HR Design Recommendations
Diverse Workforce Work Team
Submitted: May 15, 2012

Work Team

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<tr>
<th>Work Team Name:</th>
<th>Diverse Workforce Team (DWT)</th>
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<td>Work Team Lead:</td>
<td>Jennifer Sheridan</td>
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<td>Work Team Facilitator:</td>
<td>Mary Hoddy</td>
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<td>Work Team Members:</td>
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Scope

One of the university's strategic priorities is to enhance diversity in order to ensure excellence in education and research. Successful organizations are able to attract and retain a workforce that reflects the diversity of our society.

The Diverse Workforce Work Team (DWT) will review and assess the impact of current UW-Madison human resources practices on achieving a diverse workforce and make recommendations that will enhance workforce diversity. The work team will also review the recommendations of other work teams to assess the impact of their recommendations on the goal of enhancing workforce diversity.

While achieving a diverse workforce at UW-Madison will accrue benefits to the university in a number of ways, those benefits cannot be fully realized unless attention is also paid to equity among the diverse groups employed at UW-Madison. Therefore, the DWT will also review and assess UW-Madison human resources policies and practices to ensure that all employees have equal access to all of the rewards and opportunities of working for the University of Wisconsin-Madison.

Summary of Current State

In assessing the current state of diversity and equity at UW-Madison, the DWT created the following definition of diversity:

The UW-Madison workforce shall reflect the diversity of our community, our state, our nation, and our world. Our employees will reflect the diversities found in physical characteristics, psychosocial characteristics, and status in the law, among other categories of diversity. They will have equal access to employment and all the benefits of employment at UW-Madison.

Equity among employees and groups of employees will be systematically monitored to ensure the highest standards of accountability. Leaders at all levels shall be held responsible for ensuring the diversity of the units they oversee.

The three important elements of this definition include:

1. [http://www.chancellor.wisc.edu/strategicplan/](http://www.chancellor.wisc.edu/strategicplan/)
3. See Appendix 1, “Elements of Diversity.”

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1. **A broad definition of diversity.** Although some elements of diversity such as racial/ethnic diversity, gender diversity, diversity with regard to ability/disability, and veteran status have a special emphasis and legal reporting requirements at UW-Madison, other elements of diversity, such as sexual orientation, English Language proficiency, and more, are no less important to our community (see appendix 1). The DWT strove to examine our human resources practices to enhance diversity in all of its forms in order to be as inclusive as possible.

2. **Equity is an important element of a diverse workforce.** Merely adding diverse people to the UW-Madison workforce will not achieve the benefits of diversity that the university seeks unless people in those groups are treated equitably. For example, we can hire more Hispanic workers at UW-Madison, but if those workers are hired only in the lowest-paid jobs, are not offered opportunities for professional development or advancement, are not included in governance, and/or do not have a voice in the important decision-making that occurs daily on this campus, then the benefits of diversifying our workforce are lost, or worse, our community becomes more rather than less stratified.

3. **Accountability is necessary to increase diversity and equity.** On a campus this large and decentralized, mechanisms must be put in place to ensure that all levels of employees, from entry-level workers to the chancellor, understand that diversity and equity are their personal responsibility. The DWT investigated ways to ensure this accountability for diversity and equity occurs at all levels.⁵

Despite the intense work of many offices and employees engaged in diversity efforts, the UW-Madison workforce does not currently take advantage of the diversity of people and talents available to it, on a local, regional, national, or even international level. Of the 50 job categories for which local or national data are available for gender and race/ethnicity, 21 of those categories (42%) are “underutilized” for women and 8 (16%) are “underutilized” for minority racial/ethnic groups⁶. While progress has been made over time, it has been slow, uneven, and inconsistent. For example, even while the percentage of non-Asian minority faculty increased slightly from 2001 to 2009 (from 5.7% to 6.1%), the number of black faculty members actually decreased during that time, from 60 (2.7%) to 45 (2.1%).⁷

**Equity** among employees and employee groups is also uneven. Promotion rates among groups differ, pay gaps between groups appear, and different employees have different access to the benefits of employment at UW-Madison, including differential access to professional development, workplace flexibility, promotion or transfer, pay raises, and more.⁸ Survey data show that different groups also experience the climate⁹ in their units differently, with those from underrepresented groups often reporting more negative climate.¹⁰ These issues are often linked, as differential access to flexibility, pay, or other benefits of employment by different employees in the same unit can lead to suspicion and distrust, and ultimately, a bad workplace climate.

Contributing to the difficulty in describing the current state of diversity and equity among the UW-Madison workforce is the lack of data or lack of reliable and consistent data in some areas across employees’ life cycles. For example:

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⁵[http://www.news.wisc.edu/18422](http://www.news.wisc.edu/18422).
⁶Office for Equity and Diversity, Salary Analysis, Plan Year 1/1/2011.
⁸Office for Equity and Diversity, Salary Analysis, Plan Year 1/1/2011; HR Design Survey February 2012; Governance Committee Communication, see Appendix 4.
⁹The concept of “workplace climate” is defined more clearly in the “Current Issues” section, see page 7 below.
¹⁰Study of Faculty Worklife at UW-Madison ([http://wiseli.engr.wisc.edu/facworklife.php](http://wiseli.engr.wisc.edu/facworklife.php); COACHE 2006; Governance Committee Communication, see Appendix 4.)
• The ability to assess the diversity of applicant pools is hampered because collection of
demographic data from applicants is inconsistently provided to hiring managers or committees,
and is not collected at all for unclassified positions with a salary range below Range 8.
• Salary studies for employees in nonfaculty positions have not been attempted since 1989, and
the last faculty salary equity study (investigating gender differences only) was performed in
• Data for less quantifiable areas such as job satisfaction or workplace flexibility, which mostly can
be assessed only through surveys, are not collected consistently from all UW-Madison
employees. Only some groups (e.g., faculty) or units with high commitment to climate issues
survey their employees—and even these may not survey all employees. The survey instruments
are often implemented online (inaccessible to employees without computer access), are not
translated for non-English-speaking employees, are not made accessible for those with
disabilities, and frequently do not include student employees.
• Exit interviews are not performed in a systematic way and the data are not analyzed centrally.

Although diversity and equity are often included in the vision statements and strategic goals of units,
and of the university as a whole, there is remarkably little accountability for such goals. Part of the
problem has to do with the measurement issues noted above. For example, if you cannot assess the
percentage of underrepresented minorities in your applicant pool, then you cannot halt a search until
the pool reaches the desired level of racial/ethnic diversity. Some campus leaders of large units
(divisions, departments) are evaluated on their commitment to diversity and the diversity of their units,
but these evaluations do not seem to include either positive rewards for promoting diversity, or
negative consequences for ignoring it (or worse, inhibiting it.)

**Current Strengths**

Despite the many challenges outlined above, the UW-Madison campus has a strong cadre of employees
who are committed to equity and diversity. Furthermore, UW-Madison has a good infrastructure in
place that can be used as a springboard to improve diversity and equity at the university.

Perhaps the biggest strength is that diversity is considered one of the UW-Madison’s top five values in
its strategic plan, and it has included diversity as a top goal for at least the past 10 years.11 Because the
value of diversity is specifically endorsed at the highest levels of the university, pursuing the ideal of a
diverse workforce has legitimacy at all levels of the organization. By proclaiming diversity as a strategic
goal of the university, conversation around diversity and equity can advance to how we diversify, rather
than whether to diversify.

Another strength of the UW-Madison is the infrastructure, developed over many years, of positions and
committees devoted to issues of diversity and equity. From the student body to the upper leadership of
the university, many different positions, offices, personnel, committees, and organizations play a role as
watchdogs, advocates, analysts, supporters, educators, voices, and in-the-trenches workers who are
promoting diversity and equity throughout the UW-Madison. This infrastructure, and the employees
who populate it, provide the backbone for any advances we might make toward a more diverse and
equitable workforce.

11[http://www.chancellor.wisc.edu/strategicplan.old/nurture.html](http://www.chancellor.wisc.edu/strategicplan.old/nurture.html)
The offices, committees, and units that specifically support diversity in the UW-Madison workforce include (in no particular order):

- Governance Committees
  - Gay, Lesbian, Bisexual and Transgender Issues Committee
  - Committee on Women in the University
  - Committee on Access & Accommodation in Instruction
  - Advisory Committee for the Office for Equity & Diversity
  - Campus Diversity & Climate Committee
- Equity and Diversity committees
  - 32 Equity and Diversity committees, each representing major academic and administrative units
- Office for Equity & Diversity
  - Collection and reporting of EEO data
  - Disability accommodations
  - Leadership Institute (SEED, SEEDed, etc.)
  - Reporting and resolution of complaints
- Office of the Vice Provost for Diversity and Climate
  - Office for Equity & Diversity
  - Ombuds Office for Faculty and Staff
- Office of the Vice Provost for Faculty & Staff Programs
  - Women Faculty Mentoring Program
  - Strategic Hiring Program/Strategic Pipeline & Recruitment Fund
  - Dual Career Couple Assistance Program
- Office of Human Resource Development
  - Cultural Linguistic Services
- Women in Science & Engineering Leadership Institute (WISELI)
- Wisconsin’s Equity & Inclusion Laboratory
- Delta Program

**Current Issues**

Many impediments to improved diversity and equity within the UW-Madison workforce were identified by the DWT. Many of these will be addressed by the other ten work teams from the Human Resources Design process. Each of the other work teams explicitly has a diversity-related charge in its scope, and the DWT has been impressed with the efforts of each team to incorporate best practices to improve diversity and equity into its recommendations. Although the DWT has been working with most work teams in the recommendation-developing phase, we will not be able to fully assess the impact of a team’s recommendations on diversity and equity until the recommendations are released. Some of the issues that the DWT identified include:

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<th>Work Team</th>
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<tr>
<td>Recruitment &amp; Assessment</td>
<td>- Include a guiding principle for achieving a more diverse workforce through recruitment.</td>
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<td>- Create an Applicant Tracking System as a means to improve access for applicants and provide a place for centrally and systematically gathering data that can be used to continuously evaluate the effectiveness of the campus’ diversity and equity policies.</td>
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<td>- If any position is underutilized, we recommend an open recruitment.</td>
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<td>- Direct hire authorizations must be scrutinized more thoroughly. Diversity should be a major consideration when allowing for a direct hire.</td>
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| • Outline how direct hires moving into another position create job opportunities for diversity (e.g., is there concern the lesser liked jobs will be what is available and not those that provide opportunity?) Define within direct hires—“compete on equal basis”, and how will that be determined?  
| • All online application processes must be fully accessible to all. Consider issues of disability, language, technology access (e.g., rural areas, computer skill levels).  
| • Hiring committees/hiring managers should be trained in good hiring practices, including education about how to avoid bias in the hiring decision.  
| • Add an educational component to the recruitment process for current and potential employees—i.e., informational sessions for employees to understand how the internal recruitment works, encouraging advancement within the workplace.  
| • Continue offering recruitment material in other languages including exams/assessments for those positions not requiring English. Examine critically whether English is truly required for all positions.  
| • Provide definitions for “diverse, highly-qualified workforce” and for “official” interns.  
| • Define more clearly how the internal recruitment process can "improve the retention and advancement of diverse hires," especially for units that are not diverse to start with. Will units using an internal recruitment process be held accountable if they internally recruit without regard to the impact on diversity?  
| • Appendixes should include a reference as to how to open these recruitments to those without computer access or with disability and language barriers. |
| Employee Categories | • Recommendations that can reduce the divisions among different categories of employees are welcome, but in a way that does not reduce the voice of employees (e.g., via bargaining rights and governance rights.) |
| Titling | • Ensure that title categories are narrow enough that diversity can be measured in a meaningful way. |
| Benefits | • Ensure that employees in domestic partnerships pay equal amounts for their benefits by compensating for the extra tax burden of imputed income for domestic partnerships\(^\text{12}\).  
|  
| • Provide for flexibility in use of religious holidays for persons of the nondominant faith.  
| • Consider equity issues in recommending a 15-minute leave reporting period for some employees, and a 1-hour leave reporting period for others. |
| Compensation | • Include a guiding principle for achieving a more diverse workforce through compensation policy.  
|  
| • Include specific diversity-related categories in recommendations for equity among employees—e.g., women and men, underrepresented employees and majority employees, younger and older workers.  
| • Ensure that equity among groups is consistently monitored, especially gender equity, and equity between underrepresented minority employees and those in the majority racial/ethnic categories.  
| • Consider how to achieve equity across different units—e.g., to ensure that a title/skill category in one part of the university is paid equitably to that in another.  
| • Consider issues of comparable worth; that is, ensure that men and women receive equal pay when they perform work that involves comparable skills and responsibility  
| • Provide pay differentials (“grossing up”) to account for inequities in the benefits |

\(^{12}\text{http://www.bussvc.wisc.edu/ecbs/imputed-income.html}\)
| Competencies                                                                 | The creation of competencies must take into account bias and impact on climate when writing and reviewing competencies.  
| • Is there evidence that a merit-based compensation system improves equity and diversity?  
| Workplace Flexibility                                                      | • Ensure equity of access to flexibilities for all. Where discrepancies develop, ensure transparency in assigning access.  
| • How might data be collected and analyzed to monitor the use of flexibilities to ensure equity?  
| • Both supervisors and employees must be accountable for responsible use of flexibilities. How will accountability be implemented for both groups?  
| Performance Management                                                    | • Ensure that diversity, equity, and climate issues (e.g., respectful behavior, responsibility for unit climate) are evaluation points in performance evaluations for all positions.  
| • Special diversity-related talents (e.g., mentoring diverse people, language skills) should be included in performance evaluations and rewarded where appropriate.  
| • Avoid bias in creating performance criteria; ensure that criteria are job-related.  
| Professional Development                                                  | • Ensure equity of access to professional development for all employees (e.g., make English language learning classes available to all eligible employees, not dependent on unit).  
| • Increase the capacity for education and training related to diversity and equity.  
| • Provide rewards for engaging in diversity- or equity-related training and education.  
| Transition & Succession                                                   | • Create a single exit-interview process that includes climate-related questions.  
| • Consider diversity when hiring internal candidates or hiring retired annuitants.  

The DWT is working with each of the ten teams outlined above to incorporate recommendations about all of these issues within the recommendations put forth by those teams. We used a series of seven guiding questions (see appendix 3) to evaluate each topic area with regard to diversity and equity. These seven questions relate to: best practices, data needs, barriers, enhancing climate, equitable opportunities, accountability, and resource needs. If some important diversity and equity-related recommendations do not emerge in the final recommendations of these ten teams, the DWT will issue additional recommendations related to the outstanding issues.

In reviewing the scopes of the ten other work teams, reviewing the data provided in the first campus survey\(^\text{13}\), listening to the concerns brought forth by the major campus governance groups that work on issues of diversity\(^\text{14}\), and the experiences and ideas brought forth by the DWT members themselves, our team identified one large subject area that is crucial to achieving a diverse workforce, but is not being explicitly addressed by any of the other work teams. This is in the area of workplace climate. The DWT used two definitions of workplace climate, both developed at UW-Madison:

\(^\text{13}\) HR Design Survey February 2012.  
\(^\text{14}\) See Appendix 4, “Visitors to Diverse Workforce Team”.
Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.15

The atmosphere or ambience of an organization as perceived by its members. An organization’s climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.16

How does climate relate to diversity and equity? A unit’s climate plays an important role in employees’ job satisfaction and decisions to remain in or leave a department. Surveys show that very often, employees who are underrepresented in some way—women in science departments or men in schools such as Nursing or Human Ecology; underrepresented minorities such as African American or Hispanic employees; gay and lesbian employees—have more job dissatisfaction and are more likely to indicate that they intend to leave the organization17. Losing those few workers who bring diversity to the UW-Madison workforce due to poor workplace climates is an example of inequity in the workplace and is an impediment to the goal of diversity.

The DWT has therefore engaged in discussions to issue a set of recommendations that we believe will enhance the climate of all work units at UW-Madison, thus improving job satisfaction and retention of all of our employees.

Executive Summary of the Recommendation

The Diverse Workforce Team is charged with recommending changes to the UW-Madison Human Resources system that would enhance workforce diversity. Many of the recommendations we might suggest fall into the scopes of other work teams within the Human Resources Design project. We will be working with each team to ensure that its recommendations enhance diversity. At the same time, the Diverse Workforce Team identified workplace climate as vital to achieving the UW-Madison’s goal to enhance workforce diversity. This does not fall under the scope of any other work team. Briefly, workplace climate can be defined as “the atmosphere or ambience of an organization as perceived by its members.”18 Research shows that persons who are underrepresented in some way tend to perceive a more negative climate than others, and that this more negative climate leads to a higher intention to leave the university, and ultimately, attrition from the university19. Thus, improving workplace climate can enhance workforce diversity by improving employee retention.

To improve workplace climate, the Diverse Workforce Team offers six recommendations:

**Recommendation #1.** Top leadership at UW-Madison has a responsibility to provide a coordinated and systematic effort to improve the diversity and climate of the workforce.

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15 UW-Madison Campus Climate Network Group, 2002.
16 UW-Madison Committee on Women in the University, Work Group on Climate, 2002.
18 UW-Madison Committee on Women in the University, Work Group on Climate, 2002.
**Recommendation #2.** Ensure that new employees at the UW-Madison are appropriately welcomed into their new units. We suggest following the recommendations provided in the 2009 Reaccreditation report.

**Recommendation #3.** Ensure that all individual employees have a responsibility for the climate in their units, by treating their co-workers with respect and consideration, and valuing their contributions to the workplace. Employees should be held accountable for upholding this responsibility.

**Recommendation #4.** In addition to a personal responsibility to treat others with respect, employees who direct the work of others have an additional responsibility to ensure that their units have positive climate. These directors/supervisors/managers/PIs should be held accountable for upholding this responsibility.

**Recommendation #5.** Expand and promote campus resources that provide diversity- and equity-related training and expertise, so that UW-Madison employees can accomplish the new climate-related work expectations outlined in the recommendations above.

**Recommendation #6.** Expand the funding and personnel to support recommendations #1-#5.

The Diverse Workforce Team believes that an improved workplace climate for all UW-Madison employees will enhance both our recruitment of diverse individuals (in the broadest sense of diversity), and also our retention of them. Improved climate and diversity at UW-Madison will help the UW-Madison remain the innovative world-class university it is today.

**Recommendation Description**

What exactly is “climate” and what can be done to improve it? When people say they have good or bad “climate” in their work units, what do they mean? Typically, a feeling of “climate” or “inclusion” revolves around issues of respect, trust, value, and support. These words appear frequently in the survey responses collected during the HR Design process, and they also appear frequently in many studies of climate. On the UW-Madison campus, the Women in Science & Engineering Leadership Institute (WISELI) has surveyed more than 1,800 employees in 39 academic departments. The eight most common climate problems revealed in the surveys include:

- Lack of respect/consideration/politeness
- Insufficient sense of community or belonging
- Lack of recognition/visibility/value
- Ineffective communication
- Lack of support/inequitable access to professional development opportunities
- Difficulties achieving balance between work and family or personal life
- Illegal behaviors and demeaning, sexualizing, or condescending language and behaviors
- Retention/tenure of women and minority faculty, staff, and students

These kinds of behaviors result from the actions of individuals toward each other, and also from the way in which the leader of a unit manages the climate in his or her unit. These behaviors typically affect

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20 HR Design Survey February 2012.
members of underrepresented groups disproportionately, and therefore improving climate is an important issue for recruitment, equity, productivity, advancement, and retention of our diverse workforce. Our recommendations for improving climate for all employees\textsuperscript{22} are targeted at not only the individual level, but also the unit, department/center, division/college/school, and university levels. The six recommendations that follow are all of equal importance.

**Recommendation #1.** Top leadership at UW-Madison has a responsibility to provide a coordinated and systematic effort to improve the diversity and climate of the workforce. This effort could include a campuswide plan with goals and metrics, a reporting system that ensures accountability, a messaging campaign that permeates all levels of the organization, leadership in implementing climate-related recommendations, and more. Appendix 6 contains more details about this recommendation.

**Recommendation #2.** Use the recommendations produced by Team 5 of the 2009 Reaccreditation Self-Study\textsuperscript{23} to create an action plan, particularly around challenge 1/recommendation 1, “deliberate attention paid to being welcoming.” We agree with Team 5 that “first experiences, whether the first day on the job . . . or the first months as a tenure-track faculty member, can set the tone for a person’s entire experience. A critical part of building community is creating experiences that fully introduce and welcome new staff.” This recommendation calls for a campuswide “We Welcome” campaign, new orientations, provision of adequate and appropriate mentoring, training for mentors and supervisors, and more. We would like to see this kind of mentoring be integrated into the culture of each unit. Responsibility for this type of welcoming activity should probably reside at the division level (school/college/division), with the campus-level Human Resources department playing a role in some efforts, and the Office of Human Resource Development (OHRD) in others. Supervisors and managers with new employees in their units should be held accountable for ensuring that new employees are appropriately welcomed into the unit and the university, and that they receive the orientation, training, and mentoring they need to ensure success on the job.

**Recommendation #3.** Ensure that all employees have a responsibility for the climate in their units. All employees must have as part of their job description the expectation that they treat everyone—other employees, students, campus visitors, their supervisors—with respect. Respect, equitable treatment, inclusion, and civility should be core competencies that are included in every employee’s position description and that every UW-Madison employee displays. Employees should be held accountable for behaving in respectful ways at all times by including this expectation in regular, consistent, and ongoing feedback and performance evaluations. Recognition for meeting this expectation, and sanctions for not meeting it, should be made explicit, and provided in a timely manner. Ongoing training for such competencies should be provided to all employees.

**Recommendation #4.** In addition to being responsible for one’s own behavior in creating an excellent workplace climate, employees who direct the work of others (including managers, supervisors, PIs, lead workers) must be responsible for the climate of their units. Position descriptions of persons who direct others should include this expectation, and training must be provided so that these leaders can successfully create a good workplace climate for their employees. Unit directors should provide regular and consistent feedback to their employees (including positive feedback) that is constructive, clear, honest, and that allows for quick resolution of any issues that arise. Performance reviews of all persons

\textsuperscript{22} “All employees” refers to UW-Madison employees in all employment categories, and all levels/ranks of the organization.

\textsuperscript{23} http://greatu.wisc.edu/theme-teams/documents/team5_exec_sum.pdf. See Appendix 5 for an excerpt.
who supervise the work of others should include evaluation of the workplace climate of the unit directed by the employee. The types of ongoing training and measurement of climate shall differ depending on the individual characteristics of the units (see appendixes 5 and 6). Success and documented effort in improving workplace climate should be rewarded, while failure to address negative climate issues should result in sanctions for the leader of that unit.

Recognizing that the size and missions of the many different units at UW-Madison are diverse, the ways in which unit leaders address climate must be diverse as well. See appendix 6 for examples.

**Recommendation #5. Expand and promote campus resources that provide diversity- and equity-related training and expertise.** If individuals are to be evaluated on how they treat others, we must increase the training opportunities for personal growth in the area of communication skills, bias awareness, harassment law, cultural sensitivity, and similar types of topics. If employees who direct the work of others are to be evaluated on the climate in their units and their efforts to improve it, there must be readily available professional development opportunities for them to accomplish this goal, as well as expertise available to help accomplish measurement and evaluation of climate. Appendix 8 outlines some of the opportunities currently available at UW-Madison, and also provides an example of a certificate program at the University of Minnesota that might be a model for how this type of training evolves at UW-Madison.

Special attention should be paid to training for principle investigators (PIs). PIs typically direct many employees, from student employees to PhD-level staff. PIs are very often faculty members, but many academic staff members are also PIs. PIs do not typically think of themselves as managers or supervisors, so training that is targeted to those groups does not usually attract PIs. A workshop or training that is specifically targeted to PIs and their particular issues working in a research laboratory or classroom/teaching environment is recommended. Furthermore, accountability for ensuring that PIs engage in this training when it becomes available should be enforced, perhaps by linking this training to important mechanisms such as human subjects or lab safety training, or to the ability to submit or receive grants, or some other important leverage point for the PI.

As outlined in appendix 8, the UW-Madison campus currently has a number of different training opportunities already available, through a number of different units. This decentralization can be a strength, as trainings are tailored to address the needs of specific units. However, this kind of decentralization can also be a hindrance because it is difficult for an individual interested in such opportunities to discover what is available across the campus. The DWT therefore recommends the creation and aggressive upkeep of a central repository of information about how to access these kinds of training opportunities. Such a repository would also serve as a model of “best practices” for units throughout campus.

**Recommendation #6. Provide funding and personnel to support recommendations #1–#5.** New employee orientation and onboarding processes, new training for all employees, a centralized resource for providing information about climate-related opportunities, new demands for measurement of climate or other diversity-related metrics, increased capacity of ombuds or mediation offices—these suggestions all would require additional funding and resources directed towards improving the climate and diversity of our UW-Madison workforce. Offices such as the Office of Human Resource Development, which supplies a great deal of current training in these areas as well as assistance with

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24 See [http://wiseli.engr.wisc.edu/pi/pi.php](http://wiseli.engr.wisc.edu/pi/pi.php) for a potential model of such a program for PIs.

| hr design diverse workforce recommendations may 15 2012.docx |
climate measurement, may need to be augmented to provide new coursework to meet these goals. Funds toward reducing the costs of courses in the Division of Continuing Studies around these issues may need to be allocated. The Office for Equity and Diversity will need additional personnel to enhance education, data collection and monitoring, and arbitration. The ombuds program may need to be expanded if more employees use their services for mediation. Academic Planning and Analysis will need additional resources if they are to assist units in equity analyses. These examples illustrate that the current level of staffing and funding is not adequate to support the full implementation of our recommendations.

**How does the recommendation address significant current issues?**

Frequent references to “bad climate,” “lack of respect,” “everyone should have to take a sensitivity course,” and other such comments indicate that workplace climate is a large concern. The DWT used the anticipated framework being developed in the HR Design process: clear position descriptions, annual performance evaluations, a competency-based approach, and improved access to professional development, to create recommendations promoting clear expectations for employees regarding their contributions to workplace climate, the tools to become educated on these issues, and the accountability to ensure that all employees are contributing positively to workplace climate.

Improved workplace climate will promote the university’s strategic priority to enhance diversity by increasing recruitment and retention of underrepresented persons. The specific recommendations address many of the problems currently cited with regard to climate in our current environment, most notably the lack of training that most employees receive, and the lack of accountability for most unit directors including high-level administrators to improve the climate in their units, departments, or divisions. Holding everyone accountable for climate could have a large-scale impact on our campus climate, improving cross-campus communication and collaboration.

Our recommendations reflect thoughtful design principles in the following ways:

**Efficiency:** Each of our six recommendations adds value by contributing to an improved workplace climate for all. Recommendations #1, #5, and #6 support the implementation of the other three recommendations. Recommendation #2 improves efficiency by more quickly getting new employees “up to speed” and integrating them into an existing team. Recommendations #3 and #4 will be merged into the new position description/competencies/performance management systems, and therefore new systems do not need to be created to specifically support these recommendations.

**Flexibility and Responsiveness:** We have not specifically recommended a particular training or course, or a particular way to measure climate, or prescribed a specific way to improve climate in a unit, because each unit has its own issues, challenges, and opportunities. We recommend a system that is flexible in allowing each unit to define the diversity, equity, and climate-related expectations and requirements that are most salient for them.

**Alignment:** Recommendation #2 is targeted specifically to the beginning of the employee life cycle, while the other recommendations are envisioned to be consistently applied throughout the employee life cycle.

**Consistency:** We expect these recommendations to be applied to all employees, in all units. It is difficult to envision a business need that does not require a successful onboarding process for new
employees, a requirement that all employees treat each other with civility and respect, and an expectation that those who direct the work of others ensure that their units have a positive climate. From the highest-authority positions to the lowest, in all of the many units and divisions across campus, these recommendations should apply to all.

**Transparency:** Ensuring that the senior leaders of the university have an explicit responsibility for ensuring the implementation of these recommendations to promote diversity and positive climate at the university makes the entire endeavor more transparent throughout the UW-Madison, as the messages are clear and from the top. The inclusion of climate-related evaluation criteria in each employee’s job description makes the responsibility and expectation for contributing to a positive workplace climate a clear requirement of all employees. Assuring that employees who direct the work of others are accountable for the climate in their unit will increase the voice of all employees in their day-to-day working conditions. Transparency is improved when the expectations are clear and every employee knows what those expectations are.

**How does the recommendation promote our workforce and community of the 21st century?**

**Diversity:** Improved unit climate would enhance both the recruitment and retention of all employees, but especially employees from underrepresented groups. Employees who are in the minority in some way (e.g., race/ethnicity, gender, disability, sexual orientation) are more likely to report more dissatisfaction with climate, and consequentially more intent to leave their jobs. Workplaces with a reputation for having a good climate for underrepresented persons tend to attract more persons from those groups.

**Engagement:** Employees who have a good working environment are most engaged in their work. These employees are enthusiastic and committed to their units and to the university as a whole.

**Right Talent and Fit:** Work units with positive climate attract talent, and retain that talent longer, even in an era of declining monetary rewards.

**Adaptability:** In a culture where all diversity is valued and all employees feel included, respected, and valued, a more diverse set of opinions and voices can be heard, thus increasing innovation to respond to challenges.25

Overall, the increased pool of knowledge and experiences across different cultures and backgrounds can foster more diverse perspectives and help drive our campus forward.

**What major alternatives were considered?**

**Climate Surveys.** While reviewing the 2009 Team 5 Reaccreditation report,26 the DWT carefully reviewed recommendation #3, “Institute policy of regular climate surveys for formative and summative assessment purposes.” Some members promoted this practice, while others dissented. The main reasons for promoting the idea of having regular climate surveys for all units were: increased accountability, access of all employees to a climate-reporting mechanism, and measurement of change over time. The main reasons for not including this recommendation included: difficulty of knowing who is the responsible party for any given work unit (e.g., no real “list” of supervisors and managers),

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different issues in departments, different sizes of units make climate surveys more or less feasible, and lack of action from climate data can lead to worse climate. The DWT concluded that climate surveys are just one of many tools that unit directors can use to assess and improve climate. When units implement a climate survey, they should work with campus experts to develop a useful survey that protects the confidentiality of respondents. Such surveying should be made available and encouraged, but not be required.

We have outlined these considerations and provided specific recommendations regarding the use of climate surveys in appendix 7.

Were there dissenting opinions?

There were not dissenting opinions on climate surveys as much as a recognition that implementing climate surveys can have varying outcomes: they can be beneficial, they can be ineffective, and in some cases can do more harm than good, depending on how the process is managed. See appendix 7.

What are the dependencies and interdependencies with other work teams?

**Recruitment & Assessment.** Position descriptions should contain language about promoting diversity and positive climate. Training for those who do hiring could be an action taken to promote diversity and climate in a unit. Accountability for implementing hiring practices promoting diversity should be included in performance reviews of unit leaders (see appendix 6).

**Competencies.** Several new competencies relevant to diversity, equity, and climate will need to be created. Some will be incorporated into every position description, while some will be applicable only to those who manage other people.

**Compensation.** Some mechanism for using performance evaluations to assess compensation increases would have to be in place. We expect that employees who are reviewed on the diversity and climate-related competencies will be positively rewarded if they are promoting diversity and a good climate, and if not, will face a negative consequence in terms of compensation (i.e., no pay increase. We are not proposing a cut in pay as a negative consequence.)

**Employee Development.** Capacity for training, both for personal growth and for managing climate in a unit, must be increased. Employee development will need to look at where such training could be housed (centrally or not), and how to best advertise these opportunities to the entire workforce. New resources must be allocated to augment available training.

**Performance Management.** Evaluation of individual behaviors of respecting fellow employees, not harassing or bullying, and respecting differences must be included in any performance management system. Similarly, for unit leaders, evaluation of how well leaders are managing the climate of their units must be included. There must be consequences (positive and negative) for meeting/not meeting expectations.

**Workplace flexibility.** All employees must be given the opportunity to receive the training necessary to fulfill these new expectations.
What development or implementation challenges do you anticipate?

We anticipate some resistance to adding these expectations to position descriptions and performance evaluations. Some managers may not allow employees the time or the funds to receive training on respect and communication skills, cultural competency, anti-harassment training, and so on. Some supervisors may not perceive “climate” to be their responsibility. It will be especially difficult for faculty to be evaluated in this way, if they are not part of any new performance management system. Responsibility for climate and being a respectful colleague does not currently fit neatly into the faculty member’s job description of “research, teaching and service.” Strong leadership from the top (recommendation #1) will be imperative if we are to change the behaviors of faculty.

Adding additional education and/or training opportunities will require additional personnel and funds (recommendation #6). A number of existing, successful educational/training opportunities in this area already exist at UW-Madison (see appendix 8), and these can be enhanced and increased for less cost than creating new programming. Inventoring and building on these existing programs before adding new educational opportunities will help ensure success.

What change management challenges are anticipated?

It will be difficult to create a new UW-Madison culture that prioritizes climate as an important issue. All employees must be able to trust that accountability for personal behavior and responsibility for climate will be enforced at all levels. In the new system, it cannot be the case that some are evaluated on these measures, but others are not. Or, that some units participate in this effort to improve climate and other units do not. Leaders must find time and resources to prioritize climate. With all that is competing for attention, this area is often left unattended. Finally, all employees must pull together to ensure that everyone has the opportunity to participate in the activities of the entire campus community. Finding ways to include all employees encourages engagement and improves the climate, but it also requires a change in culture.

What is the impact of your recommendation?

Our vision is that the UW-Madison has a national reputation as one of the best places to work. We want our working environment to be so respectful, inclusive, friendly, engaging, and welcoming that everyone will want to work here. We will be able to recruit more diverse people to UW-Madison because of this well-known reputation for being a great place to work, and they will stay here because it is so welcoming to all.

Open Questions

Diversity-related issues that fall within the scopes of the 10 other Work Teams will be reviewed upon completion of all final recommendations.

Attachments

Appendix 1: Elements of Diversity
Appendix 2: Benefits of Employment at UW-Madison
Appendix 3: Guiding Questions for Diversity & Equity
Appendix 4: Information Consulted by Diverse Workforce Team
Appendix 5: Excerpt from “University of Wisconsin-Madison Reaccreditation 2009, Team 5 Report Executive Summary”
Appendix 6: Examples of Actions to Improve Diversity and Climate
Appendix 7: Measurement of Climate
Appendix 8: Training to Improve Diversity and Climate
## Append 1.

### Elements of Diversity

<table>
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<tr>
<th>Age</th>
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<td>Political views</td>
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<td>Social class</td>
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<td>Language</td>
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<td>And more...</td>
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*Bold categories are those indicated as “protected statuses” by WI state law*
# Benefits of Employment at UW-Madison

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<td>Recognition/Awards</td>
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<td>Fulfillment of potential</td>
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<td>Appeal process</td>
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<tr>
<td>Governance</td>
<td>And more….</td>
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Guiding Questions

• What are successful practices for achieving a diverse workforce that could/should be distributed across campus?

• What data are needed to assess success with regards to a diverse workforce? How are data used to ensure accountability by unit leaders?

• What barriers need to be overcome to reach our diversity- and equity-related goals?

• How can campus climate be enhanced to encourage a diverse workforce?

• How can we ensure that equitable opportunities are being provided to current and future employees? How are we aligning processes and protocols to reflect these opportunities?

• How does campus currently show it values a diverse workforce? What factors can be deployed to measure accountabilities and rewards with regards to achieving a diverse workforce?

• What resources must be allocated or reallocated to provide support for a diverse workforce? (E.g., training/education, funding, personnel, translation, change management)
Appendix 4. Information Consulted by Diverse Workforce Team

Feedback from Campus Community

- HR Reps Working Meeting, Key Themes for ACQUIRING PHASE, 9/20/11
- HR reps Working Session #2, Key Themes from Maintaining and Recognizing, 9/30/11
- VCA Retreat, World Café on HR Priorities, 10/5/11
- HR Reps Working Session #3, Key Themes from Terminating and Transitioning, 10/18/11
- HR Design Web Chat, 2/13/12
- HR Design survey and survey summary, 2/16/12
- Manager/Supervisor Forum, 2/23/12
- All-Campus Forum, 2/28/12
- All-Campus Forum, 2/29/12
- Manager/Supervisor Survey, 3/2012
- World Café Forum, 3/13/12
- Manager/Supervisor Forum, 3/20/2012
- World Café Forum, 3/20/12
- All-Campus Forum, 3/29/12 (including Spanish, Tibetan Sessions, Translated notes)
- Written Engagement Survey Notes, 4/2012
- HR Design Web-Chat, 4/11/12
- Trades Forum, 4/17/12
- All-Campus Forum (including Hmong session, translated notes), 4/18/12
- All-Campus Forum, 4/19/12
- Online and Written Feedback on Draft Recommendations, 4/2012
- Campus Forum (Spanish), 4/24/12
- Equity and Diversity Committee Survey Feedback, March–April 2012
- Academic Staff Executive Committee. “Recommendations from the Academic Staff Executive Committee for the HR Design Phase I Work Groups.” 4/27/12.
- Phase 1 Hand-written feedback, 5/2012

Data

- Office of Academic Planning & Analysis, Data Digest 2010–11
- Office for Equity & Diversity, Report on Veterans Employment, 8/31/2011
- Office for Equity & Diversity, Salary Summary Report, plan year 1/1/2011
- Office for Equity & Diversity, Utilization Summary, Plan Year 1/1/2011
- Office for Equity & Diversity, Workforce Analysis Report, Plan Year 1/1/2011
- Office for Equity & Diversity, Availability Analysis, Plan Year 1/1/2011
- Office for Equity & Diversity, Job Group Analysis, Plan Year 1/1/2011
- Office for Equity & Diversity, Salary Analysis, Plan Year 1/1/2011
- Office for Equity & Diversity, Job Group Analysis Report, Plan Year 1/1/2011
- AFSCME Local 171 FP&M Race/Gender statistics, 2009
- Office of Academic Planning & Analysis, Headcounts by Title, October 2011.
- Office of Academic Planning & Analysis, Benefit Enrollments, February 2012.
- WISELI. “The 2010 Study of Faculty Worklife at UW-Madison (clinical & CHS faculty), Executive Summary.” 2011.
**UW-Madison Internal Documents**

- US Department of Labor Audit Notification, 12/14/11
- HR Design Work Team Charters, 12/14/11
- Sample PVLs
- Division of Diversity & Climate, Strategic Diversity Update, Spring 2011
- Academic Staff Executive Committee, “Improvements or Issues Regarding Personnel System for Academic Staff,” 1/2012
- Graduate School Equity & Diversity Committee Best Practices/FAQ. [http://www.grad.wisc.edu/admin/committees/edc/faq.html](http://www.grad.wisc.edu/admin/committees/edc/faq.html)
- Memo to L&S Department Chairs and Directors re: parental leave. 1/3/12
- WISELI, Department Climate Survey (instrument). [http://wiseli.engr.wisc.edu/climate/deptsurvey_zoomerang.pdf](http://wiseli.engr.wisc.edu/climate/deptsurvey_zoomerang.pdf)
- WISELI, Study of Faculty Worklife 2010 climate survey instrument. 2010. [http://wiseli.engr.wisc.edu/research/w3_facultyversion10.pdf](http://wiseli.engr.wisc.edu/research/w3_facultyversion10.pdf)
- UW System Office of Equity, Diversity and Inclusion. Equity Scorecard. [http://www.wisconsin.edu/edi/equity/index.htm](http://www.wisconsin.edu/edi/equity/index.htm)
- Mary Czynszak-Lyne, Letters & Science Climate Committee. “Classism Scenarios in the Workplace.” 2/12/12.

**Articles/External Resources**

- Code of Federal Regulations: Identification of Problem Areas (41 CFR 50-2.17(b))
• State of Wisconsin, Department of Workforce Development, Equal Rights Division, “Fair Employment Law and Complaint Process.”
• Miyashiro, Marie R. “Needs Inventory for the Workplace.” Elucity Network Inc. 2011.
• Maslow’s Hierarchy of Needs. 1954.
• AAUP. “Accommodating Faculty Members Who Have Disabilities.” 1/2012.
  http://www.nytimes.com/2012/02/05/jobs/disabilities-can-be-workplace-assets.html?_r=3&ref=jobs
• Anthony Walesby, Office of Institutional Equity, University of Michigan. Benchmarking Interview performed by Huron Consultants. 2/27/12.
• Luís Mendoza, Office for Equity and Diversity, University of Minnesota. Benchmarking Interview performed by Huron Consultants. 3/6/12.
• University of Minnesota Equity and Diversity Certificate Program.
  https://diversity.umn.edu/equitydiversitycertificate
• Forbes. “Diversity Training Doesn’t Work.”
  http://www.forbes.com/sites/peterbregman/2012/03/12/diversity‐training‐doesnt‐work/.
  3/12/12.

Visitors to/from Diverse Workforce Team

<table>
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<tr>
<td>January 9, 2012</td>
<td>Bonnie Sundal</td>
<td>Office for Equity and Diversity (EEOC reporting)</td>
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<tr>
<td>February 13, 2012</td>
<td>Tom Armbrecht</td>
<td>GLBT Issues Committee</td>
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<tr>
<td>February 20, 2012</td>
<td>Tim Shedd</td>
<td>Campus Diversity &amp; Climate Committee</td>
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<td>February 22, 2012</td>
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<td>Committee on Women in the University</td>
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<tr>
<td>February 27, 2012</td>
<td>QueLan</td>
<td>Office for Equity and Diversity Advisory Committee</td>
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<td>March 5, 2012</td>
<td>Morton Gernsbacher &amp; Cathy Trueba</td>
<td>Access &amp; Accommodation in Instruction Committee</td>
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<tr>
<td>March 12, 2012</td>
<td>Barb Lanser &amp; Lindsey Stoddard-Cameron</td>
<td>Benefits Work Team</td>
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<tr>
<td>March 19, 2012</td>
<td>Luis Piñero</td>
<td>Office for Equity &amp; Diversity</td>
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<tr>
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<td>Committee/Team</td>
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<td>April 2, 2012</td>
<td>Damon Williams</td>
<td>Office of the Vice Provost for Diversity and Climate</td>
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<td>April 25, 2012</td>
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<td>Recruitment &amp; Assessment Work Team</td>
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<td>May 7, 2012</td>
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<td>Workplace Flexibility Work Team</td>
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<td>May 8, 2012</td>
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<td>May 14, 2012</td>
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Appendix 5. Excerpt from “University of Wisconsin-Madison Reaccreditation 2009, Team 5 Report Executive Summary”

Recommendation 1: Deliberate attention paid to being welcoming. First experiences, whether the first day on the job, or the first semester as a student, or the first months as a tenure-track faculty member, can set the tone for a person’s entire experience. A critical part of building community is creating experiences that fully introduce and welcome new staff, students, and visitors as well as support the transitions of continuing community members.

1. Initiate campus campaign similar to ‘We Conserve’: ‘We welcome, it’s what we do.’ Track success by surveying new employees and students as to their level of feeling welcome.

2. Create new orientations that are ‘developmentally appropriate’, that begin prior to arrival on campus, and that provide a stepwise orientation to campus and their role here. This includes our 2nd and 3rd shift workers. We further recommend:
   a. Spread out the orientations appropriately
   b. Focus not only on the cognitive but the affective aspects of orientation – provide the concrete details and parking permits and ‘how to’ log in etc., but ALSO provide the experiential aspects of orientation. Show new people the ropes, what are the expectations, where am I now? How do I do my job? Who can I talk to, rely on, be friends with?

3. Develop and sustain support systems and resources for new employees: e.g., provide adequate and appropriate mentoring, as well as training for mentors and supervisors.

4. Designate a ‘welcome person’ within each department, unit and dormitory to serve as the point person providing welcome and information for those interested. Make this person’s name and contact information publicly available.

5. Provide activities and programs to introduce new people to campus and campus to them. For example:
   a. Bucky-book for campus: every new employee (and each employee who reaches 5, 10, 15... years on campus) receives a book of coupons for free admission to a performance, a free meal in one of the dining halls, a free game of pool in the union, free parking for a day, etc.
   b. Social networking opportunities (interest groups that are not job-related).

Appendix 6. Examples of Actions to Improve Diversity and Climate

At Campus Level

- Create and implement a campuswide workforce diversity plan
- Implement regular campuswide climate surveys of all employees (see Appendix 7)
- Provide resources and support for measurement and training related to diversity and climate
- Hold all divisions/schools/colleges accountable for improving diversity and climate in their units
- Build opportunities for community across campus
- Create affinity groups for underrepresented employees across campus who feel isolated in their units
- Create a public relations campaign around diversity and climate. Promote inclusive message on website, in new employee orientations, and at every other opportunity.

At Division/School/College Level

- Create and implement a division-wide workforce diversity plan
- Provide resources and support for measurement and training related to diversity and climate
- Hold all departments/units accountable for improving diversity and climate in their units
- Support division/school/college Equity & Diversity Committee
- Perform regular equity reviews of the unit (salary, space); follow through on findings by making adjustments
- Improve work facilities—install a break room, buy better furniture, upgrade computers or equipment
- Implement an audit of accessibility of division’s facilities, communications, website, etc.

At Department Level

- Create new opportunities for employee interaction, especially in units where people work independently (e.g., weekly coffee or snack get-togethers, create a common space for eating meals)
- Bring training opportunities related to climate into the division (e.g., bring in group to deliver a bias literacy, cultural competence, sexual harassment or other workshop to your unit)
- Hold all supervisors/managers of individual work groups accountable for improving diversity and climate in their units
- Provide a means for all employees in the unit to raise issues or concerns with someone other than their immediate supervisor/manager
- Using survey or other methods, learn about the climate in the department/unit, and use the data to make improvements where needed (see Appendix 7)
- Improve communication within the department, meeting the needs of all employees (including those with no email access, disabilities, language differences, etc.)
- Review invitees to important department meetings and be as inclusive as possible when deciding who should be invited to meetings, or who should represent the department in meetings outside the department
- Review department needs for “essential” services in the event of a snow day. Create a department policy that is as flexible as possible for employees in event of inclement weather.

At Workgroup Level

- Attend any training for supervisors/managers dealing with inclusivity, climate, communication, hiring best practices, etc.
- Learn the language of the employees you supervise
- Seek help to deal with a problem employee in the unit (as opposed to brushing bad behavior under the rug)
- Create more flexibility for employees—e.g., create a schedule for flexible work hours
- Actively advocate for employees—promotion, awards
- Promote the professional development of employees; provide work time for training, allocate unit funds for classes/certificates
- Improve communication within the workgroup, meeting the needs of all employees (including those with no email access, disabilities, language differences, etc.)
- Review invitees to important unit meetings and be as inclusive as possible when deciding who should be invited to meetings, or who should represent the unit in meetings outside the unit
- Find a way to deal with bad behavior directed at your employees from outside the unit (e.g., from campus visitors, students, etc.). Ideas: use humor (“incident of the week” award), or if perpetrator is identifiable, take action on behalf of employee.
Appendix 7. Measurement of Climate

Given the definition of “workplace climate” as an individual's feeling of personal safety and inclusion, being listened to, valued, treated fairly and with respect at work, how might one find out if the employees in a work unit are experiencing good or bad climate?

Certainly, a supervisor or manager could simply ask his or her employees how they feel working in the unit. Do they feel respected? Are they satisfied with their jobs? Is the unit inclusive, or do does the employee feel isolated? However, if there is not already a great deal of trust between supervisors and their employees, such questions could be threatening, and elicit responses that are less than truthful.

To counter this potential problem, some units have employed an outside organization to conduct such climate interviews. However, this is an expensive and time-consuming proposition. Therefore, most leaders prefer to use less intrusive (and less expensive) methods to understand the state of climate in the units they direct; they turn to climate surveys.

“Climate surveys” are known by a number of different names (employee satisfaction surveys, workplace engagement surveys), but generally, we think of a climate survey as any instrument that asks employees what it feels like to work in their unit.

Some of the important issues to consider when fielding a climate survey include:

1. At what level should the survey be implemented? The kinds of questions one might ask of a very large population (e.g., an entire school/college, or the entire university) are very different from those you might ask in a smaller unit (e.g., a department or a smaller work unit.)

2. Who will implement the survey? Generally it is recommended that a trusted survey expert outside of the unit implement the survey and process the results. Employees feel more free to provide their honest opinions when they trust that the unit handling their data will aggregate responses to an appropriate level to assure that no one respondent is identifiable.

3. How will the confidentiality of respondents be protected? Employees may feel very vulnerable when filling out surveys. Further, in open-ended questions they may provide identifying details of persons or situations that can harm employees. Care must be taken at all times to fully protect those taking the survey.

4. How will any results be disseminated and used? If employees are going to take the time to fill out the survey, it is good practice to ensure that they have access to a summary of results when the survey is complete. Furthermore, unit leaders must have a plan for using the results to make improvements, and communicate those plans clearly to employees. Implementing a survey and then providing no feedback on the results and/or showing no action can increase distrust of unit leaders and lead to worse climate in the long run.

For these reasons, the Diverse Workforce Team makes the following recommendations regarding climate surveys:

1. **We recommend regular (i.e., every two or three years) climate surveys of all UW-Madison employees, performed by a trusted and professional expert in survey design, implementation and analysis.** Time series should be collected, reported, and used to make policy around diversity and climate issues. These campus-level data should be made available for division-
level reports, but should not be disaggregated for units below the division/school/college. Issues of diversity and inclusion should explicitly be part of these surveys.

2. **We recommend that the infrastructure of implementing** surveys for smaller units be augmented and made available to department chairs/unit directors to explore micro-level climate issues in units smaller than the division/school/college level. Existing units that perform these functions include the Office of Human Resource Development, and the Women in Science & Engineering Leadership Institute. These services should be formalized, encouraged, and made more available to department chairs and unit directors.

3. **We do not recommend that every director/supervisor/manager be mandated to conduct climate surveys in their units**, nor do we recommend that those who direct the work of others be evaluated based on climate survey responses from their units. If a supervisor is mandated to implement a climate survey, negative outcomes may result. A supervisor must be self-motivated to implement climate surveys so that employees have trust in the good-faith effort to learn about problems and address them. If a survey is implemented in a unit without this trust, more harm can occur than good.
Appendix 8. Training to Improve Diversity and Climate

Office for Equity & Diversity
- Graduate Assistant Equity Workshops (http://www.oed.wisc.edu/workshop.html)
- Sexual Harassment Information Sessions (http://www.oed.wisc.edu/sexualharassment/info.html)
- Leadership Institute (http://www.library.wisc.edu/EDVRC/leadershipinstitute.html)
- SEED/SEEDED Seminars (http://www.library.wisc.edu/EDVRC/index.html)

Office of Human Resource Development
- Communication & Conflict Management

Division of Continuing Studies
- Diversity and Cultural Competence Workshops (http://www.dcs.wisc.edu/pda/diversity/index.html)

Division of Information Technology
- Website accessibility course (http://www.doit.wisc.edu/accessibility/)

Delta Program
(See http://www.delta.wisc.edu/Courses%20and%20Programs/Delta%20Course%20Catalog.pdf for a full course catalog)

- The College Classroom: Teaching in Science and Engineering: International Students, International Faculty
- Diversity in the College Classroom
- Research Mentor Training Seminar

Women in Science & Engineering Leadership Institute
- Searching for Excellence & Diversity: Workshops for Search Committees (http://wiseli.engr.wisc.edu/hiring.php)
- Enhancing Department Climate: A Chair’s Role (http://wiseli.engr.wisc.edu/climate.php)
- Retaining and Advancing Excellent Faculty Through Bias Literacy (http://wiseli.engr.wisc.edu/bias.php)

Theatre for Cultural & Social Awareness (http://theatre.wisc.edu/TCSA.htm)

University of Minnesota
- Equity & Diversity Certificate Program (http://academic.umn.edu/equity/education/certificate.html)