Who We Are

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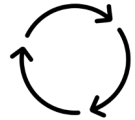# Getting to Know You!

go.wisc.edu/cy7xjs

Acknowledgements and Intentions

Differential entry points; in space and in practice.

Allow and hold space for non-linear learning and flexibility.

This work is iterative, emergent, and ongoing.

Expect and work through challenges and barriers.

This is a space for exploration and practice.

Expect imperfection. This work is not perfect; practice is progress.

Learning Outcomes

- Explore alternative approaches to unit-level climate surveys

- Be empowered to:
    - Collect and analyze data
    - Communicate findings
    - Manage expectations of different constituencies

- Expand your toolbox of campus resources
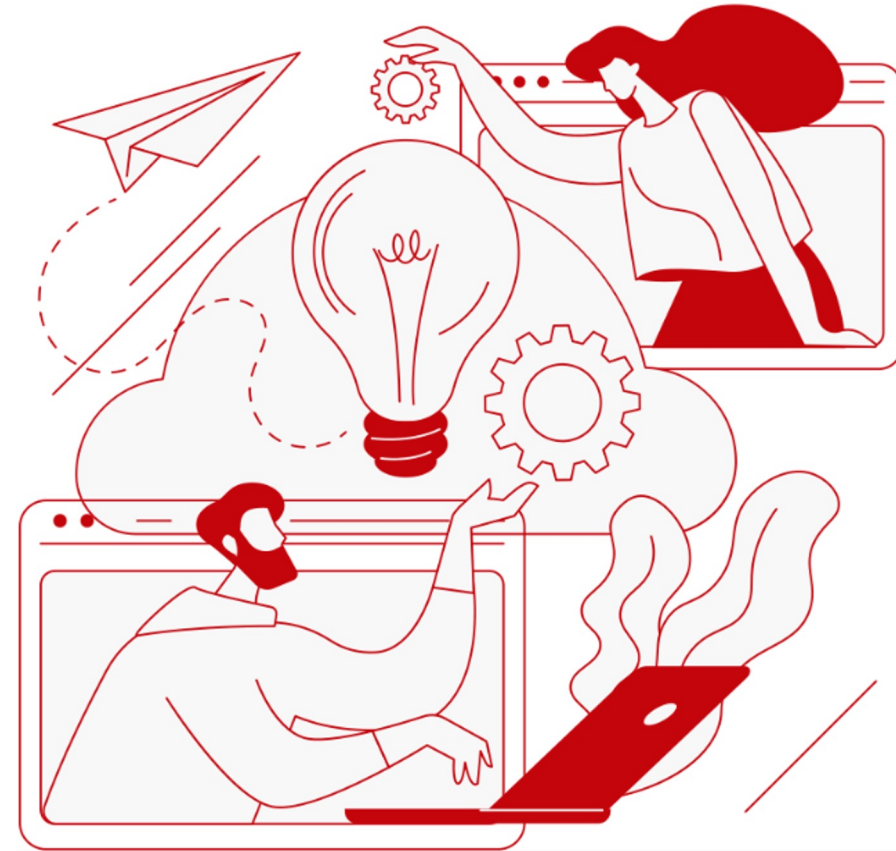
Why shouldn't my organization do a unit-level climate survey?

What is the issue with unit-level climate surveys?

Have you faced struggles administering a climate survey in your department / program / unit? What do you see as some of the limits or frustrations?

Weaknesses of Unit-Level Climate Surveys

- **Survey fatigue** - Too many surveys negatively impacts participation in all surveys, especially in campus-level climate surveys that are important for setting campus DEI initiatives

- **Quality of participation** - Participants who are very passionate about DEI issues may be less enthusiastic about filling out a survey than participating in a more interactive conversation

- **Lack of depth** - At the unit level, the data may not show helpful or actionable patterns

- **Mechanical delivery** - Broad surveys cannot communicate tone or nuance, both in how questions are asked or what responses are shared. Also harder to convey how seriously the responses are being taken or how they will be followed up.

Weaknesses of Unit-Level Climate Surveys

- **Affirms known issues** - You likely already know many pain points in your unit, which just get repeated in climate surveys

- **Time consuming** - Properly administering a survey takes months of planning and effort that could stall progress

- **Analysis paralysis** - You can be more efficient in moving from identifying the problem to determining and implementing solutions.

How do we get the data we need?

Collecting Additional EXISTING Data for Review

- General Demographic Information
- Assessment of Historical and Current EDIB Goals & Initiatives
- Student Specific Metrics
  - Application, admission, and enrollment patterns
  - Retention and graduation rates
  - Time to degree
  - Wisconsin Experience
- Employee Specific Metrics
  - Recruitment and hiring process
  - Retention information
  - Onboarding and offboarding data
  - Performance reviews

Repository of Administrative Dashboards & Reports (RADAR)

RADAR
Repository for Administrative Dashboards and Reports

https://search.data.wisc.edu/

- **Faculty & Staff Reports**
  - Employee Demographics
  - Employee Job Detail
  - Salary Funding IDE
  - Workforce Dynamics
- **Student Reports**
  - Course Demographics IDE
  - Degrees and Majors: Demographics and Trends
  - Historical Student Demographics

Other Ways to Obtain EXISTING Data

- **Academic Planning & Institutional Research (APIR) -** Has reports beyond what is available in RADAR and can also be consulted on additional data projects

- **Human Resources Information Systems (HRIS)** - Has human resources and workforce data

- **Office of the Registrar** - Ability to request student-level data via a data request intake form

- **InfoAccess -** Making sense of InfoAccess data will require software that allows you to write a query to find the data you're looking for and typically requires installation of an Oracle client, which is likely best suited for a data analyst

Collecting Additional **NEW** Data for Review

- Listening Sessions
- Town Halls
- Focus Groups
- 1:1 Interviews
- Experience Surveys
    - Pulse Surveys
    - Candidate Experience Surveys
   - Stay and Exit Interviews

What are next steps for action?

Action Planning

1. **REVIEW** the information/feedback that we have received from employees,

2. **SHARE** overall results and gather feedback and/or reactions,

3. **ACT** on results (develop, implement & measure), AND

4. **COMMUNICATE** regularly with employees what the actions taken to address survey results.

SHARE RESULTS & NEXT STEPS

REVIEW RESULTS

ALIGNMENT

ACT ON RESULTS

COMMUNICATE ACTIONS
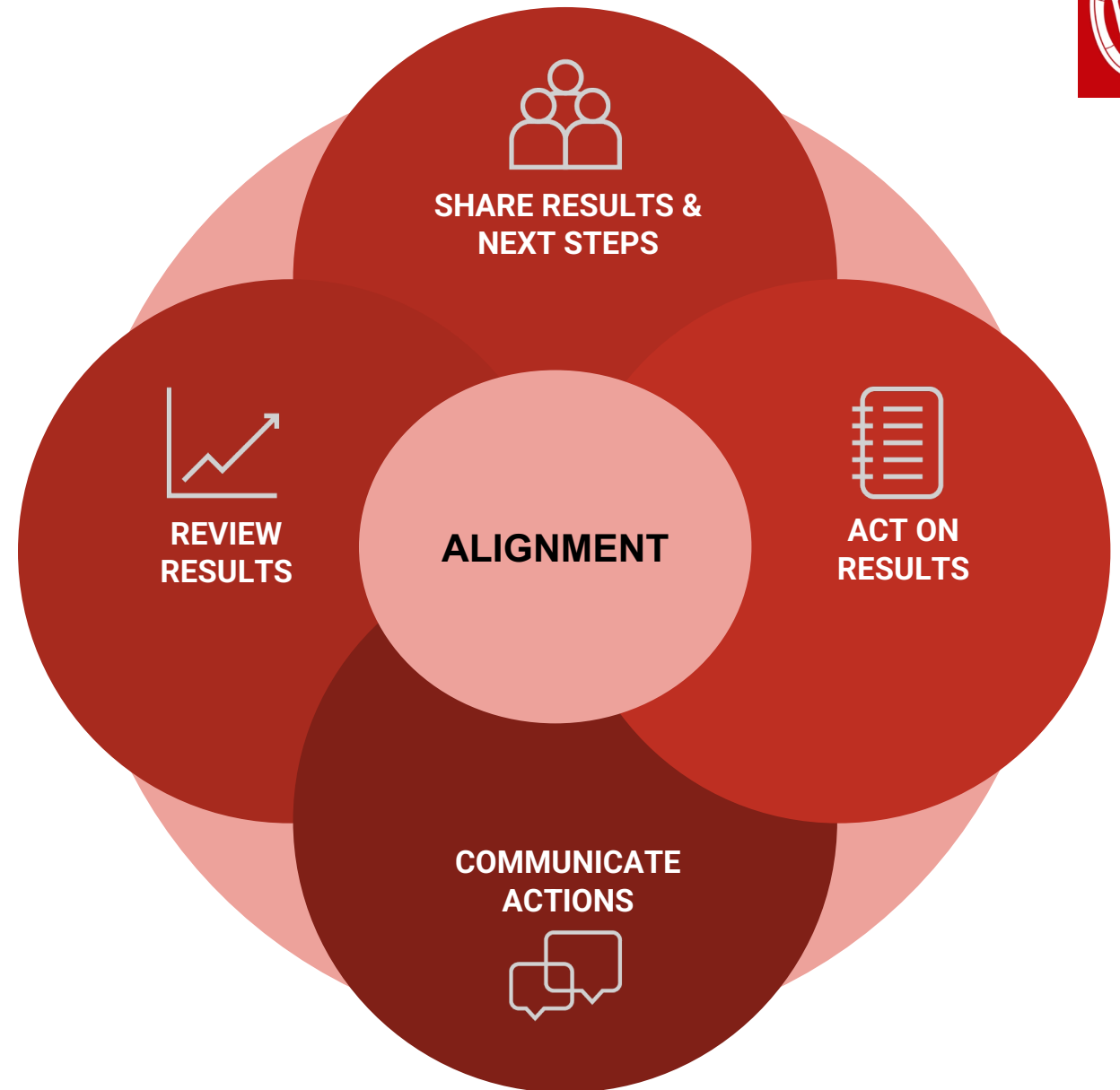
Action Planning: Review Results

- What is the data telling you (historical and current)? What is the data story?

- What data is missing?

- What has/is going well?
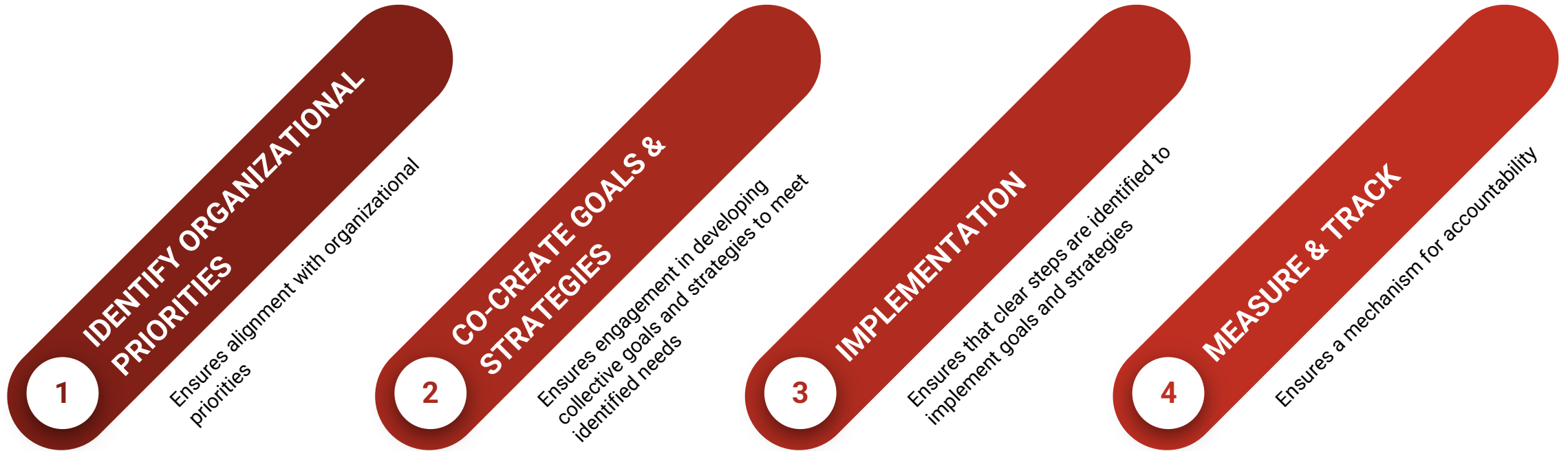
- What has been/are growth areas?

Action Planning: Share Results & Next Steps

Data colle... **focus grou...**	❏ How and to what extent do stakeholders understand the purpose of the data collection tool?
Overview of process	❏ How and to what extent do stakeholders understand the process?
Overview of results and themes	❏ How and to what extent are you sharing results and overall themes? ❏ Is there an understanding of how what was learned aligns with organizational priorities?
Action planning process and timeline	❏ Do stakeholders understand what will happen next and how the data will be used? ❏ Do stakeholders know when to expect information on next steps?
Space for feedback, questions, concerns	❏ How and to what extent are stakeholders able to provide feedback? ❏ Do stakeholders know where to go (or who to speak with) regarding questions/concerns?

Action Planning: Act on Results

1 IDENTIFY ORGANIZATIONAL PRIORITIES — Ensures alignment with organizational priorities

2 CO-CREATE GOALS & STRATEGIES — Ensures engagement in developing collective goals and strategies to meet identified needs

3 IMPLEMENTATION — Ensures that clear steps are identified to implement goals and strategies

4 MEASURE & TRACK — Ensures a mechanism for accountability

Action Planning: Act on Results

Key considerations:

- How have you considered the organizational context and environment? What kind of organizational environment is needed to elevate what you learn from data and implement changes?

- What are the challenges and barriers to implementing changes?

Action Planning: Communicate Plan

- How and to what extent are you communicating action planning goals and strategies?

- How and to what extent are you engaging stakeholders in tracking progress?

- How and to what extent are you providing regular updates on progress/changes to stakeholders?

- How and to what extent do stakeholders have an opportunity to engage in the action planning process?

Action Planning Table Talk for Virtual Attendees

go.wisc.edu/w6lf6g

Action Planning for Your Organization Table Talk

- How is your school/college/division/department/unit set-up?
- How will you create buy-in with leadership and other key stakeholders?
- How will you create buy-in with everyone that will be impacted?
- What are some benefits and challenges with the different steps of the Action Planning process?

Download Some Resources

go.wisc.edu/7vp959