Employee Engagement: Taking Surveys and Creating Meaningful Action

UMACRAO/WACRAO Annual Meeting
November 2021

Ingrid Nuttall
Director, Office of the Registrar, Twin Cities

James Harms

Academic Records Specialist, Twin Cities

Jamie Pettit
Academic Records Specialist, Twin Cities

Session Reminders

- Please keep your mic muted when not speaking
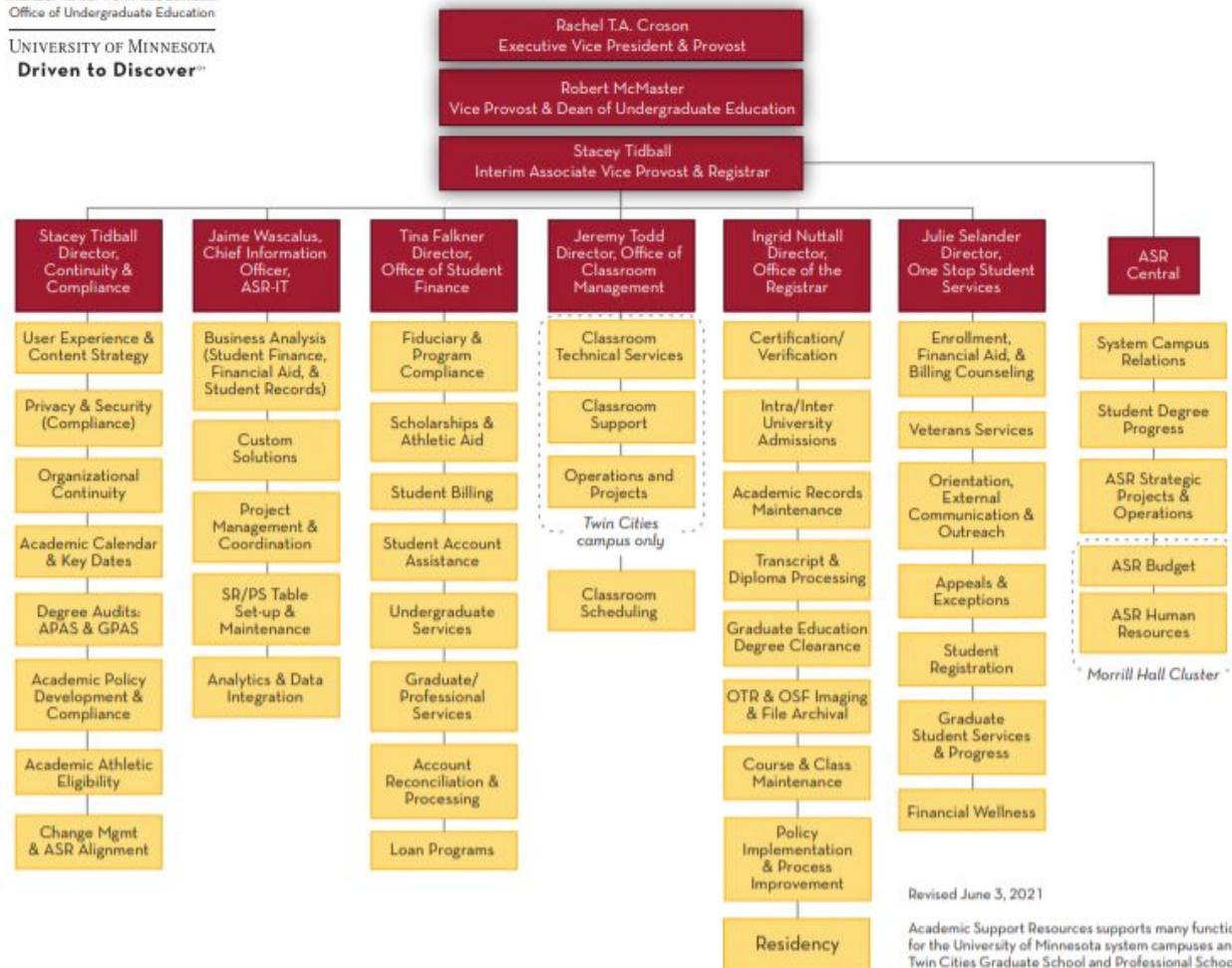- Use the "raise hand" feature when asking a question

Session Overview

- University Engagement Survey
- Digging into the data
- Making a plan
- Working the plan

Come back next year to see how we did!

Rachel T.A. Croson
Executive Vice President & Provost

Robert McMaster
Vice Provost & Dean of Undergraduate Education

Stacey Tidball
Interim Associate Vice Provost & Registrar

Stacey Tidball
Director, Continuity & Compliance

- User Experience & Content Strategy
- Privacy & Security (Compliance)
- Organizational Continuity
- Academic Calendar & Key Dates
- Degree Audits: APAS & GPAS
- Academic Policy Development & Compliance
- Academic Athletic Eligibility
- Change Mgmt & ASR Alignment

Jaime Wascalus, Chief Information Officer, ASR-IT

- Business Analysis (Student Finance, Financial Aid, & Student Records)
- Custom Solutions
- Project Management & Coordination
- SR/PS Table Set-up & Maintenance
- Analytics & Data Integration

Tina Falkner
Director, Office of Student Finance

- Fiduciary & Program Compliance
- Scholarships & Athletic Aid
- Student Billing
- Student Account Assistance
- Undergraduate Services
- Graduate/Professional Services
- Account Reconciliation & Processing
- Loan Programs

Jeremy Todd
Director, Office of Classroom Management

- Classroom Technical Services
- Classroom Support
- Operations and Projects

Twin Cities campus only

- Classroom Scheduling

Ingrid Nuttall
Director, Office of the Registrar

- Certification/Verification
- Intra/Inter University Admissions
- Academic Records Maintenance
- Transcript & Diploma Processing
- Graduate Education Degree Clearance
- OTR & OSF Imaging & File Archival
- Course & Class Maintenance
- Policy Implementation & Process Improvement
- Residency

Julie Selander
Director, One Stop Student Services

- Enrollment, Financial Aid, & Billing Counseling
- Veterans Services
- Orientation, External Communication & Outreach
- Appeals & Exceptions
- Student Registration
- Graduate Student Services & Progress
- Financial Wellness

ASR Central

- System Campus Relations
- Student Degree Progress
- ASR Strategic Projects & Operations
- ASR Budget
- ASR Human Resources

Morrill Hall Cluster

Revised June 3, 2021

Academic Support Resources supports many functions for the University of Minnesota system campuses and Twin Cities Graduate School and Professional Schools.

ASR Engagement Team
unit representatives

	ASR Central	Continuity & Compliance	ASR - IT	Office of Student Finance	Office of Classroom Management	Office of the Registrar	One Stop Student Services
UNIT DIRECTOR		Stacey Tidball	Jaime Wascalus	Tina Falkner	Jeremy Todd	Ingrid Nuttall	Julie Selander
ENGAGEMENT Representatives		Kathryn J. Kvam	Alex Rose	Michael Arieta	Noah Holm	James Harms	Cassie Schiller

Employee Engagement Survey

- Bi-annual survey to all staff and faculty
- Partnership with Korn Ferry and Qualtrics to administer the survey and complete analysis
- Confidential responses
- Survey open for 3 weeks

Does your institution conduct any staff surveys?

Please mention them in the chat!

Employee Engagement Survey

- 40 questions total; 2 open-ended
  - What is one thing that has been done to help you to be more successful in your work?
  - What one thing, if changed, would enable you to be more successful in your work?
- Completion time 10 minutes
- 2021 survey includes new section on sense of belonging

Employee Engagement Survey

Commitment & Dedication

EMPLOYEE ENGAGEMENT AT THE U

Effective Work Environment

- Clear and promising direction
- Commitment to Excellence
- Confidence in Leaders
- Development Opportunities
- Respect and Recognition

- Authority and Empowerment
- Clear Expectations and Feedback
- Collaboration
- Support and Resources
- Work, Structure, and Process

Survey Results

A 2x2 matrix chart. Vertical axis labeled "Effective Environment" with "HIGH" marked. Horizontal axis labeled "Commitment & Dedication" with "LOW" on the left and "HIGH" on the right.

	Low Commitment	High Commitment
High (Effective Environment)	Detached	Engaged
Low	Disengaged	Frustrated

Survey Results

- Survey was conducted in October 2019 and results were received in early 2020

- At this time, staff were working in a traditional office environment

Effective Environment

	Detached		Engaged	
	0 25 50 75 100		0 25 50 75 100	
Adrienne Bricker (OUE), abricker			52	
2017 Same Unit Results			77	
2015 Same Unit Results			20	
Office of Undergraduate Education	5		56	
Executive Vice President and Provost	7		55	
University of Minnesota System	7		55	

	Disengaged		Frustrated	
	0 25 50 75 100		0 25 50 75 100	
Adrienne Bricker (OUE), abricker	14		33	
2017 Same Unit Results	14		9	
2015 Same Unit Results	60		20	
Office of Undergraduate Education	19		20	
Executive Vice President and Provost	18		20	
University of Minnesota System	18		20	

Commitment and Dedication

% Favorable

COMMITMENT AND DEDICATION: 81, 82, 55, 77, 76, 76

EFFECTIVE ENVIRONMENT: 66, 84, 40, 67, 68, 68

- Your Current Results
- 2017 Same Unit Results
- 2015 Same Unit Results
- Office of Undergraduate Education
- Executive Vice President and Provost
- University of Minnesota System

What Does This Mean?

- Effective environment ratings fell significantly (84% to 66%)

- Percentage of staff in the frustrated quadrant was over 3 times larger (from 9% to 33%)

Where Do We Start?

- Where is the greatest opportunity for improvement?

- Where can we make an immediate impact?

Survey Results

Items with the highest 'unfavorable' score

- Equitable distribution of workload
- Opportunities to achieve my career objectives
- Resources I need to do my job effectively
- Commitment to supporting my overall wellbeing

- Recognition when I do a good job
- Making full use of my skills and abilities
- Conditions allowing me to be about as productive as I can be
- Understanding how to support my department's strategy and goals

ASR Engagement team

- Focused on 'quick wins' in early 2020
  - Facilitated presentation on ergonomics
  - Instituted bi-weekly staff survey
  - Mentoring program (on-going)

- How can we utilize survey results in 2021?

Moving Into Action (Summer 2021)

We have the data...now what?

High-level Plan

- Get at actionable items as defined by the people
- Prioritize it alongside all other work
- Continue to evaluate objectives

Brief staff survey: Where should we focus?

- Equitable distribution of workload
- Opportunities to achieve my career objectives
- Resources I need to do my job effectively
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From-To-Challenge

From **your perspective and experience**, add what you would like to move "from" (current state) into a different and better future state.

Then write, the challenges.

There is an inequitable distribution of workload within my department	
FROM	**TO**
Unclear prioritization of what's most important	Clarity about what I should be working on
(your thoughts here)	(your thoughts here)
Challenges: Lack of documentation, no process for prioritization	

Voting at the end

There is an inequitable distribution of workload within my department	
FROM	**TO**
Unclear prioritization of what's most important	Clarity about what I should be working on
Not enough cross-training	More people who can help when I need it
Challenges: Lack of documentation, no process for prioritization	

Prep work

- Scheduled a 1.5 hr workshop, communicated in advance
- Identified teams (pre-assigned)
- Built out Jamboards for each team
- Planned to wrap-up in one meeting
  – From-To
  – Voting

I have opportunities to achieve my personal career objectives

FROM:

TO:

Unsure of opportunities available

Awareness and ability to utilize opportunities

Extroversion and drive is rewarded

Inclusive environment for different personality styles and work styles

Limited opportunities for advancement

Expanded pathways that include external opportunities

Challenges:

Information sharing through participation in projects and meetings vs formal training

Bringing it all together

- Each team presented their from/to statements and challenges
- Created a consolidated voting document
  - Voting plans changed during the workshop
- Followed up, set a deadline for votes

Voting!

Please vote 3 times total by marking the 'VOTE' column next to the 'To From' item that you feel should be prioritized. You may put all 3 votes on one item.		
Conditions in my job allow me to be about as productive as I can be		**VOTE**
FROM	**TO**	
Lack of clarity regarding what I should be working on	Working on what is most important	x
Left out of communication	Communicating across groups as needed	
Unsure of the right way to communicate	Norms about information sharing	
Responding to requests based on perceived urgency	Pausing and evaluating urgency of requests	
Frequent interruptions	Being able to concentrate while working from home	
Fast-paced work environment	Self-paced and more control over daily work	
Unclear back-up support	Clear expectations concerning absences	
Issues with equipment	Options for upgrading equipment	
Feeling overwhelmed by not having enough time	Fair expectations for turn around times	
Lack of physical space	Options for bigger work spaces	
Complicated communication to stakeholders	Best of both worlds between remote and in-person communication	
Uncertainty about the future	Clarity and transparency about the future	
Lack of understanding different roles	Knowing how our work intersects	
I have opportunities to achieve my personal career objectives		
FROM	**TO**	
Unsure of opportunities available	Awareness and ability to take advantage of opportunities	
Extroversion and drive are rewarded	Inclusive environment for different personality styles	
Limited opportunities for advancement	Expanded pathways that include external opportunities	x
Difficulty moving up the ladder	Ability to move up to another unit	
No recognition for professional development success	Compensation and recognition for gaining additional work skills	
Not enough time for professional development	Designating professional development as a priority	
Lack of understanding roles in ASR outside of OTR	Knowing how to get more involved	
Lots of 'silos' within OTR	Feeling more like a part of OTR	x

TO DO 10 — Max 25

slated to move to online forms

🔖 •••• ASROTR-61 (CS)

Create best practices for bringing DEI into our work (i.e., getting DEI Lasik)

🔖 •••• ASROTR-64

Moving from everything being treated as urgent to being more methodological about prioritizing time and work

🔖 •••• ASROTR-65

Moving from being left out of communication to communicating across groups as needed

🔖 •••• ASROTR-66

Diploma processing review

🔖 •••• ASROTR-67

ERG Data Quality

🔖 •••• ASROTR-68

OTR Hierarchy and Structure

🔖 ≫ •••• ASROTR-137

Job Scheduling Committee Recommendations

IN PROGRESS 13 — Max 25

Query for students eligible for SCEP

🔖 •••• ASROTR-52 (CS)

Class Search Fluid review

🔖 •••• ASROTR-62 (IN)

Law Lottery Retirement

🔖 •••• ASROTR-119 (EH)

GPAS Degree Clearance Report

🔖 •••• ASROTR-120 (AC)

Promise Plus Implementation

🔖 •••• ASROTR-121 (AC)

Moving "dirty data" to PS queries

🔖 •••• ASROTR-123 (EH)

Moving from ineffective use of chat to better practices around communication methods

🔖 •••• ASROTR-126 (IN)

Moving from going back to status quo to continuing flexibility moving forward

🔖 •••• ASROTR-128 (IN)

ON HOLD/STALLED 8

Moving from unclear back-up support to clear expectations concerning absences

🔖 •••• ASROTR-124

Moving from excess unnecessary meetings to effective meeting planning and scheduling

🔖 •••• ASROTR-125

Graduate non-degree registration improvements

🔖 •••• ASROTR-127

Phase 2 UM reports deprication: Low usage reports

🔖 •••• ASROTR-129

Residency tuition item types

🔖 •••• ASROTR-134

Grad Ed Workflow Enhancements

🔖 •••• ASROTR-135

Meetings & Chat Working Group

- Determine scope and approach:
  - Moving from excess unnecessary meetings to effective meeting planning and scheduling
  - Moving from ineffective use of chat to better practices around communication methods

Started Mid-August

Framework for organizing our work

Accomplishment: The big change we want to see that will take some time to put into place (more than three months of work).

Features: A defined body of work we can get done in about three months, give or take.

Benefit Hypothesis: The value we expect when we are done with our feature.

Acceptance Criteria: What conditions must be met in order for us to say we are successful?

Stories: The smallest "chunk" of work. Think of these as tasks--these are tied to a feature and make sure we deliver on our acceptance criteria and validate our hypothesis. These can take 1-2 weeks to complete.

Framework in action

Accomplishment: Moving from ineffective use of chat to better practices around communication methods.

Feature: Creation and sharing of best practices for chat that promotes "teamness." We had multiple features, but are focusing on this one first

Benefit Hypothesis: Flexibility to promote both best practices and personal preferences (use of statuses) that support "deep work" and "community work" in a remote and hybrid workplace.

Acceptance Criteria: Clear guidance for when to/not to use chat that reflects both best practices, accessibility, and a security mindset (one example).

Stories: Create and share OTR best practices for use of Chat (group and individual) vs. meetings vs. email vs. quick check-in. Include FERPA/privacy considerations (one example).

Meetings & Chat Working Group

- Focus on topics individually
  - Started with chats to have more immediate impact
  - Created spreadsheet to determine benefits, acceptance criteria, stories and to track accomplishments

F
Stories
Create and share OTR best practices for use of Chat (group and individual) vs. meetings vs. email vs. quick check-in. Include FERPA/privacy considerations.
Guides for effective use of chat (e.g., personal statuses, team check-ins, group chats vs. individual, cross-team access)
Create visibility of how teams are using chat and the best way to get ahold of them (within OTR)
Share our final results with the E2 group and ASR Directors
Evaluate how to share how to get ahold of teams internally (ASR) and externally (e.g., OUE)

Meetings & Chat Working Group

- The group researched best practices online
  - Asynchronous communication
  - Chat etiquette
  - "Deep" work

Meetings & Chat Working Group

- Determined we needed to know how we were already using our chat communication tools
- 5-minute, 16-question Google Survey
  - How are we using our chat tools currently?
  - What are our preferences?
  - Do we know we are using tools appropriately and within compliance (FERPA, etc)?

End of September

Communication Tools

Which chat tools do you currently use? (select all that apply)

26 responses

Tool	Count (%)
Slack	15 (57.7%)
Google Chat	26 (100%)
Microsoft Teams	0 (0%)
Salesforce (ex. chatters)	7 (26.9%)
TDX	5 (19.2%)
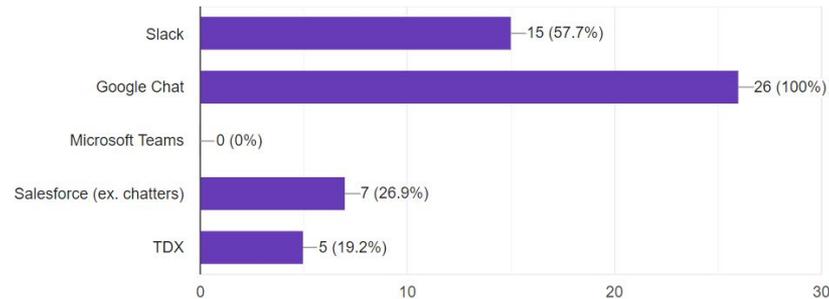
Google Survey Results

Mid-October

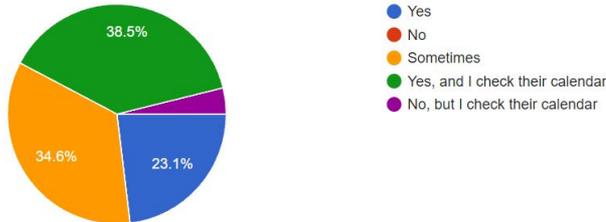I use chat statuses (like Do Not Disturb) when I take my breaks.

26 responses

- Always — 19.2%
- Sometimes — 53.8%
- Never — 26.9%
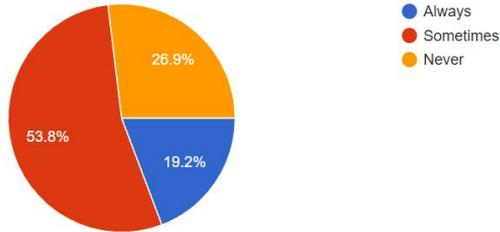
I would prefer users not message when I am Away or marked as Do Not Disturb.
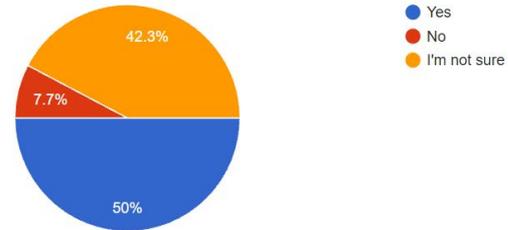
26 responses

- Yes — 46.2%
- No — 34.6%
- I'm not sure — 19.2%
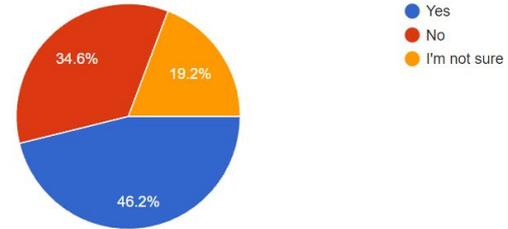
I check users status on Google Chat before I message them and avoid messaging if they appear Away or have Do Not Disturb.

26 responses

- Yes — 23.1%
- No
- Sometimes — 34.6%
- Yes, and I check their calendar — 38.5%
- No, but I check their calendar

My chats can be included in a student's FERPA request for information.

26 responses
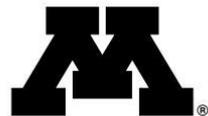
- Yes — 50%
- No — 7.7%
- I'm not sure — 42.3%

Next Steps

- Define and promote definitions and value of both "deep work" and "community work"
- Contextualize the use of chat to privacy and legal considerations (FERPA and more)
- Provide templates/Examples of signature entries for chat preferences available for staff to reference

You can do this too!

- Start with data--if you don't have it, get it (surveys are one option, there are others)
- Define the work (specifically) and prioritize it
- It's not a linear process, and that's OK
- This is not "top down" work
- You may uncover big things that can't be changed easily, and that's also OK