

# Engagement, Inclusion & Diversity Plan

2016-2017 Update



**Facilities Planning & Management**

UNIVERSITY OF WISCONSIN-MADISON

*Providing excellence in facilities and services  
for our university community*

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## Introduction and Background

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The UW-Madison Division of Facilities Planning & Management (FP&M) is pleased to present its 2016-17 Engagement, Inclusion, and Diversity (EID) Plan Update, which is a continuation of the work that FP&M began with its original 2013 EID Plan and which has been further extended through FP&M's December 2014 and September 2015 EID Plan Updates. Since then, FP&M has continued to make steady progress on its EID efforts, as supported by the results of the 2016 EID survey in which statistically significant score increases were made in a majority of the survey questions.

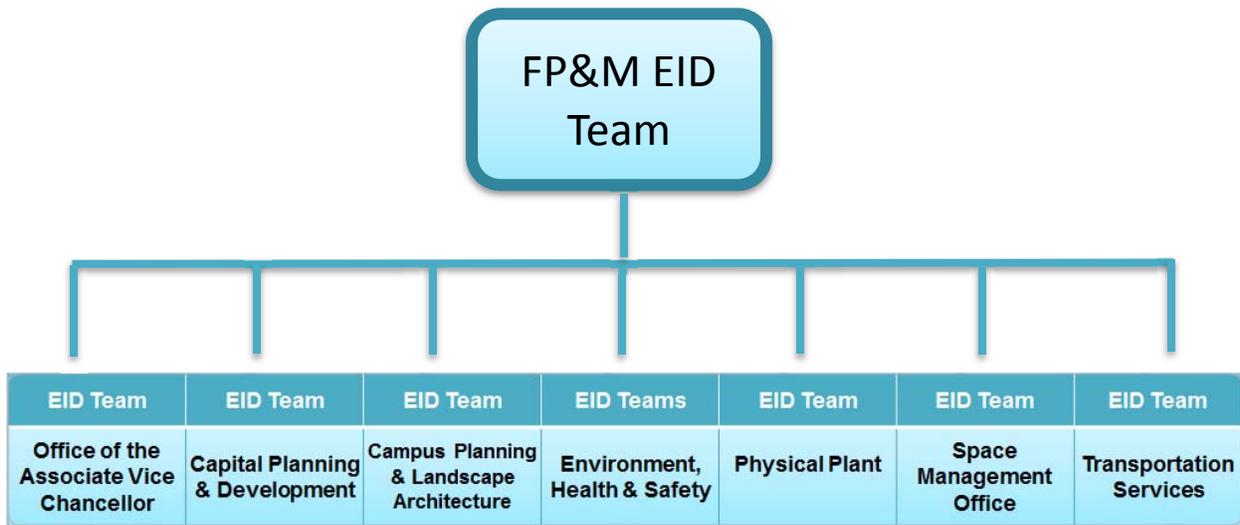
### Where We've Been

As noted in the December 2014 EID Plan Update, when FP&M embarked on its formal EID journey in 2012, it was the first time the division had created a comprehensive, organization-wide initiative to advance the principles of engagement, inclusion, and diversity in a unified, cohesive manner. While not intended to discount previous efforts, in hindsight, the 2012 EID initiative marked the beginning of an exciting new era at FP&M. The initiative set a goal to fundamentally change the organizational culture; no small task, given the size and somewhat decentralized nature of FP&M, a division comprised of approximately 1,100 employees operating out of six departments in addition to the Office of the Associate Vice Chancellor:

- Campus Planning and Landscape Architecture
- Capital Planning and Development
- Environment, Health and Safety
- Physical Plant
- Space Management Office
- Transportation Services

Since the 2012 EID initiative began, FP&M has learned a lot about creating change across such a large organization. Our key to success has been the formation of a cross-functional, division-wide EID Team in 2013 comprised of staff from each functional department. In partnership with the Associate Vice Chancellor and the FP&M Leadership Team, this group was tasked with developing the 2013 FP&M EID Plan. The result was an ambitious and far-reaching document that articulated the path to a more diverse and inclusive division through the achievement of more than 40 Key Actions to be accomplished over an indefinite time period.

The FP&M EID Team initially focused its attention on developing a new mission, vision, and set of core values for FP&M, an important effort that not only gave the team a sense of accomplishment, but also provided a succinct, core message that could be shared throughout the division. At the same time, the FP&M Leadership and FP&M EID Teams began to build out an organizational EID structure in order to better manage the daunting challenge of spreading the EID initiative to all levels of employees. Departmental EID Teams were subsequently formed and tasked with developing their own EID plans. This structure has fostered employee involvement by expanding the number of FP&M staff directly tied to the EID initiative. For some departments, particularly smaller ones, the formation of departmental EID Teams has been relatively easy. For larger EID Teams, especially the Physical Plant department, the evolution has taken more time due to the larger number of functional units and employees. As of 2016, there are now seven separate FP&M departmental EID Teams with more than 50 employees directly involved in leading the EID effort. Efforts continue to make sure that we are engaging all employee groups, particularly the second and third-shift operations and English language learner (ELL) employees.



Since the first VCFA EID Survey in 2012, FP&M has made substantial progress toward making the division a more inclusive, engaged, and diverse organization. Many of these accomplishments are identified in the 2014 EID Plan Update, which is posted at [http://facilities.fpm.wisc.edu/documents/FPM\\_EID\\_Plan\\_2014\\_Final.pdf](http://facilities.fpm.wisc.edu/documents/FPM_EID_Plan_2014_Final.pdf). However, even with this good work, this process is far from complete and there is still plenty of work to be done.

## Lessons Learned

Recently, the FP&M EID Team identified the following common themes that have worked well with FP&M's EID initiative so far:

1. **Collaboration and Diversity.** The current model encourages increased interaction between different work groups in departments that do not always have the opportunity to work together.
2. **Flexibility.** Departments work on what is best suited for their individual work areas.
3. **Reach.** EID efforts have not been focused solely at the divisional level. Having department EID Teams and plans allows for greater participation.
4. **Cross-functional Work Teams.** The current practice of forming cross-departmental work teams to work on division-wide projects such as Onboarding and Performance Management has helped increase employee buy-in and ensure new efforts meet organizational needs.
5. **Enhanced Communication.** In most instances, FP&M EID Team members feel that the FP&M EID effort affords them the opportunity to engage in productive, honest discussions with colleagues.

In addition, the EID Team identified areas that have not worked as well with FP&M's EID efforts:

1. **Duplication of Effort.** Some department plans repeat items covered in the FP&M divisional plan, resulting in inefficient use of resources.
2. **Lack of Shared Responsibility/Ownership.** Departmental Teams struggle to get participation and buy-in from coworkers who are not EID Team members. Further, while departmental teams appreciate that frontline staff have been encouraged to participate, the exclusion of supervisors and managers from EID planning in some units is not always viewed positively.
3. **More Work without Additional Resources.** It is difficult, especially for the smaller FP&M departments, to undertake major EID efforts with limited personnel and funding.
4. **Plans are Overly Broad.** Department EID Teams sometimes feel that they have to address all priorities in the FP&M EID plan.

Moving forward, the FP&M EID Team has offered the FP&M Associate Vice Chancellor the following recommendations for department EID Teams and plans:

1. **More Supervisor/Manager Participation in Plan Development and Implementation.** Supervisors and managers across the division need to be actively involved in EID efforts.
2. **Consider Combining Smaller Department Teams.** While it is important for everyone to be part of the EID initiative, smaller departments are disproportionately stressed when it comes to EID.
3. **Encourage Shorter, More Focused Department EID Plans.** The divisional EID Team has had good success using cross-functional work teams to support divisional EID priorities, which opens the door for individuals to focus on a smaller number of department-specific SMART goals based on their department survey results.
4. **Director Accountability.** Directors need to be held accountable for actively participating with their EID Teams to achieve their goals.
5. **Continue to Encourage Best Practices.** There are many positive aspects about the current FP&M EID model that should be continued with the support of the FP&M Leadership Team.

### Where We're Headed: 2016-17 Goals

The 2016-17 EID Plan Update and new Key Actions reflect these recommendations while building on previous accomplishments as supported by the gains shown in FP&M's EID 2016 survey results. As in 2014 and 2015, the 2016-17 key actions are organized under seven themes:

1. Diversity Recruitment and Retention;
2. Employee Onboarding and Performance Reviews (combined for FY17);
3. Manager and Supervisor Training;
4. Development of Internal Talent;
5. Employee Recognition;
6. Communication; and,
7. Inclusion (new for FY17).

For each theme, the plan provides progress updates on 2015-16 Key Actions and identifies 2016-17 Key Actions.

Finally, it should be noted that the 2016-17 EID Plan Update is supported by other materials not included here, including the original EID Team Charter, FY15 Gender & Heritage Data, and other background materials. These documents are available at

[http://facilities.fpm.wisc.edu/documents/FPM\\_EID\\_Plan\\_2014\\_Final.pdf](http://facilities.fpm.wisc.edu/documents/FPM_EID_Plan_2014_Final.pdf).

## **FP&M FY17 EID Plan: Seven Priorities at a Glance**

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### **1. Diversity Recruitment and Retention**

FP&M recognizes that diversity initiatives help to create an environment where individuals are treated fairly and given equal access to opportunities and resources. In FY17, our efforts focus on developing a broader portfolio of recruitment strategies to broaden our reach into local communities, while also developing an improved exit interview process to better understand why employees leave FP&M.

### **2. Employee Onboarding and Performance Management**

The new Onboarding and Performance Management programs were combined for FY17. The goal of these programs is to increase inclusion and employee engagement from the onset of employment; shorten the time from hire to full productivity; and, to accurately describe work performance, set goals for improvement, and identify professional development opportunities. In FY17, we will build on these efforts and elicit feedback to improve our process as we complete one year under the new program.

### **3. Manager and Supervisor Training**

In response to the 2014 VCFA EID Survey results, FP&M has concentrated on helping managers and supervisors to develop their competencies as supervisors. FP&M had already made a substantial commitment to this initiative by requiring all managers to participate in the VCFA EID trainings and by offering the four-day APPA Supervisor's Toolkit Workshop. In FY17, we will maintain this successful program by continuing to offer training opportunities and by developing a roadmap for managers and supervisors to obtain needed competencies.

### **4. Development of Internal Talent**

Employee development builds loyalty to an organization and promotes engagement, while improving the skills and knowledge that employees apply to their work unit. During FY16, FP&M developed a career resource fair for frontline workers and offered a Stephen Covey-based Individual Skills Effectiveness training to employees through a nomination process. In FY17, we will evaluate these programs and decide the future form of these opportunities, and also develop a framework for a leadership development mentoring program, that targets employees who are neither frontline staff nor managers/supervisors.

### **5. Employee Recognition**

Recognition is important to FP&M staff and needs to be improved division-wide. The FY17 Plan provides renewed focus on evaluating the needs of our employees when it comes to recognition and develops an FP&M recognition program to be implemented in FY18.

### **6. Communication**

Communication continues to be a key component for how FP&M informs, includes, and engages its employees. The FY17 EID Plan continues to address the diverse needs of staff over multiple shifts as well as those multilingual staff, by using multiple distribution channels to communicate with employees.

### **7. Inclusion**

New to the FP&M EID Plan for FY17 is Inclusion. Inclusion means an environment where employees have a sense of belonging and respect for who they are and as a contributing member of the team. FP&M will identify ways to enhance employees' sense of belonging, empower them to share their thoughts and opinions, and maintain a work environment where all employees are respected regardless of position, gender, ethnicity, culture, sexual orientation, etc. Our key actions will focus on improving our understanding of ourselves, through unconscious bias training, and our understanding of others through cultural workshops.

## FP&M FY17 EID Plan: 2015-16 Status Report & 2016-17 Key Actions

FP&M’s 2016-17 EID efforts are organized under seven major priorities: Diversity Recruitment and Retention; Employee Onboarding and Performance Management; Manager and Supervisor Training; Development of Internal Talent; Employee Recognition; Communication; and, Inclusion. These priorities were identified by the FP&M EID Team based on the results of the 2016 VCFA EID survey. The seven priorities all support FP&M’s three major EID themes identified in the original 2013 EID plan: Increasing Representation and Recruitment; Increasing Inclusion; and, Increasing Engagement. For 2016-17, Employee Onboarding and Performance Reviews were combined and a new priority, Inclusion was added. For each priority, a status report has been provided for 2015-16 Key Actions and new Key Actions have been added for 2016-17.

### 1. Diversity Recruitment and Retention

FP&M remains committed to having a diverse, engaged, and inclusive workforce, where individuals are treated fairly and given equal access to opportunities and resources. The goal is for a steady increase, from year to year, in gender diversity and in the number of persons of color working throughout the division.

It should be noted that retention and recruitment are two sides of the same coin—increasing representation or diversity. Recruitment can increase diversity, but retention initiatives help to maintain it. Once individuals are recruited, certain initiatives and programs must be in place to help keep them. These include employee onboarding, performance reviews, training, developing internal talent, and recognition, all of which are addresses in the sections below.

Heritage and Gender Analysis for 2012, 2014 and 2016:		2012	2014	2016
<b>Total</b>	Total number of employees in survey population	936	1097	1146
<b>Gender</b>	Total percentage of women in FP&M	23.7%	25.8%	25.3%
<b>Ethnicity</b>	Total percentage of persons of color in FP&M	28.4%	27.3%	28.7%

### 2016-17 EID Key Actions to Support Diversity Recruitment and Retention

<b>Key Action: 2016-17</b>	Incorporate division demographic reporting, including analysis of applicant pools to assess diversity, into FP&M’s existing quarterly operational performance metrics to ensure that division demographic information is reviewed and analyzed by FP&M Leadership and Department EID Teams on a quarterly basis.  Target timeline for completion: Reports will be prepared quarterly by FP&M HR staff starting in September 2016.
<b>Year-end Update (2016-17)</b>	We are collaborating with Susan Baculik, from the UW Office of Human Resources, to have automatic reports sent to FP&M from the applicant tracking system—TREMS. OHR is working with PageUp currently to build analytics that will allow units to get diversity metrics on-demand/in real time.

<p><b>Key Action: 2016-17</b></p>	<p>Develop and implement a strategy to increase the pools from which we advertise and pull candidates, focusing on alternative sites such as radio and television, centers, community bulletin boards, and local businesses.</p> <p>Target timeline for completion: The strategy will be developed by September 2016 and implemented by January 2017.</p>
<p><b>Year-end Update (2016-17)</b></p>	<p>We have expanded recruitment to include the following sites and audiences.</p> <ul style="list-style-type: none"> <li>• <b>On-site recruiting:</b> Dane County Job Center. Catholic Multicultural Center, UW-Platteville.</li> <li>• <b>Email Job Listing</b> to Centro Hispano/Latino Professionals Association Greater Madison.</li> <li>• <b>Diverse Online Job Boards:</b> Women in IT at UW-Madison, Women in Science, Technology and Engineering, American Indian Science and Engineering Society, National Society of Black Engineers, Society of Women Engineers, Society of Hispanic Professional Engineers.</li> <li>• <b>Metro-Bus Advertisement</b></li> <li>• <b>Conference Recruiting:</b> MAPPA.</li> <li>• <b>Social Media:</b> FP&amp;M Facebook and LinkedIn Page.</li> <li>• <b>Other:</b> Employee Support Group UW-Madison, LinkedIn Skills Search, Partnership with Indeed.com.</li> </ul>
<p><b>Key Action: 2016-17</b></p>	<p>Develop and implement the approved training program for supervisors on FP&amp;M’s new Recruitment, Assessment, and Selection Standard Operating Procedures. Explore adding on-line training opportunities and a repository for past trainings.</p> <p>Target timeline for completion: The FP&amp;M Training Officer will conduct appropriate training for all FP&amp;M Supervisors and Hiring Managers by the end of September 2016.</p>
<p><b>Year-end Update (2016-17)</b></p>	<p>Eight training sessions completed by end of November 2016. In-person training was completed, but no progress has been made for an online tutorial. Work on an online tool is scheduled in FY18. The Training Officer position currently in open recruitment.</p>
<p><b>Key Action: 2016-17</b></p>	<p>Develop and implement an in-person employee exit interview that focuses on voluntary employee resignations to identify reasons for leaving and target areas within FP&amp;M to help strengthen for retention.</p> <p>Target timeline for completion: The data will be shared with the FP&amp;M Leadership Team on a quarterly basis and will start by September 2016.</p>
<p><b>Year-end Update (2016-17)</b></p>	<p>Created a new documentation form to gain insight for reasons for leaving. First in-person employee exit interviews were scheduled for in December 2016. We continue to mail Exit Interview Forms to employees who have voluntarily resigned if an in-person interview cannot be conducted prior to their departure. We are tracking the feedback we receive. FP&amp;M HR is currently working on putting feedback into a comprehensive tool for leadership to use.</p>

## 2. Employee Onboarding and Performance Management

For 2016-2017, FP&M’s EID Team decided to combine Employee Onboarding and Performance Management into one priority. FP&M continues its commitment to increase inclusion and employee engagement from the onset of employment with employee onboarding and throughout an employee's career with consistent quality feedback and goal setting through performance management.

Employee Onboarding and Performance Management priorities, both identified in the 2013 EID plan, began to be addressed with the creation of two cross-departmental work teams. The teams researched their respective topics and created plans to address needs within FP&M. These programs are new and will need continued attention for improvement over the next few years.

For Employee Onboarding, key players and their responsibilities were identified to ensure a successful start for new employees. Supervisors attended information sessions about Onboarding. New employee orientation is held on the first day of employment and began in March 2016 for new employees.

Performance Management created a streamlined form for employee evaluations, and launched a pilot program in 2015 to assess the new form and process. The pilot program participants are completing the first full year of the new process by the end of FY2016. The new form is being used for all FP&M employees to set 2016-17 performance expectations and goals.

Monitor favorable scores on the following survey questions:		2012	2014	2016
Q3a	“I have the resources to do my job well.”	74.0%	69.7%	73.4%
Q3b	“I know what is expected of me on the job.”	83.0%	87.7%	87.4%
Q2a	“I receive support and encouragement from others in my work unit.”	72.0%	70.6%	75.1%
Q4a	“My work unit is successful at accomplishing its mission.”	77.0%	74.8%	80.0%
Q4b	“My work unit produces high-quality products and services.”	75.0%	75.5%	79.8%
Q3c	“My job makes good use of my skills and abilities.”	69.0%	72.4%	74.2%
Q3d	“I have sufficient opportunity to earn a high performance rating”	56.0%	60.6%	62.9%
Q3j	“It is clear to me what I need to learn to be adequately prepared for promotional opportunities.”	50.0%	54%	67.5%
Q5b	“My supervisor provides me with useful feedback on my job performance”	66.0%	69.1%	73.9%

### 2016-17 EID Key Actions to Support Employee Onboarding & Performance Management

<b>Key Action: 2016-17</b>	Create small teams to conduct reviews of new programs for Onboarding and Performance Management, using input from staff, supervisors, FP&M HR and the FP&M Leadership Team. Gather feedback and review effectiveness of processes and make recommendations for improvements.
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	<ul style="list-style-type: none"> <li>• Conduct feedback sessions for new Performance Management Program including the goal setting process in fall 2016. After first full year of operation, review process beginning July/August 2017.</li> <li>• Continue to make minor program adjustments to the Onboarding Program; a broader review should be conducted after six months of steady program operation.</li> <li>• Review current Custodial Onboarding Program. (Complete by spring 2017).</li> <li>• Create an effective Student Hourly Onboarding Program. (Complete by spring 2017).</li> </ul>
<b>Year-end Update (2016-17)</b>	The Performance Management Program is undergoing a review with FP&M Human Resources and some of the original Performance Management work team. The review is part of the preparation for the campus-mandated transition to an online performance management process. It is expected that FP&M will transition in Summer 2018. The Onboarding Program has not undergone a review. A new version of the Custodial Onboarding program began in the spring of 2017.
<b>Key Action: 2016-17</b>	Identify additional Onboarding Contacts and clarify the roles and responsibilities of contacts within the departments.  Target timeline for completion: This will be implemented by spring 2017.
<b>Year-end Update (2016-17)</b>	A review of Onboarding Contacts has not taken place.

### 3. Manager and Supervisor Training

While the 2016 EID survey results in this area showed steady improvement, the 2016-17 plan should focus on actions that build credibility, trust, and growth within the division by offering more focused manager and supervisor training. A work team should be created to develop a framework of competencies expected of all FP&M managers and supervisors and create a consolidated guide of resources and programs focused on improving supervisory skills.

Monitor favorable scores on the following survey questions:		2012	2014	2016
Q5a	“My immediate supervisor responds effectively to conflicts in my work unit.”	59.0%	59.6%	71.4%
Q5b	“My immediate supervisor provides me with useful feedback on my job performance.”	66.0%	69.1%	73.9%
Q5c	“My immediate supervisor is an effective manager.”	66.0%	64.0%	70.2%
Q5d	“I receive support and encouragement from my immediate supervisor.”	68.0%	66.6%	71.7%
Q5e	“My immediate supervisor respects me and values my work”	76.0%	73.7%	78.4%

Q5f	“Overall, I am satisfied with my immediate supervisor.”	76.0%	72.0%	76.7%
Q5h	“My immediate supervisor is open and welcoming to others who are different from him/her.”	75.0%	74.4%	77.8%
	Summary – Overall Satisfaction with Supervisors	65.0%	61.2%	70.2%

### 2016-17 EID Key Actions to Support Manager & Supervisor Training

<b>Key Action: 2016-17</b>	Continue to offer the APPA Supervisors Toolkit to all FP&M front-line supervisors on an annual, as-needed basis.
<b>Year-end Update (2016-17)</b>	FP&M front-line supervisors continue to attend APPA Supervisors Toolkit.
<b>Key Action: 2016-17</b>	Create a work team tasked with identifying the core competencies that all FP&M managers/supervisors need in order to be successful. The work team should also develop a “Road Map” which aids in the further development of manager/supervisory and leadership skills. These should contain links to OHR offerings but also links to certificate programs, School of Business programs, UW Division of Continuing Studies courses, as well as coursework outside UW. Possible topics could include: anti-bullying; conflict resolution; supervisor coaching; recognition; and, employment law refresher.  Target timeline for completion: The road map will be completed and shared by June 30, 2017.
<b>Year-end Update (2016-17)</b>	Due to staff turnover in the training area the further development on a supervisor "Road Map" is on hold until new staff is hired.
<b>Key Action: 2016-17</b>	Continue training on the new performance management evaluation process.  Target timeline for completion: By the spring of 2017 conduct training on: coaching; feedback; recognition; mid-year reviews; and, end-of-year evaluations.
<b>Year-end Update (2016-17)</b>	All FP&M supervisors attended Performance Management training in Spring 2017. Topics covered included coaching and end-of-year evaluations.

## 4. Development of Internal Talent

Employee development builds loyalty in an organization. An inclusive, engaged workforce is required for an environment where employees develop. An exclusive disengaged workforce where employees do not develop can cost an organization by the loss of talented individuals with aptitude who have a need to progress and learn. Employees that have commitment (a willingness to persevere through a task) and confidence (a belief in one’s ability to accomplish tasks) should be supported by the organization, unit, and management to develop regardless of race, gender, age, sexual orientation, political affiliation, or labor organization membership.

The 2013 EID Plan identified the importance of developing employee talent and outlined a series of actions to advance this priority, including promoting professional development opportunities, announcing job/promotional opportunities internally, and creating a model for advancement/career development. Since then, progress has been made on several fronts. Current vacancy announcements are now distributed to all FP&M employees, a new tuition reimbursement policy has been approved, and professional development plans have been incorporated into performance evaluations for many staff. In addition, there will be a Career Resource Fair for frontline staff in August 2016. The 2014 and 2016 EID survey results suggest that these actions are yielding positive results. However, there is still room for improvement so this initiative carries forward as a priority for FY17.

Monitor favorable scores on the following survey questions:		2012	2014	2016
Q3i	“I am given real opportunity to improve my skill in my work unit.”	50.0%	53.9%	57.5%
Q3j	“It is clear to me what I need to learn to be adequately prepared for promotional opportunities”	34.0%	38.8%	43.3%

### 2016-17 EID Key Actions to Support Development of Internal Talent

<b>Key Action: 2016-17</b>	<p>Create a work team to develop a pilot mentorship program for FP&amp;M personnel that exhibit leadership traits and whom, with the right training, could become a future leader inside of FP&amp;M and assist with succession planning by sharing institutional knowledge.</p> <ul style="list-style-type: none"> <li>• Review mentorship program models and determine which model will be the most suitable for FP&amp;M.</li> <li>• Identify a vendor or facilitator to run the program.</li> <li>• Identify individuals who would serve as mentors to those in the program.</li> <li>• Set criteria for program based upon the program model chosen and determine who is eligible.</li> <li>• Have the FP&amp;M Leadership Team determine which employees fit the criteria and area looking to expand their skills.</li> </ul> <p>Target timeline for completion: Creation of program completed by July 2017</p>
<b>Year-end Update (2016-17)</b>	The pilot mentorship program has been put on hold for the time being due to focus on other items deemed a higher priority. This will be revisited when there are enough resources to adequately initiate the program.
<b>Key Action: 2016-17</b>	Continue offering the Stephen Covey/APPA Individual Effectiveness skills training on an annual or as-needed basis.
<b>Year-end Update (2016-17)</b>	In May 2017, the Speed of Trust was offered and taken by roughly 50 FP&M employees. Other Covey courses has been taken individually by multiple employees. In addition, a few staff attended the APPA Conference and workshops.
<b>Key Action: 2016-17</b>	Hold the Career Resource Fair for frontline staff on August 23 <sup>rd</sup> and 24 <sup>th</sup> , 2016. The work team will then evaluate the event and feedback to make decisions on similar events in the future.

	Target timeline for completion: The post-event evaluation and recommendations should be completed by October 2016.
<b>Year-end Update (2016-17)</b>	The Career Fair was well attended and received by employees. The post-event comments were positive. We will be offering resume cover letter workshops for those staff that are interested in Fall 2017.

**5. Employee Recognition**

It is an essential need of all employees to feel valued and appreciated for what they do. Recognizing the contributions employees make to an organization helps solidify relationships and fosters employee engagement and loyalty to the organization. While VCFA EID Survey scores on recognition have improved, favorable ratings hover around 50 percent and the unfavorable ratings are some of the highest of the entire survey. The goal is for continuous improvement of favorable scores on recognition questions, but we also expect that improving recognition will have a positive impact on how employees rate their work environment and relationships with others. We realize that improving recognition across the division requires more than implementing a recognition program; recognition is an indicator of the workplace culture and whether an employee feels valued, appreciated, and respected. Therefore, key actions for 2016-17 will also include steps to creating a greater workplace culture of respect.

<b>Monitor favorable scores on the following survey questions:</b>		<b>2012</b>	<b>2014</b>	<b>2016</b>
Q3e	“Recognition is based on performance in my work unit.”	40.0%	45.3%	49.3%
Q3f	“I am satisfied with the recognition I receive for my work”	48.0%	49.8%	55.1%

**2016-17 EID Key Actions to Support Recognition**

<b>Key Action: 2016-17</b>	<p>Charter a work team to create a program to acknowledge and recognize employees. The charter will include the following charge:</p> <ul style="list-style-type: none"> <li>• Compile all current recognition programs across FP&amp;M. Review recognition programs within other divisions on campus. Meet with units who score high on recognition. Look for best practices;</li> <li>• Survey current employees on what types of recognition they would find most valuable and meaningful;</li> <li>• Develop a method to measure and assess recognition at FP&amp;M between surveys;</li> <li>• Use the information gathered to develop a program of recognition that includes the feedback from employees and best practices;</li> <li>• Incorporate safety and other FP&amp;M values as grounds for recognition, in addition to work performance;</li> <li>• Find or establish funding streams to support a recognition program; and,</li> <li>• Include a peer recognition component.</li> </ul> <p>Target timeline for completion: Charter and report out by June 30<sup>th</sup>, 2017 for implementation in FY18.</p>
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<b>Year-end Update (2016-17)</b>	The Recognition workgroup was chartered and began meeting in April 2017. The group’s work included a questionnaire of approximately 100 employees from across the division to determine basic preferences on what to recognize people for and how to recognize people. As of August 2017, the group is continuing to work on a final draft of recommendations, which will then be presented to the EID Team and the Leadership Team for feedback and changes, before being finalized.
<b>Key Action: 2016-17</b>	Connect with those outside of FP&M to raise awareness of the work FP&M does all over campus and provide a clear means for the rest of campus to recognize those who do excellent work.
<b>Year-end Update (2016-17)</b>	Moved to Communications.

**6. Communication**

Communication supports all engagement, inclusion, and diversity initiatives by providing employees with the information that they need to understand how to do their jobs well, how they fit into the FP&M culture, and the role they play in providing high quality services to the campus community.

The 2013 EID Plan identified developing a communications plan to include consistent messages about the purpose of the EID initiative and the function of the EID Team. A detailed communication plan was created which outlined the need to share broader types of messages including, division-wide updates, policies and procedures, and employment opportunities. The plan identified multiple ways to share this information with employees.

The focus for 2016-2017 will take a broader strategic view toward internal communications within FP&M in order to improve the internal communications abilities of FP&M employees, improve the ability for FP&M employees to use this information, and implement a working group that focuses on internal communication.

<b>Monitor favorable scores on the following survey questions :</b>		<b>2012</b>	<b>2014</b>	<b>2016</b>
Q3h	Important campus information is circulated to all members of my work unit	58.0%	58.6%	67.5%
Q3j	It is clear to me what I need to learn to be adequately prepared for promotional opportunities.	34.0%	38.8%	43.3%

**2016-17 EID Key Actions to Support Communication**

<b>Key Action: 2016-17</b>	<p>The FP&amp;M Internal Communications Work Group will focus on the following deliverables:</p> <ul style="list-style-type: none"> <li>• Computer access – develop, implement, and communicate a policy for computer use during work hours; identify where computer kiosks are located; provide additional computer kiosks if necessary;</li> <li>• Training and education – Create a program to provide basic training for use of computer kiosks and commonly used applications and websites such as email, MyUW, Working at UW, and others; and,</li> </ul>
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	<ul style="list-style-type: none"> <li>Communications Work Group Community of Practice (COP) – construct the Internal Communications Work Group as a Community of Practice (CoP) so that FP&amp;M communicators can more effectively collaborate, share resources, and learn from each other.</li> </ul>
<b>Year-end Update (2016-17)</b>	This work group has been re-envisioned and revamped in several different ways during the 2016-2017 planning year, without substantial progress in-group formation. The reformation and restructuring of this group will be a medium-level priority for the 2017-2018 planning year.
<b>Key Action: 2016-17</b>	<p>Launch <i>Inside FP&amp;M</i> (<a href="http://inside.fpm.wisc.edu">inside.fpm.wisc.edu</a>), a website tailored specifically for FP&amp;M employees. This website will include information about FP&amp;M (departments, contacts, org charts, etc.), as well as human resources, financial resources, safety, EID initiatives, and other useful tools. Information will be targeted by both purpose (what the employee wants to find) and their role (what they need to do to perform their job duties more effectively).</p> <p><i>Inside FP&amp;M</i> will serve as the central vehicle for communicating with FP&amp;M employees. In addition to regular communications about developments within the division and on campus, this website will also include regular news content both for and about FP&amp;M employees and the work they do to serve the campus community.</p> <p>Target timeline for completion: Website launch to be completed by September 1, 2016. Use of this website as a communications tool will start immediately and be ongoing.</p>
<b>Year-end Update (2016-17)</b>	This project was delayed by staffing issues and the necessity of transitioning to Wordpress as the new campus-hosted content management system. It is currently in progress and scheduled for completion by December 2017.
<b>Key Action: 2016-17</b>	<p>Identify, inventory, and map all of the key locations where printed material for FP&amp;M employees is posted. Determine what level of access is required to post material at each of these sites. Use this information to more effectively distribute printed information targeted at FP&amp;M employees while relieving supervisors of some of the burden for this communication task.</p> <p>In addition, develop a way to set aside and clearly delineate an area of each bulletin board for the posting of FP&amp;M employee communications.</p> <p>Target timeline for completion: Inventory complete by December 1, 2016. Bulletin board areas delineated, designed, and implemented by March 1, 2017.</p>
<b>Year-end Update (2016-17)</b>	In progress. The original timeline was delayed by staffing issues. The inventory is partially complete, after which posting areas will be identified and implemented. Work will continue the 2017-2018 planning year, with a target completion of December 2017.
<b>Key Action: 2016-17</b>	Create a consistent protocol that delineates what materials must be translated, what might be translated, and what does not require translation. Work with Cultural Linguistic Services (CLS) to standardize the process for efficient and timely translation of FP&M employee materials. Investigate alternate ways to translate FP&M employee materials.

	<p>Publish this translation protocol (itself translated) so that employees have clear expectations about what materials they can expect to be translated.</p> <p>Target timeline for completion: Translation protocol translated and published by June 30, 2017.</p>
<b>Year-end Update (2016-17)</b>	Not started. This project has been identified as a top-priority communications project for the 2017-2018 planning period.
<b>Key Action: 2016-17</b>	<p>Update the original 2013 EID Team Project Charter to reflect current priorities and address the issue of committee turnover and succession planning, which was not included in the original charter.</p> <p>Target timeline for completion: September 1, 2016</p>
<b>Year-end Update (2016-17)</b>	The charter has been updated but is currently waiting for executive approval.

**7. Inclusion**

New to the FP&M EID Plan for 2016–2017 is Inclusion. UW–Madison defines inclusion as an environment in which employees “have a sense of belonging and of being respected for who they are and as a contributing member of the teams.” As a key component to the success of the EID initiative, FP&M recognizes that inclusion plays a key role in each of our EID Plan priorities; however, for 2016-2017, FP&M has targeted inclusion as a key focus. FP&M will research and identify ways to enhance employees’ sense of belonging, empower employees to share their thoughts and opinions, and maintain a work environment where all employees are respected regardless of position, gender, ethnicity, culture, sexual orientation, etc.

Monitor favorable scores on the following survey questions :		2012	2014	2016
Q1f.	My opinion counts at work	63.0%	58.2%	68.4%
Q1i.	I am asked for input on work-related matters	66.0%	61.6%	70.0%
Q2b.	In my unit, co-workers value and respect each other	63.0%	68.0%	71.2%

**2016-17 EID Key Actions to Support Inclusion**

<b>Key Action: 2016-17</b>	<p>Establish and implement, using campus resources, an Inclusion Management/ Supervisor Training Series to help educate leaders about unconscious bias. The series will encourage managers/supervisors to honor other people’s opinions and promote constructive dialogue. Leadership drives inclusion; the process should start at the top.</p> <p>Target timeline for completion: June 30, 2017</p>
<b>Year-end Update (2016-17)</b>	To date, a formalized training series for management/supervisors on inclusion has not been established and/or implemented due to staffing changes/resource availability. While there is no formalized training at the present time, FP&M has taken various steps to maintain an inclusive and diverse team by educating managers/supervisors

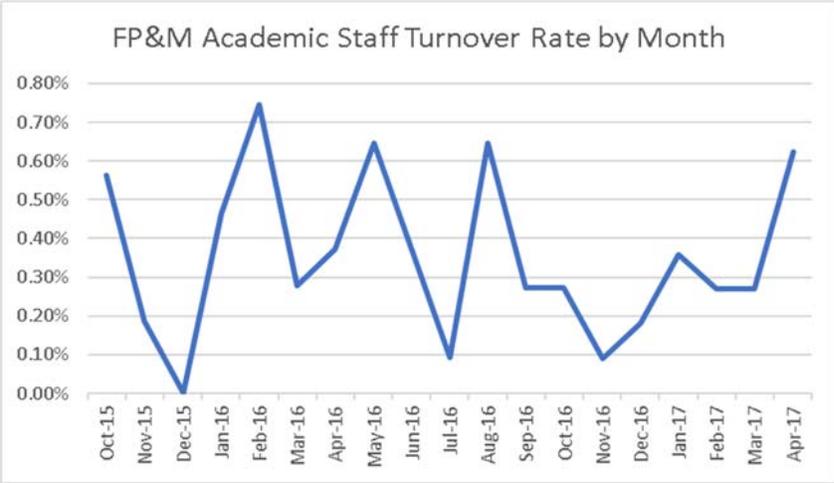
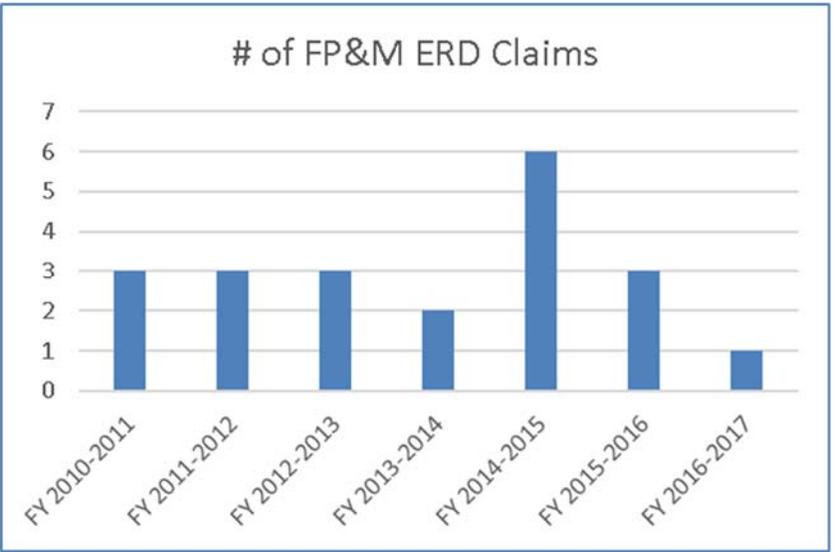
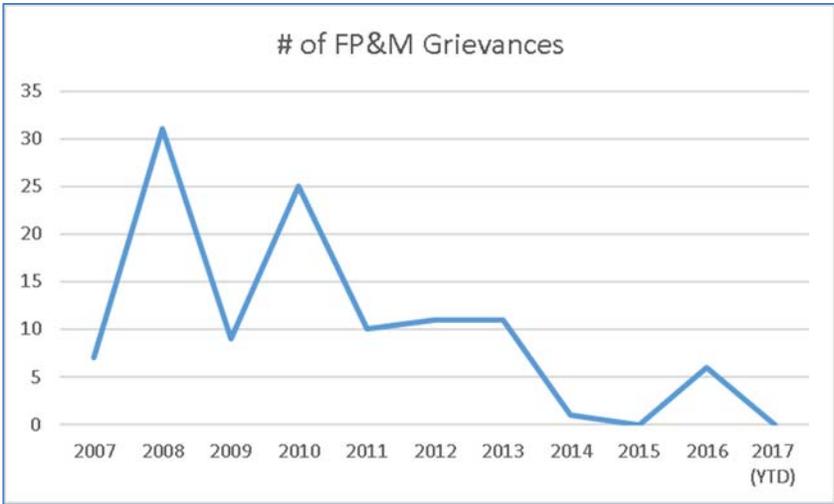
about unconscious bias, encouraging managers/supervisors to honor other people's opinions, by promoting constructive dialogue and establishing performance metrics.

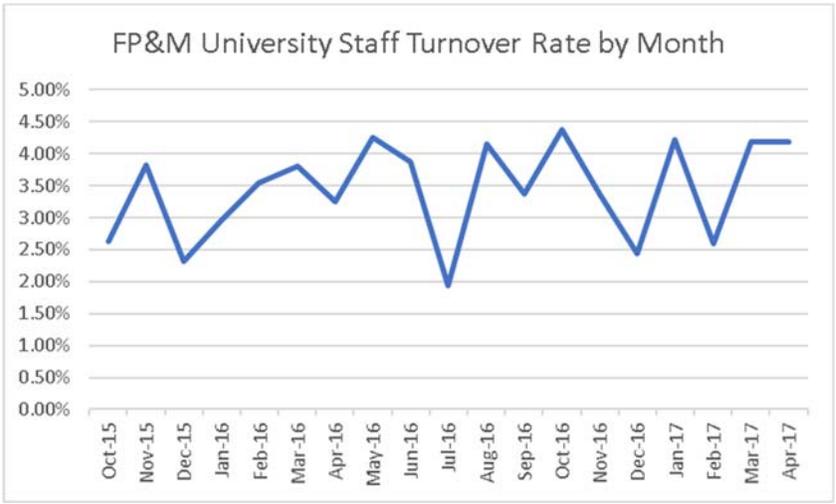
Examples of the steps FP&M has taken are as follows:

In the fall of 2016, FP&M Human Resources conducted Recruitment, Assessment and Selection training in support of Goal #1 of the FP&M FY17 Annual Plan and in support of one of FP&M's FY17 EID Plan's seven priorities, Diversity Recruitment and Retention. The training was a collaboration between the FP&M EID Work Team and the FP&M Human Resources Department. A portion of the training was dedicated to the topic of unconscious bias. Supervisors were required to watch the unconscious bias video created by the Office of Human Resources and discuss their reaction to the video/topic. FP&M Human Resources received a great deal of positive feedback from the training attendees. Specifically, attendees felt it was valuable for them to see unconscious bias through the video. It helped them to better understand how their own personal biases could come through in a recruitment situation, as well as other work related situations.

In the spring of 2017, FP&M Human Resources collaborated with the Office of Equity and Diversity to create a pilot ADA/FMLA Training Program for all FP&M Supervisors. The pilot session was conducted with all FP&M Custodial Supervisors. The purpose of this training was to review the ADA/FMLA processes. The need for the training resulted from feedback that FP&M Human Resources had received from both employees and supervisors around misunderstandings regarding medical leaves of absence and/or medical accommodation matters. To create a work environment that is more engaging and inclusive, FP&M Human Resources felt that training the supervisors would take any personal biases or need for information out of the conversation with their employees.

FP&M has established performance metrics to measure FP&M's performance in improving inclusion in the workplace. They are year-over-year reduction in employee grievances, year-over-year reduction in ERD (Equal Rights Division) reports and claims, year-over-year reduction in voluntary resignations, year-over-year increase in employee training hours, and year-over-year increase in EID Survey employee satisfaction results. FP&M Human Resources is tracking all with the exception of year-over-year increase in employee training hours. FP&M HR is still developing the year-over-year training hour's metric tracking tool. In addition, it is important to note that FP&M's Turnover Rate Tracking Tool currently tracks all turnover. FP&M HR is currently developing a tracking tool for only voluntary turnover. FP&M's Office of the Associate Vice Chancellor is tracking year-over-year EID Survey employee satisfaction results. The following are representative of how FP&M is tracking year over year in three of the areas.





FP&M Human Resources will target FY18 to finalize and implement a formal training series that will help to educate managers/supervisors about unconscious bias, encourage managers/supervisors to honor other people’s opinions, and promote constructive dialogue as well as formalize metric tracking tools.

<p><b>Key Action: 2016-17</b></p>	<p>With a diverse population of employees that include such populations as Latino, Hmong, Chinese, Tibetan, and Nepalese, it is important for both management and employees to become culturally competent. FP&amp;M will develop a series around the different cultures, races, religions, and backgrounds represented by our colleagues. The series will share some of the customs and practices associated with various cultures, not limited to those listed above.</p> <p>Target timeline for completion: June 30, 2017</p>
<p><b>Year-end Update (2016-17)</b></p>	<p>FP&amp;M is still developing a series on cultural competencies and expects to move the program forward with hiring of a new Organizational Development &amp; Training Specialist.</p>
<p><b>Key Action: 2016-17</b></p>	<p>Identify space for each employee where they can safely secure their belongings during work, take a break, or post announcements. Target timeline for completion: June 30, 2017</p>
<p><b>Year-end Update (2016-17)</b></p>	<p>With FP&amp;M’s large population of custodians working in facilities across campus, amenities vary widely by building. Bulletin Boards are readily available to post announcements and employment information at some facilities and are simply not available or feasible in others. Employees generally use break rooms in buildings when they are present. We need to do more research on where employees can store belongings safely.</p>

## 2016-17 FP&M EID Plan Update Contributors

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