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Engagement, Inclusion, and Diversity: Recruiting and Retaining Research Managers and Administrators
Engagement, Inclusion, and Diversity

Recruiting and Retaining Research Managers and Administrators

EARMA 2016

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Get the right people on the bus
Finding the right person

Involve your staff in the process

Interviewing – different approaches
Taking references

When in doubt...

...keep looking

Probation period?
When you have found "the one"

Engagement
What is this place and where do I fit in?
Know your Audience

And know how each team member prefers to hear your message
Other ways to show appreciation

- E-notice to the full team identifying what was done.
- Small gift certificates (Starbucks)
- Take them out for coffee; ice cream; lunch
- Find out if they have a favorite snack and bring them a gift of it
- What do you do?

Inclusion

Your ideas are important

We value your contributions!

- Let someone else lead the meeting and show their leadership skills
- Mentee as Mentor
- Small group team leaders—Acknowledge the team and their accomplishments
Diversity

Brings a richness to your office
- Generational
- Cultural
- Geographical
- Temperament
- Skills

Why hasn’t anyone thought of something new?
Diversity unlocks innovation

Using Data to Measure E.I.D.

Why a Survey?

- Broad Spectrum of Voices
- Ask Appropriate and Actionable Questions
- Measurable Responses
- Anonymity
- Comparable Results
  - Between Demographic Breakdowns within the Office
  - Between Units in the Office
  - Between Units across the University

Survey

- Forty-five Questions
  - Divided into Seven Focus Areas
  - Multiple Choice with Five Possible Answers
    - Ranging from Strongly Agree to Strongly Disagree
  - Open-Ended Comment Field for Each Question
- Survey Conducted by University Survey Center
  - Sent to All Employees in the Unit
    - Electronic and Paper Copies
Survey Focus Areas

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

Survey Results

• Results provided to Management
  — Broken out by each Question
  • Demographical Breakdowns
  • Sections Within Unit
  • Comparisons with All Units (Summarized) in Division
• Management Shares Results with All Staff Members
  — What about Comments?

Using the Survey Results

• Solutions Are Not “Top-Down” Driven
• Employee-led Work Groups
  — Representation from Each Section in the Unit
  — Evaluate the Results
  — Gather More Information
  — Recommend and Implement E.I.D. Initiatives
• Survey Center and Campus HR Staff Assistance
Moving from Data to Actions

Meaningful Recognition
(Survey Sections 2, 3, 5, & 6)
- Small recognition is important, doesn’t have to cost a lot
- Recognition needs to be equitable
- Important to know what type of recognition individuals prefer
  (money, gifts, etc.)
- Recognition can mean access to opportunities/training
  Extra additional time off or a reward such as an extra four hours
  of leave

Moving from Data to Actions

Effective Communication
(Survey Sections 1, 2, 3, 4, 5, 6)
- Transparency
- Supervisory communication
- Equal access to information (not everyone has access to email)
- Tailoring communications to employee or group
- Communication of expectations up front
- Multiple languages can be a barrier to effective communication

Moving from Data to Action

Professional Growth and Development
(Survey Sections 1, 2, 3, 5, 6)
- Access to Cultural Linguist Services (all employees)
- Career development
  - Possible career development progression noted in position description
  - Salary progression
  - Mentoring
- Create a program for long-term employees
- Career development opportunities in various positions or departments
- Tuition, discounted tuition or reimbursement for UW classes
Moving from Data to Action

Recruitment and Retention
(Survey Sections: 1, 2, 3, 4, 5, 6)
- Hiring process is too long
- Selection panels are not diverse
- Retention happens with good supervisor relationship
- Difficulty of promotional/promotion processes
  - Racing to get through open recruitment
  - Competing against outside candidates
- Flexible time within job or hours

Moving from Data to Action

Creating an inclusive and respectful environment
(Survey Sections: 1, 2, 4, 5, 6)
- Simple acknowledgement
- Break the silence
- Encouraged learning from one another
- Chance to interact casually inside and outside of work environments
- Space for taking breaks instead of having to sit at desk or stay in one place

Challenges

- Survey Response Levels
- Confidentiality Concerns
- Understanding the Data
  - Refresher Training on Statistics
- Translating the Data to Actionable Items
- Complex Relationship between Engagement, Inclusion, and Diversity
  - Improve, but do not break what's working well
Definitions

• **Engagement:** Employees feel valued by their organization, find pride and personal meaning in their work, and are willing to go "above and beyond" for their employer.

• **Inclusion:** Employees have a sense of belonging and of being respected for who they are and as a contributing member of the team. Barriers to contribution and negative biases are eliminated, allowing employees to feel respected and give their personal best.

• **Diversity:** Employees possess the range of human qualities that impact and influence how people are perceived and how they behave, including (but not limited to) age, gender, race, ethnicity, color, physical and mental attributes, sexual orientation, marital status, spirituality, education, values and beliefs. To capitalize on diversity, the work environment must allow the organization to leverage the strengths and talents of all staff.
ENVIRONMENT OF WORK UNIT
How strongly do you disagree or agree with each of the following statements about the environment in your work unit?

Q1a. A spirit of cooperation and teamwork exists in my work unit.  
   Favorable    Neutral    Unfavorable

Q1b. The environment in my work unit is welcoming to employees of color.  
   Favorable    Neutral    Unfavorable

Q1c. My work unit is welcoming to all people regardless of gender.  
   Favorable    Neutral    Unfavorable

Q1d. My work unit is welcoming to all people regardless of sexual orientation.  
   Favorable    Neutral    Unfavorable

Q1e. My work unit feels comfortable to me.  
   Favorable    Neutral    Unfavorable

Q1f. My opinion counts at work.  
   Favorable    Neutral    Unfavorable

Q1g. In the past six months, I have not seen disturbing conflicts in my work unit.  
   Favorable    Neutral    Unfavorable

Q1h. I am comfortable providing feedback to my work unit on work issues.  
   Favorable    Neutral    Unfavorable

Q1i. I am asked for input on work-related matters.  
   Favorable    Neutral    Unfavorable
Q1j. My work unit feels safe to me.  
Favorable Neutral Unfavorable  
Q1k. If I have a conflict with another employee, I know where to go to effectively resolve the issue.  
Favorable Neutral Unfavorable  
Q1l. I am treated with respect at work.  
Favorable Neutral Unfavorable  
ENVIRONMENT OF WORK UNIT - Total  
Favorable Neutral Unfavorable  

RELATIONSHIP WITH CO-WORKERS  
How strongly do you disagree or agree with each of the following statements about your relationship with your co-workers?  
Favorable Neutral Unfavorable  
Q2a. I receive support and encouragement from others in my work unit.  
Q2b. In my unit, co-workers value and respect each other.  
Q2c. In my work unit, my co-workers are open and welcoming to others who are different from them.  
Q2d. I am satisfied with the relationships I have developed with my co-workers.  
RELATIONSHIP WITH CO-WORKERS - Total  
Favorable Neutral Unfavorable
### TOOLS AND OPPORTUNITIES

How strongly do you disagree or agree with each of the following statements?

| Q3a. I have the resources to do my job well. | Favorable | Neutral | Unfavorable |
| Q3b. I know what is expected of me on the job. | Favorable | Neutral | Unfavorable |
| Q3c. My job makes good use of my skills and abilities. | Favorable | Neutral | Unfavorable |
| Q3d. I have sufficient opportunities (such as challenging work assignments or projects) to earn a high performance rating. | Favorable | Neutral | Unfavorable |
| Q3e. Recognition is based on performance in my work unit. | Favorable | Neutral | Unfavorable |
| Q3f. I am satisfied with the recognition I receive for my work. | Favorable | Neutral | Unfavorable |
| Q3g. I am satisfied with my pay/compensation. | Favorable | Neutral | Unfavorable |
| Q3h. Important campus information is circulated to all members of my work unit. | Favorable | Neutral | Unfavorable |
| Q3i. I am given real opportunity to improve my skills in my work unit. | Favorable | Neutral | Unfavorable |
Q3j. It is clear to me what I need to learn to be adequately prepared for promotional opportunities.

TOOLS AND OPPORTUNITIES - Total

WORK UNIT

How strongly do you disagree or agree with each of the following statements about your work unit?

Q4a. My work unit is successful at accomplishing its mission.

Q4b. My work unit produces high-quality products and services.

Q4c. The work I do is meaningful to me.

Q4d. I would recommend my unit as a good place to work.

WORK UNIT - Total

SUPERVISORS IN WORK UNIT

How strongly do you disagree or agree with each of the following statements about supervisors in your work unit?

Q5a. My immediate supervisor responds effectively to conflicts in my work unit.
<table>
<thead>
<tr>
<th>Question</th>
<th>Favorable</th>
<th>Neutral</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5b. My immediate supervisor provides me with useful feedback on my job performance.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5c. My immediate supervisor is an effective manager.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5d. I receive support and encouragement from my immediate supervisor.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5e. My immediate supervisor respects me and values my work.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5f. Overall, I am satisfied with my immediate supervisor.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5g. Overall, I am satisfied with the managers/leaders above my supervisor.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5h. My immediate supervisor is open and welcoming to others who are different from him/her.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5i. Policies are applied fairly in my unit.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Q5j. Work is distributed equitably in my unit.</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
<tr>
<td>SUPERVISORS IN WORK UNIT - Total</td>
<td>Neutral</td>
<td>Favorable</td>
<td>Unfavorable</td>
</tr>
</tbody>
</table>
### OVERALL SATISFACTION
How strongly do you disagree or agree with each of the following statements about your overall satisfaction with your job and work unit?

<table>
<thead>
<tr>
<th>Question</th>
<th>Neutral</th>
<th>Favorable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6a. Considering everything, I am satisfied with my job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6b. Considering everything, I am satisfied with my work unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OVERALL SATISFACTION - Total
<table>
<thead>
<tr>
<th>Neutral</th>
<th>Favorable</th>
<th>Unfavorable</th>
</tr>
</thead>
</table>

### Other questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7. Are you considering leaving your division within the next year?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q8: What are your plans if you decide to leave your division?
<table>
<thead>
<tr>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>To retire</td>
</tr>
<tr>
<td>To take another job at UW-Madison</td>
</tr>
<tr>
<td>To take another job outside UW-Madison</td>
</tr>
<tr>
<td>Other plans</td>
</tr>
</tbody>
</table>

### Q9. Which factor most greatly affects your satisfaction with your work experience?
<table>
<thead>
<tr>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay/Benefits</td>
</tr>
<tr>
<td>Work environment</td>
</tr>
<tr>
<td>Immediate supervisor</td>
</tr>
<tr>
<td>Work variety</td>
</tr>
<tr>
<td>Training opportunities</td>
</tr>
<tr>
<td>Advancement opportunities</td>
</tr>
<tr>
<td>Experience working at UW-Madison</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### Composite Scales and Respect Related Questions
### Engagement Mean (16-80 point scale)

- **Somewhat Engaged**
- **Not Engaged**

### Engagement Average Score (1-5 point scale)

### Diversity and Inclusion

- **High**
- **Medium**
- **Low**

### D&I Mean (15-75 point scale)

### D&I Average Score (1-5 point scale)

### Best places to work components

- Q6a
- Q4d
- Q5b
- BP2WScore

### Respect-related questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Favorable</th>
<th>Neutral</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am treated with respect at work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my unit, co-workers value and respect each other.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor respects me and values my work.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Favorable
- Neutral
- Unfavorable