Integrated Engagement, Inclusion and Diversity Plan

EID Team Members:

Greg Dierks
Michelle Discher
Rebecca Moritz (Team Lead)
Don Siebert
Carrie Smith
Brent Wallace
Jessica Williams

June 26, 2013
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Appendix 1. EH&S Department Meeting EID Presentation January 4, 2013
PART ONE: BACKGROUND

Introduction

Purpose
The purpose of the Engagement, Inclusion and Diversity (EID) Plan for EH&S is to create a framework for department leadership and staff to understand the background and goals of an EID program.

Description of Plan Development (who was involved, their role and responsibility, and steps taken)

The plan was developed based on the results of the VCFA 2012 EID Survey. Outcomes and measures were used to create a report that was presented to the EH&S department in January 2013. The EID summary highlighted the many strengths of the department. It also indicated some areas for improvement. The most important areas were discussed at a departmental leadership meeting. A report was prepared to address the issues. A volunteer was identified to address each area of concern. The volunteer/facilitator will be responsible for creating a goal and their respective area of improvement. A table of the goals can be found in the section “Summary of Goals.”

The summary of goals developed by the EH&S Leadership team was given to the EH&S EID team for review and discussion. The EID team determined which of the summary goals developed by the leadership team were of most concern and was achievable within the current system and available resources.

Engagement, Inclusion, and Diversity Team members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Dierks</td>
<td>Radiation Safety</td>
</tr>
<tr>
<td>Michelle Discher</td>
<td>Occupational Health</td>
</tr>
<tr>
<td>Rebecca Moritz</td>
<td>Office of Biological Safety (Team Leader)</td>
</tr>
<tr>
<td>Don Siebert</td>
<td>Fire Safety</td>
</tr>
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<td>Carrie Smith</td>
<td>Office of Biological Safety</td>
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<td>Brent Wallace</td>
<td>Technical Services</td>
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<td>Jessica Williams</td>
<td>Chemical Safety</td>
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EH&S Leadership Team:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Paul Umbeck</td>
<td>Director</td>
</tr>
<tr>
<td>Darren Berger</td>
<td>Manager, Technical Services</td>
</tr>
<tr>
<td>Carrie Ensrud</td>
<td>Coordinator, Occupational Health Animal Care</td>
</tr>
<tr>
<td>Victor Goretzky</td>
<td>Assistant Director, Radiation Safety</td>
</tr>
<tr>
<td>Rebecca Moritz</td>
<td>Manager, Select Agent Program</td>
</tr>
<tr>
<td>Jim Morrison</td>
<td>Assistant Director, Occupational Heath</td>
</tr>
<tr>
<td>Jeff Schiller</td>
<td>Manager, Fire Safety</td>
</tr>
<tr>
<td>Jim Turk</td>
<td>Assistant Director, Biosafety</td>
</tr>
<tr>
<td>Troy Vannieuwenhoven</td>
<td>Manager, Hazwaste</td>
</tr>
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**EH&S Mission and Vision and Their Relationship to Strategic Plan**

Below is the department’s mission, vision, operating principles, and aspirational values statements. The EH&S Department is a customer focused unit that provides many services throughout the UW-Madison campus community. This includes research facilities located throughout the State like the University of Wisconsin Research Park, Kegonsa Research Center and Agricultural Research Stations. The work fully commits EH&S staff members to be engaged and inclusive in the people that it hires. The department also recognizes the importance of maintaining a diverse workforce in line with the overall strategic plan of Facilities Planning & Management.

**Mission**

The mission of Environment, Health & Safety department (EH&S) is to ensure the health and safety of people, buildings, and the natural environment at UW-Madison and associated facilities.

We accomplish our mission through professional services, technical expertise, strong partnerships and regulatory oversight.

**Vision**

EH&S envisions a campus where safety awareness and compliance are integrated into everyday operations, making the University of Wisconsin-Madison a model for safe research and education at a public university.

**Operating Principles**

1. We provide the highest quality service by ensuring that our departmental staff have up-to-date knowledge and are highly trained experts in their field.
2. We provide EH&S staff the opportunity and resources they need to do their jobs effectively.
3. We serve as stewards of the university’s resources by protecting its people, buildings, and natural environment.
4. We lead by example, making sure we ourselves are in compliance with the regulatory mandates we expect others to follow.
5. Working through institutional committees, we believe in making important policy decisions with the input and involvement of interested parties.

**Aspirational Values**

We are committed to working together and to conducting our activities in accord with best practices and informed by high ethical standards.
History of EH&S

The history of the EH&S Department goes back more than 60 years. The academic community understood the importance of not only protecting the University’s buildings but ensuring the best lifesaving protections available. Early emphasis was on fire and life safety due to the concerns of flammable building materials and the wide use of smoking materials by faculty, staff and students. There was also a growing concern about the rapidly expanding use of dangerous research materials including biological, radiological and chemical substances. Federal and state regulatory oversight and mandates were essentially non-existent. In the mid to late 1940’s, out of growing concerns for life safety, the academic community initiated a drive to develop a separate unit devoted to understanding campus safety risks, conducting inspections and providing guidance on safe practices. The early importance of fire and life safety drove the UW-Madison campus to create a safety (EH&S) department under the direction of Facilities Planning and Management. Over the next several decades, the value and importance of safety continued to grow and became more complex. Federal and state agencies promulgated a growing list of regulations for oversight of the most hazardous materials, fire and life safety codes, storage and use of biological, chemical and radiological materials, occupational safety, and environmental protection.

In the early 1990’s, the Safety Department was created under Facilities Planning and Management to separately manage the ever expanding safety regulations and ensure compliance with federal and state mandates. In the mid-2000’s, the Safety Department was renamed to the Environment, Health and Safety Department or EH&S. Today, the EH&S Department provides education, training and customer service in the areas of biological, chemical and radiological safety, engineering and technical consultations, fire & life safety, lake safety, occupational health and environmental protection. EH&S provides assistance with understanding and achieving compliance with federal, state and local regulations. EH&S’ objectives are to first protect people from harm, protect buildings and protect the environment and secondly, protect the institution from liability.

During the past history and much like the University, little, if any thought was given to understanding EH&S’ role in developing a diversified work force. However, the growing complexity and expansion of the UW-Madison campus and its research programs, federal and state regulations required EH&S to focus on its mission of safety. In order to meet its increasing importance to the campus community, EH&S worked hard to create a department that is highly educated, diverse and proficient in order to meet customer needs. Today, the EH&S department must continuously review and improve its operations, and take a leadership role in the development and diversity of its staff.

In 2012, the Vice Chancellor for Finance and Administration (VCFA) completed an Engagement, Inclusion and Diversity (EID) survey that provided a benchmark for EH&S to begin reviewing its EID activities.

Appendix 1. EH&S Department Meeting Presentation of EID Findings

Highlights from the survey indicated a number of EID strengths in the EH&S department. They included:
1. The department is welcoming to all people regardless of gender.
2. Employee suggestions are implemented.
3. The department produces high-quality products and services.
4. Supervisors are open and welcoming to others who are different from him or her.
5. Staff members are asked for input on work-related matters.

However, the EID survey also indicated that there were areas for improvements. They included:

1. The need for clarification of what individuals need to learn to be adequately prepared for promotional opportunities.
2. Improvement in the recognition for work that individuals do.
3. Recognition based on performance.
4. Providing the necessary tools to be successful with work in EH&S.
5. Improvement in the ability of supervisors to effectively respond to conflicts.
6. Provide real opportunities for staff members to improve skills.

While the EID survey identified some important gaps there are other considerations EH&S should consider as a way of being more representative and inclusive of minority groups,

- Gender and minority diversity in management and/or leadership positions
- Promotion of a holistic inclusive hiring process for all staff members that includes:
  - Ensuring as much as possible, a diverse pool of qualified candidates
  - Creation of search and screen teams that are diverse with respect to gender, minorities, age, and experience
  - Improving our new employee onboarding process to be welcoming, comprehensive, consistent and inclusive

In order to move forward with realistic goals and objectives, EH&S reviewed the EID survey results and created table (Table 1. Summary of EID Goals) that outlines specific measures, goals, and facilitators. These are summarized in the table, Engagement, Inclusion and Diversity Progress Report and Review. The outcomes were classified according to EID objectives.
Table 1. Summary of EID Goals: Engagement, Inclusion & Diversity Progress Report and Review

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Goal</th>
<th>Facilitator</th>
<th>Status*</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Diversity: Recruitment (based on heritage and gender info)</td>
<td>Ensure a “holistic” approach to hiring</td>
<td>Paul Umbeck</td>
<td>Green Yellow Red</td>
<td>Make sure that screen and interview panels include diversity profiles of gender, race, etc.</td>
</tr>
<tr>
<td>Diversity: Representation</td>
<td>Advertise open positions in minority hiring advertising sties</td>
<td>Paul Umbeck</td>
<td>Green Yellow Red</td>
<td>Ensure that recruiting for prospective job candidates is extended out to key minority organizations. This will help to reach the broadest representation in hiring practices.</td>
</tr>
<tr>
<td>Engagement: Survey Score Engagement Index</td>
<td>Review supervisor response in dealing with conflicts in work units; outline procedures and conduct training with real scenarios</td>
<td>Sean Geib</td>
<td>Green Yellow Red</td>
<td>Question (5a) listed under Supervisors in Work Unit; 59% responded positively to this question; work with Shoko on training needs for supervisors.</td>
</tr>
<tr>
<td>Engagement: Survey Score Engagement Index</td>
<td>Review supervisor tools needed to be successful within the work unit; what are the tools needed and how do we provide them to supervisors</td>
<td>Jim Turk</td>
<td>Green Yellow Red</td>
<td>Question (5c) listed under Supervisors in Work Unit; 59% responded positively to this question; the content of this program will be supervisor/leadership training and development.</td>
</tr>
<tr>
<td>Engagement: Survey Score Engagement Index</td>
<td>Evaluate employee opportunities to improve their skills in the work unit.</td>
<td>Jim Morrison</td>
<td>Green Yellow Red</td>
<td>Question (3h) listed under Tools &amp; Opportunities; 59% responded positively to this question; identify what staff are looking for and determine the best course of action; will be part of their performance review.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Engagement: Survey Score Engagement Index</td>
<td>Clarify employee recognition practices, identify what is important to staff and what criteria are used to assess performance.</td>
<td>Jeff Zebrowski &amp; Troy Vannieuwenhoven</td>
<td>Green Yellow Red</td>
<td>Questions (3e) and (3f) listed under Tools &amp; Opportunities; 52% responded positively to each question; reach out to other units (internally &amp; externally) to find out what works well and what needs improvement.</td>
</tr>
<tr>
<td>Inclusion: Survey Score Inclusion Index</td>
<td>Develop a communication process for staff that clearly outlines what they need to learn to prepare for promotional opportunities, i.e., competencies.</td>
<td>Jeff Schiller</td>
<td>Green Yellow Red</td>
<td>Question (3i) listed under Tools &amp; Opportunities; Only 29% responded positively to this question; get to the heart of the Draft HR Design Competencies proposal.</td>
</tr>
<tr>
<td>Leading and Best Practices Implemented</td>
<td>Review the Department’s mission, vision and values statements to ensure they include references to EID.</td>
<td>Paul Umbeck</td>
<td>Green Yellow Red</td>
<td>Work with staff to engage them in the discussion and refine mission to include EID concepts and practices.</td>
</tr>
<tr>
<td><strong>Leading and Best Practices Implemented</strong></td>
<td>Include one goal in personnel performance reviews that includes leadership training and promotes EID awareness</td>
<td>Paul Umbeck</td>
<td>Green Yellow Red</td>
<td>Will become a necessary element to individual performance reviews.</td>
</tr>
</tbody>
</table>

*Status: **Green** means close to target / **Yellow** means midway to target / **Red** means far from target and requires increased priority.*
PART TWO: THE EID PLAN
This part of the plan outlines the specific goals, current state, desired state, key actions, and key measures in the three critical areas: Diversity Representation (which includes recruitment), Engagement and Inclusion.

Section 1: Increasing Diversity Representation and Recruitment

Title: Recruitment Process Review

Goal: Ensure that recruiting for prospective job candidates is first evaluated for internal candidate prospects and secondarily expanded out to external candidates. Reach out to key minority and culturally diverse organizations. Review search and screen committee composition and interview panel to include a diversity profile with respect to gender, race, age, etc.

Current State: Currently, it is not clear to what extent human resources does to review internal candidates and reach out to minority groups. Also, there is no review process of the composition of search and screen and interview committees.

Desired State: A transparent process that ensures all appropriate internal and culturally diverse groups are notified of open positions. Leadership should review every search and screen, and interview committee composition to meet our diversity objective.

Key Actions: Review and coordinate with HR to review organizations and media advertisement contacts for open positions. Review with HR the composition of search and screen teams and interview teams prior to candidate selection. The Director of EH&S is the responsible person. The goal will be implemented July 1, 2013 or as soon as possible.

Key Measures: At the completion of each hire, a review will be conducted regarding the process and the individual hired to determine if each step was executed appropriately and to the fullest extent possible. Key measures will include a review of the position description, advertisement, recruitment, search and screen, interview, offer, acceptance and onboarding process.

Section 2: Increasing Engagement

Goal: There are four goals under engagement. They include improving supervisor’s capability to deal with conflict resolution, provide tools to supervisors to be successful in their work unit, review and identify opportunities for employees to improve their skills and clarify to staff recognition practices used to identify and assess performance.
**Current State:** Four out of the five lowest scored questions in the EID survey fell under the engagement category. It is clear employees are not as engaged as they could or should be.

**Desired State:** All employees are engaged, feel recognized for their work, and have opportunities to improve their skills.

**Key Area for Improvement:** The lack of conflict resolution within workgroups carries over to the entire department resulting in units not working cohesively together or collaborating. Units tend to become siloed, disconnected and protective of their areas. Staff perceives the conflicts.

**Key Actions:** The EH&S EID team identified four areas where EH&S can work to improve in this area.

- Develop a list of competencies for managers and supervisors. Match the list with position descriptions to identify gaps. Take measures to address areas the areas as professional development.

- Managers and supervisors should be appropriately trained to perform their managerial duties including conflict resolution. Currently, this type of training is not required. The director should mandate training on conflict resolution for every manager and supervisor. The EID team suggests required semiannual training sessions, OHR training, and potentially a retreat for managers.

- There should be more transparency from the EH&S leadership team allowing staff to have more of a voice and feel more involved in the department. The Director and Managers should send our weekly or monthly emails to the department describing what is going on in their department. In addition, the minutes from the leadership meeting should be made available to the entire department.

- There needs to be better communication between units in the department. This will foster more collaboration and prevent different groups from reinventing the wheel. Staff should be given the opportunity to shadow members of a different unit. Department lunches are another good way for staff to interact more often. Lastly, different units should meet with other units on a monthly basis to discuss collaborating, lessons learned, and best practices. These meetings should have a set of guidelines that focus on positive actions, working together on a topic, and providing suggestions and/or solutions.

**Key Area for Improvement:** In general, staff are quite satisfied with the support they receive for professional development. However, there are impediments. Some work units have more limited offerings. This means more opportunities will be distant and more costly. Where there are functions covered by one or two people, the reality of falling behind and having to catch up is often a disincentive to development activity.
Key Actions: The EH&S EID team identified four areas that EH&S can use to improve this area of the work unit.

- Departmental polices need to be generated that describe and clarify the process and structure for education, certification and continuing education credits. In addition, current FP&M forms are not conducive for encouraging travel or they are not applicable to EH&S. EH&S should develop its own travel approval forms.

- Informational materials should be developed to cover various opportunities for education, training, and conferences. A list should be compiled of what credentials and certifications staff have so they can serve as a resource to coworkers.

- Greater support should be given to personnel for growth. A mentoring program should be developed. As well as managers providing support for personnel opportunities including backup support when necessary.

- Staff should be recognized at departmental meetings for education, certifications, and taking advantage of training opportunities.

Key Area for Improvement: Most individuals feel recognized through compensation. This question was seen as a deficiency by personnel partially because it is intertwined with frustration with the campus HR system and compensation cuts over the last few years. In addition, there is a lack of promotion opportunities for staff or monetary rewards for meeting personal or unit goals. Combined, these circumstances have created a morale problem among department personnel. Receiving a pat on the back and being told good job only goes so far. It has been over four years since university employees have seen a pay raise and in fact due to compensation cuts personnel have been making less and less the last five years. In addition, there is the perception of salary and title inequities among the work units and individuals are not compensated for taking on additional workloads due to vacancies.

Key Actions: The EH&S EID team identified two categories for corrective actions that EH&S can use to improve this area of the work unit.

- A thorough review of compensation, salaries, titles, credentials, and work duties/responsibilities should be performed. Job descriptions should more accurately reflect the duties of personnel. There should be compensation or acknowledgement for individuals taking on additional duties due to a lack of FTEs or a vacant position. Lastly, management should actively pursue DMCs for employees that take on extra duties or go above and beyond.

- There are other ways to provide recognition than compensation. Leadership should acknowledge personnel at every opportunity when a job is well done.
Customer feedback should be given to staff. Tokens of appreciation should be given such as free parking, a vacation day, EH&S swag, sport or concert tickets, food, annual banquet, or written commendations.

**Additional Key Actions:** Individuals should have more flexibility to increase productivity if their job duties allow. For example, be allowed to work from home or work four ten hour days.

**Key Measures:** The implementation of the action items listed above will serve as the metrics.
Section 3: Increasing Inclusion

**Goal:** Outline career pathways so staff have a better understanding of professional growth opportunities.

**Current State:** Of all the 2012 survey questions, the one that scored the lowest was what staff need to learn to be adequately prepared for promotional opportunities. The current structure of EH&S does not allow for much advancement beyond an individual's position. Promotion potential is not clearly identified or transparent.

**Desired State:** Professional development is at the core of maintaining a healthy work force. Everyone should know and understand their current position and job description.

**Key Area for Improvement:** Staff should be able to identify a career path that takes into account the skills, knowledge and competencies required to achieve job growth. This may involve growth as a technical expert within one's field or across disciplines. Or it may involve a management or supervisory role.

**Key Actions:** The EH&S EID team identified corrective actions that EH&S can use to improve this area of the work unit.

- Create a delineated process outlining promotional opportunities for personnel. This will make the advancement process transparent for all parties including human resources, leadership, and personnel.
- Annual personnel reviews should include a discussion about career advancement and professional development. The individual should learn what skills, experience and competencies are needed to advance to each level in EH&S.
- Provide current personnel with the opportunity to take on more responsibility from open positions and subsidize their efforts.
- Some individuals do not wish to climb the career ladder and are happy in their current roles. These personnel should be rewarded for a job well done.
EID Background

Darrell Bazzell, (VCFA) launches initiative 10/1/2012

Goal: “Create an environment of respect and inclusiveness through opportunities for employee engagement.”

Definition of Employee Engagement

● When an employee is:
  ➢ Fully involved in and enthusiastic about his or her work
  ➢ Cares about the future of the organization
  ➢ Willing to invest greater discretionary effort to see the organization succeed
Definition of Inclusion

- In an inclusive environment is when:
  - People feel valued as a contributing member of a team, work group or organization
  - Negative biases and barriers to contribution are eliminated
  - People are respected and therefore able to give their personal best

Desired Outcomes

Increasing employee engagement, inclusion and diversity will:

- Create an environment of respect & inclusiveness
- Improve employee satisfaction
- Contribute to better decision-making
- Improve organizational performance
Benefits for Employees

- Greater personal meaning in work
- Increased connection to work, mission and co-workers
- Increased involvement in decision making
- More effective use of resources
- Stronger partnerships across campus

Survey Methodology

- Survey conducted by Chamberlain Research
- Distributed electronic & paper surveys
- Paper surveys offered in multiple languages
- Basic demographic information was collected
  ✓ No names were linked to survey data
- 464 responses were received from FP&M staff out of 1211 surveys distributed (38% response rate)
- EH&S had 27 responses (represents about 50% of staff)
Survey Methodology

- Questions focused on level of employee:
  1. Engagement
  2. Inclusion
  3. Diversity

- Measurement based on established indices provided by:
  1. The Merit Systems Protection Board
  2. The VCFA Diversity & Inclusion Index

Survey Methodology

Scale for responses:

5. Strongly agree
4. Agree
3. Neither agree nor disagree
2. Disagree
1. Strongly disagree

- Engaged/ favorable if responses were 4 or 5
- Somewhat engaged/ neutral if responses were 3
- Not engaged/ unfavorable if responses were 2 or 1
Survey Results

- Serve as baseline data (survey to be repeated in 2014)
- Identify areas of strength and areas for improvement
- Data can be used to measure current initiatives
- Serves as one source of information
- Listening sessions and focus groups may be used to learn more

Key Survey Indicators

Engagement
- Pride in one's work
- Satisfaction with leadership
- Opportunity to perform well
- Recognition - Satisfaction with.
- Professional Growth - Prospects for,
- Positive Work Environment - with a focus on teamwork

Inclusion
- Job Satisfaction
- Meaningful Work
- Unit Satisfaction
- Best Places to Work

Diversity
- Race
- Gender
- Sexual Orientation
- Respect
FP&M Employee Engagement Data

EH&S Employee Engagement Data

<table>
<thead>
<tr>
<th>Response</th>
<th>Pride</th>
<th>Satisfaction</th>
<th>Opportunity</th>
<th>Recognition</th>
<th>Professional Growth</th>
<th>Positive Environment</th>
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**EH&S Inclusion (Job Satisfaction)**

<table>
<thead>
<tr>
<th>Environment, Health &amp; Safety</th>
<th>Satisfied with Job</th>
<th>Meaningful Work</th>
<th>Satisfied with Unit</th>
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<tbody>
<tr>
<td>Favorable</td>
<td>70</td>
<td>86</td>
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<tr>
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**Best Places to Work**

**FP&M**

<table>
<thead>
<tr>
<th>Response</th>
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**Environment, Health & Safety**

<table>
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<tr>
<td>Unfavorable</td>
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Best Places to Work

![Bar chart showing rankings of different organizations.]

Diversity & Respect (EH&S)

![Table and chart showing responses to questions about diversity and respect.]

<table>
<thead>
<tr>
<th>Response</th>
<th>Race</th>
<th>Gender</th>
<th>Sexual Orientation</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>8.0</td>
<td>9.3</td>
<td>8.5</td>
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Diversity & Respect (FP&M)

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<th>Sexual Orientation</th>
<th>Respect</th>
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<td>Favorable</td>
<td>71</td>
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<td>71</td>
<td>71</td>
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<tr>
<td>Neutral</td>
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<td>4</td>
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EH&S Strengths

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>%</th>
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<tbody>
<tr>
<td>1c</td>
<td>My work unit is welcoming to all people regardless of gender</td>
<td>93</td>
</tr>
<tr>
<td>1k</td>
<td>I have made suggestions that have been implemented in my work unit</td>
<td>93</td>
</tr>
<tr>
<td>4b</td>
<td>My work unit produces high-quality products and services</td>
<td>93</td>
</tr>
<tr>
<td>5i</td>
<td>My supervisor is open and welcoming to others who are different from him/her</td>
<td>93</td>
</tr>
<tr>
<td>2c</td>
<td>In my work unit, my co-workers are open and welcoming to others who are different from them</td>
<td>89</td>
</tr>
<tr>
<td>1j</td>
<td>I am asked for input on work-related matters</td>
<td>89</td>
</tr>
</tbody>
</table>
EH&S Areas for Improvement

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3i</td>
<td>It is clear to me what I need to learn to be adequately prepared for promotional opportunities</td>
<td>29</td>
</tr>
<tr>
<td>3f</td>
<td>I am satisfied with the recognition I receive for my work</td>
<td>52</td>
</tr>
<tr>
<td>3e</td>
<td>Recognition is based on performance in my work unit</td>
<td>52</td>
</tr>
<tr>
<td>5c</td>
<td>My supervisor is provided with the tools to be successful within the work unit</td>
<td>59</td>
</tr>
<tr>
<td>5a</td>
<td>My supervisor responds effectively to conflicts in my work unit</td>
<td>59</td>
</tr>
<tr>
<td>3h</td>
<td>I am given real opportunity to improve my skills in my work unit</td>
<td>59</td>
</tr>
</tbody>
</table>

FP&M and EH&S Next Steps

- Convene FP&M Employee Engagement, Inclusion & Diversity Team (EID Team); finalize membership; develop and issue Charter
- Share survey data with FP&M departments
- Develop action steps based on evaluation of data
- Establish an EH&S team to develop an EID plan for the department
- Revise FP&M Mission & Vision statements