

WORKING DOCUMENT
EID Division Reports & Campus Conversations Common Themes

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Below is a list of common themes we found from reviewing all the documents provided from the EID Division Reports and from the campus conversation feedback. Following the common themes, there are recommendations for quick fixes, division level and campus wide recommendations.

Note: Some common themes really cross multiple areas, but we tried to put most into one area to start (a couple are listed in more than one where it was difficult to really narrow down further). For example, transparency crosses most areas, but we listed it under Effective Communication for now. There is no significance to the order the common themes are listed under each area.

EID Division Reports Common Themes

The members of the EID Council have spent time delivering reports based on the work of the VCFA Divisions relating to Engagement, Inclusion and Diversity initiatives. Following each report, the Council identified and recorded common barriers and promising practices. Although the Council has not yet heard from every Divisions, a sub-committee has distilled cross-divisional themes from the completed reports.

Common Barriers:

- Time/Workload/Logistics
 - Need time in schedule to implement EID related activities
 - Workplace culture, i.e. whose role is it to prioritize time in staff schedules?
 - Need to foster connectedness among staff
- Understand role of EID committees (and EID Council)
- How to disseminate and make sense of survey results
- Making workplaces welcoming to diversity so staff want to come and stay

Division Promising Practices:

- Recognition that is meaningful to employees
- Effective Communication
 - Central training about what EID is
 - From leadership to non-leadership
 - So that staff feels included and has real input
- Onboarding/mentoring

Campus Conversation Feedback Common Themes

*Indicates a theme present at, but not limited to, the late night event.

A sub-committee has diligently worked to extract common themes from the pages and pages of notes we collected from four campus conversations held in early May. The themes are organized into five areas: meaningful recognition, effective communication, professional growth and development, recruitment and retention and creating and inclusive and respectful environment. We also tagged each area with the corresponding 2014 EID Survey Area.

2014 VCFA EID Survey Areas

1. **Environment of Work Unit (Diversity, Welcoming)**
2. **Relationship with Co-workers**
3. **Tools and Opportunities (Communication, Professional Development, Recognition, Translated Materials)**
4. **Work Unit (Mission, Quality, Meaningful work)**
5. **Supervisors in Work Unit (Supervisor, Respect, Tools, Opportunities, Managers, Policies)**
6. **Overall Satisfaction**
7. **Other**

A. Meaningful Recognition (2014 Survey Sections 2, 3, 5, 6)

- Small recognition is important, doesn't have to cost a lot
- Recognition needs to be equitable *
- Important to know what type of recognition individuals prefer (many like public, but some don't)
- Recognition can mean access to opportunities/training *
- Use additional time off as a reward such as an extra four hours of leave

Promising Practices:

- ❖ iAwards to recognize individual accomplishments
iAwards are printed certificates given out to all staff by senior leadership. There are a mixture of serious and light-hearted awards to recognize employees for their hard work and silly things over the course of the year. Examples of awards might be "i-Care A lot" Award or the "i-need a vacation" award for someone who has worked a ton of hours.
- ❖ Shout Outs
Before each Divisional meeting staff is able to submit items in which staff members have gone above and beyond in their job description. Our Director then reads these 'shoutouts' and thanks each person for their efforts.
- ❖ Appreciation Lunch
- ❖ Annual Awards
- ❖ Challenge Coins
The Division purchases a small coin the size of a silver dollar. On the coin is images of the University, Division, and mission. Coins are awarded to staff for doing great things and to remind them the value of what they do. Departments often play a game where at a restaurant anyone can pull out their coin from the pocket. Those who don't have their coins on them must pick up the tab.
- ❖ Monthly newsletter
- ❖ Small acknowledgements = big difference

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B. Effective Communication (Survey Sections 1, 2, 3, 4, 5, 6)

- Transparency
- Supervisory communication
- Equal access to information (not everyone has access to email) *
- Tailoring communication to employee or group
- Communication of expectations up front
- Multiple languages can be a barrier to effective communication *

Promising Practices:

- ❖ Division-wide communications; shared communication across units
- ❖ Annual evaluation
- ❖ Supervisor development coaching
- ❖ Competency pyramid
- ❖ Onboarding assessment
- ❖ EID Survey promotion
- ❖ Focus groups
- ❖ Use of intranet
- ❖ EID discussion at regular meetings
- ❖ Suggestion box
- ❖ Mission/vision/values business card
- ❖ Monthly newsletter

C. Professional Growth and Development (Survey Sections 1, 3, 5, 6)

- Access to Cultural Linguist Services (all employees) *
 - Multiple languages can be barrier to communication (English and non-English)
- Career development
 - Possible career development progression noted in position description
 - Career lattice plans
 - Going back to tiered progression – meeting benchmarks to move to next level where there is a natural progression of learning specific skills.
- Mentoring
 - Create a program for long-term employees – perhaps assign a mentor outside the division to help them reach the next level in their career
- Career growth not confined to within Division or Department – See full picture and opportunity for the University or eventual return to Division or Department in a higher position after working somewhere to further develop skills and needed experience.
- Tuition, discounted tuition or reimbursement for UW classes

Promising Practices:

- ❖ Onboarding and mentoring
- ❖ Career lattice – an online tool for lateral moves/prof. development

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- ❖ Self-evaluation tools (such as Individual Development Plan)
- ❖ EID training for everyone
- ❖ Goal-setting regularly
- ❖ Health and wellness initiative
- ❖ Annual evaluation
- ❖ Supervisor development coaching
- ❖ Competency pyramid
- ❖ Regular networking events
- ❖ Staff activities/ social and charitable events

D. Recruitment and Retention (Survey Sections: 1, 2, 3, 4, 5, 6)

- Hiring process is too long
- Selection panels are not diverse
- Retention happens with good supervisor relationship
- Difficulty of promotional processes – having to go through open recruitments – competing against outside candidates *
- Flexible time within job or hours *

Promising Practices:

- ❖ EID competencies in supervisors review
- ❖ Appreciation lunch
- ❖ Regular goal-setting
- ❖ Health and wellness initiatives
- ❖ EID as part of culture
- ❖ Competency pyramid
- ❖ Urban League partnering in recruitment
- ❖ Mentoring
- ❖ Participation in campus initiatives and shared governance
- ❖ Team building through community service
- ❖ Supervisor development coaching

E. Creating an inclusive and respectful environment (Survey Sections 1, 2, 4, 5, 6)

- Simple acknowledgement – saying hello, thank you, recognizing job well done
- Grace based environment – safe place to make mistakes without negatively impacting evaluation
- Disparity in treatment – need for equitable treatment
 - Favoritism
 - Bullying
 - Across shifts/units
 - How policies are applied
- Empowering employees to do job and being creative in accomplishing what needs to be done
- Environment for learning from one another
- Chance to interact socially inside and/or outside of work environment

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- Potlucks, Baby Showers, celebrating each other
- Availability of computers *
- Space for taking breaks instead of having to sit in lobby to eat (e.g. custodians) *
- Understanding cultural diversity (all staff)

Promising Practices:

- ❖ "Coffee with Bob" (informal gathering with leadership)
- ❖ EID as part of workload
- ❖ Community service
- ❖ EID competencies in supervisors review
- ❖ Regular goal-setting
- ❖ EID part of culture
- ❖ Regular networking events
- ❖ Onboarding assessment
- ❖ Policy advisory review group
- ❖ suggestion box
- ❖ Mission/vision/ values business card
- ❖ Encouraging volunteerism at work and beyond

F. Common Themes from Multilingual Sessions: (Survey Sections 1, 2, 3, 4, 5, 6)

- Feeling of isolation
- Feeling of being treated unequally and inequitably (supervisors, co-workers and others)
- Some information not translated/do not have equal access to information
- Feeling unsafe (e.g. having to walk through dark areas to catch a bus or having to walk several blocks for parking)
- Limited public transportation options
- Limited to custodial positions if they do not speak English
- Developing of supervisors – training and recruitment, varies
 - New way of supervising for motivation and growth
 - Promoting professional development and growth
 - Diversity training
 - Supervisors learning some of the language
- If administrators are not modeling caring, engaging, diversity and inclusion behavior how can you expect employees to engage in these behaviors
- Low pay, needing to work multiple jobs
 - Creates a sense of hopelessness to be able to move up
- Nothing will be done with the feedback they have provided.

Promising Practices:

- ❖ Sharing the org chart
- ❖ "All hands meetings"
- ❖ Structure EID so many employees can be involved
- ❖ Prioritize EID plans to not be overwhelmed

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- ❖ Provide "talking points" to managers for consistent EID message
- ❖ Mandatory supervisor training in EID

Draft Recommendations to EID Division Reports & Campus Conversation Feedback

The Campus Conversation Feedback sub-committee worked with the EID Council as a whole to identify potential solutions and recommendations. These are organized into three categories: potential quick fixes, Division Recommendations, and Campus Wide Recommendations.

Potential Quick Fixes:

- Providing custodial employees break areas with access to phone instead of having to eat in a lobby or public space.
- Public or private recognition – which does each employee prefer (e.g. shout outs at staff meeting)
- Simple acknowledgements such as thank you, hello, job well done
- Know the staff you supervise and what is important to them
- Following the new Performance Management Policy, make sure supervisor and employee discuss and set professional development goals within 30 days of hire, re-assessed and discussed after six months, and for all employees at every annual evaluation and every six months. This must be a two-way conversation.
- Utilize HR Resources such as available supervisor training sessions.
- Consistent HR documentation for all regarding what constitutes sick time, vacation usage, etc.
- Job shadowing/meeting with work team as part of hiring process. This way the candidate sees the work environment and can ask questions about the job.
- Supervisors should work to “catch” their employees doing a good job and give them the good feedback at that time.

Division Recommendations:

- Computer available in break area for staff without regular computer access.
- Employee input/feedback into supervisor evaluation/job performance (without fear of retaliation)
 - Mechanism for coaching/mentoring/training a supervisor with a general pattern of poor communication. Challenging supervisor to work on relationship issues when it is just a couple people they have trouble with.
 - Potential example: Supervisor of the supervisor talks with employees of the supervisor for input into areas such as communication, leadership, inclusiveness, respectfulness, etc. Supervisor of the supervisor uses the information in the supervisor’s evaluation or another means of providing the feedback.
- Each division develop an employee recognition program (e.g. awards program, employee of the month, most innovative, best team, etc) with clear written criteria for recognition. Co-workers/peers should have input into who is recognized, at least for some of the recognitions.

- VCFA provide \$1,000 for employee recognition for the largest divisions and \$500 for all the other divisions. The money would be for small prizes or awards. HR system doesn't seem to really allow for a direct monetary award. Perhaps policy could be shaped to allow for awarding some extra leave time.
- Intranet for communication –a place where employees can go to find information from their division whether or not they are at work such as important division news, promotional/job postings, general information, etc.
- Where/when possible let employees try new or different ideas for how to best complete the work that must be done. Give employees some flexibility in how the job gets done.
- Supervisors should be consistent in applying policies. Where the application does need to differ, that should be documented as well so employees know what to expect.
- Provide supervisors with professional development that gives them the skill set to develop their employees.
- Encourage the development of current employees to fill higher level employees and use internal recruitment waivers in the new Recruitment, Assessment and Selection policy to select employees who have reached the set goals to take him or her to the next level, even if outside the department, but within the University.
- From the top down of each division set a clear expectation and demonstration of valuing respect of one another. Managers/supervisors must be willing to step in when they see disrespectful behavior and must not demonstrate disrespectful behavior.
 - This may require training for staff and supervisors of basic communication techniques when you may disagree or need to have a difficult conversation about performance.
 - Immediately address bullying, sexual harassment or cultural harassment in the workplace when it is observed or reported.
 - There seems to be a direct correlation between feeling respected and the quality of the relationship between the supervisor and employee.
 - Disengaged supervisors tend to lead to dissatisfied employees.
- In areas where employees are spread out, provide radios to communicate with one another. In divisions where radios have been provided, the employees are able to more effectively assistance one another as needed or alert others to a problem quickly.
- Implement a mentoring program for employees to help them develop themselves.
 - Peer coaching models used in UW Housing.
- Create a career lattice document for each position so employees can identify potential paths for development to move up within the university.

Campus Wide Recommendations:

- Employee Appreciation Day at a Women's Basketball game. One just for FP&M, two others dividing out the rest of the divisions in the VCFA with announced division recognition at the game. Employee gets two tickets. Sunday games may work best to include the most employees. Perhaps marketing contests during the game would select employee(s) from those groups being recognized. VCFA would need to work out something with Athletics for the tickets.

- Intolerance report form. See example from University of California (https://ucsystems.ethicspointvp.com/custom/ucs_ccc/) It would go to someone in VC Bazzell's office to review and determine next steps. The form would ask questions such as which division, what is the primary issue involved (drop down menu), what specific behavior, where, when, how did you become aware (if you are not the one directly involved).
- Increase resources to Cultural Linguistic Services to expand English Language Learning program.
 - ELL classes are part of growth and professional development. This should be a universally accepted value on campus.
 - Encourage departments to provide opportunities for supervisors/co-workers to learn basic phrases of or learn the language spoken by the staff/co-worker.
 - Encourage departments to send a larger number of employees to English language classes.
 - Encourage departments to allow "English proficient" positions to attend English language classes to advance their skills.
- Allowing free parking for evening/night shift workers. Safety issue late at night. Perhaps look at how much revenue Transportation Services gets from parking lots after hours and find a way to replace it.
 - This does bring up equality versus equity. Parking availability during the day is limited and expensive, but there is more public transportation available. At night there is limited public transportation options and it is a safety issue.
- In the next survey add a question about having a second job. (in Section 7 – Other)