

March 2023

Call meeting to order

- Plan to adjourn 5min early to help facilitate Zoom'd out calendars

Attendees (green = present):

- Donny Likosky - Med School
- Hani Bawardi - CollCollege Arts & Sciences (Dearborn)
- Naomi Binnie - University Library
- Tom Braun (SAUCA Liaison)
- Adam Burak - Engineering
- Arlo Clark-Foos - CASL (Dearborn)
- Gabriela Hristova - College Arts & Sciences (Flint)
- Jacob Lederman - Dept Behavioral Sciences (Flint)
- Massy Mutumba - Nursing
- Karen Staller - Social Work
- Chuanwu (Wu) Xi - Public Health
- Eric Vandenberghe - U-M Faculty Senate
- Lucas McCarthy - U-M Faculty Senate

- [February 2023 minutes](#)
- [SACUA Approved Charge](#)

1. Call to order, approval of agenda and February minutes
2. Announcements
3. Evaluation of Deans and Department Chairs
 - a. Draft of recommendations to send to SACUA
4. Evaluation of processes for UM employees experiencing harassment and retaliation
 - a. Rough draft of Recommendation for SACUA regarding central web page for procedure implementation.
 - b. Finalize draft of identifying issue of improving respondents' resources
5. New Business
6. Adjournment

Winter Term Overview and Timeline

Evaluation of Deans and Department Chairs

1. January: Discussion of plan moving forward, as well as overview of Ann Arbor process
2. February: Feedback to enhance and add precision to Ann Arbor process, recommendations
3. **March**: Draft of recommendations to send to SACUA
4. April: Finalize recommendations; look ahead to next academic year

Evaluation of processes for UM employees experiencing harassment and retaliation

1. January: Discuss framework of recommendation of central web page for procedure implementation. Discuss framework of improving resources for respondents in harassment cases (e.g., legal counsel options) - articulating short and long-term strategies.
2. February: Provide examples or descriptions of content, layout, etc. for potential central web page for procedure implementation. Craft rough draft identifying issue of improving respondents' resources
3. **March**: Rough draft of Recommendation for SACUA regarding central web page for procedure implementation. Finalize draft of identifying issue of improving respondents' resources
4. April: Finalize draft of recommendation for SACUA regarding central web page for procedure implementation; look ahead to next academic year

March Business

Evaluation of Deans and Department Chairs

1. Critically review processes (and their strengths and weaknesses) across UM Schools, Departments and campuses
 - a. Review "Process for the Provost Review of Deans (for review)" file
 - b. Review and finalize draft of recommendations to be sent to SACUA

Evaluation of processes for UM employees experiencing harassment and retaliation

1. Review central web page suggestions
 - a. Recommend specific modifications to faculty grievance resources (e.g., transitioning the grievance form to an electronically available portal on the Academic Human Resources website) to enhance their availability
 - i. What would our “customers” want in terms of resources? Can we make it customer-focused?
 - ii. Each member of COAA consider being put through the grievance and identify potential roadblocks
 - iii. Speak to those who have put in grievances
 - iv. Speak to Academic HR who identify a grievance monitor for the faculty
 1. What would be the barriers to create such a resource?
 2. Codify and examine the effectiveness of the role of the Ombuds in the process (pre, during and post)?
 - v. How to more effectively use the mediation process? Can this be another layer to increase effectiveness?
2. Identifying disparity in resources for respondents to harassment and retaliation claims
 - a. Issue: respondents to these claims are not provided resources through the University when the claims are made by the University
 - b. **ACTION ITEM:** Identify the issue for SACUA
 - i. Recommend a roadmap for addressing the issue through phases:
 1. Phase 1: Adopt list of local attorneys with experience with relevant cases and faculty peers who could be trained as faculty support persons
 2. Phase 2: Address the resource disparities stemming from Faculty out-of-pocket coverage of legal expenses.