Academic Staff
Rate & Title Change Requests
Annual Promotion Review

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Overview
This presentation includes the following topics:
1. Rate and Title Changes
2. Promotions
3. Job Duty Changes

Part 1:
GENERAL RATE AND TITLE CHANGE INFORMATION

Rate and Title Change
What are the reasons to give a rate adjustment?
• Change in Title/Promotion
• Change in Job Duties
• Salary Inequity
• Competitive Factors (Outside Offer, market, etc.)
Under state statutes, it is NOT possible to grant a base adjustment to recognize good performance. Salary increases for good performance can only be provided through the annual pay plan process. (However, there may be future options for performance based adjustments under the new HR Design plan.)

Per UPPP Chapter 10 (http://www.ohr.wisc.edu/polproced/UPPP/1001.pdf):

Promotion within a title series is "a natural career progression through which academic staff (and faculty) might be expected to progress in the area of specialty with successively greater experience, expertise, and responsibility in the particular position." The specific criteria for the prefix vary depending upon the function chosen.

Change in Duties "is requested when a substantial change in the duties and responsibilities of a position occurs. The change has to be a qualitative rather than quantitative change to the duties" (i.e. not "more of the same").

Who are Category A and Category B staff?
There are two compensation categories for academic staff:

Category A titles include administrative and professional positions and have salary ranges with a minimum and a maximum salary.

Category B titles include instructional and higher-level research positions (e.g., Scientists, Researchers) and do not have salary ranges – only salary minima.

Rate and Title Change

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Unclassified Title Guidelines
http://www.ohr.wisc.edu/polproced/utg/AlphaTitle.html

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Rate and Title Change

Salary Ranges
http://www.ohr.wisc.edu/polproced/utg/SalRng.html

What is the amount of a rate/title change increase?

In general, a change in title or change in job duties requires a 10% increase in order to be consistent with all staff in your unit.

**Keep in mind that when promoting to the next prefix level, you would raise the person to the campus/college salary minimum of the new title first (if applicable) and then give 10% on top of that.

Where do I start?
The electronic PVL/Rate Adjustment System can be found at: https://orprd4.doit.wisc.edu/pvl/pvl.html

- If you need access to the system, contact L&S HR and we will assist you.
- DoIt can help with technical questions.

*Postdocs (Research Associates) remain on paper form
Rate and Title Change

What is the effective date?
Rate adjustments are effective on the first of the month following receipt of the request to L&S as indicated by the DEPARTMENT APPROVED status in the Rate/Title system (look at Status History tab). Academic year (9 month/ C basis) requests are effective on the first day of the next academic pay period.

• Cannot be retroactive.

• Must contain all necessary materials/information (if substantial revisions are required, the effective date may be delayed until the appropriate information is received).

Who must approve a rate/title change?
(1) The supervisor and/or department must review and approve and enter the request into the electronic rate/title system.
(2) The College of Letters & Science
(3) Academic Personnel Office

Until final approval is obtained, no university official is authorized to promise a base adjustment to an unclassified employee.

Promotions

Annual Promotion Review
Each year departments and programs are required to review their academic staff employees for possible promotion if they fall into one of the following categories:

– Category A academic staff who have held the lowest-prefix title for at least three years, or the middle-prefix title for at least eight years; and

– Category B (Research or Instructional) academic staff who have held the lowest or the middle-prefix title for at least six years.

– This exercise will require each person listed to be considered for promotion. Promotion is not required when a valid reason can be provided.

Emails are sent individually to Chairs/Directors and Administrators each year (early March) with a list of staff who need to be reviewed in their department. If your department didn’t receive this email, there are no staff in your department who are required to be reviewed for promotion.
Can we promote staff who aren’t included in the promotion review?

YES. Whether you are required to participate in the Annual Promotion Review or not, you may still have academic staff who could be considered for promotion. Employees can be considered for promotion at any point during the year; budget data is updated after promotions are approved and entered in HRS.

Where Do I Start?

L&S Gateway: https://kb.wisc.edu/ls/page.php?id=22078

The Unclassified Title Guidelines (Criteria For Prefixes, Scope and Levels) will help determine when it’s appropriate to promote:
http://www.ohr.wisc.edu/polproced/UTG/CritPrefxScopLevl.html#disprefx

For Category B and professional Category A academic staff employees, a promotion would include a prefix change within the same title series (e.g., Associate Lecturer to no prefix Lecturer) based on the promotional criteria found in the Unclassified Title Guideline.

Exceptions:
Movement within the Program Manager, Lab Manager, and Unspecified Director will be based on evaluation of the Position Questionnaire (PQ).

Supporting documents

Supervisors must submit 3 supporting documents to their department administrator/HR/payroll staff:

1. Current duties Worksheet: A template (found on the L&S Gateway) can be used to help you collect current duties from the employee or supervisor. Prior to giving this template to supervisors, Administrators/HR staff should complete the former duties section or provide a copy of the most recent job duties on file (typically Position Vacancy Listing (PVL) or last rate and title change). This prevents the supervisor from "recreating" the duties.

If the duties haven't changed, then the former and current duties will be identical.

EXAMPLE: John's former duties...
Promotions - Supporting Documents

1. Current Job Duties Worksheet (reviewed in the last slides)

2. Most recent CV

3. Justification for how the employee has met criteria for promotion. L&S has templates available on the Gateway which will help supervisors prepare letters of justification for promotion.

Listed below is the criteria (from Unclassified Title Guidelines) we would use to evaluate whether John Smith should be promoted from Assistant Faculty Associate to Associate Faculty Associate:

"Identifies instructional goals to be met; designs curriculum and/or techniques for accomplishing these goals. May train other staff in use of these techniques. Instructs students, either in formal classroom/laboratory settings or in non-credit supplements to formal course instruction. Works with faculty to identify and develop new methods of advancing instruction in the discipline. May assist in development of grant proposals for funding of model instruction programs. May make presentations to faculty and to staff members throughout the system and elsewhere on instructional programs and techniques."

Promotions - Justifications

Templates provide guidance for writing a strong justification:

We believe that John Smith meets the prefix definition of Associate Faculty Associate and should be promoted effective __________. In addition, we are requesting that his salary be increased by ______ in recognition of his promotion.

______ "identifies instructional goals to be met." For example:

• ______________

• ______________

__________ "designs curriculum and/or techniques for accomplishing these goals." For example:

• ______________

• ______________

__________ "instructs students, either in formal classroom/laboratory settings or in non-credit supplements to formal course instruction." For example:

• His course evaluations have been outstanding, ranging from ______ to ______.

• He teaches ______________. The department average is ______.

• Students have made such comments as "__________" and "__________".

__________ "works with faculty to identify and develop new methods of advancing instruction in the discipline." For example:

• ______________

• ______________

Given all of the above, we believe that John Smith should be promoted to Associate Faculty Associate effective ____________.
When you review a justification for promotion you should be looking for strong examples of how the employee has met the criteria.

If you read what’s written and questions remain as to “what’s the significance of this?”, you need to go back to the supervisor and ask for more detail.

Here are some examples……..

**Criteria**  
“designs curriculum and/or techniques for accomplishing instructional goals.” For example:

**WEAK EXAMPLE**: John uses a collaborative instructional approach in the classroom…….  
What is the significance of this? How does it justify a promotion?

**STRONG EXAMPLE**: John uses a collaborative instructional approach in the classroom and through a network of wikis, podcasts, live blogging, chat and posting tools, students, TA and instructor share and comment on the legal case studies and hypothetical situations discussed in class. The course enrolls upwards of 80 students and has generated a great deal of interest among students.

**Criteria**  
“Identifies instructional goals to be met.” For example:

**WEAK**: John developed a troubleshooting wiki to facilitate response to the problems students encounter working with software....  
What’s the significance of this? How does this help students?

**STRONG**: John developed a troubleshooting wiki to facilitate response to the problems students encounter working with software. The wiki not only reduces the time it takes to get back to students, but it shifts the burden for responding to questions from a single individual to the entire class. And, because John carries the wikis forward from one semester to the next, students benefit from the insights and experiences of former students while, at the same time, learning to use this form of communication.

**Criteria**  
“Instructs students, either in formal classroom/laboratory settings or in non-credit supplements to formal course instruction”.

**WEAK**: John teaches Journalism 202 and Journalism 403. His course evaluations have been outstanding.  
What do his evaluations look like and what do students say about him?

**STRONG**: John teaches Journalism 202 and Journalism 403. His course evaluations have been outstanding, ranging from 4.25 to 5.00. The department average is 4.34. His students have made comments such as:  
- “John is understanding, accommodating, and willing to take extra time to help with questions. I would recommend this class to anyone.”
- “I think John is a very engaging and well qualified teacher. He’s extremely willing to explain problems to his students, that they might run into.”
- “Great instructor. Brings a lot of enjoyment to class with enthusiasm/knowledge.”
The supervisor gave me all 3 supporting documents, what’s the next step?

The Department administrator/HR/payroll staff should review the request for accuracy and to ensure that all necessary information and documents are included. That staff person can then enter it in the Rate and Title Change System.

Once Department approved, L&S Human Resources staff will review the request, and if appropriate, submit to APO for review and approval.

**Promotions**

Where do I start?

1. Provide a current list of duties.
   - You should always start with a copy of the most recent job duties on file. This is usually the PVL or most recent rate/title change request. If the last job duties on file are very outdated, please consult with L&S.
   - A strong PVL with percentages is a critical starting point
   - The "Goldilocks" factor – not too much or too little information
   - Spell out Acronyms
   - Use the Current Work Duties Worksheet on the L&S Gateway to assist with this process.

**CHANGE IN JOB DUTIES**

Compare “former” job duties to current job duties (item by item):

- Is it a substantial change in job duties? A general ballpark figure is 20-40% change overall.
- Is it a qualitative change vs. quantitative, ie. not "more of the same"

EXAMPLE: Anna Advisor currently spends 50% of her time advising undergraduate Biology majors as part of her job duties. She now has 50 additional students she needs to advise. Would this warrant a change in job duties?

Answer: It Depends

If Anna currently has a workload of 500 students she advises in Biology and these are just additional students due to an increase in enrollment, then it will not qualify as "new or changed".
CHANGE IN JOB DUTIES

But, if this is part of a bigger change, then it may qualify.

For example, the Biology major has decided to merge with the Cellular & Molecular Biology program and Anna now has to learn the curriculum and policies of that new program in order to provide the undergraduate advising. In addition, she will be responsible for SOAR activities for both programs. She is also going to work with faculty from both majors to create internship opportunities.

The following slide shows an example:

2. Provide an appropriate justification to explain the change in job duties:

The justification should “write itself” and should mirror the new or changed job duties listed in the worksheet:

SAMPLE:
Anna Advisor started in the Department of Biology as an Associate Advisor in 2008. In 2011, she was promoted to Advisor. Since that time, her job duties have changed and she has taken on additional responsibilities. More information is provided below.

In September 2012, the Executive Committees from the Departments of Biology and Cellular & Molecular Biology decided to merge their undergraduate programs as part of an Educational Innovation exercise for both units. As a result of that merger, Anna Advisor will now provide undergraduate advising to both units and serve as the SOAR advisor. She will now be involved in updating program material for both the biology and molecular biology majors. She will be responsible for creating a course guide list for the molecular biology major.

Finally, she will work with the faculty in the biology and molecular biology majors to coordinate internship opportunities. Anna will need to contact various employers and businesses regarding possible opportunities for students. She will also create a newsletter to advertise internships.
3. Provide information on how many staff/students the person supervises.

4. Describe any budgetary responsibility this person has.

The supervisor gave me all 4 items, what’s the next step?

The Department administrator/HR/payroll staff should review the request for accuracy and to ensure that all necessary information and documents are included. The request can then be entered in the Rate and Title Change System.

Once Department approved, L&S Human Resources staff will review the request, and if appropriate, submit to APO for review and approval.

Additional Resources

Promotional policies, procedures and templates are available on the L&S Administrative Gateway at [https://kb.wisc.edu/index.php?id=22078](https://kb.wisc.edu/index.php?id=22078)

Unclassified Title Guidelines:
[http://www.ohr.wisc.edu/policies/utg/ftlcrts.htm](http://www.ohr.wisc.edu/policies/utg/ftlcrts.htm)

Unclassified Personnel Policies & Procedures (UPPP), Chapter 10:

L&S Human Resources Staff:
- Cheryl Adams Kadera (change in duties, equity, misc. requests)
- Daun Wheeler (promotion requests)

Other HR Topics

Job Security

The Academic Staff Policies and Procedures (ASPP) 2.05 states, “Employing units shall annually review academic staff members who have five or more years of academic staff service at UW-Madison to determine whether a new or increased multiple-year appointment or rolling-horizon appointment or indefinite appointment shall be proposed. Individuals who currently hold rolling-horizon appointments shall be reviewed and a determination made about their eligibility for an indefinite appointment.”

Increased job security for academic staff is appropriate when the following criteria are met:
1) the quality of their performance warrants increased job security
2) their role is an integral part of their department’s or unit’s continuing mission; and
3) a funding source can be identified that permits multiple-year, rolling-horizon, or indefinite appointments
Consultant (PIR) vs. Employment

Payment to Individual (PIR) requests. PIR is the required mechanism for making payment to non-employees or individuals that are defined as “a person who is not a company, partnership, corporation, association, organization, trust or estate, and for whom an employer-employee relationship does not exist.”

Please consult with L&S HR before the start of work or service.

Additional information can be found here:
http://www.uwsa.edu/fadmin/fppp/fp31at4.pdf
http://www.buswisc.edu/acct/policy/pr/PIRpol.html

For More Information

Additional Questions?

Please contact:
L&S Human Resources Staff:
  Cheryl Adams Kadera (change in duties, equity, misc. requests)
  Daun Wheeler (promotion requests)

End of Presentation.