EDI: Performance Evaluations & Promotions

REPORT FOR THE UNIVERSITY SENATE

University Senate Committee: Academic Staff Personnel Committee

Brief History of Issue - why the issue is being considered:

- The Equity, Diversity and Inclusivity Implementation Plan recommends incorporating diversity measures into personnel evaluations.
- Campus climate is inadequate for students of color and other marginalized groups.

Points Discussed by Committee:

- Our university values equity, diversity and inclusivity. To reflect that value, it makes sense to evaluate academic staff on their performance in those areas.
- Instructional Academic Staff (IAS) and Administrative and Professional Academic Staff (APAS) are evaluated differently; IAS are evaluated using the Department Evaluation Plan, whereas APAS are evaluated using criteria established by the unit academic staff committee.
- IAS evaluations must be based on contractual responsibilities per FASRP policy; for this reason, we cannot require that equity, diversity and inclusivity contributions be included in evaluations of IAS. However, we can still add language that the IAS member can request that those contributions be evaluated.
- Language for the FASRP for evaluation of performance of APAS cannot be overly specific, as the unit academic staff committee of every unit is charged with establishing the particular written criteria for review of performance of APAS (per FASRP policy).
- Promotion policy is an area where FASRP policy changes could make an impact on academic staff and their involvement in equity, diversity and inclusivity, as academic staff applying for promotion must indicate how they have met the criteria in the promotion policies.
- To make these changes most effective, there must be adequate professional development opportunities on campus in the areas of equity, diversity and inclusivity.

Pros of Recommendation:

- These changes will increase the focus on equity, diversity and inclusivity issues and lead to improvements in campus climate for students of color and other marginalized groups.

Cons of Recommendation:

- None that we can see.

Technology/Human Resource Impact:

- Update to the FASRP.
- Update to personnel evaluations in units and departments.

Committee Recommendation:

To amend the FASRP as indicated.
MOTION FOR THE UNIVERSITY SENATE

The University Senate Committee:

by a vote of 5 in favor to 0 against on 2/21/17

Recommends that

Recommends that we replace Part III, Article 5: Academic Staff Personnel Policies, Section C – Academic Staff Personnel Policies and Procedures, 2.d. Review of Performance (pages 80-83) in the FASRP with the following language:

……
d. Academic Staff: Review of Performance (US 6/05, 2/17)
1) Fixed Term – Instructional and/or Research Academic Staff (IRAS)
a) Performance Review
…
b) Areas of Evaluation
The performance review for Instructional and/or Research Academic Staff shall be based on contractual responsibilities. At the written request of the staff member, the evaluation may include professional growth and appropriate service to the Department, the University, the profession, and the public, as well as contributions to equity, diversity and inclusivity.
…
2) Fixed Term – Administrative and/or Professional Academic Staff (APAS)
b) Areas of Evaluation
Administrative and/or Professional Academic Staff shall be evaluated on their contributions to the development and strengthening of their respective areas of responsibility. Professional growth and effectiveness in dealing with people in employment capacities, as well as appropriate service to the Unit/Department, the University, the profession, and the public, as well as contributions to equity, diversity and inclusivity shall be considered in the evaluation.
…
3) Probationary Administrative and/or Professional Academic Staff
…
b) Areas of Evaluation
Probationary academic staff members shall be evaluated on their contributions to the development and strengthening of their respective areas of responsibility. Professional growth and effectiveness in dealing with people in employment capacities, as well as appropriate service to the Unit/Department, the University, the profession, and the public, as well as contributions to equity, diversity and inclusivity shall be considered in the evaluation.
…
4) Indefinite Administrative and/or Professional Academic Staff
…
b) Areas of Evaluation
Members of the academic staff on indefinite appointment shall be evaluated on their contributions to the development and strengthening of their respective areas of responsibility. Professional growth and effectiveness in dealing with people in employment capacities, as well as appropriate service to the Unit/Department, the University, the profession, and the public, as well as contributions to equity, diversity and inclusivity shall be considered in the evaluation.
And that we replace Part III, Article 5: Academic Staff Personnel Policies, Section C – Academic Staff Personnel Policies and Procedures, 2.g. Academic Staff: Promotion 1) a), (1), No Prefix (pages 87-89) in the FASRP with the following language:

....

No prefix (US 2/17)
An individual at this level performs those duties and responsibilities expected of a fully competent professional. Typically, such duties and responsibilities require knowledge and skills gained only through considerable experience. A fully competent professional works independently in applying the approaches, methods, and techniques of his or her profession and is active in developing or assisting in the development of new approaches to resolving problems. **A professional at this level is expected to contribute to equity, diversity and inclusivity.** Typically, one to three years in the position or in a comparable position are required to achieve this level of professional work.

Senior
A professional at the senior level performs program functions at a level of proficiency typically requiring advanced knowledge and skills and extensive experience gained through employment at UW-Eau Claire and/or other educational settings. At this level the professional has a consistent record of exemplary performance. A senior professional is expected to develop new approaches, methods, or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected, or complex situations. **A senior professional is expected to contribute to equity, diversity and inclusivity.** At this level, a professional can be expected (but not required) to guide or train other professionals within or outside of their work unit or to oversee their work.

Distinguished
A professional at the distinguished level performs at a level of proficiency typically requiring extensive experience (a minimum of ten years in the position or in a comparable position) and advanced knowledge and skills. The expertise of a professional at this level is commonly recognized by his or her peers and through a reputation which extends beyond UW-Eau Claire. A distinguished professional is expected to develop new approaches, methods, or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected, or complex situations. **A distinguished professional is expected to contribute to equity, diversity and inclusivity.** At this level, a professional can be expected to guide or train other professionals or to oversee their work.

Implementation Date: Next publication of the FASRP

Signed: Kate Wilson
Chair of the Academic Staff Personnel Committee

Send to: University Senate Office