective Change: A Primer for the HR Professional, SHRM Foundation
<https://www.shrm.org/foundation/ourwork/initiatives/building-an-inclusive-culture/Documents/Leading%20Effective%20Change.pdf>

APPENDIX B - DETAILED REPORT FROM PERFORMANCE MANAGEMENT WORK GROUP

Performance Management for Individual Contributors and Coaching for Middle Managers

Current State of Performance Management/Coaching at UCR

Based on both the survey feedback in the chart below as well as responses from the January 2018 forum, the current state of performance management and coaching are rated lower than the University of California overall in 2017 and also the US National norm. While the campus demonstrated improvement in two of the three performance management questions, the campus remained below the UC overall and the US National Norm in all three questions.

	Total Favorable	Riverside 2015	University of California Overall 2017	US National Norm
Performance Management	52	3	-5*	-11*
3 I feel my campus/location does a good job matching pay to performance. ★	30	5	-1	-17*
5 I feel my personal contributions are recognized. ★	63	11*	-4	-5*
25 I think my performance on the job is evaluated fairly.	65	-6*	-9*	-10*

Future Recommended State

UC Riverside has successfully implemented monumental reform in coaching of middle management and in the transparency regarding the performance evaluations process.

Outcomes, Recommendations, and Action Steps

Outcomes	Recommendations	Action Steps
Language of performance reviews supports inclusiveness for all categories of employees	Revising language and outcomes for each category to allow possible attainment for all employees within the scope of their roles.	<ul style="list-style-type: none"> Ask HR and executive leadership to change messaging, provide guidelines and samples, and training to clarify how to get a 5 rating Ask HR to revisit the language of current thresholds to ensure inclusiveness and possible attainment of all categories of employees within the scope of their roles
Executive commitment to transparency of the performance evaluation calibration process	Recommend Deans and Vice Chancellors make a commitment to transparency of the second-level calibration process of their organization.	<ul style="list-style-type: none"> Recommend organizations, with the support of HR, develop and document a transparent calibration process and communicate this to all employees in the organization HR and executive leadership create a calibration process workflow chart and rubric
Coaching of Middle Managers	<ul style="list-style-type: none"> Training on writing effective goals providing individual contributors the vision and leadership to develop organizational changing projects tied to strategic goals Training on how to recognize employee contributions and create a culture of recognition. Training on how to manage performance expectations tailored to each program 	<ul style="list-style-type: none"> Workshops on: <ul style="list-style-type: none"> -Writing an effective evaluation statement by developing individualized baselines -Creating a culture of recognition -Leadership skills and how to manage performance expectations Set aside time for middle managers to attend workshops Assign resources and support to facilitate and develop mentoring relationships for individual coaching

Communication Recommendations

Manage expectations of employees and improve efforts on communicating an understanding of the performance evaluation process. Direct communication from executive management to message that a five is attainable and that UCR values employees and wants employees to be successful.

Operationalization of Terms

- Middle managers are any supervisor or manager who is not in executive management.
- Transparency is clearly defining and communicating processes consistently to employees at all levels of the organization.
- Inclusiveness is developing the processes and language to allow for the opportunity to attain higher level ratings for all levels of employees within the scope of their individual role.
- Calibration is a process by which the organizational unit ensures a consistent application of performance standards in the rating of staff employees. The purpose of calibrating

employee performance is to encourage a common understanding of performance standards and expectations across the organization.

- Baseline of performance evaluation rankings is the tool by which employee performance is consistently and transparently measured.

Resources

- Career Tracks <http://hr.ucr.edu/careertracks.html>
- Calibration Resource Guide http://hr.ucr.edu/performance/merit_program_guidelines.html
- Performance Evaluation forms and Rubric <http://hr.ucr.edu/publicationsanddocuments.html>
- Performance Factors & Behavior Indicators http://hr.ucr.edu/docs/performance/2017-2018_performance_management/performance_management_factors_behavioral_indicators-final.pdf

Sample Recognition Programs

- <https://hr.ucr.edu/supervisor/recognition.html>
- <https://hr.ucr.edu/salary/comp/star.html>
- <https://staffassembly.ucr.edu/awards-and-programs>
- <https://its.ucr.edu/staff-programs>
- <https://staffassembly.ucr.edu/>

APPENDIX C - DETAILED REPORT FROM CAREER DEVELOPMENT WORK GROUP

Career Development

Current State of Career Development at UCR

Staff career development at UC Riverside is primarily self-driven. All UCR staff members have access to classes and webinars designed to help staff succeed. Staff are responsible for designing and undertaking their own professional development and are presumed to readily have access to these resources. Supervisors or managers review individual professional development plans as part of the annual staff evaluations, and its progress review during the year is optional.

The recent 2017 University of California (UC) Staff Engagement Survey was the third pulse survey distributed to measure staff employee engagement at the UC level. Results from the survey ranked career development at the University of California, Riverside (UCR) as the third lowest score out of ten categories. Individual contributors and supervisors ranked career development as far less favorable compared to managers and directors. Among the staff who are in early stages of their career or have significant room for growth, career development is a substantial concern.

Category Breakdown - Role					
Riverside					
	Riverside 2017 (491)	Individual Contributor 2017 (205)	Supervisor 2017 (107)	Manager 2017 (100)	Director and above 2017 (75)
Career Development	55	-4	-4	7	6
Communication	65	-2	1	6	-5
Engagement	66	-1	-2	1	5
Image/Brand	71	-2	0	1	3
Organizational Change	24	1	1	-1	-3
Performance Management	52	-4	0	4	6
Supervision	72	-2	-1	3	1
Working Relationships	78	-6	1	4	10
Diversity & Inclusion	74	-6	5	8	-2
Wellness	71	0	-2	0	3

Willis Towers Watson
Employee Engagement Software 7

Based on the survey feedback and comments collected from the engagement forums, the task force was able to identify specific concerns that relate to career development. The three reoccurring comments from these forums include communication, time constraints, and culture which are outlined below:

- Firstly, respondents noted that due to the lack of communication employees are not aware of career development opportunities that are offered by the University and yet when activities are advertised they are not communicated effectively across campus. Staff noted that poor communication has resulted in missed opportunities. Respondents also expressed the challenge of discussing professional goals with supervisors.
- Secondly, staff reported that due to time constraints they are unable to participate in trainings and development. The lack of support from supervisors to attend trainings during business hours is a common theme as to why staff do not participate in professional development courses. It is important to recognize that learning opportunities should be included in the eight-hour work day.
- Finally, the current culture in regard to career development frequently requires employees to develop skills on their own time, with their personal funds, and personal experience. This feeds into the perception that UCR campus leaders and staff, as a whole, look at career learning and development as an option instead of a part of the UC Culture and the employee's job activities.

Throughout this section, the engagement task force will discuss our recommendation to foster career development opportunities amongst all staff employees.

Future Recommended State

It is our vision that career development for staff will be included as one of the strategic goals in the next UCR Strategic Plan. It is important because career development contributes to increased staff motivation and productivity; retention of valued staff; practice efficiency and job competency; and opportunities for promotion and/or lateral moves contribute to staff's career satisfaction and self-confidence.

The engagement task force envisions the implementation of a Career Development Road Map (CDRM) which will further enhance career learning and make the process of developing more strategic. This is in addition and complementary to the necessary formal orientation programs, cross-functional training, coaching, personal development programs, and maintenance of professional skills. The CDRM will be designed as a visual and comprehensible tool for all new and existing staff employees. This tool will allow employees to clearly define career goals and to customize their track according to professional interest which can be career specific, including supervisor, managerial, or an expertise track. The CDRM will assist the employee in their career advancement, by either promotion or lateral moves. Ultimately the road map will enable employees to clearly identify trainings, skill development, and professional experience needed in order to achieve career goals. In addition, implementing a career development program provides managers with an accountability tool, which will hold them accountable as well. It will contribute to effective communication, development of a team culture, and conflict resolution within the work unit. Upon completion of the CDRM an employee should be in consideration for a career advancement.

Recommendations and Action Steps

Each staff member is unique and has their own skill set and career objectives. Career paths may vary widely, and we recognize the difficulty in identifying one set formula for professional development. We also know that professional growth success depends upon each employee, and how they take responsibility in planning their own development and actively seeking growth opportunities. In this context, the CDRM can consist of several career development tools, including a career planning framework (road map); a competency guide for staff to find courses related to competencies they wish to develop for on-the-job success or career advancement; and a training action plan that identifies specific courses and solicits support from the staff supervisor.

Recommendations	Action Steps
New Hire	<ul style="list-style-type: none"> • Identify current resources available specific to career development to create a road map that all staff employees can utilize. Employees will have the flexibility to personalize maps that align with their professional goals. Tracks can be designed to be career specific, supervisor, managerial, or expertise. • Incorporate the topic of staff career development in new hire orientations at the University, organization, and department level. Provide the road map tool to new staff employees to use as a resource for their professional development at UCR. • Establish foundational courses that new employees can participate in within the first 12 months of hire. Courses might include topics such as culture, change management,

	<ul style="list-style-type: none"> influential leadership, etc. Develop guidelines on how departments can establish a Buddy Program. This program will be designed to pair new employees with current employees. Design checklist to help facilitate discussion topics to cover with new staff.
Current Staff	<ul style="list-style-type: none"> Same as above, as well as to incorporate an HR Mentor Program as one of the elements of the road map. This will allow staff to seek guidance from mentors who can provide advice and guidance related to specific career goals.
Supervisor, Manager, Director	<ul style="list-style-type: none"> Create coaching guidelines on how supervisors can effectively communicate and encourage staff to participate in career development activities. Develop training for supervisors on how to foster professional growth amongst direct reports and within the unit as a whole. It will be highly recommended for supervisors to review and collaborate with individual contributors on the road map development.
Pilot Program	<ul style="list-style-type: none"> In order to evaluate the results of the CDRM, we propose that road maps are created and implemented for one job family. This job family will need to have clear job descriptions in order for staff to customize and design the CDRM to their career goals. Establish check-ins with individual contributors and supervisors in order to review the progress of the CDRM.

Communication Recommendations

In order to potentially implement road maps and include career development as a strategic goal, we request the opportunity to present our recommendation and findings to UCR Leadership and to the Finance and Human Resources Officers Group (FHROG). This would allow the engagement task force to highlight the importance of career development.

Resources

- Career Tracks <https://hr.ucr.edu/careertracks.html>
- UC Learning <http://ucrllearning.ucr.edu/>
- My UC Career https://uc.yournextstep.com/users/sign_up?direct=V2kBGT2m-ax_qT3q
- UCR HR Course Catalog https://hr.ucr.edu/docs/education/hr_course_catalog.pdf
- Lynda.com <http://cnc.ucr.edu/lynda/>
- Management Skills Assessment Program <http://msap.ucr.edu/>
- UC People Management Certificate https://hr.ucr.edu/docs/education/uc_pmc_flyer.pdf
- Staff Assembly Scholarship <https://staffassembly.ucr.edu/scholarships>
- Milestone Certificate <https://staffassembly.ucr.edu/service-award-recipients>
- Director of Professional Development Fellowships: Scholarship Opportunity
- HR Mentor Program
- Buddy Program

APPENDIX D - RESOURCES

1. ORGANIZATIONAL CHANGE

- Best Practices in Change Management, Prosci Benchmark Report
<https://cdn2.hubspot.net/hubfs/367443/2.downloads/research/2018-Best-Practices-Executive-Summary.pdf>
- Leading Effective Change: A Primer for the HR Professional, SHRM Foundation
<https://www.shrm.org/foundation/ourwork/initiatives/building-an-inclusive-culture/Documents/Leading%20Effective%20Change.pdf>

2. PERFORMANCE MANAGEMENT

- Career Tracks: <http://hr.ucr.edu/careertracks.html>
- Calibration Resource Guide:
http://hr.ucr.edu/performance/merit_program_guidelines.html
- Performance Evaluation forms and Rubric:
<http://hr.ucr.edu/publicationsanddocuments.html>
- Performance Factors & Behavior Indicators: http://hr.ucr.edu/docs/performance/2017-2018_performance_management/performance_management_factors_behavioral_indicators-final.pdf

3. CAREER DEVELOPMENT

- Career Tracks: <https://hr.ucr.edu/careertracks.html>
- UC Learning: <http://uclearning.ucr.edu/>
- My UC Career: https://uc.yournextstep.com/users/sign_up?direct=V2kBGT2m-ax_qT3q
- UCR HR Course Catalog: https://hr.ucr.edu/docs/education/hr_course_catalog.pdf
- Lynda.com: <http://cnc.ucr.edu/lynda/>
- Management Skills Assessment Program: <http://msap.ucr.edu/>
- UC People Management Certificate: https://hr.ucr.edu/docs/education/uc_pmc_flyer.pdf
- Staff Assembly Scholarship: <https://staffassembly.ucr.edu/scholarships>
- Milestone Certificate: <https://staffassembly.ucr.edu/service-award-recipient>
- Director of Professional Development Fellowships: Scholarship Opportunity
- HR Mentor Program
- Buddy Program
- UCOP Staff Engagement: <https://www.ucop.edu/human-resources/staff/employee-relations-staff/staff-engagement.html>
- UCD Human Resources Toolkits: <https://hr.ucdavis.edu/departments/learning-dev/toolkits>

APPENDIX E – STAFF ENGAGEMENT TASK FORCE PROJECT PLAN**Staff Engagement Task Force - Draft Project Plan****BACKGROUND**

High levels of engagement impact employee retention and improve organizational performance.

In 2012, UC initiated periodic administration of a pulse survey of non-represented staff to measure employee engagement. The survey and methodology was developed in collaboration between the Council of University of California Staff Assemblies (CUCSA), UC Human Resources' Employee Relations department, and Willis Towers Watson, a national firm specializing in workforce opinion survey research.

The most recent survey was conducted in 2017. In January 2018, an open forum was held at UCR to share both system-wide and campus results, and to obtain feedback about priorities for campus staff. As a next step, the Chancellor appointed a task force to develop specific recommendations for campus actions. Task force members were selected to include a broad cross section of staff in an effort to ensure that all staff perspectives are heard.

PRINCIPLES

1. Campus leadership recognizes the value of staff and the importance of an engaged staff work force.
2. Task force members communicate the perspectives of staff from across campus, and from all levels of the organization, not individual points of view.
3. Broad campus input is encouraged and will be solicited.
4. Transparency - progress will be communicated via updates to the task force web page, hosted on the Chancellor's website.
5. Task force members are committed to providing constructive and forward-looking recommendations for staff engagement which benefit the campus as a whole.
6. Managers and supervisors play a key role in staff engagement.

PROJECT GOALS

1. Identify best practices for creating a culture of staff engagement at UCR.
2. Review results from the 2017, 2015 and 2012 surveys as well as recent campus input from the January 2018 forum and from the 2017 "Campus Conversations".
3. Incorporate input from the Academic Senate through consultation with the Committee on Faculty Welfare to solicit input on their perspectives.
4. Identify data-informed opportunities to enhance staff engagement at UCR.

5. Develop recommendations for campus-wide programs to address concerns raised by staff and increase levels of staff engagement at UCR.
6. Develop methodology for evaluation of proposed strategies.

TIMELINE

The Task force will meet twice a month for approximately six months, and will put forth recommendations to the Chancellor by December 15, 2018. This timetable will require dedication to hard but enormously meaningful work. Participants will have a voice in shaping material enhancements to the staff experience at UCR.

ACTIVITY	DESCRIPTION	DATE
Kickoff meeting	<ul style="list-style-type: none"> • Charge from Chancellor Wilcox • Assignment of roles and responsibilities (data analysis, communications, campus engagement, report writing, program evaluation, etc.) 	6/20/2018
Research and evaluate best practices	<ul style="list-style-type: none"> • Introduction to employee engagement • Evaluation of best practices 	7/5/2018
Data review	<ul style="list-style-type: none"> • Evaluation of system-wide data • Evaluation of campus data • Identification of campus trends 	7/19/2018
Identify areas of focus for initiatives	<ul style="list-style-type: none"> • Group identification of priorities and general topics for initiatives 	8/2/2018
Development of initiative proposal	<ul style="list-style-type: none"> • Outline elements of initiatives • Identify any needed resources • Determine mechanism for measuring effectiveness 	8/16/2018
Review of draft initiative proposal	<ul style="list-style-type: none"> • Fine tune draft initiatives • Evaluate against available campus input received to date • Develop plan for campus engagement and input • Develop agenda for meeting with sponsor 	8/30/2018
Check in with project sponsor (Chancellor)	<ul style="list-style-type: none"> • Share proposed programs and areas of focus • Discuss resources 	9/13/2018

ACTIVITY	DESCRIPTION	DATE
Debrief of check-in with project sponsor, finalize planning for campus open forums , hold open forums	<ul style="list-style-type: none"> • Share feedback • Resolve outstanding issues • Finalize details of forums • Assign drafting responsibilities for presentations and final report 	9/27/2018
Campus forums	<ul style="list-style-type: none"> • Meeting time used for campus forums 	10/11/2018
Debrief of campus forums	<ul style="list-style-type: none"> • Fine-tune recommendations • Identify resources needed 	10/25/2018
Written Report to Project Sponsors	<ul style="list-style-type: none"> • Draft Report to Team • Identify and share and/or develop suggested metrics • Identify needed resources 	11/8/2018
	<ul style="list-style-type: none"> • Final Report Edits • Identification of campus communication strategy 	11/29/2018
	<ul style="list-style-type: none"> • Final report submitted 	12/13/2018

Upon adoption of recommendations, team will work on following deliverables:

- Draft Communication Resources
- Develop communication and implementation materials