Introduction

The School of Human Ecology (SoHE) at the University of Wisconsin-Madison strives to foster an open and healthy workplace for all its staff members, and create an environment in which all academic and university staff members are encouraged to become the best they can be. We seek to ensure that each person is recognized and rewarded for his or her professional accomplishments and high quality performance. This may be reflected in career development opportunities within the School or the University if no appropriate opportunities are available internally.

Guidelines have been developed to assist supervisors and staff members understand and implement strategies to identify, mentor, recognize and reward excellence. It is critical to note that plans and requests are subject to the availability of funding and advance approval of the Dean or Dean’s designee, and must follow policies and procedures established by UW-Madison Office of Human Resources (OHR).

SoHE Vision Pillar #11 “Service-oriented and committed employees in a satisfying workplace” serves as the compass for these guidelines.

Guidelines for Administrative University Staff

1. Career Development milestones
   a. Excellence and accomplishment over a period time
   b. Change in scope of duties/responsibilities involving expansion of duties or more complexity.
   c. Program growth which demands increased responsibilities and more complex assignments

2. Criteria for career development opportunities
   a. The employee’s position description must be up-to-date and well defined.
   b. Exemplary performance and significant accomplishments as recorded in APR(s).
   Increased scope of duties/responsibilities over time as recorded in APR(s) and within the job classification.
   c. Increased scope of responsibilities over time that exceed the job classification will result in reclassification of position.
   d. Funding availability
   e. Equity issues
   f. Other factors to be considered
      • Organizational structure, availability of the positions and restructuring
      • Succession planning
      • Educational attainment when it is required for duties for the new position
      • Other specific and unique criteria for different tracks
3. Examples of Salary Adjustment Opportunities
   a. Career Development
      • Salary increase within the same classification to recognize excellent performance
      • Increased responsibilities and more complex and significant projects on a regular basis that fall within the designated job classification
      • Retention/market competitiveness
   b. Promotion within the unit/School
      • Classification change to a higher pay grade resulting from a job audit by HR or by the unit
      • Change in the objectives and nature of the work to be performed
      • restructuring
   c. Promotion to position outside the current unit or a lateral move/transfer to other units within the SoHE

4. Steps for Career Development opportunities
   a. The immediate supervisor conducts the annual performance evaluation of his/her staff member with a short and long-term career development plan.
   b. When appropriate, the immediate supervisor (and/or the department chair) initiates the process based on the criteria above. The chair or the supervisor studies justifications, the merit of the request, equity issues, and funding availability.
   c. The Chair or the supervisor submits the request to the Dean or Dean’s Designee for approval.
   d. The supervisor discusses the outcome with the staff member.

Guidelines for Administrative Academic Staff

1. Career Development Milestones
   a. Excellence and accomplishment over time
   b. Scope of duties/responsibilities (position description)
   c. Educational attainment when it is required for the new position, or growth in the current position
   d. Program growth which demands increased responsibilities and more complex assignments

2. Criteria for career development opportunities
   a. Must have a well-defined position description
   b. Exemplary performance and significant accomplishments over a sustained period of time as recorded in APR(s)
   c. Increased scope of duties/responsibilities over time as recorded in APR(s)
   d. Funding availability
   e. Equity issues
   f. Other factors to be considered
• Organizational structure (availability of the positions) and restructuring
• Succession planning
• Educational attainment (when it is required for duties for the new position)
• Other specific and unique criteria for different tracks

3. Examples of Salary Adjustment Opportunities
   a. Promotion (when appropriate ranks are identified) as a result of increased job responsibilities.
   b. Promotion opportunities outside the current unit
   c. An internal merit increase for increased duties/responsibilities within the designated job classification
   d. Recognize excellent performance within the same rank
   e. Retention and market competitiveness.

4. Steps for Career Development opportunities
   a. The immediate supervisor conducts annual performance evaluation of his/her staff member with a short and long-term career development
   b. The immediate supervisor (and/or the Director/Chair) initiates the process based on the criteria above.
   c. The supervisor/chair studies justifications, the merit of the request, equity issues, and funding availability.
   d. The supervisor/chair submits the request to the Dean or Dean’s designee for approval.
   e. The supervisor discusses the outcome with the staff member.

Guidelines for Academic Faculty Associates

1. Career Development Milestones
   Promotion to Associate Rank
   a. Teaching of exceptional quality and significant accomplishments over a sustained period of time as recorded in P-FAR (s) (must have a well-defined position description)
   b. Improvement and/or positive trajectory since the third-year review and evidence of continued significant contributions
   c. Two or more significant contributions to teaching and student related services. For example, creating new (or substantially redesigning existing) courses, educational outreach programs, implementing improved methods of instruction, innovation in classroom teaching, excellence in the mentoring students, or substantially expanding the population reached by instruction.
   d. At least 3-5 years at the Assistant Rank (An early promotion application will be considered only for an exceptional case).

   Promotion to Full Rank
   a. Teaching of exceptional quality and significant accomplishments over a sustained period of time since the promotion to Associate Level as recorded in P-FAR (s) (must have a well-defined position description)
b. Several areas of significant leadership* contributions related to teaching and student related service. For example, creating new (or substantially redesigning existing) courses, educational outreach programs, implementing substantially improved methods of instruction, innovation in classroom teaching, excellence in mentoring others, or substantially expanding the population reached by instruction.

c. At least 4-7 years at the Associate Rank (An early promotion application will be considered only for an exceptional case).

2. **Criteria for career development opportunities**

   Leadership in teaching, service, and student development includes either major initiatives with substantial and ongoing impact, five or more significant leadership contributions that form a pattern of continuing engagement, or an equivalent combination of the two. The following lists are illustrative only and are intended as a guide to determine whether an individual faculty associate member has met the requirements for promotion to Associate or Full Rank. One item from the major initiatives list might in itself be sufficient to confirm the individual’s leadership or might only be sufficient if combined with two to four of the items from the significant leadership contributions list. Similarly, all items on the lists will not be of equal value. Some factors that might impact the value are: the impact of the effort expended, the relative prestige, or the differing levels of responsibilities. The candidate’s combined activity and achievement must be of high quality, must exceed routinely assigned teaching and service, and must include demonstrated leadership.

   a. **Major initiatives with substantial and ongoing impact include the following types of activities or the equivalent:**

   - Developing and sustaining a study abroad experience for students,
   - Obtaining substantial internal or external funding or grant monies,
   - Spearheading a major school or university project,
   - Coordinating a major campus event involving several units within the university and continuing for multiple years,
   - Advising a significant organization or student activity that results in regional and/or national recognition,

   b. **Significant leadership contributions should include *a variety* of the following types of activities or the equivalent. Contributions should be directly connected to SoHE’s mission and vision:**

   - Developing a new course;
   - Developing internships or service learning courses, projects and partnerships;
   - Obtaining moderate internal or external funding or grant monies;
   - Providing formal or informal mentoring for teaching for faculty and/or graduate students
   - Promoting student success through documented initiation of innovative strategies or a superior commitment to student mentoring;
   - Receiving a university honor or recognition;
   - Directing/coordinating a school academic program;
   - Effectively chairing an active school or university committee;
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- Actively serving on a school or university committee that is highly active and productive;
- Coordinating a school, campus or community event or a policy or process change within the school;
- Promoting alumni relations or engaging in fundraising
- Exercising leadership that draws on professional expertise outside the university
- Receiving a community honor or recognition;
- Providing professional consultation to community groups, government agencies or businesses;

3. Examples of Salary Adjustment Opportunities
   a. Promotion (when appropriate ranks are identified) as a result of increased job responsibilities.
   b. An internal merit increase for increased duties/responsibilities within the designated job classification
   c. Recognize excellent performance within the same rank
   d. Retention and market competitiveness.

4. Steps for Career Development opportunities
   a. The candidate shall prepare a written statement regarding teaching, mentoring/advising and service achievements since Assistant Rank. The report should also include a succinct statement of future plans for teaching and service (including outreach within each category as appropriate), and the report shall be supplemented by a current Curriculum Vitae. There must be strong evidence of sustained excellence in teaching (e.g., student and peer teaching evaluations, pedagogical or curricular innovations, performance reviews) and contributions to student learning.
   b. An eligible candidate and his/her department chair begin a conversation for application at annual performance review.
   c. The candidate will put together a dossier, including a statement and strong evidence of excellence in teaching, student development, and service, including peer review.
   d. The candidate will submit five names of internal peers and five names of alumni. The Chair will solicit confidential letters from three from each group and add two additional names from the Chair list.
   e. The Chair can submit a confidential letter to the Dean’s office.
   f. Dean will appoint a school wide committee, which will consist of: (1) two department tenured faculty members (one from within the department and one from outside of the department), one faculty associate (higher ranked than the candidate) from other department, senior assistant dean, and associate dean (or an emeritus professor), who will chair the committee).
   g. The Committee will make a recommendation to the Dean. The Dean will make a final decision and notify the candidate.
SoHE Career Development FAQs

Q1. What is career development?
Proactive planning and implementation of action steps that take a variety of forms and involve one or more from the following:

- Expansion of responsibilities
- Using more advanced knowledge or skills
- Taking on bigger or more challenging projects, and/or
- Supporting or interacting with a broader audience
- Promotion to a higher level of position

Q2. Who is responsible for an employee’s career planning, development?
It is a shared responsibility between an employee and a supervisor:

- Employees – are responsible for identifying their career goals and areas in which they would like to expand their knowledge and skills and discussing with supervisors how these goals can support the mission of the employing unit.
- Supervisor - provides leadership in facilitating an employee’s career development, salary adjustment, performance, and skill development.

Q3. When should career development discussions occur?

- Preferably during the annual performance review
- Periodically (e.g., 3-5 years since last career development adjustment)
- As needed to meet the unit’s changing goals and structure

Q4. What are the factors and/or criteria when considering career development?
Implementation of a career development request shall be based on several of the following criteria:

- More complex and/or significant projects, assignments and responsibilities of the job classification are assigned on a regular basis to the employee;
- The employee has demonstrated the attainment of a significantly higher level of knowledge and skills which are specific to the job classification and functional area;
- The employee's most recent performance appraisal, (within the last twelve months), and within the current job classification, reflects job requirements being exceeded or better;
- Confirmation that funds have been identified and authorized by the appropriate administrator to support the salary increase;
- The amount of the proposed increase should be justified and equitable when compared to other positions in the department and on campus (when information is available for comparison)
- Twelve or more months have elapsed since the employee's last career development discussion.

Q5. What questions should be asked to strategize potential areas for growth and career development?
- What is the employee currently doing that could be enhanced with additional training and/or the opportunity to take on a higher level or a broader range of responsibilities?
• What additional skills or responsibilities may enhance the employee’s ability to further the mission and goals of the unit?
• What are the employee’s interests and motivation and capabilities to pursue furthering his/her career goals?

**Q6. What is the relationship between career development with annual performance review as well as with salary increases?**
• Career development should reflect cumulative annual performance reviews over a sustained period of time.
• Career development can encompass both short-term and long-term goals.

**Q7. What situations should be recognized through the UW Pay Plan process as opposed to career development?**
• Annual increases may be given during the university’s annual pay plan process. Ongoing normal skill development and gradual increases of responsibility should be addressed through this process.
• Therefore, it is required that supervisors conduct a performance review annually. Salary adjustments in conjunction with career development can be done off-cycle, provided that all of the criteria are met.

**Q8. Who makes a request for career development?**
• It’s most ideal that both the supervisor and an employee come to a consensus for the timing of career development when all or most of the criteria have been met.
• An employee can make a request to his/her immediate supervisor for career development. The supervisor then can make a request to the Dean or Dean’s designee for approval.

**Q9. What are the reasons that may not be justified for career development?**
• To reward a completion of an advanced degree or a certification, which may not be required for the current position.
• To reward someone without strong justifications (e.g., make one’s position equal to his/her peers, not to lose an opportunity to make a salary adjustment that may be available to an employee, preemptive retention)

**Q10. What if an employee’s career development plan involves moving to another unit?**
• Appropriate growth and development opportunities should be identified within the employing unit. However, movement from one unit to another and/or to a different classification will sometimes be necessary for continued growth.
• Units should not be deterred from developing an employee out of fear of the employee securing a position elsewhere.