1. Discussion with Judi Trampf regarding new personnel systems
2. Approval of 12 October 2011 and 28 September 2011 Minutes
3. Academic Staff Committee Reports
   a. Awards [Weber]
   b. Economic Issues [Ehlen]
   c. Elections/Balloting [Clokey]
   d. Government [Kriska/Flanagan]
   e. Organization [Fragola]
   f. Professional Development [Ehlen]
   g. Instructional Promotions [Farmer]
   h. Review [Ogunsola]
   i. Title Appeals [Ehlen]
   j. Titling [Naff]
   k. Rewards and Recognition [Simes]
4. Updates/Announcements
   a. Director of FUN [Naff]
   b. Assembly Priorities [Ehlen]
5. Other Business
   a. Essential Learning & Assessment Review Committee (ELARC) Assessments [Ehlen]
   b. Personnel Policy Book Updates [Ehlen]
   c. Assessment of the Current Personnel System [Ehlen]
   d. Academic Staff Representatives Council Meeting [Naff]
   e. Campus Kudos [Assembly Staff]
   f. Miscellaneous/Round Robin [Assembly Staff]

1 Italicized items include attachments for review/discussion.
PRESENT: Freda Briscoe, George Clokey, Denise Ehlen [Chair], Nancy Farmer, Patty Fragola [Vice Chair], Nadine Kriska, Giuliana Miolo, Kyle Naff, Elizabeth Ogunsola, Kim Simes, and Curt Weber

ABSENT: David Reinhart

GUESTS: Chancellor Telfer and Dr. Richard McGregory

1. Discussion with Chancellor Telfer: Chancellor Telfer spoke with the Assembly regarding key issues affecting the institution, UW System, and the state as a whole.

2. Approval of 28 September 2011 Minutes: Deferred until the next meeting.

3. Academic Staff Committee Reports: Deferred until the next meeting.

4. Updates/Announcements: Deferred until the next meeting.

5. Other Business: Deferred until the next meeting.

Consensus to adjourn at 1:45 p.m.

Respectfully submitted,
Casey Pellien, Governance Associate
PRESENT: Freda Briscoe, George Clokey, Nancy Farmer, Patty Fragola [Vice Chair], Nadine Kriska, Giuliana Miolo, Kyle Naff, Elizabeth Ogunsola, David Reinhart, Kim Simes, and Curt Weber

ABSENT: Denise Ehlen [Chair]

1. Approval of 14 September 2011 Minutes: Naff/Farmer moved to approve the minutes. The Assembly discussed/reviewed the minutes. Approved by unanimous vote.

2. Academic Staff Committee Reports
   a. Awards [Weber]: No report
   b. Economic Issues [Ehlen]: Deferred until the next meeting
   c. Elections/Balloting [Clokey]: No report
   d. Government [Kriska/Flanagan]: No report
   e. Organization [Fragola]: Fragola reported that she is working on filling vacancies on various committees. The committee list will be sent to the Assembly once all vacancies are filled.
   f. Professional Development [Ehlen]: Deferred until the next meeting
   g. Instructional Promotions [Farmer]: No updates
   h. Review [Ogunsola]: No updates
   i. Title Appeals [Ehlen]: Deferred until the next meeting
   j. Titling [Naff]: No updates
   k. Rewards and Recognition [Simes]: Simes reported the fall deadline for applications is 1 November 2011. Ehlen/Pellien will be publicizing the program in early October.

3. Updates/Announcements
   a. Director of FUN [Naff]: Naff reported that a taskforce is being created and will be part of the organization committee.
   b. 2011 Academic Staff Leadership Conference [Naff]: Naff discussed highlights from the conference. Naff will send his notes to the Assembly and will send the PowerPoint to Ehlen/Pellien for posting to the Assembly web.

\(^1\) Fragola led the discussion in Ehlen’s absence.
4. Other Business

   a. Collective Bargaining/Unit Clarification [Clokey]: Clokey discussed recent information found in Clipsheet and other sources.

   b. Prior Learning Assessment (PLA) Academic Planning and Policy Task Force Report [Fragola]: Fragola discussed the report with the Assembly and asked the Assembly to send any feedback they may have to Ehlen before 5 October 2011.

   c. Essential Learning & Assessment Review Committee (ELARC) Assessments [Fragola]: Fragola discussed the assessments with the Assembly and asked them to review the assessments. This item will remain on a future agenda.

   d. LGBTQ Taskforce Meeting [Simes]: Simes discussed highlights from the taskforce meeting.

   e. Campus Kudos [Assembly Staff]: The Assembly discussed important events/initiatives taking place on campus.

Consensus to adjourn at 1:15 p.m.

Respectfully submitted,
Casey Pellien, Governance Associate
ANNUAL CYCLE OF CAMPUS ASSESSMENT

The purpose of this system is to ensure the regular and timely consideration of data from assessments of student learning and use of these data in setting goals and making recommendations that affect student learning and the University's curriculum.

Assessment data (related to student learning and LEAP) flow up from courses, departments, colleges, and other units. The Essential Learning & Assessment Review Committee (ELARC) reviews assessment data, integrates findings from across campus, and uses LEAP as the central organizing framework. The ELARC distills findings into an annual report of 6-8 highlights and recommended actions. This report is discussed by the VC for Academic Affairs (Provost), VC for Student Affairs, Deans, SPBC, Faculty Senate, Academic Staff Assembly, and WSG, and their feedback and recommendations are sent back to the ELARC. The ELARC then provides an annual campus report back to colleges, departments, units, those responsible for core courses, and other constituents to complete the annual cycle.

Colleges:

Each college has an assessment committee or other body that reviews and acts on assessment data.

Annual Report: Each college submits an annual report summarizing assessment of student learning, due November 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your college during the past year. Examples could include results of systematic assessments of student writing, critical thinking, multicultural knowledge, or other essential learning outcomes.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning within your college.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year’s campus report from the ELARC.
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your college or elsewhere on campus that would lead to important improvements in student learning.

Institutional Research (IR):

IR administers the NSSE, FSSE, CAAP, MAAP, Senior Exit Survey and other assessments and also manages the collection and analysis of data related to student enrollment, applications,
retention, graduation rates, and other measures. Survey results and other data are hosted on a centralized website for convenient access by all campus stakeholders. Summary reports (brief highlights) are sent to the ELARC as soon as practical upon completion of each survey (e.g., NSSE) or major data query (e.g., statistics on graduation, retention).

**Annual Report:** In addition to sending reports of individual surveys and analyses to ELARC, the Director of IR submits an annual report summarizing assessment of student learning, due October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected by IR for campus during the past year.
2. Describe the most important actions that you recommend for IR or other units to take that use these assessment results for the improvement of student learning.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year (if applicable to IR) and the progress made in implementing other recommendations from last year’s campus report from the ELARC (if applicable to IR).
4. Describe recommendations you have for further data collection, analysis, or other assessment work that would lead to important improvements in student learning.

**Student Affairs:**

Assessment data are collected in Student Affairs units, including Residence Life, UHCS, CSD, UC, Career & Leadership Development, Recreation Sports, and Financial Aid.

**Annual Report:** Assistant Vice Chancellor for Student Affairs should review data that are related to student learning with relevant staff and produce an annual assessment report, due November 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your units during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning (as applicable to your units).
3. From year two and beyond, describe the progress you made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year’s campus report from the ELARC (as applicable to your units).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your units or elsewhere on campus that would lead to important improvements in student learning.
Other Academic Units:

Assessment data are collected for Learning Communities, First-Year Experiences, Academic Support Services, Trio Programs, Pre-College Programs, and other campus programs/units.

Annual Reports. Each director should review data related to student learning with relevant staff and submit an annual assessment report, due November 1, to the ELARC. Where appropriate, reports from individual units can be combined and submitted from, e.g., Graduate Studies and Continuing Education, Student Affairs, or Academic Departments. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to your unit during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning (as applicable to your unit).
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year's campus report from the ELARC (as applicable to your unit).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within your unit or elsewhere on campus that would lead to important improvements in student learning.

Core Course Committee:

Core Course Coordinators work with instructors for GENED Core Courses (110, 120, 130, 140, 390) to gather assessment data from student portfolios, samples of student work, core-course surveys and/or other assessment activities.

Annual Progress Reports to GERC. Core course coordinators guide the development of a self-study for each course to be submitted to the GERC on a regular schedule (e.g., every 5 years). Progress reports for each course are submitted to the GERC annually and in time for GERC to meet its October 1 deadline for submitting an annual report to the ELARC.

General Education Review Committee (GERC):

The GERC approves new general education courses, monitors gened courses for LEAP alignment, and reviews assessment data/reports from core courses and from gened courses in departments undergoing Audit & Review.
Annual Report. The GERC submits an annual report summarizing assessment of student learning, due October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important assessment results that were collected within or related to general education courses (including core and proficiency courses, gened electives, and diversity courses) during the past year.
2. Describe the most important actions that you recommend or plan to take that use these assessment results for the improvement of student learning in general education.
3. From year two and beyond, describe the progress made in implementing your recommendations and plans from last year and the progress made in implementing other recommendations from last year’s campus report from the ELARC (as applicable to general education and the work of the GERC).
4. Describe recommendations you have for further data collection, analysis, or other assessment work within or related to general education that would lead to important improvements in student learning.

Academic Departments:

Departments collect assessment data related to student learning in majors, minors, and general education courses (including proficiency, general education electives, diversity courses, and other such courses that count for general education credits).

All majors, minors, and programs undergo Audit & Review on a 5-year cycle. Assessment of student learning is a focus of A&R. One component of the A&R will emphasize general education courses offered from the department or program. Every 5 years, each major, minor, or program submits a self-study report to their Dean for review. The Dean should make suggestions for revision, request additional information, etc., and then the Department forwards the revised self-study to the Associate Vice Chancellor for Academic Affairs for the Audit & Review process. The Assoc. VC forwards the general education portion of the self-study to the GERC.

Audit & Review:

Assessment data are reviewed for each program that undergoes Audit & Review. Review includes assessment of student learning in majors, minors, and general education courses. The GERC simultaneously reviews assessment data for the general education courses and provides feedback and recommended actions to the A&R committee to be considered for their report sent back to the Department.

Annual Report. Each year, the Associate Vice Chancellor for Academic Affairs (or designee) should work with the Audit & Review Committee to consider all of the programs and assessment information reviewed that year and submit an annual assessment report, due
October 1, to the ELARC. Reports should address the following items and relate to LEAP as much as possible:

1. Summarize the most important themes in assessment results that were noticed in the assessment data reported by each department during the past year.
2. Describe the most important actions that you recommend that use these assessment themes for the improvement of student learning and/or improvement of programs across the campus.
3. Describe recommendations you have for further data collection, analysis, or other assessment work on campus that would lead to important improvements in student learning and/or program improvement.
4. Describe recommendations you have for the improvement of the audit and review process.
5. From year two and beyond, describe progress made in implementing last year’s recommendations for improving the audit and review process.

**Essential Learning & Assessment Review Committee:**

Meets on a regular schedule to consider annual reports from each constituency (Colleges, IR, Student Affairs, GERC, A&R, etc.). Provides feedback and short-term recommendations to each constituency in a timely manner.

**Annual Campus Report.** Once each year, the ELARC produces an annual campus report that synthesizes assessment information and recommendations across all other constituencies and recommends actions that can be taken to improve student learning that are practical and sustainable. A draft of the annual campus report is due February 1 and is submitted to the Vice Chancellors for Academic and Student Affairs, Deans, SPBC, Faculty Senate, ASA, and WSG for their feedback and recommendations. The report should address the following items and relate to LEAP as much as possible:

1. Summarize the most important themes in assessment results that were noticed in the annual reports from constituencies received during the past year.
2. Describe the most important actions that would use these assessment themes for the improvement of student learning across the campus.
3. Describe recommendations for further data collection, analysis, or other assessment work on campus that would lead to important improvements in student learning.
4. Describe recommendations for the improvement of the annual cycle of assessment review on campus, including the function of the ELARC.
5. From year two and beyond, describe progress made in implementing last year’s recommendations for improving the annual cycle of assessment review on campus, including the function of the ELARC.
6. From year two and beyond, describe the progress reported by other constituencies in meeting the recommendations made in last year's campus report.

**Vice Chancellors, Deans, SPBC, Faculty Senate, Academic Staff Assembly, & WSG:**

The Vice Chancellors for Academic and Student Affairs jointly review the annual campus report from the ELARC with the Deans, SPBC, Faculty Senate, ASA, and WSG or their designated representatives. Vice Chancellors then (jointly) provide feedback and recommendations related to items in the report back to the ELARC by March 1. Feedback can include other assessment results that should be considered by the ELARC. Deans, SPBC, Faculty Senate, ASA, and WSG are also encouraged to provide individual feedback to the ELARC (due March 1) reflecting their unique recommendations, concerns, or guidance.

**Essential Learning & Assessment Review Committee:**

The ELARC discusses feedback and recommendations from the Vice Chancellors, Deans, SPBC, Faculty Senate, ASA, and WSG, revises the annual campus report as needed, and submits the annual campus report, due April 1, to all constituencies.

*This completes an annual cycle of data collection, review, campus recommendations for action, and progress checking for previous recommended actions.*

**Relationship to Curriculum:**

The ELARC copies its annual campus report to the UCC, GERC, and College curriculum committees. Curricular actions should be informed by assessment data and campus recommendations and action plans that are based on assessment. Curricular committees should send reports of their issues, concerns, and questions about the improvement of student learning and the curriculum to the ELARC for consideration during the annual cycle of assessment review.
### Essential Learning & Assessment Review Committee
#### Annual Schedule of Meetings

<table>
<thead>
<tr>
<th>Mtg</th>
<th>Date</th>
<th>Main Agenda Item</th>
<th>To/From</th>
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<td>Sep</td>
<td>Organizational meeting</td>
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<td>2</td>
<td>Oct</td>
<td>Annual assessment reports due from: Audit &amp; Review, GERC, IR</td>
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<td>3</td>
<td>Nov</td>
<td>Discuss annual reports from: Audit &amp; Review, GERC, IR</td>
<td>Colleges, Student Affairs, other units</td>
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<tr>
<td>4</td>
<td>Dec</td>
<td>Discuss campus assessment data</td>
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<td>5</td>
<td>Jan</td>
<td>Sketch/distill salient items for action &amp; draft annual campus assessment report</td>
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<tr>
<td>6</td>
<td>Jan</td>
<td>Discuss &amp; revise campus report</td>
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<tr>
<td>7</td>
<td>Mar</td>
<td>Campus assessment report sent to: Vice Chancellor level</td>
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<td>Feedback/recommendations due from:</td>
<td>Vice Chancellor level</td>
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<td>8</td>
<td>Apr.</td>
<td>Annual campus assessment report sent to: All campus constituents</td>
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<tr>
<td>9</td>
<td>May</td>
<td>Review, plan, &amp; wrap up</td>
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Other agenda items appear as available:

- **To/From UCC:** course actions, questions, suggestions (LEAP, etc.)
- **From IR:** results from individual campus surveys (e.g., NSSE, Senior Exit)
- Reports, recommendations, requests from Deans, SPBC, Faculty Senate, ASA, etc.
VC for Academic Affairs & VC for Student Affairs

Mar. 1

Essential Learning & Assessment Review Committee (ELARC)

Reviews, integrates campus data on assessment of student learning
Reviews, makes recommendations regarding essential learning (LEAP) on campus
Provides guidance to curriculum committees on issues related to LEAP

Assoc. VC Academic Affairs, Assist. VC Student Affairs, Assessment Dir., GenEd Coord.
1 representative from each college, including Grad. Studies (appointed by Deans)
2 students selected by WSG (15 total members)
draft to Vice Chancellors Feb. 1; final report to campus constituents Apr. 1

Deans

SPBC

Faculty Senate

WSG

Academic Departments

5 years

GenEd Proficiency & Elective Courses

Data gathered by instructors from portfolios or samples of student work

Core Course Committee

Course self-studies include data gathered by instructors from portfolios or samples of student work

From Units

LCs, 1st Yr. Exp., acad. support services . . .

Nov. 1

Student Affairs

Student surveys, unit data . . .

Nov. 1

Institutional Research

NSSE, CAAP, Senior Exit Survey . . .

Oct. 1

Colleges

summary reports from L&S, CoBE, CoE, A&C, GS&CE

Nov. 1

Audit & Review

Oct. 1

GERC

Oct. 1

Data Collection

Univ. Curric. Cmt.
College curric. cmts
UWW Foundation

Add Acad. Staff Assembly
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August 23, 2011

TO: Chancellors

FROM: Kevin P. Reilly

RE: University Personnel Systems

As you know, the 2011-13 biennial budget created s. 36.115 (see attached), authorizing and directing the development of personnel systems separate and distinct from the personnel system under ch. 230 for all University of Wisconsin-Madison employees, and separately, a personnel system for the balance of all University of Wisconsin System employees. Ultimately, both personnel systems require Joint Committee on Employment Relations (JCOER) approval before being implemented.

The statute directs that the new personnel systems be implemented effective July 1, 2013. Given the need for Board of Regents and JCOER approval before implementation, and the possibility of the need to make some adjustments to the HRS, planning and development of the new personnel systems should begin immediately. I have asked Interim Chancellor David Ward and Chancellor Dennis Shields to convene as co-chairs -- or to name a designee from their respective executive leadership teams to establish -- a systemwide University Personnel Systems Task Force to begin the planning for the development of these two personnel systems.

Working with the other Chancellors and Al Crist, David and Dennis will assemble a representative Task Force of workable size that includes Provosts, Chief Business Officers, faculty, academic staff, classified staff (represented and non-represented), and human resources professionals. To ensure a positive result and favorable reception of the proposed new University Personnel Systems (UPS), the UPS Task Force should establish a means of checking periodically on the aspects of the developing UPS with employee groups, the Board of Regents, and JCOER.

I have also asked Al Crist to convene a project steering group to provide support to the UPS Task Force, interface with the HRS, guide the development of the new personnel systems at the direction of the UPS Task Force, and oversee the transition from the current personnel systems (classified and unclassified) to the new University Personnel Systems. Membership of this project steering group will consist primarily of UW System human resources professionals.
University Personnel Systems
Page Two

I would appreciate your counsel and support for David, Dennis, Al, and others who are undertaking this major overhaul to make our personnel systems better accommodate our desire to attract, nurture, and retain a top quality 21st century university workforce. If you have any questions about this effort, please contact Al Crist at acrist@uwsa.edu or 608-263-4384.

Copy: Board of Regents
Cabinet
Provosts
Assessment of the Current State

As with any business change, one of the most important steps is to assess the current state in order to effectively build the future state. The assessment of the current personnel systems will rest primarily with the institutions. Each of the institutions is in the best position to judge what, in the current personnel systems, prohibits its ability to manage effectively its workforce. It is critical that the institutions’ assessments be detailed in order to understand specific problems, symptoms or limitations and to determine where the prohibition exists e.g., a statute, the local personnel rules, the civil service constraints, etc. It is suggested that the HR Directors/Academic Personnel Officers of each institution serve as the facilitator in the institution discussions as they understand the inner workings of the current personnel systems.

The institution key stakeholder groups are:

- Chancellors
- Provosts/Vice Chancellors
- Chief Business Officers
- Chief Student Affairs Officers
- Human Resources Director/Academic Personnel Officers
- Faculty
- Academic Staff
- Non-represented classified staff
- Represented classified staff
- Others as determined by the individual institution

The institutions’ assessments of current state problems, symptoms and limitations will serve as a starting point to begin building the framework of the future state of the new personnel systems.

The Office of Human Resources & Workforce Diversity (OHRWD) will review the current state assessment goals, suggested process, and timeline with certain stakeholder groups.

Timeline for Rollout of Assessment of Current State Phase*

- September 7th: OHRWD briefs Chief Business Officers (face-to-face meeting)
- September 15th: OHRWD briefs HR/Personnel Directors (monthly teleconference)
- September 16th: OHRWD briefs Provosts/Vice Chancellors (face-to-face meeting)
- September 19th: OHRWD briefs Chancellors (monthly teleconference)
- Sept. 19 – Nov. 4th: Institutions assess current state of the two personnel systems
- September 30th: OHRWD briefs Faculty/Academic Staff Reps (face-to-face meeting)
- November 9th: OHRWD forwards to institutions the compilation of current state assessments for final review
- November 16th & 17th: Discuss institutions’ current state assessments at systemwide HR Conference
- Week of November 21st: Institution current state assessments due to OHRWD
- December 23rd: OHRWD finalizes report of institutions’ assessment of current state
- February 1st: OHRWD develops preliminary framework of the future state of the new personnel system including how current state problems, symptoms or limitations might be addressed

*TBD: Discussion of institutions’ current state assessments and future state preliminary framework with UPS Task Force, Steering Committee, etc.