UW SCHOOL OF PHARMACY
ACADEMIC STAFF ISSUES (CASI)
2010-2011

Jeremy Altschafl (Inst/Ad; to 9/2011)
Gary Girdaukas (Res; to 9/2012)
Ken Niemeyer (Inst/Ad; to 9/2012)
Beth Rosen (Inst/Ad; to 9/2011; appointed)
Evelyn Wendt-Pienkowski (Res; to 9/2011; appointed)
Scott Rajski (Res; 1/2011 to 9/2011; replacement for Evelyn Wendt-Pienkowski upon her departure, appointed)
Jeffrey Williams (Res; to 9/2011)
Jeanette Roberts, *ex officio*
Rosa Garner, Resource Person

For 2010-2011, the CASI is charged to:

1.   Participate in the preparation of the School's self-study leading to our scheduled reaccreditation site visit in F2011. In particular, review and provide input on relevant sections of the draft documents of the Area 5 Committee covering Standards 24-26 for Faculty and Staff.

Earlier this spring, CASI reviewed and provided comment on the new SoP *Organization & Governance* document that is a new component of the reaccreditation review. The document intends to summarize and clarify administrative roles, processes and responsibilities within the School. Ken Niemeyer, as vice chair of Area 5, was significantly involved in the writing of self study reports reflecting Standards 24-26. Presently (June 15) CASI members are reviewing the self study reports for these standards—the feedback will be summarized and sent to Associate Dean Mount before the end of June.

Much discussion occurred throughout the year of CASI meetings with respect to Standard 26 in particular—due to poor staff responses in the 2010 AACP Survey regarding two core topics (performance review; professional development) covered by that standard. For example, one proposal suggested that "360 degree" staff evaluations, if desired by the employee, should be offered in significant anniversary years (e.g. 5 years of employment, 10 yrs, 15, etc.). Another common comment was that the School's annual performance appraisal form does not adequately fit for the myriad of roles that academic and classified staff fill. Ken Niemeyer and Lauren Krzywda, SoP HR, met with Jim Gray, a training officer at the UW Office of Quality Improvement, UW Human Resource Development, to discuss such matters and get ideas for the future. Key points of this OQI conversation will be included in the Standard 26 feedback provided to Jeanine Mount.

SoP Strategic Priority—Engage staff in shared governance and the work of the School

2.   Represent SOP academic staff members and make recommendations to the Dean about the development of policies and procedures concerning academic staff, including personnel matters; in the development of opportunities for participation by academic staff members in division/unit and School governance and committee work; in the development of opportunities for recognition of contributions by academic staff members to the mission and strategic priorities of the School; and in the development of mentoring and professional development programs for SOP academic staff.

A small success story was carrying out an inservice that focused on the book StrengthsFinder. Rosa Garner led this lunch-hour session—held in late March—that involved approximately 25 classified and academic staff. This event was promoted at the Dean's Breakfast with SoP Staff in February. Rosa encouraged maximum preparation for the inservice via weekly emails to those who had registered—encouraging them to take the book's survey, asking registrants to contemplate their top 5 strengths in advance such that group discussions could be more comprehensive, etc. Informal feedback received on the session was very positive (and expressed gratitude to the Dean for providing lunch).

SoP Strategic Priority—Provide professional development opportunities…for staff
SoP Guiding Principle—Community….being a learning organization and nurturing our human capital

3.   Meet with the Student/Staff/Faculty Relations Committee and make recommendations to the Dean about climate issues impacting academic staff.

Connie Kraus and Melanie Schneider of the Student/Staff/Faculty Relations Committee (SSFRC) met with CASI once. Their focus was the creation and implementation of a Student Complaints policy as required by ACPE. Rosa Garner served well as a member of both SSFRC and CASI, linking the groups.

Separate from the SSFRC, it should be noted that a number of CASI initiatives were intentionally expanded to include both academic and classified staff. Examples include the StrengthsFinder inservice, the distribution of SoP staff birthday information, and the Dean's Breakfast with SoP Staff (the latter held in February).

Attempts to organize a staff social on a Saturday in April or May fizzled. What had been proposed had been a "grill out" in conjunction with the April 23 Spring Football game (and SoNursing fundraiser); the event's proximity to Easter was the reason for cancellation. A May 7 grill out was also cancelled due to a low response rate. The Committee will continue to explore summer social ideas in its June meeting (e.g. *Meet on the Terrace*; visit to Rennie's Dairy Bar at the WID; a Madison Mallards game or a picnic).

The committee will take up the topic of "ways CASI could help improve the work climate for postdocs in the SoP" at its June '11 meeting.

Guiding Principle--Community

4.   Continue the development of the CASI website to enhance communication and to disseminate information important to the academic staff. In particular, create a process for gathering and listing information about academic staff professional development opportunities.

No "process" has been created, as suggested in the charges. The committee did intentionally enhance professional development opportunities on the website, and expanded those listings to include links to such things as:
- AACP Career Development
- *My Professional Development* (a UW-Madison *MyUW* module)
- Reimbursement to Employees for Tuition (re: Job-related or Career-related training/course work)
- UW Learning & Teaching Excellence
- the UW Small Business Development Center

Strategic Priority—Provide professional development opportunities…for staff
Guiding Principle—Community….being a learning organization and nurturing our human capital

5.   Continue the practice of sending a "welcome letter" to all new academic staff members of the School introducing them to CASI and its activities.

Beth Rosen continued this practice in 2010-11 and expanded it to include new classified staff and postdoctoral researchers.

Guiding Principle—Community

6.   Maintain a relationship with the University-level Academic Staff Assembly and integrate meaningfully with that group.

Jeremy Altschafl served as the School's liaison to the UW Academic Staff Assembly (UWASA) and regularly provided updates at SoP CASI meeting on UWASA activities on topics such as "unit clarification".

A number of employees in the School attended the April '11 brown bag hosted by the School of Medicine & Public Health CASI—"These Changing Times—Budget & Legislative Impacts on Academic Staff Job Security, Rights and Responsibilities". Notes from that meeting and a link to the presentation in its entirety are available from the SoP CASI website.

7. Construct meeting agendas and maintain detailed minutes of Committee discussions, actions, and recommendations. In addition, provide a short, written report to the Dean by June 30, 2011 summarizing the year's activities of the Committee and how the activities support the mission and strategic priorities of the School. These documents will be posted, as appropriate, on the developing *SOP Committee Activities* webpage to keep the School informed.

Agendas and minutes were maintained and can be found on the SoP CASI website (http://www.pharmacy.wisc.edu/committee-academic-staff-issues/casi-meeting-information). This document serves as a summary of the year's activities of the Committee.

8. Bring items and issues forward for faculty discussion/decision making throughout the year, as appropriate. If requested by the Dean, provide a short, verbal report of the past year's Committee activities to the faculty at a Fall 2011 Faculty/Staff meeting.

A major challenge of the SoP CASI is to attract interest from members of the School's research community in participating as regular members—as seen in this spring's struggle for collection of nominees. Perhaps invitations two/three times a year to representatives of this population—to come to regular CASI meetings— would be helpful to bridge that gap, help introduce some of those staff members to CASI, and better allow CASI to learn about work climate from those working on the research side. Scott Rajski helped fill this gap in the year just passed (substituting for Evelyn Wendt-Pienkowski, who left the School due to the departure of the Shen lab), but his role is increasing instructional.

Guiding Principles—Community and Collaboration