

Engagement, Inclusion and Diversity Plan

Facilities Planning and Management

March 1, 2013 – Draft

July 1, 2013 - Finalized

Plan Development

Draft FP&M EID Plan developed and submitted to VCFA – March 1, 2013

Comments received from VCFA – April 23, 2013

FPM EID Draft Communication plan developed – July 1, 2013

- This is intended to increase communication with employees throughout FP&M and will be used as a guide for the Communication Specialist who will work on upgrading the FP&M website and other communication vehicles.

FPM EID Workplan developed – July 8, 2013

- This is an action plan to begin to assign responsibilities for the key actions identified in the July 1, 2013 plan. This workplan will be reviewed and updated periodically by the FPM EID Team and the Leadership Team.

FPM EID Team Action Plan FY14 developed – July 11, 2013

- This is an action plan developed by the team to focus on three high priority goals/objectives. As these are completed, the team will select and focus on additional goals/objectives from the FPM EID Workplan.

All documents are stored in: P://FPM/EID/

Introduction

This is an initial draft of a plan to identify strategies to increase employee engagement and inclusion, and leverage diversity across Facilities Planning and Management.

Facilities Planning and Management created a cross-organizational Employee Engagement Team in early 2011. The Team initially met to discuss best practices within the organization and methods for improving engagement, and building trust, throughout the organization. The team also provided advice on distribution of the 2012 Employee Engagement, Inclusion and Diversity Survey.

In January 2013, membership on this team was expanded in order to create the FP&M Engagement, Inclusion and Diversity (EID) Team. Members represent all departments within FP&M, as well as a variety of employment categories. The team was charged with developing goals, key actions and metrics which were presented as recommendations to the FP&M Leadership Team, which also serves as the executive sponsors for this initiative.

Engagement, Inclusion and Diversity Team members:

Anne Bogan	Transportation Services - Administration
Steve Grever	Physical Plant – Carpenter Shop
Becky Guelig	Physical Plant – Custodial Services
John Hanson	Physical Plant – Electric Shop
Shoko Miyagi	Business & Staff Services - Training
Rebecca Moritz	Environment, Health and Safety - Biosafety
Dan Okoli, chair	Capital Planning and Development
Laura Peterson	Physical Plant – Grounds
Rob Shively	Space Management Office
Top Tantivivat	Campus Planning and Landscape Architecture

Ex Officio:

Bill Elvey	Associate Vice Chancellor
Dorothy Steele	FP&M Deputy/Director of BASS
Barb Bronte	FP&M Human Resources

FP&M Leadership Team

Bill Elvey	Associate Vice Chancellor
Gary Brown	Director, Campus Planning and Landscape Architecture
John Harrod	Director, Physical Plant
Patrick Kass	Director, Transportation Services
Dan Okoli	University Architect/Director, Capital Planning and Development
Doug Rose	Director, Space Management Office
Dorothy Steele	Director, Business and Staff Services
Paul Umbeck	Director, Environment, Health and Safety

Team Charter
FP&M Engagement, Inclusion & Diversity Team

Name (VCFA Unit) **Facilities Planning and Management** Date **January 16, 2013**

Team Focus:	Develop strategies to increase employee engagement and inclusion, and leverage diversity across Facilities Planning and Management.
Executive Sponsors:	Associate Vice Chancellor Bill Elvey and the FP&M Leadership Team
Team Leader:	Dan Okoli
Definitions: (VCFA Implementation & Resource Guide)	<p>Engagement is the feeling of being fully involved in and enthusiastic about work. Engaged employees have a heightened connection to their work, the organization, its mission, and their co-workers.</p> <p>Inclusion refers to a sense of belonging; feeling respected, valued, and seen for who you are and valued as a contributing member of the team, work group, or organization.</p> <p>Diversity is the range of human qualities that impact and influence how people are perceived and how they behave. These qualities include but are not limited to age, gender, race, ethnicity, color, physical and mental attributes, sexual orientation, marital status, geography, location, spirituality, education, and values and beliefs.</p>
Team Goals, Scope, Deliverables:	<p>Develop and recommend strategies in order to:</p> <ul style="list-style-type: none"> • Ensure employees understand the role of FP&M and the importance of their individual jobs in supporting the mission of FP&M and UW-Madison. • Improve connections and communication to create more informed decision-making across the organization and ensure resources are utilized effectively. • Strengthen relationships between management and staff to create a positive work climate. • Create an environment of respect and inclusiveness. Create and retain an inclusive and diverse 21st century workforce that fully recognizes and utilizes the talents, skills, and contributions of all employees.
Decision Authority:	Team will make recommendations to the FP&M Leadership Team who will be responsible for identifying the steps required for action planning and implementation.
Key Tasks/Actions and Timelines:	<ol style="list-style-type: none"> 1. Update the FP&M mission, vision and value statements to reflect the importance of engagement, inclusion and diversity. Identify strategies to communicate and gain understanding of the mission, vision and values across the organization. (February 2013) 2. Review and analyze FP&M wide baseline data (including the demographic breakdown) collected in the VCFA Engagement,

	<p>Inclusion and Diversity (EID) survey and the 2012 Heritage and Gender Analysis. Identify what is working well and opportunities for improvement. (February 2013)</p> <ol style="list-style-type: none"> 3. Identify key strategies for inclusion in the preliminary FP&M Engagement, Inclusion and Diversity Report due to the Vice Chancellor for Finance and Administration on March 1, 2013. (See template provided in the EID Implementation Resource Guide. The key strategies will be completed by February 15). This team will continue to play a crucial role in the further development of action plans required for implementation. 4. Develop a strategy for communicating team goals, activities, and progress to the organization on a regular basis (March 2013). 		
Communication Plan:	To be developed		
Team members:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Anne Bogan Steve Grever Becky Guelig John Hanson Shoko Miyagi Rebecca Moritz Dan Okoli Laura Peterson Rob Shively Top Tantivivat Ex Officio: Bill Elvey Dorothy Steele Barb Bronte Facilitation support will be provided by Dorothy Steele </td> <td style="width: 50%; vertical-align: top;"> Transportation Services - Administration Physical Plant – Carpenter Shop Physical Plant – Custodial Services Physical Plant – Electric Shop Business & Staff Services - Training Environment, Health and Safety - Biosafety Capital Planning and Development Physical Plant – Grounds Space Management Office Campus Planning and Landscape Architecture Associate Vice Chancellor FP&M Deputy/Director of BASS FP&M Human Resources </td> </tr> </table>	Anne Bogan Steve Grever Becky Guelig John Hanson Shoko Miyagi Rebecca Moritz Dan Okoli Laura Peterson Rob Shively Top Tantivivat Ex Officio: Bill Elvey Dorothy Steele Barb Bronte Facilitation support will be provided by Dorothy Steele	Transportation Services - Administration Physical Plant – Carpenter Shop Physical Plant – Custodial Services Physical Plant – Electric Shop Business & Staff Services - Training Environment, Health and Safety - Biosafety Capital Planning and Development Physical Plant – Grounds Space Management Office Campus Planning and Landscape Architecture Associate Vice Chancellor FP&M Deputy/Director of BASS FP&M Human Resources
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Sponsor's Signature and Date:	William Elvey Gary Brown Patrick Kass Dan Okoli Doug Rose Dorothy Steele Paul Umbeck		

Mission, Vision and Core Values of Facilities Planning and Management

Shortly after Facilities, Planning and Management (FP&M) was created in the early 1990's, mission, vision and guiding principle statements were drafted. This effort included staff from across the organization, with final refinement by the directors. Although they served the organization well at that time, these statements have not been regularly reviewed or updated since. The EID team was initially charged with updating the mission and vision statements and identifying core values that reflect the importance of engagement, inclusion and diversity to the overall success of the organization.

The team members researched academic and corporate mission and vision statements. Following their review, the team agreed that the FP&M statements need to be short, concise and impactful. The ideal is a statement that resonates with all staff, fits on the back of a business card, avoids jargon and contains concepts and words that are easily translated, and understood, by our diverse population of employees. Several members mentioned a statement developed by employees: *Physical Plant – working together, we are united* that is to the point and powerful.

The statements that follow are initial drafts that will be refined through discussions with the Leadership Team and staff across the organization.

The mission should accurately describe what FP&M does:

Providing excellence in facilities and services for our university community.

The vision describes who we want to be:

An inclusive and diverse team, working together to provide exceptional service for our university community.

The shared values that will guide how we behave toward customers, coworkers and stakeholders:

People-centered

Inclusive, engaged, diverse and customer-focused

Stewardship

Sustainable, effective and efficient use of resources

Integrity

Trust, respect, accountability

Innovation and discovery

Through continuous learning and improvement

Safety

Ensuring a safe and healthy campus environment

Background and History of the Facilities Planning and Management Organization

Facilities Planning and Management is a service organization, reporting to the Associate Vice Chancellor, Bill Elvey. The organization consists of seven core departments:

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

Maintenance functions have been performed for the University of Wisconsin since it was founded in 1848. The Department of Buildings and Grounds was developed as the need for these functions expanded to meet the growing needs of the University. In 1907, Albert Gallistel became the director of Buildings and Grounds. During his fifty year career with the University he oversaw the division and renaming of the Department into Physical Plant and Physical Plant Planning. In 1957, Physical Plant Planning became Planning and Construction which included capital budgeting, planning, design and remodeling services. The Office of Space Management was developed in 1965. In 1990, Physical Plant, Space Management, and Planning and Construction were collected under the umbrella organization of Facilities Planning and Management. Over the next five years, Transportation Services and the Safety Department (renamed Environment, Health and Safety in 2008) were spun off of Physical Plant as separate departments. The biennial budget of 1995 dissolved Planning and Construction, resulting in the creation of the Department of Major Projects (renamed Capital Planning and Development in 2008) and Planning and Landscape Architecture (renamed Campus Planning and Landscape Architecture in 2007). The budget, business, payroll and personnel functions from each separate department were consolidated into a new department, Business and Staff Services, in 1995.

Business and Staff Services

Business and Staff Services provides support services to all units of FP&M in the areas of budget and financial reporting, business operations and purchasing, human resources and training.

Campus Planning and Landscape Architecture

Campus Planning and Landscape Architecture works with faculty, staff, students and the surrounding urban community on physical planning issues, including implementation of the Campus Master Plan. Staff assist with the capital budgeting and infrastructure planning processes, assist with facility related ADA issues, design and manage landscape architecture projects, and serve as a liaison with municipal governments and adjacent neighborhoods.

Capital Planning and Development

The Department is responsible for identifying and developing capital programs and related policies and procedures to address the University's strategic, long-range physical planning needs. Staff oversee development of the biennial capital budget and serve as university representatives and project managers for the design of new facilities, additions, utility improvements and large scale remodeling projects.

Environment, Health and Safety

EHS professionals provide guidance, technical consultation and expertise to the campus community in the areas of biological, chemical, radiation, fire, environmental and occupational safety.

Physical Plant

Physical Plant is responsible for the maintenance of campus buildings, vehicles, grounds and utilities. Design resources, construction trades and specialized facilities services are available for departmental requests and remodeling projects.

Space Management Office

The Space Management Office collects, maintains and analyzes information about University space use. The office coordinates the allocation and reassignment of existing space and participates in the planning for modified or new space. This includes providing appropriate office, laboratory or support space for research and instruction, as well as classroom environments for effective teaching and learning, and support services for use of multimedia classrooms. The office also provides support for leasing space, manages campus real estate transactions, and assists with space relocation for major remodeling projects.

Transportation Services

The Transportation Services Department is responsible for providing innovative transportation solutions that serve & support the University. The Department's objective is to sustain and strengthen our cutting edge transportation programs.

FP&M Heritage and Gender Data

Charts included in the appendix (pp. 18-19) summarize demographic information for FP&M. Overall data from the Vice Chancellor for Finance and Administration (VCFA) is also included for purposes of comparison.

The team used the FP&M Heritage and Gender Data as baseline data prior to identifying goals and key actions related to increasing representation and recruitment. The team members expressed disappointment that there has been little improvement in diversity since the first FP&M Equity and Diversity Team began studying this issue over a decade ago. However, members are optimistic that progress will be made because of the support of the FP&M Leadership Team, the unqualified support of the FP&M Associate Vice Chancellor (AVC), and the importance this issue has been given by the Office of the Vice Chancellor for Finance and Administration.

In general, the team agreed that increasing the number of persons of color, and attaining gender diversity are the primary goals. Specifically, actions should be taken to increase diversity across job classifications. The most diverse section of the organization is the non-exempt category. Although the data is not available at the unit level, the assumption is that most of this diversity exists in custodial positions, which are among the lowest paying positions in the organization. Steps should be identified to continue to support the diverse population within this unit, while also taking actions designed to provide for upward mobility throughout the organization.

The team identified the data needed to conduct a more thorough analysis of the demographics of the organization:

- Detailed demographic data by department and work unit;
- Data pertaining to age; and,
- Demographic information for the employment pool (City of Madison, Department of Public Instruction (DPI) data).

Engagement, Inclusion and Diversity (EID) Plan

This plan is offered as a draft EID Plan for FP&M. The EID team held a total of four meetings to brainstorm key actions and measures to include in the plan for each of the focus areas: Increasing Representation and Diversity through Recruitment; Engagement; and Inclusion. There are a number of steps that are necessary to move this plan beyond this initial draft:

Key actions:

- Develop a communication plan, including consistent messages about the purpose of this initiative and the function of the EID Team. Identify clear channels for employees to learn about, and contribute to, the division's engagement, inclusion and diversity efforts.
- Develop a work plan for the EID Team to include:
 - Prioritization of key actions – with the Leadership Team;
 - Methods to collect best practices from within FP&M, from other campus departments or external sources that can be used to inform key actions;
 - Identify additional data needs;
 - Processes to engage staff across the organization in order to provide general information about the EID plan, deepen understanding of specific issues, and identify resources to advance key actions; and,
 - Implementation plans for prioritized action steps.
- Develop department-specific EID Plans to respond to EID survey data. FP&M directors will engage staff in their respective departments to create these individualized plans by July 2013.

In beginning the task of developing this EID plan, the team identified an overarching need for the leadership of FP&M to build trust with staff throughout the organization. The VCFA Implementation Resource Guide highlights the critical role leadership plays in creating an inclusive environment that supports engagement and leverages diversity (p.30). FP&M staff gave only a 52% favorable rating to Q5h: “overall I am satisfied with the managers/leaders above my supervisor.”

Key actions:

The Leadership Team should focus on building credibility and trust throughout FP&M:

- Develop clear policies and procedures across the organization;
- Communicate clearly and frequently, especially in times of change;
- Learn to listen;
- Commit to frequent, positive interaction with front-line employees;
- Model the values that are important to FP&M;
- Solicit and respond to feedback from staff (e.g. 360 performance review); and,
- Model customer service skills through interactions with employees (i.e. internal staff should be viewed as customers of management).

Increasing Representation and Recruitment

This part of the report is divided into four sections of actions which corresponds to the framework suggested by Adin Palau (p. 35 *Implementation Resource Guide*): General, External Recruitment, Foster Student Talent, and Develop Internal Talent.

Goal: Show a steady increase in the gender diversity and in the number of persons of color throughout the organization.

Current State: The data from 2012 Heritage and Gender Analysis shows that of the 936 employees, 23.7% were female; 28.4% were persons of color. While different departments or work units have taken specific actions to increase diversity through recruitment, there has not been a consistent and coordinated approach across the organization. Models exist within FP&M and UW-Madison that can be employed to support this goal.

Desired State: Facilities Planning and Management will increase diversity overall and across all categories and types of jobs.

General Actions (applicable across external, internal and student recruitments)

Key action: Develop statements that set expectations related to cultural competency/core values for all management positions, and similar statements for all staff. Incorporate statements into all position descriptions.

Key action: Be mindful of language to ensure positions descriptions, job announcements and general communications are inclusive and respectful (e.g. be more specific than ‘equal opportunity employer’).

Key action: Review recruitment instructions/exams/interview questions to ensure clarity and elimination of cultural references that could limit diversity.

Key action: Evaluate types of positions and target advertisement to attract a diverse pool of candidates via specific publications, conferences, professional organizations and networks (e.g. Urban League, National Associate of Women Engineers, etc.). Consider using social media (e.g. Facebook and Twitter), to reach a younger demographic.

Key action: Create Search and Screen Committees and Interview Panels that are diverse in gender, heritage, age, perspective, and include customer perspective when appropriate.

Key action: Require FP&M directors to report on recruitment plans/strategies/successes at Leadership Team meetings.

Expand External Recruitment Strategies

Key action: Develop ongoing relationships, networks and partnerships with other UW-Madison departments/groups and with local organizations that can serve as pipelines for FP&M positions.

Key action: Participate in UW-Madison Job Fairs. Create ‘marketing’ packets to inform applicants of mission, vision, core values and functions of FP&M.

Key action: Require training for supervisors, Search and Screen Committees and Interview Panels regarding:

- Bias Literacy (i.e. understanding bias/assumptions inherent in the screening and interviewing candidates); and,
- Interviewing – parameters (what is legally required, what flexibility exists), crafting behavioral interview questions, evaluating responses, etc.

Key action: Create a formal onboarding process across FP&M. Customize for different types/levels of positions to ensure the work unit is prepared to welcome each new employee. Identify roles and responsibilities for the supervisor, co-workers, and peers. Additional strategies include:

- Create FP&M and departmental ‘welcome packets’ including information about childcare, transportation options, mission, vision, core values, etc.;
- Create standardized employee handbooks and standard operating procedures across FP&M and within departments;
- Create a mentor/buddy system to support new employees. Include a buddy outside of work unit (for perspective and to encourage collaboration across unit lines);
- Identify training needs as part of plan; and,
- Prepare worksite for new employee (office, computer, phones, keys). Onboarding checklists used in other UW departments (OHR) may be a useful tool.

Key action: Establish and communicate performance expectations by:

- Training supervisors on the process of setting expectations, managing performance;
- Providing supervisors with guidance/training on relating job responsibilities to the FP&M mission, vision and core values.

Foster Student Talent

Key action: Participate in Job Fairs.

Key action: Partner with other educational institutions to advertise FP&M and attract students or recent graduates interested in exploring careers in facilities management (e.g. Madison College, Historically Black Colleges and Universities (HBCU), high schools, etc.).

Key action: Actively work with the Recruitment Initiative for Student Employees (RISE) to attract student employees.

Key action: Formalize the student internship program, connect with UW departments and expand across FP&M by:

- Extending internship opportunities to other UW-Madison departments to attract candidates outside FP&M’s area of technical expertise (e.g. consider attracting students in the social sciences interested in management).

Key action: Provide learning opportunities for student employees to develop skills in transitioning to permanent employment (within UW or to external employers) by:

- Resume writing (including identifying skills learned at FP&M transferable to other employers); and,
- Interviewing (piloted in January 2013 – Proactive Communication workshops for students).

Key action: The Student Leadership Initiative being advanced through the Office of the VCFA will provide additional guidance on supporting student employees.

Develop Internal Talent

Key action: Host a FP&M Job Fair for FP&M employees. Provide opportunities for employees to learn about other jobs (skills, education, training, certifications required, etc.) from their FP&M co-workers. Provide information on how to advance within a specific job type or through other paths.

Key action: Provide training opportunities for FP&M employees such as:

- How to advance in FP&M, and at the University;
- How to prepare an application for state service (cover letters, tests);
- How to prepare a resume;
- How to interview; and,
- Basic skills – computer, life skills.

Key action: Set an expectation that supervisors will provide employees with opportunities to build skills that will allow them to promote within FP&M or compete for positions external to the organization.

Key action: Create a model for advancement/career development. The model should:

- Create opportunities for advancement;
- Identify clear paths of progression for different positions;
- Identify cross-training opportunities to support career growth; and,
- Provide guidance for supervisors on coaching employees to prepare for advancement (including acceptance of employees promoting out of FP&M).

Key action: Make the recruitment process transparent for supervisors and employees by:

- Creating uniform checklists to ensure consistency across the organization; and,
- Posting checklists to inform applicants/candidates of the process steps.

Key action: Provide a mechanism to inform FP&M staff of current vacancies (e.g. website and paper announcements, etc.).

Key action: Provide feedback/mentoring to internal candidates who are not selected so they understand what to improve or consider doing differently in the future.

Key action: Provide opportunities for employees to enroll in courses at UW-Madison through cost-sharing and tuition reimbursement.

Increasing Engagement

In reviewing the driver analysis for FP&M as a whole, the questions of high importance that received the lowest ratings were:

- Q3d: I have sufficient opportunities (such as challenging work assignments or projects) to earn a high performance rating
 - Importance 14% Favorable rating 56%
- Q3e: Recognition is based on performance in my work unit
 - Importance 10% Favorable rating 40%
- Q5h: Overall satisfaction with managers/leaders above supervisor
 - Importance 10% Favorable rating 52%

These same questions, when compared with the demographic data, receive the following rating:

- Q3d: I have sufficient opportunities (such as challenging work assignments or projects) to earn a high performance rating
 - Age less than 35 Favorable rating 52%
 - Age 35 to 49 Favorable rating 61%
 - Age 50 to 55 Favorable rating 57%
 - Age 56+ Favorable rating 52%
 - Male Favorable rating 57%
 - Female Favorable rating 52%
 - White Favorable rating 55%
 - Asian Favorable rating 77%
 - Black Favorable rating 36%
 - Hispanic Favorable rating 73%
 - Non-specified Favorable rating 50%
 - Employment Categories: Student hourly were the lowest favorable rating at 38%, classified permanent next at 55%, and the other categories ranged from 58% (LTE) to 89% (Limited)
- Q3e: Recognition is based on performance in my work unit
 - Age less than 35 Favorable rating 38%
 - Age 35 to 49 Favorable rating 41%
 - Age 50 to 55 Favorable rating 38%
 - Age 56+ Favorable rating 42%
 - Male Favorable rating 40%
 - Female Favorable rating 41%
 - White Favorable rating 38%
 - Asian Favorable rating 69%
 - Black Favorable rating 21%
 - Hispanic Favorable rating 73%
 - Non-specified Favorable rating 42%
 - Employment Categories: Academic staff were the lowest favorable rating at 25%, classified project next at 33%, and the other categories ranged from 38% (student) to 63% (LTE)

Additional analysis of this data is required. The team noted that only 11 Hispanic employees participated in the survey and only 26 Asians participated. The 2012 Heritage Report does not provide a breakdown by race/ethnicity; however, these numbers appear to be low. The team also discussed the importance of culture in responses, noting that Asian employees may be more likely to answer questions favorably, even if they are not satisfied with working conditions. A number of members of the team also expressed

concern about the timing of the survey at the same time HR Design was being discussed. Team members felt employees conflated the two initiatives.

Goal: Increase participation in the EID survey, with a specific goal of increasing participation among the various heritage groups.

Goal: Increase the EID survey ratings of engagement on a long-term trend basis.

Key action: Create a communication plan prior to releasing the survey in 2014 to inform all employees of the survey's purpose. Provide information on how to complete the survey well in advance of distribution of the survey. Allow staff to complete the survey during work time. Administer the survey to work units in groups.

Key action: Create a consistent performance evaluation system across FP&M. Additional suggestions include:

- While the system needs to have standard components, expectations and measures, the actual performance evaluations should be customized with specific goals identified for each individual employee;
- Identify methods for career development, including instruction on creating personal improvement plans; and,
- Perform 360 degree evaluations.

Key action: Create a program to acknowledge contributions and recognize employees by:

- Soliciting ideas from employees about types of recognition that are well received; and,
- Setting expectation for leaders to routinely model ways to acknowledge/recognize employees.

Key action: Establish core competencies and expectations for all supervisors in performance management. Include appropriate language in position descriptions and in performance evaluations. Provide the training necessary for supervisors to meet/exceed expectations. Core competencies to include:

- The ability to connect with and engage employees;
- Providing timely and ongoing feedback;
- Providing positive feedback as well as constructive criticism;
- Establishing a mentor/mentee relationship between supervisors and employees; and,
- Listening skills.

Key action: Build unity and community through special events and celebrations (e.g. Mallards' Games, Olin House reception for FP&M employees and families). Create a healthy, fun, competitive environment (e.g. kickball tournament for 2nd shift custodians).

Key action: Create a communication campaign to keep employees informed. Determine content, process, responsible parties to keep information current. Provide consistent information across the organization such as:

- Tailoring information to communicate how specific jobs/roles support the UW-Madison mission;
- Brownbag gatherings to inform employees of current FP&M and/or UW-Madison initiatives;

- Create an FP&M newsletter to provide unbiased information across the organization (suggested hiring a student intern for production of the newsletter);
- Enhance the FP&M website to inform employees of policies and procedures in an easily accessible manner;
- Use social media (e.g. Facebook and Twitter accounts) to share organizational information with employees; and,
- Place bulletin boards in all employee break rooms for FP&M specific information. This will help ensure consistent communication across the organization.

Key action: Provide equal opportunities and access to information by:

- Providing computer access for employees who do not work in offices (e.g. providing computer kiosks and computer literacy training); and,
- Allow all employees to attend the Benefits Fair, including 2nd and 3rd shift workers.

Key action: Ensure employees have the tools and equipment in proper working order, and adequate supplies to be successful in their jobs.

Key action: Provide training/resources for employees to increase trust with management. Examples include:

- Training on the purpose of performance evaluations and how they are conducted;
- Learning to receive feedback, how to solicit feedback;
- Training to communicate how to access resources available to help employees resolve problems (e.g. FP&M Human Resources, Employee Assistance Office, the Ombuds Office, etc.). The intent is to eliminate the fear of asking for help; and,
- Training on how to learn about, and apply for, promotion and advancement opportunities.

Key action: Create/identify physical space that supports engagement (e.g. break rooms for social interaction, recreational facilities to aid in wellness initiatives, etc.).

Increasing Inclusion

In reviewing the driver analysis for FP&M as a whole, responses to the high importance questions related to inclusion all obtained high ratings. However, closer examination of the demographic data indicates this does not hold true for all heritage groups.

- Q5e I receive support and encouragement from my supervisor
 - Overall favorable rating of 68%
 - Age less than 35 Favorable rating 74%
 - Age 35 to 49 Favorable rating 66%
 - Age 50 to 55 Favorable rating 66%
 - Age 56+ Favorable rating 67%
 - Male Favorable rating 69%
 - Female Favorable rating 64%
 - White Favorable rating 67%
 - Asian Favorable rating 73%
 - Black Favorable rating 57%
 - Hispanic Favorable rating 73%
 - Non-specified Favorable rating 75%
 - Employment Categories: Limited employees rated this the lowest at 56%. Academic staff had a 58% favorable rating, students were 71% favorable and other categories were in the range of 65% to 88%.

- Q4d: I would recommend my work unit as a good place to work
 - Overall favorable rating of 70%
 - Age less than 35 Favorable rating 72%
 - Age 35 to 49 Favorable rating 67%
 - Age 50 to 55 Favorable rating 65%
 - Age 56+ Favorable rating 74%
 - Male Favorable rating 70%
 - Female Favorable rating 67%
 - White Favorable rating 68%
 - Asian Favorable rating 77%
 - Black Favorable rating 64%
 - Hispanic Favorable rating 82%
 - Non-specified Favorable rating 81%
 - Employment Categories: Classified permanent were the lowest favorable rating at 66%, other categories were in the 75% to 90% range.

Q1e: Work unit is comfortable

- Overall favorable rating is 76%
- Age less than 35 Favorable rating 78%
- Age 35 to 49 Favorable rating 72%
- Age 50 to 55 Favorable rating 69%
- Age 56+ Favorable rating 82%
- Male Favorable rating 76%
- Female Favorable rating 76%
- White Favorable rating 75%
- Asian Favorable rating 85%
- Black Favorable rating 64%
- Hispanic Favorable rating 64%
- Non-specified Favorable rating 89%
- Employment Categories: Classified permanent were the lowest favorable rating at 72%, remainder ranged from 81 to 93%

• 2b: Co-workers value and respect each other.

- Overall rating of 63%
- Age less than 35 Favorable rating 72%
- Age 35 to 49 Favorable rating 63%
- Age 50 to 55 Favorable rating 59%
- Age 56+ Favorable rating 63%
- Male Favorable rating 62%
- Female Favorable rating 66%
- White Favorable rating 61%
- Asian Favorable rating 77%
- Black Favorable rating 64%
- Hispanic Favorable rating 73%
- Non-specified Favorable rating 78%
- Employment Categories: Classified permanent favorable rating at 59%, remainder range from 75% to 83% favorable.

• Q6b: Overall satisfied with work unit

- Overall rating of 71%
- Age less than 35 Favorable rating 78%
- Age 35 to 49 Favorable rating 75%
- Age 50 to 55 Favorable rating 72%
- Age 56+ Favorable rating 73%
- Male Favorable rating 75%
- Female Favorable rating 71%
- White Favorable rating 72%
- Asian Favorable rating 88%
- Black Favorable rating 57%
- Hispanic Favorable rating 91%
- Non-specified Favorable rating 83%
- Employment Categories: Classified permanent and LTE positions had a 71% favorable rating. Others ranged from 81% to 95%.

Goal: Create a welcoming and inclusive work environment that allows all staff to contribute fully and be successful at their jobs.

In general, the team noted that many of the actions identified under recruitment and engagement will also improve the sense of inclusion.

Key action: Be mindful of language used both in formal communication and in informal discussion by:

- Encouraging participation in the Plain Language class taught by Cultural Linguistic Services (Custodial Services supervisors participated in this class in 2013).

Key action: Encourage transparency in communication. Managers and supervisors should be encouraged to pass on information to the best of their ability, with the information available at the time.

Key action: Translate FP&M values into appropriate behavior. Examples include:

- Providing training, coaching and mentoring on what behavior is appropriate and required to achieve an inclusive work environment;
- Communicating that all employees will be accountable for appropriate behavior (i.e. management will not tolerate discrimination, etc.); and,
- Promoting cultural understanding by communicating what it means to behave respectfully in FP&M.

Key action: Help employees find/use their voice. Provide training, coaching, mentoring to assist employees in respectfully communicating needs, and stopping objectionable behavior (e.g. Proactive Communication workshops are currently taught in-house; Mediation training taught thru OHRD).

Key action: Identify a means of reporting issues/barriers to respectful communication to person(s) who will take action to eliminate problems.

Key action: Make discussion of inclusion part of regular departmental meetings and of Leadership Team meetings. Engage in conversation to learn other perspectives and to avoid assumptions that lead one to misinterpret behavior.

Key action: Create a FP&M recognition program/system to reward employees who promote inclusion, engagement and diversity efforts in the workplace.

Key action: Create a 'welcoming' committee of employees trained to help new staff quickly become acclimated to the FP&M organization.

Key action: Assist supervisors in addressing long-standing issues that discourage inclusiveness (e.g. eliminate work unit exclusive 'cliques').

APPENDIX

		VCFA	FPM
All Staff	Total	2359	936
	Minority	483	266
	% of Minority	20.5%	28.4%
	White	1838	657
	Unknown	38	13
Executive Managerial	Total	106	22
	Minority	9	1
	% of Minority	8.5%	4.5%
	White	94	21
	Unknown	3	
Non Exempt	Total	1131	558
	Minority	369	242
	% of Minority	32.6%	43.4%
	White	740	307
	Unknown	22	9
Professional	Total	665	102
	Minority	76	9
	% of Minority	11.4%	8.8%
	White	580	90
	Unknown	9	3
Supervisory	Total	209	73
	Minority	15	5
	% of Minority	7.2%	6.8%
	White	191	67
	Unknown	3	1
Supervisory Professional	Total	55	6
	Minority	5	
	% of Minority	9.1%	0.0%
	White	49	6
	Unknown	1	
Trades	Total	193	175
	Minority	9	9
	% of Minority	4.7%	5.1%
	White	184	166
	Unknown	0	

		VCFA	FPM
All Staff	Total	2359	936
	Female	906	222
	% of Female	38.4%	23.7%
	Male	1453	714
	Unknown		
Executive Managerial	Total	106	22
	Female	33	2
	% of Female	31.1%	9.1%
	Male	73	20
	Unknown		
Non Exempt	Total	1131	558
	Female	415	159
	% of Female	54.1%	28.5%
	Male	716	399
	Unknown		
Professional	Total	665	102
	Female	360	39
	% of Female	54.1%	38.2%
	Male	305	63
	Unknown		
Supervisory	Total	209	73
	Female	62	13
	% of Female	29.7%	17.8%
	Male	147	60
	Unknown		
Supervisory Professional	Total	55	6
	Female	28	2
	% of Female	50.9%	33.3%
	Male	27	4
	Unknown		
Trades	Total	193	175
	Female	8	7
	% of Female	4.1%	4.0%
	Male	185	168
	Unknown		