

ARTICLE 44. Professional Development & Career Counseling

Section 44.1. The University and the Union agree that adequate opportunities for professional development are essential and that a reasonable portion of paid work time shall be allocated to professional development activities.

Section 44.2. The University will continue to provide ASEs access to professional development and/or career counseling programs and Career Services provided by the Academic Success and Career Center (WSU Pullman), Career Action Center (WSU Vancouver), and Career Services (WSU Tri-Cities).

44.2.1. ASEs will be eligible to participate in programs of this nature on any campus. If ASEs do not have access at their physical location, accommodations will be made to grant them access.

44.2.2. All ASEs will have access to comparable and equitable career services across all campus locations.

44.2.3. Current career or professional development programs funded by the University will be determined or advised by ASEs, with representation from all campuses within the decision making bodies (e.g., the Professional Development Initiative Committee). The Union retains the right to elect ASE representatives to each decision-making body at this level.

Section 44.3.

44.3.1. ASEs may take part in professional development activities, including but not limited to conferences, career fairs, courses and workshops. If these activities take place during work hours, the activities must be authorized in advance by the supervisor and the department with appropriate funding sources identified. Subject to available funding, the University shall cover allowable and approved expenses.

44.3.2. The university will make travel funds available to all ASEs, regardless of campus location. Funds will be awarded once per academic calendar year (Fall-Summer). These funds may be utilized to cover:

- A. Conference Presentations: With an accepted abstract to present at a conference ASEs will have access to apply for up to \$1,000 for national and \$1,500 for international conferences.
- B. Professional and Career Development (i.e. Workshops, Wet Lab opportunities, conference attendance, internships, preceptorships): ASEs will have access to apply for up to \$500 for workshop or wet lab travel.

- C. Intercampus Travel: ASEs traveling to alternative campus locations will have access to apply for up to \$100/trip not to exceed \$500/academic year.

44.3.3. In a commitment to ASEs with 2 semesters or more of service, ASEs will have access to apply for up to an additional \$500 per year for professional development opportunities directly related to their employment at WSU.

Section 44.4. Employment Mentorship Compacts

44.4.1. A mentorship compact is a written agreement that provides structure for the employment supervisor to outline expectations from, and commitments to mentees, and vice versa. These compacts should be developed in collaboration with the ASE and focused on expectations for the working relationship on a daily, weekly, or monthly basis throughout a semester.

- A. In cases where the ASE's supervisor is not also the ASE's principal investigator (PI) or faculty advisor, the PI/faculty advisor will consult on the development of the mentorship compact (which may or may not include an Individual Development Plan (IDP)) and will work with the supervisor to develop realistic performance expectations that take the balance between employment and academic expectations into account.
- B. Mentorship compacts should include clarity in the following categories (i-vi; which include examples of what can be included in each category), as appropriate, and as dependent on the ASE's job title and FTE appointment. These categories include but are not limited to:
 - a. Performance Expectations
 - i. Knowledge development
 - ii. Technical skills
 - iii. Productivity
 - iv. Progress towards independence
 - v. Expectations of hours worked and distribution of % time spent on various projects and activities
 - b. Education
 - i. Training and activities to develop skills and knowledge specific to the ASEs appointment.
 - c. Career Advancement
 - i. Skills development for future career
 - ii. Understanding and meeting promotion requirements (as applicable)
 - iii. Networking by supervisor on ASEs behalf
 - iv. Team building
 - v. Maintaining work/life and employment/academic balance

- vi. Support for exploration of different career pathways
- vii. Socializing ASE to institutional culture (i.e., structures, processes, interpersonal climate)
- viii. Identifying a process for ending or adapting the appointment while continuing to support the ASE professionally as needed
- d. Support
 - i. Allocation of ASEs time to employment vs academic activities
 - ii. Support provided by supervisor for ASEs appointment (i.e., space, equipment, supplies, technician)
 - iii. Facilitation of ASE's access to experts, training opportunities, key committees
 - iv. Opportunities to work on multidisciplinary and collaborative team projects
 - v. Attendance of supervisor at ASE's presentations
 - vi. Advocacy on behalf of the ASE
 - vii. Emotional support of the ASE
- e. Communication
 - i. Frequency of 1-1 meetings between the supervisor and ASE
 - ii. Frequency of meetings with supervisor and leadership in ASE's employee unit/department/college
 - iii. Topics to be addressed at meetings, information to be prepared in advance of meetings
 - iv. Completion of progress reports by supervisor and ASE for unit/department/college directors and chairs
 - v. Agreements on what constitutes constructive critique and feedback offered by supervisor and follow-up
- f. Personal conduct/interpersonal relations
 - i. Agreement on what constitutes ethical and professional conduct by both the supervisor and ASE
 - ii. Understanding and respect for diversity, equity, and inclusion by the supervisor and ASE
 - iii. Strategies for managing conflicts in the work environment (i.e., between supervisor/ASE, ASE/students, or between ASEs)
 - iv. Appropriate acknowledgement and promotion of ASE contributions (i.e. internal meetings, authorship, funder meetings)

44.4.2. An ASE may elect to have an individual development plan (IDP) added to their mentorship compact at any time.

- A. An IDP provides a planning process that identifies the ASE's short- and long-term research and/or career goals, professional development objectives and career objectives in a manner tailored and responsive to the ASE's career plans as well as their unique skills, interests, and values. This may serve as a communication tool between an ASE and their supervisor as well as their PI/faculty mentor. The ASE may consult with additional career mentors in the development of an IDP.
 - a. To develop the IDP, the parties shall follow the process outlined below:
 - i. An appropriate IDP template will be used (e.g., AAAS MyIDP, ChemIDP, "Entering Research" IDP for undergraduate students by Center for the Improvement of Mentored Experiences in Research, etc.)
 - ii. The ASE will normally conduct a self-assessment to evaluate skills, strengths, and areas in need of development. The ASE will outline current abilities and long-term career objectives.
 - iii. The ASE may discuss their research/career goals, general professional development needs and career objectives with the Supervisor and any additional career mentor(s). During this time, mentors should survey opportunities for progress with the ASE. This should include identification of developmental needs, career opportunities, and prioritization of areas for development
 - b. The ASE will then submit a written draft of the IDP to the Supervisor for discussion and revision. This should include:
 - i. Identification of specific skills and strengths that the ASE needs to develop;
 - ii. Identification of projects which will aid in the development of the ASE's abilities and which match with the ASE's career goals;
 - iii. Goals outlined in a plan which delineate roles and responsibilities as well as breaks larger goals down with more detailed steps and timelines;
 - iv. A timeframe for development of skills and goals.

- v. The Supervisor will review the IDP and provide advice about possible revisions as needed. The Supervisor will also share knowledge about available development opportunities with the ASE.
 - B. If the ASE believes the plan requires revision, they will repeat the process starting in Section a.ii, above. Goals may change based on evolving ASE needs. The ASE and the Supervisor (and PI/faculty advisor, as appropriate) may engage in ongoing discussions regarding the IDP.
 - C. The plan will be implemented promptly and reviewed regularly, with check-in timelines determined by the projects defined in b.iii & b.iv, above, and clearly written into the IDP.
- 44.4.3.** Mentorship compacts will be renegotiated between all parties by the beginning of each semester.
- A. An ASE, supervisor, and faculty advisor/PI (when applicable) may elect to renew this compact at the beginning of a new semester rather than to rewrite and redefine their compact. However, all parties will be given the opportunity to decide if this renewal is appropriate.
- 44.4.4.** All parties (ASE, Supervisor, and PI/Faculty Advisor when applicable) will sign their acknowledgement of and agreement with the plan developed in the mentorship compact.

Section 44.5. Progress Assessments

44.5.1. A Progress Assessment is an evaluation of the ASE's progress and accomplishments in research, teaching, and professional development.

44.5.2. Periodic Reviews – The Supervisor and the ASE shall periodically engage in informal oral Progress Assessments during their appointment. In these assessments, the Supervisor and the ASE generally discuss the ASE's recent progress and overall employment objectives. The structure of the Progress Assessment may vary by discipline.

44.5.3. Annual Review – The Supervisor shall provide the ASE with at least one written review per twelve (12)-month period. This Annual Review is a comprehensive assessment of the ASE's research and/or teaching progress and professional development during the previous year. The Supervisor may utilize an independently developed or a pre-established form when conducting the Annual Review. The ASE and supervisor will discuss the contents of the review and will come to agreement about its contents before it is signed by both parties.

Section 44.6. Mentorship Training

44.6.1. ASEs have the right to supervisors who have skills in people management, mentorship, and IDP best practices.

44.6.2. The Employer shall continue to make training opportunities available for supervisors regarding IDPs and best practices for mentorship of ASEs. Upon request, the Employer shall share and discuss the contents of such training programs with the Union.

- A. Employer-provided mentorship/people management training programs will be made available to ASEs in positions that may necessitate mentorship of students, fellow ASEs, or co-workers (i.e., mentoring interns, junior lab members, etc.). These programs should be made available more broadly to the entire University to foster informal mentorship relationships.
- B. Mentorship programming will foster an environment of support, growth, and learning amongst employees. Where appropriate, mentoring programs should include trainee programs in which ASEs can voluntarily be paired with an experienced supervisor in a mentorship capacity. Participation is voluntary for all participants.

44.6.3. ASEs are entitled to supervisors trained annually in current and effective evidence-based mentorship techniques, including, but not limited to guidance on check-in meetings and effective mentorship.

Section 44.7 Mentorship Taskforce

44.7.1. A joint Union-Management Taskforce shall be formed to further the goal of reviewing Professional Development, Career Services, and Mentorship activities, programs, and practices across the University. The Union retains the right to elect ASE representatives to this Mentorship Advisory Taskforce. Attendance at the meetings will be considered time worked. Duties of this taskforce can include, but are not limited to:

- A. Increasing visibility of opportunities for mentorship trainings, programming, and opportunities that are available to ASEs, staff, and faculty.
- B. Implementation and support of opportunities for evidence-based mentorship education, including, but not limited to culturally responsive mentorship training. This may include supporting the establishment of affinity-based mentorship groups.
- C. Encouraging campus-wide promotion and review committees to establish guidelines for evaluating mentorship activities and impact.
- D. Encouraging and guiding campus student success programs' evaluation and reporting of key mentorship components when reviewing overall program impact.

Section 44.8.

44.8.1. To enhance the professional development opportunities available to ASE on all campuses, the Employer will provide 3, 0.5 FTE assistantship appointments, with priority given to campuses/departments with no available RA or TAs. The University and the Union shall jointly agree upon the employees to be appointed. The duties for the appointments shall be jointly agreed upon, and shall minimally include:

- A. Coordinating peer-led group programming for professional development and mentorship that is tailored to a variety of career paths, and that provides opportunities for collaboratively workshopping and receiving direct feedback on professional skills/materials;
- B. Providing one-on-one professional development support for ASEs, including support for identifying career options, developing and improving professional skills/materials, and identifying secondary mentors;
- C. Tracking progress of and continued needs for professional development support, and modifying future work accordingly.
- D. Participating in the organization of meetings and activities of the Mentorship Advisory Taskforce.

44.8.2. The duties may also include supporting past and current Graduate School and Career Services programs and seeking additional funding for and implementation of new professional development programs. The programs developed through these appointments may also be made available to other early career instructors and researchers. The University and the Union shall meet at least annually to jointly discuss how to best adapt and improve this work on an ongoing basis.

Section 44.9.

Nothing will preclude the University from enhancing the professional development and/or career counseling programs or the professional development lectures/workshops provided to ASEs.