

HCS Strategic Initiatives

Competency Modeling

Observations:

- No formalized, consistent process of executing talent management programs.

Goals:

- Job description and job families contain identified competencies.

Team Members:

- Michelle Bowen, *Hale Library*
- Adam Carr, *student employee*
- Diana LeBlanc, *College of Agriculture & KSRE*
- Marci Ritter, *Global Campus*

Career Development

Observations:

- The skills and experiences associated with the design and development of learning experiences (both classroom and non-classroom) is quite scattered across the university, with a lack of sufficiently dedicated staff to perform these functions.

Goals:

- Identify tools and programs to support employees and supervisors in creating and implementing employee development plans.
- Establish programs to support employee development, i.e. succession management, 360 feedback assessments.

Team Members:

- Valerie Barnett, *College of Business Administration*
- Jan Carlson, *Global Campus*
- Laurie Chandler, *K-State Research & Extension*
- Lindsey Fouquette, *Human Capital Services*
- Cyndi McNulty, *Administrative Support Center*
- Regina Nixon, *Communication and Agriculture Education*
- Bryan Samuel, *Office of the President*
- Charlotte Self, *Human Capital Services*
- Thurman Williams, *College of Engineering*

Career Paths

Observations:

- Lack of defined career paths for unclassified professionals leads to a perception that career opportunities are limited to one's own current department's structure, and that movement across the university is somewhat rare.

Goals:

- Identify the career paths, tracks (families/subfamilies), streams, critical roles and job structure.
- Identify tools and programs to support employees and supervisors in creating and implementing career paths.

Team Members:

- Jaci Begnoche, *College of Veterinary Medicine*
- Betsy Draper, *Information Technology Services*
- Casey Lauer, *Division of Facilities*
- Jaime Parker, *Human Capital Services*
- Kathy Roeser, *College of Arts and Sciences*
- Ashley Thomas, *College of Business*

Performance Management

Observations:

- Each department or college is left to design its own performance evaluation process and tools for faculty and unclassified staff and these are often inconsistently applied. A standard performance evaluation process for university support staff does exist, but it is often not liked.
- There are significant gaps that exist programmatically that affect faculty, unclassified professionals, and in some cases, university support staff including: the lack of clear policies pertaining to unclassified professionals; and talent management programs and processes including performance management and leadership development for all roles.

Goals:

- Develop standardization and best practices for unclassified professionals and university support staff performance review and evaluations.

Team Members:

- Stephanie Bannister, *Student Life*
- Thomas O'Briant, *College of Veterinary Medicine*
- Martin Draper, *College of Agriculture*
- Karen Horton, *College of Health and Human Sciences*
- Kerry Jennings, *Housing and Dining*
- Mylene Larson, *Human Capital Services*
- Bridget Seeman, *Administrative Support Center*
- Paul Volino, *Human Capital Services*