

Article XX: Professional Development

Section 1. Professional Development

1.1 The University and the Union agree that adequate opportunities for professional development are essential, and that a reasonable allocation of funding and paid work time shall be made available for professional development activities.

1.2 ESEs may submit a request for additional professional development to their supervisors. An employee whose request is denied will be informed of the reason for the denial. If requested by the employee, the rationale for denying a request will be provided in writing within five (5) business days. Professional development goals may be identified by the supervisor and/or employee as part of the employee's onboarding and performance review processes.

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

Section 2. Professional Development Taskforce

The University and the union agree to work together to maintain, increase, and improve opportunities for professional development.

2.1. 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 and University will choose their own representatives to this Professional Development Taskforce. Attendees will be granted release time. Duties of this taskforce can include, but are not limited to:

- A.** Increasing opportunities for professional development, mentorship, training, programming, and other activities available to ESEs, staff, and faculty. 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
- 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.
- E.** Promotion and planning to increase access and use of existing resources.

Section 3. Course Evaluations

When a performance evaluation or course evaluation is conducted for any ESEs, the university shall send these directly to the ESE within 21 days of their completion.

Section 4. Performance Evaluations

A Performance Evaluation is an assessment of the ESE's progress and accomplishments in research, teaching, and professional development. It is a comprehensive assessment of the ESE's work, research and/or teaching progress, and professional development during the previous academic quarter or year. The Supervisor may utilize an independently developed or a pre-established form when conducting a performance evaluation. The ESE and supervisor will discuss the contents of the review and will come to agreement about its contents before it is signed by both parties.

4.1 Performance Evaluations should be completed at least once a year. However, these can be waived with mutual consent.

4.2 ESEs shall be informed at least two weeks in advance of performance evaluations.

4.3 ESEs may request a performance evaluation once per quarter. The results of these evaluations shall be made available to the ESE within (10) business days.

Section 5. Mentorship

5.1 The Union and the University agree that ESEs have a right to supervisors with strong mentorship skills.

5.2 ESEs may designate or request a second faculty advisor or supervisor at any time.

5.3 ESEs and their supervisors should meet at least as often as is necessary to support excellence in their work.

Section 6. Individual Development Plans

An Individual Development Plan (IDP) provides a clear framework, plan and process to identify an ESE's short and long-term research and/or career goals, professional development and objectives in a manner that is tailored and responsive to the ESEs career plans as well as their unique skills, interests and values. ESEs may consult with additional career mentors in the development of an IDP.

5.1 The ESE may elect to develop an Individual Development Plan (IDP) at any time.

5.2. All parties (ESE, Supervisor, and PI/Faculty Advisor when applicable) will sign their acknowledgement and agreement with the plan developed in the Individual Development Plan

Section 7.

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