Recommendations from the Report of the Ad Hoc Committee on Academic and University Staff Diversity, Equity, and Inclusion

The Academic Staff Assembly endorses the recommendations from the report of the Ad Hoc Committee on Academic and University Staff Diversity, Equity, and Inclusion (ASA Document #7XX), which are listed below:

1. **Improve collection of and access to employee data and tracking**
   - Develop and implement policies and corresponding systems to ensure thorough documentation and tracking of staff progression, promotion, retention, turnover, and termination data, to understand if there is a disproportionate impact on marginalized employee groups in these areas.
   - Develop centralized mechanisms and processes to understand why marginalized employee groups stay (are retained) or leave the institution (turnover/are terminated). Centralized mechanisms/processes might include employee transition and exit data, data around why employees stay at the institution, focus groups to learn more about the employee experience, etc.
   - Make data collected publicly accessible to inform DEI efforts across campus and divisional levels.
   - Develop strategies and corresponding processes to increase underrepresented academic and university staff access to and participation in career development and employee learning opportunities.
   - As campus moves forward with the ATP, this committee recommends a comprehensive strategy to collect employee data that is fully accessible and can be filtered by all employee demographic categories to track specific issues related to equity in promotion and salary growth. Survey current stakeholders to discover what data is currently missing or insufficient.
2. **Review compensation, promotion, and progression as an equity issue**
   - Develop and implement a policy and process that conducts regular reviews of academic and university staff compensation to identify any inequities in salary among protected classes in these employee groups.
     - Conduct review at regular intervals and share findings publicly.
   - Provide clear campus guidelines that outline how employees can progress through the TTC title series or be promoted to a new title series. Ensure a clearly defined process to track jobs as they change, monitor employee growth/ trajectory more routinely, and ensure the compensation and title continue to fit appropriately as employees grow or are assigned new tasks (whether temporarily or permanently). Identify how assigning more work may translate to employee growth.
   - Since campus has moved towards a merit- and promotion-based compensation model, it is important to monitor employees within each salary range to ensure that the potential for merit increases is equitable among employees, employee

classes, job titles, and salary ranges. A process needs to be implemented to ensure that certain employee classes or job titles are not receiving merit increases less frequently than others as well as in addition to pay plan increases implemented by the state.

- Create and monitor a standard for equitable salary growth to ensure all employees in all employment classes and salary ranges are being awarded merit increases equitably.

3. **Collect, analyze, share, and use employee experience data**
   - Use the data collected in the Staff Climate Survey 2022 to identify needs specific to university staff and collaborate with units across campus on DEI efforts to address those needs.
   - Conduct comprehensive analysis of any survey data collected from academic or university staff.
   - Coordinate the efforts of the myriad diversity committees on campus so that information is shared and collaboration maximizes progress.

4. **Cultivate focused and sustained campus-wide recruitment and retention efforts**
   - Develop comprehensive recruitment and hiring plans to diversify academic and university staff hiring at all ranks within the institution.
   - Ensure campus policies align with equitable recruitment and hiring efforts.
   - Allocate funding and resources to support and implement recruitment, hiring, and retention plans.

5. **Identify and support the unique needs of vulnerable populations on campus**
   - Employees who may be isolated by the shift they work, language they speak, mobility, disability, technological barriers, as well as others, are vulnerable to exclusion and may be unfairly impacted by policies and practices. Ensure these populations have direct access to leadership and decision makers, and encourage dialogue, engagement, and topic exploration relevant to their experiences on campus. Build accountability to ensure the feedback is incorporated into campus planning, policies, procedures, etc.
   - Create and promote accessibility of campus resources. This may include professional development opportunities for 2nd and 3rd shift employees, technology assistance, language programs on campus for employees who are English Language Learners, or increased accommodation assistance.
   - Create tuition remission for staff interested in ESL or technology courses and promote free learning opportunities on campus.

6. **Increase institutional commitment and accountability**
   - Create a policy that requires consistent review and assessment of recruitment, retention, promotion, and progression practices for academic and university staff.
     - Conduct review at regular intervals and share findings publicly.
   - Provide ongoing, central campus support to align this work across campus.
   - Ultimately, consider the degree to which we might resolve inequities among Codes of Ethics for limited appointees, academic staff, and university staff. Our policies,

which guide ethical behavior among all employees, grant varying (and inequitable) degrees of agency among our different employment classes.

- o There are different Codes of Ethics at UW–Madison for academic staff, university staff, and faculty, as there are for UW System Board of Regents Employees, and UW System Employees.
- o UW–Madison has its own personnel authority, which means that UW–Madison gets to make its own HR policies.
- o UW–Madison is still required, however, to follow the Board of Regents and UW System information exactly in some areas, whereas in other areas, we have flexibility.
- o Related to employment classes:
    - Some UW System policies apply to all employees; some do not.
    - Some Board of Regents information applies to all employees; some does not.
    - Different employee classes are subject to different rules, which is often confusing for new employees and creates ongoing equity issues.
    - Reporting requirements are different, dependent on the employee class and the type of job one performs.
- o There is often confusion about how governance group information applies to employees compared to policy information.
- o UW–Madison policies are in the process of being updated, and updates aren't expected until late 2022.