



To: Colleen Conway, Immediate Past Chair, SACUA

From: John Pasquale, Chair, Committee on Oversight of Administrative Action

Subject: Report on Activities of COAA for 2020-21

Members: Kenneth Adams
Hani Bawardi (UM Dearborn)
Thomas Braun
Gabriela Hristova (UM Flint)
Ella Kazerooni
Donald Likosky
Annalisa Manera (SACUA Liaison)
John Pasquale (chair)
Karen Staller
Carolyn Swenson
Chuanwu Xi
Christina Young (student representative)

SACUA Liaison: Annalisa Manera

Meeting Dates: 9/25/20
10/23/20
11/13/20
12/18/20
1/22/21
2/26/21
3/19/21
4/9/21

Summary: For the inaugural year of this committee, we spent the majority of our time creating and identifying an operational plan for the future of the committee in the areas within our charge: OIE, the faculty grievance process and the process and usage of administrative assessments.

Speakers

1. Academic HR – Sascha Matish
2. Ombuds – Robert Ortega and Michele Hannosh
3. AEC chair – Keith Riles
4. Guidepost Solutions
5. OIE – Tami Strickman



Areas of inquiry

1. OIE
2. Faculty Grievance
3. Administrative Assessment

Outstanding questions from this year

1. OIE
 - a. Is the reporting structure of OIE (to the Provost) causing inherent conflicts of interest?
 - b. Should COAA receive OIE annual summary reports for data contextuality?
2. Faculty Grievance
 - a. Does the reporting structure of the Ombuds create a conflict of interest?
 - b. More clarity is needed on post-grievance follow-up and enforcement.
 - c. How to create processes that address inconsistencies or voids:
 - i. The ability to:
 1. Grieve an administrator outside of a college or unit when a tenure case is overturned.
 2. Grieve the Provost.
 3. Grieve an OIE decision.
 - ii. Formalize:
 1. An exit interview process through Academic HR.
 2. A follow-up procedure for colleges and units in regard to the faculty grievance process decisions.
 - iii. Codify:
 1. Mechanism of grievance decision enforcement.
 2. Implementation of Academic HR procedures and guidelines.
 3. Specifics of party representation (OGC and outside counsel) for faculty grievance processes.
 4. Protocols for the engagement of outside law firms in grievance cases and appeals.
 5. Timeline for the grievance procedures.
3. Administrative Assessment
 - a. What is the purpose of administrative assessments?
 - b. Should COAA have role in this process?
 - c. How do we overhaul this process to make it relevant, useful and productive?

Suggestions and plans for next year

1. COAA structure – continue to define our role and scope. Possibly adding:
 - a. A role with administrator evaluations?
 - b. Should COAA be involved with 5.09/5.10 cases?
2. Seek and investigate answers to the above outstanding questions.



Suggestions and plans for next year, cont.

3. Define how the processes of OIE, faculty grievance and administrator assessment relate to Dearborn and Flint.
 - a. Invite speakers of representative offices on both as guests.
 - b. Work to have a better understanding at the satellite campus.
4. Investigate and collect information on evaluation processes that exist at Big10 and other peer institutions.
5. OIE (these suggestions are still be formulated as this report is being submitted).
6. Faculty Grievance – investigate the following:
 - a. Adding an advocate for the faculty member within the process.
 - b. Invite OGC to attend a future COAA meeting.
 - c. Codify and examine the effectiveness of the role of the Ombuds in the process (pre, during and post)?
 - d. How to more effectively use the mediation process? Can this be another layer to increase effectiveness?
7. Administrative Assessment – investigate the following:
 - a. How do we evaluate the Provost?
 - b. Deans' evaluation process needs clarity and to happen annually – in addition to the 360.
 - c. Clearly define what the 360-degree process entails.
 - d. Define and clarify the purpose of collecting data.
 - e. Is there financial support from the university for these assessments to occur?
 - f. If SACUA is the structural home, who should be working with the collected data? Should an institutional tie to COAA exist?
 - g. Define a process to keep the evaluation data for a longer period of time.
8. Clarify 5.09 and 5.10 procedure and implications for faculty members
 - a. Should COAA be the home of 5.09 cases?

How can SACUA help COAA

1. Continue the excellent relationship between SACUA and COAA.
2. Continue to help us clarify and define the role and scope of the committee.
3. Converse with COAA to determine best practices for administrative assessment, data collection and reporting.