

Engagement, Inclusion and Diversity Plan

2015-2016 Update

September 2015

 Facilities Planning & Management

Our Vision

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



Introduction and Background

The UW-Madison Division of Facilities Planning & Management (FP&M) is pleased to present its 2015-16 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 EID Plan Update. Since last December, FP&M has continued to make good progress on its EID efforts, which are currently organized under seven themes: Diversity Recruitment and Retention; Employee Onboarding; Performance Reviews; Manager and Supervisor Training; Develop Internal Talent; Recognition; and, Communication.

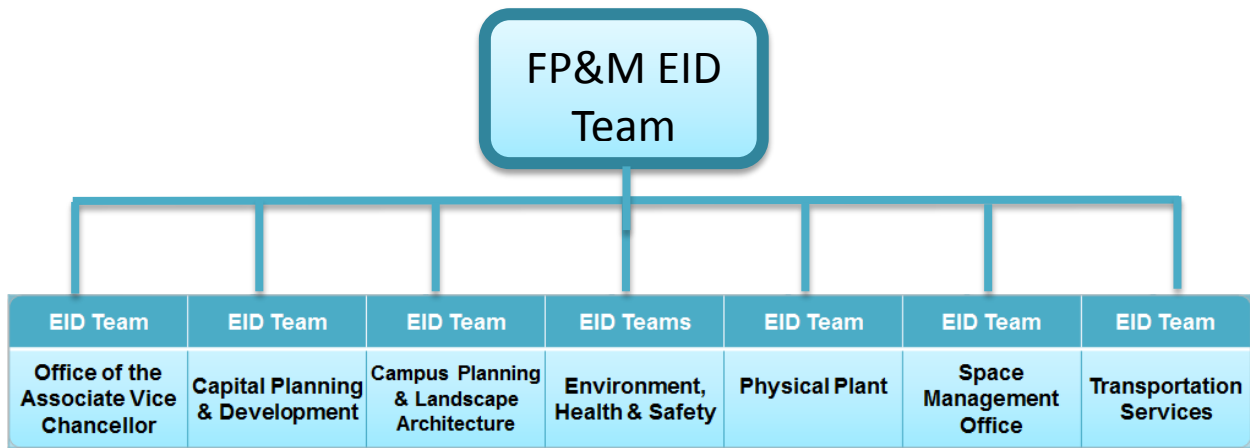
As noted in the December 2014 EID Plan Update, when FP&M embarked on its formal EID journey in 2012, it was the first time the division had created a comprehensive, organization-wide initiative to advance the principles of engagement, inclusion, and diversity in a unified, cohesive manner. While not 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 1,200 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. Key to success has been the involvement of many individuals from all parts of the division. In 2013, a cross-functional, division-wide EID team was formed 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 an early, tangible product and 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 fostered employee involvement by expanding the number of FP&M staff directly tied to the EID initiative. For some departments, particularly smaller ones, the addition of departmental teams was relatively easy. For larger teams, especially the Physical Plant department, the evolution took more time due to the larger number of functional units and employees. As of fall 2015, there are now twelve separate FP&M departmental EID teams with more than 50 employees directly involved in leading the EID effort, including six teams within the Physical Plant. And 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, a good amount of progress has been made toward making FP&M a more inclusive, engaged, and diverse organization. Many of these accomplishments are identified in the 2014 EID Plan Update, which is posted on FP&M’s website at http://facilities.fpm.wisc.edu/documents/FPM_EID_Plan_2014_Final.pdf. Still, despite the good work completed to date, there is still plenty of work to be done.

The 2015-16 EID Plan Update documents the accomplishments and progress made on the 2014 EID Plan Update Key Actions and identifies FP&M’s 2015-16 Key Actions to continue this work. Much of the progress made since the December 2014 Plan can be attributed to the use of a cross-functional work team model, which was utilized for both the Employee Onboarding and Performance Review projects. The work team model works well for FP&M, in large part, because bringing together a diverse group of employees from across the division helps ensure practical solutions that gain employee buy-in. Given the success so far, FP&M plans to continue the use of project teams to advance its 2015-16 Key Actions.

As part of FP&M’s 2015-16 EID Plan Update, two specific engagement and inclusion issue/opportunities have been identified for improvement intervention during 2015-16. They are:

- Improving opportunities for FP&M frontline staff to be prepared for promotional opportunities by host an FP&M job/ resource fair for FP&M custodians and other frontline staff. *(FP&M EID Priority: Developing Internal Talent)*
- Providing equal opportunities and access to information by implementing a computer access program and corresponding policy for FP&M employees who do not currently have such access. *(FP&M EID Priority: Communication)*

More information about both initiatives can be found in the body of this report.

Finally, it should be noted that the December 2014 EID Plan Update contains other materials not included here, including the original EID Team Charter, FY15 Gender & Heritage Date, and other background materials. All of this remains available at http://facilities.fpm.wisc.edu/documents/FPM_EID_Plan_2014_Final.pdf, but was not included here to focus on the 2015-16 plan components.

FP&M EID Plan: 2014-15 Status Report & 2015-16 Key Actions

FP&M's current EID efforts are organized under seven major priorities: Diversity Recruitment and Retention; Employee Onboarding; Performance Reviews; Manager and Supervisor Training; Develop Internal Talent; Recognition; and, Communication. These priorities were identified by the FP&M EID team in December 2014 based on the results of the 2014 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 2015-16, the seven major priorities remain unchanged. However, key actions have been updated to reflect the areas of focus for the coming year.

1. Diversity Recruitment and Retention

In its 2013 EID Plan, FP&M recognized that diversity and inclusion initiatives help to create an environment where individuals from different backgrounds, orientations, and points of view are treated fairly and given equal access to opportunities and resources. The plan further acknowledged that by increasing representation at all levels, FP&M would be better placed to leverage a broader range of mindsets and backgrounds for more creative problem-solving and decision-making. Other benefits will include increased employee and customer satisfaction, higher productivity, and higher retention. The stated goal identified in the first report remains, which is to show a steady increase, from year-to-year, in gender diversity, and in the number of persons of color throughout the organization.

The 2013 plan identified Key Actions to support these efforts, many of which have been fully or partially implemented including:

- Being mindful of language to ensure position descriptions, job announcements and general communications are inclusive and respectful (e.g. be more specific than 'equal opportunity employer');
- Developing 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;
- Reviewing recruitment instructions/exams/interview questions to ensure clarity and elimination of cultural references that could limit diversity;
- Creating Search and Screen Committees and interview panels that are diverse in gender, heritage, age, perspective, and include customer representation when appropriate;
- Evaluating 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.).
- Requiring 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.
- Requiring FP&M directors to report on diversity recruitment plans/efforts/strategies/successes at Leadership Team meetings.

Heritage and Gender Analysis for 2012 and 2014:		2012	2014
Total	Total number of employees in survey population	936	1097
Gender	Total percentage of women in FP&M	23.7%	25.8%
Ethnicity	Total percentage of persons of color in FP&M	28.4%	27.3%

Updates on 2014-15 EID Key Actions

Key Action: Consider using social media (e.g. Facebook and Twitter), to reach a younger demographic.
Update STATUS: SOCIAL MEDIA HAS BEEN USED FOR TARGETED RECRUITMENTS, BUT IS NOT YET USED IN A CONSISTENT MANNER.

Key Action: Partner with the Office of Human Resources, the Urban League and other local agencies to develop apprenticeship programs within Environment, Health and Safety and the Physical Plant. The Physical Plant program, in particular, will provide opportunities for existing employees to increase their skills by learning a skilled trade or supervisory skills, which will in turn lead to increased diversity at the manager/supervisor level.
Update STATUS: ON HOLD DUE TO HR DIRECTOR VACANCY SINCE NOVEMBER 2014.

Key Action: Develop a written set of recruitment guidelines for FP&M hiring managers outlining expected best hiring practices related to diversity recruiting and track individual recruitments to ensure guidelines are being consistently followed.
Update STATUS: AN FP&M CROSS-FUNCTIONAL WORK TEAM IS CURRENTLY BEING FORMED TO RECOMMEND RECRUITMENT GUIDELINES THAT SUPPORT FP&M'S EID PRIORITIES. THE DEADLINE FOR THE TEAM TO COMPLETE ITS WORK AND SUBMIT RECOMMENDATIONS TO THE FP&M LEADERSHIP AND EID TEAMS IS NOVEMBER 30, 2015.

2015-16 EID Key Actions to Support Diversity Recruitment and Retention

Key Action: By January 1, 2016, approve and implement recruitment guidelines for FP&M hiring managers outlining required practices to ensure all hires use best practices that support EID diversity recruiting. Task FP&M Human Resources with tracking recruitment activity and prepare reports for FP&M leadership to ensure guidelines are being consistently followed.
2015-16

Key Action: Incorporate division demographic reporting, including analysis of applicant pools to assess diversity, into FP&M's existing quarterly operational performance metrics exercise to ensure that division demographic information is reviewed and analyzed by FP&M leadership and EID teams on an ongoing basis. Reports will be prepared by FP&M HR staff starting with FY15 Q2.
2015-16

Key Action: Partner with the Office of Human Resources, the Urban League and other local agencies as appropriate to develop pilot, and if successful, on-going apprenticeship or other training programs for current and prospective FP&M employees. The FP&M Physical Plant, in particular, can provide opportunities for existing employees to increase their skills by learning a skilled trade or supervisory skills, which could lead to increased diversity at the
2015-16

manager/supervisor level. Note: This program will take a significant commitment of time and resources to launch so may need to be implemented over the course of several years. The goal for FY16 is to develop a proposed program structure, including identification of the resources required to implement.

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.

2. Employee Onboarding

The 2013 FP&M EID plan identified the need to create an integrated process to increase inclusion and employee engagement from the onset of employment and shorten the time from hire to full productivity. While some departmental activity has occurred, a division-wide initiative was put on hold pending the outcome of the new campus Onboarding policy. In the interim, the FP&M New Employee Handbook was updated, which had not been revised in over 10 years. This action laid the groundwork for a formal onboarding program and, now that the campus policy is approved, it is time to act. In any given year, FP&M has approximately 257 original new hires, 30 promotions/transfers and four reinstatements. Given this large number of new employees, a standard, division-wide onboarding program is needed. The program should be customized for different types and levels of positions, but it is essential that all FP&M operations have an onboarding program to ensure work units are prepared to welcome each new employee.

Monitor favorable scores on the following survey questions:		2012	2014
Q3a	“I have the resources to do my job well.”	74%	70%
Q3b	“I know what is expected of me on the job.”	83%	88%
Q2a	“I receive support and encouragement from others in my work unit.”	72%	71%
Q4a	“My work unit is successful at accomplishing its mission.”	77%	75%
Q4b	“My work unit produces high-quality products and services.”	75%	75%

Update on 2014-15 EID Key Actions

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. Specific steps that will be followed to accomplish this include:

Update

- Form a project called FP&M Onboarding Design; Model after HR Design;
- FP&M Onboarding Design will be a division-wide effort to develop a consistent, efficient and welcoming process that best serves the needs of hiring supervisors and new employees;
- 4 work teams to components of Onboarding: (1) Employee Safety, (2) Equipment & Tools (Office/Trades), (3) HR/Benefits, and (4) Transportation;

- As soon as 4 work teams develop each component, assemble 3 project support teams to prepare for implementation: (1) Communication/Marketing, (2) Metrics/Recordkeeping, and (3) Training/Change Management;
- Scope/Boundaries: (1) Hiring process improvement will be outside of this project. (2) Performance management process improvement will be outside of this project;
- Questions to Ask Ourselves (potential metrics): (1) Is everyone on board and on the same page? (2) Are we improving? ; and,
- By July 1, 2015, FP&M will have something (i.e. written documents in binders, a website, or a learning portal) to show OHR what constitutes an implementable program by divisional Onboarding Coordinator(s) and hiring managers.

STATUS: ALTHOUGH THE ORIGINAL PLAN CALLED FOR THE FORMATION OF FOUR WORK TEAMS, UPON CONSIDERATION, A SINGLE FP&M CROSS-FUNCTIONAL WORK TEAM WAS FORMED IN JANUARY 2015 TO DEVELOP PROGRAM RECOMMENDATIONS TO MEET CAMPUS REQUIREMENTS AND INCORPORATE ALL OF THE ELEMENTS LISTED ABOVE. DRAFT PROGRAM RECOMMENDATIONS WERE PRESENTED TO THE AVC AND DEPUTY AVC FOR REVIEW IN MAY. THE NEXT STEP IS TO APPOINT A STAFF ONBOARDING PROGRAM COORDINATOR WHO WILL BE RESPONSIBLE FOR PROGRAM IMPLEMENTATION AND DEVELOPMENT OF A TRAINING PROGRAM FOR SUPERVISORS.

**Key Action:
Update**

Ensure FP&M Onboarding Program includes the following components:

- FP&M/departmental ‘welcome packets’ that contain information about affinity groups, childcare, transportation options, mission, vision, core values, etc.;
- The new employee handbook and standard operating procedures across FP&M and within departments;
- Identification of training needs as part of plan; and,
- Worksite preparation and onboarding checklists for new employee (office, computer, phones, keys, etc.).

STATUS: COMPLETED. THE ONBOARDING WORK TEAM PRODUCED THE FP&M ONBOARDING “AT A GLANCE” TASK LIST AND THE FP&M ONBOARDING PROGRAM GUIDE. THESE PROGRAM COMPONENTS INCLUDE A WELCOME PACKET TEMPLATE, AN ACCOUNTABILITY CHECKLIST DOCUMENT, AND A SINGLE RESOURCE GUIDE FOR CUSTOMIZED STANDARDIZATION.

**Key Action:
Update**

Establish and communicate performance expectations by:

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

STATUS: ON HOLD DUE TO FP&M HR DIRECTOR VACANCY – THIS IMPACTS THE SELECTION OF AN ONBOARDING PROGRAM COORDINATOR AND IMPLEMENTATION OF THE ONBOARDING PROGRAM.

2015-16 EID Key Actions to Support Employee Onboarding

- Key Action:** Appoint an FP&M Onboarding Program Coordinator and form a sub-team to:
- 2015-16**
1. Develop program evaluation measures per recommendation document;
 2. Develop communication training plans per recommendation document; and
 3. Pilot the Onboarding program.
- Charge the FP&M Leadership Team and Onboarding Program Coordinator with appointing five Onboarding Contacts across FP&M per recommendation document;
 - Charge supervisors/managers with appointing appropriate Onboarding Peer Partners to support new employees per recommendation document;
 - Proactively provide transportation information to include common statement about transportation options in the PVL, interview questions, and at the time of job offer. Work with the recruitment work team to disseminate information to new employees; and,
 - Target completion date: June 30, 2016.

3. Performance Reviews

The 2013 EID Plan identified the importance of having a robust employee performance appraisal system. The first step toward this goal was to put a process in place to ensure that all 1,100+ FP&M employees were in fact receiving an annual review and that their supervisor had received some basic training on how to conduct evaluations. This process was successfully initiated and for both FY13 and FY14, all FP&M permanent employees received an annual performance appraisal and the 2014 survey data seems to indicate that this is making a positive difference. Still, there is more work to do to ensure consistency of quality across the division. With HR Design, UW-Madison will be moving towards a performance-based merit system making quality, consistent performance reviews essential to making this system work and be fair across the board. Currently, there is no single, standard evaluation format for the division, which contributes to inconsistent quality levels and makes supervisor training challenging. Due to the diversity of positions and duties inside of FP&M, multiple standard review formats may be necessary to ensure each employee receives a thorough and effective performance review that is useful to the employee as well as the supervisor and upper management. Once this is done, an improved supervisor training program for evaluations will be needed. In addition, evaluation forms for supervisors and managers need to be updated to include understanding and knowledge of the core EID competencies

Monitor favorable scores on the following survey questions:		2012	2014
Q3a	“I have the resources to do my job well.”	74%	70% (-4%)
Q3b	“I know what is expected of me on the job.”	83%	88% (+5%)
Q3c	“My job makes good use of my skills and abilities.”	69%	72% (+3%)
Q3d	“I have sufficient opportunity to earn a high performance rating”	56%	61% (+5%)
Q3e	“Recognition is based upon work performance”	40%	45% (+5%)
Q3f	“I am satisfied with the recognition I receive for my work.”	48%	50% (+2%)

Q3h	“It is clear to me what I need to learn to be adequately prepared for promotional opportunities.”	50%	54% (+4%)
Q5b	“My supervisor provides me with useful feedback on my job performance”	66%	69% (+3%)

Updates on 2014-15 EID Key Actions

Key Action: Update Create a consistent performance evaluation system across FP&M to ensure all employees receive a useful performance evaluation that provides them with adequate and accurate feedback to improve their job performance. 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;
- Consider the use of different standard formats to accurately reflect the employee’s role in the division;
- Identify methods for career development, including instruction on creating personal improvement plans;
- Enhance performance reviews by including input from co-workers; and,
- Include employee input on supervisor and manager performance reviews.

STATUS: AN FP&M CROSS FUNCTIONAL TEAM WAS FORMED IN FEBRUARY 2015 TO DEVELOP RECOMMENDATIONS ON A PERFORMANCE MANAGEMENT PROCESS THAT WOULD MEET CAMPUS REQUIREMENTS AND INCORPORATE THE ELEMENTS LISTED ABOVE. A DRAFT PROGRAM MANAGEMENT PROCESS, INCLUDING EVALUATION FORMS FOR SUPERVISORY/MANAGEMENT/ACADEMIC STAFF AND NON-SUPERVISORY EMPLOYEES WERE DEVELOPED AND PRESENTED TO THE AVC AND DEPUTY AVC. A SMALL GROUPING OF DEPARTMENTS (GROUNDS, SMO, HR AND CP&D) PILOTED THE PROCESS IN MAY/JUNE OF 2015.

Key Action: Update 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 and require attendance. 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.

STATUS: CORE COMPETENCIES AND EXPECTATIONS FOR ALL SUPERVISORS WERE ADDRESSED AND STANDARDIZED WITH RESPECT TO EID. INITIAL TRAINING FOR SUPERVISORS IN THE PILOT GROUP WAS COMPLETED.

2015-16 EID Key Actions to Support Performance Reviews

Key Action: 2015-16 Follow up feedback sessions will be scheduled with the pilot departments, to refine the tools/process with input from new FP&M Human Resources director:

- Pilot program will continue through December 2015 to include mid-year feedback sessions;
- Provide training on new performance review program to all supervisors within the division by April 2016; and,
- Performance management tools will be rolled out to the entire division by April 2016.

Key Action: 2015-16 Develop ongoing performance management training for FP&M supervisors with input from new FP&M Human Resources director and Training supervisor.
Provide training for:

- Feedback;
- Mentoring; and,
- Listening skills needs.

4. Manager and Supervisor Trainings

As a result of the 2013 FP&M EID Plan managers/supervisors were required to participate in the mandatory EID sessions offered through the VCFA. Many Physical Plant and some other FP&M department supervisors also participated in the APPA Supervisor Toolkit; four-day training sponsored by APPA – “Leadership in Educational Facilities”, www.appa.org. Many employees attended these trainings after the 2014 VCFA EID survey, though, so it is unclear how far-reaching the impact of these trainings has been to date. In any case, overall satisfaction with supervisors is one area in which FP&M’s overall scores went down from 2012 to 2014. Other efforts that have been initiated include development of clear policies and procedures across the division, but there is still much work to be done to complete this project. Consequently, the 2014 FP&M EID Plan will continue to focus on actions that build credibility, trust, and growth within the division.

Monitor favorable scores on the following survey questions:		2012	2014
Q5h	“Overall I am satisfied with the managers/leaders above my supervisor.”	52%	42%
Q5c	“My supervisor is provided with the tools to be successful within the work unit”	61%	59%
Q5j	“Policies are applied fairly in my unit”	63%	56%
Summary – Overall Satisfaction with Supervisors		65%	61%

Updates on 2014-15 EID Key Actions

Key Action: Update The Leadership Team will continue to focus on building credibility and trust throughout FP&M:

- 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).

STATUS: TO BE COMPLETED. SEE 2015-16 EID KEY ACTIONS.

- Key Action: Update** 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.

STATUS: TO BE COMPLETED. FOLLOW RECOMMENDATIONS DEVELOPED BY FP&M PERFORMANCE MANAGEMENT WORK TEAM.

- Key Actions: Update** Continue with APPA Supervisor Toolkit and VCFA Engagement, Inclusion & Diversity Training for all FP&M managers & supervisors:
- Once trainings are completed, integrate EID competencies into the 2014-2015 performance evaluations for all supervisors & managers (from 2014 FP&M Annual Plan);
 - Expand APPA Supervisor Toolkit Training to include all FP&M supervisors & managers;
 - APPA - the gathering place for those of us engaged in the field of educational facilities management, and dedicated to the ongoing evolution of its professionals into influential leaders in education.
 - 70 PP supervisors have taken the APPA Supervisor Toolkit Course.
 - 25 Physical Plant supervisors remain.
 - Available to all FP&M supervisors and managers.
 - Training should include perceived misperceptions of others to eliminate bullying, fear, deception, mistrust from managers & supervisors – this should be consistent throughout FP&M;
 - Accountability will be measured on performance reviews – i.e. did they take the trainings; and,
 - Pursue mentoring and coaching programs/trainings.

STATUS: THERE ARE 126 FP&M SUPERVISORS AS OF 6/30/2015. BASED ON THAT RECORD, 76 SUPERVISORS HAVE GONE THROUGH APPA SUPERVISOR'S TOOLKIT TRAINING PROGRAM, WHICH MET 60% COMPLETION (65 FROM PHYSICAL PLANT, 10 FROM TRANSPORTATION SERVICES & 1 FROM AVC). 109 SUPERVISORS HAVE GONE THROUGH THE VCFA 'INCLUSION' TRAINING, WHICH MET 86% COMPLETION (109/126) AND 105 SUPERVISORS HAVE GONE THROUGH THE VCFA 'ENGAGEMENT' TRAINING, WHICH MET 83% COMPLETION (105/126). FOR THE VCFA 'DIVERSITY' TRAINING, FP&M ASKED 30 SUPERVISORS TO COMPLETE THIS REQUIREMENT AND WE MET 90% COMPLETION WITH 27 SUPERVISORS HAVING GONE THROUGH THE TRAINING.

2015-16 EID Key Actions to Support Manager & Supervisor Trainings

Key Action: Offer another APPA program, the Individual Effectiveness Skills training, which is based on Stephen Covey’s 7 Habits of Highly Effective People in addition to APPA Supervisor’s Toolkit. Charge the Leadership Team to support, actively encourage/nominate staff to attend, and participate in the pre-training survey (360-style review) for participating individuals. Course tentatively scheduled to be offered in May 2016.

Key Action: Charge the new HR Director, an EID member, and the Training Officer to develop follow-up program(s) for APPA Supervisor’s Toolkit; anti-bullying; perceived misperception of others that result in fear and mistrust; supervisor mentoring and coaching; and, employment law refresher training. Target timeline for completion: December 2016.

Key Action: Follow recommendations developed by FP&M Performance Management work team. Address mentor/coaching model during the PM training.

Key Action: Research options for creating a more robust review process for employees to provide feedback to their supervisors, (for example 360 feedback).

5. Develop 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 drafted, and professional development plans have been incorporated into performance evaluations for many staff. The 2014 survey results would suggest that these actions are yielding positive results, but there is still a lot of room for improvement so this initiative carries forward as a priority for FY15.

Monitor favorable scores on the following survey questions:		2012	2014
Q5h	“I am given real opportunity to improve my skill in my work unit.”	50%	54% (+4%)
Q3i	“It is clear to me what I need to learn to be adequately prepared for promotional opportunities”	34%	39% (+5%)

Updates on 2014-15 EID Key Actions

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:
Update**

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, etc.

STATUS: DEFER BOTH KEY ACTIONS ABOVE TO 2015-2016.

FP&M JOB FAIR IDENTIFIED AS TOP ISSUE TO FOCUS ON IN 2016.

**Key Action:
Update**

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.

- Encourage committee involvement both within FP&M and on campus;
- Support involvement in professional organizations; and,
- Provide monetary support and work schedule flexibility as needed.

STATUS: IS BEING ADDRESSED IN BOTH THE PERFORMANCE MANAGEMENT WORK GROUP RECOMMENDATIONS AND THE MANAGER AND SUPERVISOR TRAINING PRIORITY IN THE 2014 EID UPDATE PLAN.

**Key Action:
Update**

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).

STATUS: DEFER TO 2015-2016.

**Key Action:
Update**

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

STATUS: ON HOLD DUE TO HR DEPARTMENT STAFFING VACANCIES. ITEM MOVED TO DIVERSITY, RECRUITMENT AND RETENTION PRIORITY.

**Key Action:
Update**

Promote FP&M's tuition reimbursement policy to ensure employees are aware of opportunities to enroll in career-related courses at UW-Madison and elsewhere through cost-sharing and tuition reimbursement.

STATUS: COMPLETE; FP&M HAS FINALIZED THE TUITION REIMBURSEMENT POLICY.

**Key Action:
Update**

Provide opportunities to all employees to stay current in their respective fields regardless of whether they are interested in promotions or advancement:

- Training opportunities should be equitably offered regardless of the 'group' that someone belongs to;
- Training funds should be used on those employees that exhibit a team spirit. Employees that receive the opportunity for select training should be considered not

only based on aptitude and interest, but on their history of sharing knowledge with other employees;

- Support and encourage the continuing education needed to keep required certification(s) current; and,
- Mandate appropriate safety skills and knowledge for all FP&M positions.

STATUS: PHYSICAL PLANT HAS DEVELOPED AND DELIVERED SAFETY TRAINING MODULES FOR ALL ITS EMPLOYEES. ACTIVITY SPECIFIC SAFETY TRAINING IS BEING DELIVERED AS REQUESTED BY SUPERVISORS. A MAJORITY OF THE CRAFT SUPERVISORS HAVE SUCCESSFULLY COMPLETED OSHA 30 COURSES AND CUSTODIAL SUPERVISORS HAVE SUCCESSFULLY COMPLETED THE OSHA 10 HOUR COURSE. BOTH OSHA COURSES ARE BEING OFFERED TO SUPERVISORS AND OTHER STAFF AS REQUIRED. THE THEME OF "IT'S SAFE TO TALK ABOUT MY SAFETY" WAS INTRODUCED IN FEBRUARY OF 2015 AND HAS BEEN PROMOTED THROUGHOUT THE PHYSICAL PLANT STAFF.

2015-16 EID Key Actions to Support Development of Internal Talent

Key Action: Create a model for advancement/career development for all FP&M staff.

2015-16

- 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).
- Target timeline for completion: June 2017.

Key Action: Host an FP&M Career Resource Fair for FP&M custodians and other front-line employees in the summer of 2016. 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.

2015-16

Provide resources for the following:

- Where to look for jobs?
- How to apply for jobs?
- Information about tuition reimbursement.
- Information about ESL classes available at the UW and MATC.
- Training opportunities available (including computer basics).
- Information about how to write a resume and access mentoring resources.

Develop a communication strategy to inform staff about the resource fair. Utilize multiple communication methods such as monthly employee newsletter, website, email, bulletin boards, and staff meetings.

- Measure attendance at the event: survey the attendees to find out what they know when entering vs. what they learned upon leaving.

Long-term goal is to increase diversity demographic at supervisor/managerial level.

Note: This item is FP&M's engagement issue/opportunity for FY16.

6. Recognition

The 2014 VCFA EID Survey reiterates that recognition is important to FP&M staff and needs to be improved division-wide. While scores have improved somewhat over 2012, the goal is to continue to increase the favorable response rating to at least 75% over time.

Monitor favorable scores on the following survey questions:		2012	2014
Q3e	“Recognition is based on performance in my work unit.” (favorable rating)	40%	45% (+5%)
Q3f	“I am satisfied with the recognition I receive for my work” (favorable rating)	48%	50% (+2%)

Updates to 2014-15 EID Key Actions

Key Action: Develop supervisory/manager competencies regarding performance appraisals and employee recognition:
Update

- Require all supervisors attend the trainings for the new performance management system;
- Establish core competencies and expectations for all supervisors in performance management;
- Include appropriate language in position descriptions and in performance evaluations; and,
- Provide training necessary for supervisors to meet/exceed expectations including training on employee engagement and recognition.

STATUS: A WORK TEAM WAS FORMED TO ADDRESS PERFORMANCE MANAGEMENT AND A NUMBER OF THESE POINTS ARE ADDRESSED IN THE PLAN. THE TRAINING SHOULD BE COVERED BY SUPERVISOR/MANAGER TRAINING.

Key Action: Establish a comprehensive program to acknowledge contributions and recognize employees:
Update

- Compile all current recognition programs across FP&M. Review recognition programs within other divisions and look for best practices;
- Employees should be recognized for both individual and group accomplishments;
- Should include a process for nominating FP&M staff for university-wide awards;
- The program should be reviewed regularly, at least once or twice a year, to ensure recognitions continue to fit the culture and remain relevant and important to employees;
- Establish necessary funding stream for recognition programs;
- Publicly share commendations and “thank you’ s” from campus, customers, and outside organizations;
 - Have a section on the FP&M website, include in the newsletter, and on bulletin boards.
- Continue the Length of Service Awards;
 - Review for improvements and consistency.
- Build unity and community through special events and celebrations:

- Continue the employee appreciation ice cream social for day and night shifts; and,
- Create other additional appropriate events as needed.

STATUS: FPM HAS RECOGNIZED EMPLOYEES IN A NUMBER OF WAYS INCLUDING:

- THE SECOND/THIRD SHIFT ICE CREAM SOCIAL;
- THE FPM LENGTH OF SERVICE AWARDS, WHICH INTRODUCED NEW PINS IN 2015; and
- THE FPM NEWSLETTER RECOGNIZES EMPLOYEES WHO HAVE RECEIVED AWARDS FOR THEIR WORK OR NOTES OF THANKS FROM CUSTOMERS, AND ALSO RECOGNIZES NEW AND RETIRING EMPLOYEES.

2015-16 EID Key Actions to Support Employee Recognition

Key Action: Charter a work team in 2016 to create a program to acknowledge contributions and recognize employees:
2015-16

- The program should include ways to measure and assess recognition in FPM; and,
- The work team should review ways to visually acknowledge contributions in workspaces similar to the Physical Plant bulletin board.

Key Action: Offer another APPA program, the Individual Effectiveness Skills training, which is based on Stephen Covey’s 7 Habits of Highly Effective People (see the Manager & Supervisor Trainings section). Use nomination process for identifying potential participants.
2015-16

7. Communication

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. Even though several accomplishments have been achieved from the 2013 EID plan, the focus for 2014-2015 will continue 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. An updated FP&M website which includes an employee portal for division news and announcements, and a quarterly newsletter distributed by E-mail and hard copy, which also includes translated versions, are just a few examples of the ongoing communication efforts across the division.

Monitor favorable scores on the following survey questions :		2012	2014
Q1m	“If I have a conflict with another employee, I know where to go to effectively resolve the issue.”	65%	70% (+5%)
Q3a	“I have the resources to do my job well.”	74%	70% (-4%)
Q5b	“My supervisor provides me with useful feedback on my job performance.”	66%	69% (+3%)
Q5c	“My supervisor is provided with the tools to be successful within the work unit.”	61%	59% (-2%)

Updates to 2014-15 EID Key Actions

Key Action: Update Provide a mechanism to inform FP&M staff of current vacancies via the updated FP&M website as well as continued E-mail and improved paper distribution of these messages.
STATUS: COMPLETED. NOTIFICATION OF CURRENT VACANCIES WITHIN FP&M ARE SHARED AS THEY BECOME AVAILABLE VIA ALL-STAFF E-MAIL DISTRIBUTION, AND POSTED TO THE FP&M STAFF RESOURCES WEBSITE.

Key Action: Update 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,
STATUS: DEFERRED TO 2015-16.
- Allow all employees to attend the Benefits Fair, including 2nd and 3rd shift workers.
STATUS: IN-PROGRESS. COMMUNICATING BENEFITS FAIR INFORMATION TO ALL STAFF; ENCOURAGING SUPERVISORS TO FACILITATE STAFF ATTENDING THE FAIR.

Key Action: Update Ensure employees have the tools and equipment in proper working order, and the adequate supplies needed to be successful in their jobs.
STATUS: DEFERRED TO 2015-16.

Key Action: Update Require 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.
STATUS: IN PROGRESS. INCREASED EFFORTS ARE BEING MADE TO ENCOURAGE MANAGERS AND SUPERVISORS TO COMMUNICATE AND SHARE INFORMATION IN A TIMELY MANNER.

Key Action: Update Develop effective strategies for sharing information across the FP&M division using multiple distribution channels to include:

- Websites for FP&M departments and EID team;
- Newsletters (electronic and hard copy);
- Effective and inclusive division-wide E-mail distribution;
- Post hard copy fliers at multiple locations to ensure those without regular computer access receive messages;
- Ensure translation of content is available whenever possible; and,
- Create standards for staff meeting formats to include standard consistent messages throughout the division.

STATUS: UPDATED WEBSITES FOR FP&M TOP LEVEL SITE AND THE FP&M EID TEAM WEB SITE HAVE BEEN COMPLETED. FP&M NEWSLETTER FOR ALL STAFF IS PUBLISHED EVERY MONTH, DISTRIBUTED BY E-MAIL AND POSTED TO THE FP&M STAFF RESOURCES WEBSITE.

2015-16 EID Key Actions to Support Communication

Key Action: 2015-2016 Continue developing effective communication strategies to ensure all staff is kept informed on a regular basis:

- Use the office 365 migration project as an opportunity to create consistent uniform e-mail accounts to ensure the widest staff reach;

- Partner with Cultural Linguistics Services (CLS) to ensure the best methods for distributing content in multiple languages across FP&M; and,
- Continue developing consistent communication standards across the FP&M division.

**Key Action:
2015-2016**

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). The desired goal is to reduce the barriers to appropriate use of computer kiosks during work time:

- Develop a policy for computer use during work hours;
- Determine where computer kiosks are currently located;
- Provide additional computer kiosks to fill in gaps if necessary;
- Implement the new computer use policy across the division;
- Communicate the policy;
- Measure the value of the new policy, how it's being communicated and received by surveying participants at current FP&M trainings; and,
- Timeline to complete: June 30, 2016.

Note: This item is FP&M's inclusion issue/opportunity for FY16.

**Key Action:
2015-2016**

Develop a systemic mechanism to identify tools/resources that FP&M employees need to do their jobs well. Timeline: to be determined.

**Key Action:
2015-2016**

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.

To be completed by February 2016

2015-16 FP&M EID Plan Update Contributors

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