

LHS Academic Personnel

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and

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- Powerpoint (2011) will be posted on e-LHS
 - You can email Catherine or John with questions if they come up later OR make an appointment with one of us for an individual follow-up session
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Topics

- Series: Specialist vs. Coordinator
- Rank vs step
- Reappointment/merit/promotion
- Time (normal period of service) at step
- Benchmarks and “popups”
- Preparing your case
- Review of your case
- After review

Academic Personnel

- UCOP Academic Personnel Site
 - Policies: Academic Personnel Manual
 - Salary Scales
 - <http://www.ucop.edu/acadadv/acadpers/welcome.html>

Academic Positions

- Two academic **series** at LHS
 - Coordinator of Public Programs
 - CPP series has eight ranks: CPP I through CPP VIII
 - Each rank is divided into four steps, 1 through 4
 - Specialists
 - Series has four ranks: Junior - Assistant - Associate - Specialist
 - Each rank is divided into up to 5 steps, I through V
- At first glance, they may seem similar at LHS, but there are differences that you will see when we look at the benchmarks

Reappointment

- Extends your appointment at your current rank and step for an additional period of time

Merits and promotions

- A **merit** increase is an increase in step at the same rank.
- A **promotion** is a jump to a higher rank.
- Merits and promotions depend on both:
 - **Quality** of accomplishments
 - **Level** of job duties and responsibilities
- Promotions in particular require evidence of an increased level of responsibility in addition to meritorious performance.
- Each series has recommended **minimum** periods at each step/rank.

Merits and promotions

- Specialists

- A **merit increase** is an increase in **step**
 - from I to V
- A **promotion** is an increase in **rank** from Junior, Assistant, or Associate Specialist to the next highest rank. For example, Assistant to Associate Specialist.

Merits and promotions

- Specialists' salary scales
- <http://www.ucop.edu/acadadv/acadpers/tab0708/tabcont.html>
- Click on Table 24
- Increases take place in April and/or October (if at all)
- The last increase was October 01, 2011!

**TABLE 24
SPECIALIST SERIES*
FISCAL YEAR**

| <u>Rank</u> | <u>Step</u> | <u>Years at Step</u> | <u>10/1/09</u> | | <u>Minimum Scale 10/1/11</u> | | <u>Adjusted Scale 10/1/11</u> | |
|-----------------------------|-------------|----------------------|----------------|----------------|------------------------------|----------------|-------------------------------|----------------|
| | | | <u>Annual</u> | <u>Monthly</u> | <u>Annual</u> | <u>Monthly</u> | <u>Annual</u> | <u>Monthly</u> |
| Junior Specialist | I | 1 | 33,672 | 2,806.00 | 33,672 | 2,806.00 | 34,680 | 2,890.00 |
| | II | 1 | 35,904 | 2,992.00 | 35,904 | 2,992.00 | 36,984 | 3,082.00 |
| Assistant Specialist | I | 2 | 38,952 | 3,246.00 | 38,952 | 3,246.00 | 40,116 | 3,343.00 |
| | II | 2 | 41,496 | 3,458.00 | 41,496 | 3,458.00 | 42,744 | 3,562.00 |
| | III | 2 | 44,400 | 3,700.00 | 44,400 | 3,700.00 | 45,732 | 3,811.00 |
| Associate Specialist | I | 2 | 48,372 | 4,031.00 | 48,372 | 4,031.00 | 49,824 | 4,152.00 |
| | II | 2 | 51,720 | 4,310.00 | 51,720 | 4,310.00 | 53,268 | 4,439.00 |
| | III | 2 | 55,464 | 4,622.00 | 55,464 | 4,622.00 | 57,132 | 4,761.00 |
| | IV | — | 58,224 | 4,852.00 | 58,224 | 4,852.00 | 59,976 | 4,998.00 |
| Specialist | I | 3 | 62,532 | 5,211.00 | 62,532 | 5,211.00 | 64,404 | 5,367.00 |
| | II | 3 | 68,748 | 5,729.00 | 68,748 | 5,729.00 | 70,812 | 5,901.00 |
| | III | — | 76,872 | 6,406.00 | 76,872 | 6,406.00 | 79,176 | 6,598.00 |
| | IV | — | 86,316 | 7,193.00 | 86,316 | 7,193.00 | 88,908 | 7,409.00 |
| | V | — | 95,736 | 7,978.00 | 95,736 | 7,978.00 | 98,604 | 8,217.00 |

Merits and promotions

Coordinators

- A **merit** increase is an increase in **step** from 1 to 4
- A **promotion** is an increase in **rank** from I to VIII

Merits and promotions

- Coordinators' salary scale
- <http://www.ucop.edu/acadadv/acadpers/tab0708/tabcont.html>
- Click on Table 30
- Increases (if any) take place in April and/or October
- Oct 1, 2011 was the last increase

**TABLE 30
COORDINATORS OF PUBLIC PROGRAMS
FISCAL YEAR**

| <u>Rank</u> | <u>Years at Step</u> | <u>10/1/09</u> | | | | <u>Minimum Scale 10/1/11</u> | | | | <u>Adjusted Scale 10/1/11</u> | | | |
|-------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| | | <u>1 Annual/ Monthly</u> | <u>2 Annual/ Monthly</u> | <u>3 Annual/ Monthly</u> | <u>4 Annual/ Monthly</u> | <u>1 Annual/ Monthly</u> | <u>2 Annual/ Monthly</u> | <u>3 Annual/ Monthly</u> | <u>4 Annual/ Monthly</u> | <u>1 Annual/ Monthly</u> | <u>2 Annual/ Monthly</u> | <u>3 Annual/ Monthly</u> | <u>4 Annual/ Monthly</u> |
| I | 1 | 40,000 3,333.33 | 41,300 3,441.67 | 43,000 3,583.33 | 44,500 3,708.33 | 40,000 3,333.33 | 41,300 3,441.67 | 43,000 3,583.33 | 44,500 3,708.33 | 41,200 3,433.33 | 42,500 3,541.67 | 44,300 3,691.67 | 45,800 3,816.67 |
| II | 1 | 45,300 3,775.00 | 47,200 3,933.33 | 48,400 4,033.33 | 50,100 4,175.00 | 45,300 3,775.00 | 47,200 3,933.33 | 48,400 4,033.33 | 50,100 4,175.00 | 46,700 3,891.67 | 48,600 4,050.00 | 49,900 4,158.33 | 51,600 4,300.00 |
| III | 1 | 51,400 4,283.33 | 54,000 4,500.00 | 55,500 4,625.00 | 57,300 4,775.00 | 51,400 4,283.33 | 54,000 4,500.00 | 55,500 4,625.00 | 57,300 4,775.00 | 52,900 4,408.33 | 55,600 4,633.33 | 57,200 4,766.67 | 59,000 4,916.67 |
| IV | 1 | 59,000 4,916.67 | 61,200 5,100.00 | 62,600 5,216.67 | 65,200 5,433.33 | 59,000 4,916.67 | 61,200 5,100.00 | 62,600 5,216.67 | 65,200 5,433.33 | 60,800 5,066.67 | 63,000 5,250.00 | 64,500 5,375.00 | 67,200 5,600.00 |
| V | 1 | 67,600 5,633.33 | 69,800 5,816.67 | 72,000 6,000.00 | 74,000 6,166.67 | 67,600 5,633.33 | 69,800 5,816.67 | 72,000 6,000.00 | 74,000 6,166.67 | 69,600 5,800.00 | 71,900 5,991.67 | 74,200 6,183.33 | 76,200 6,350.00 |
| VI | 1 | 76,800 6,400.00 | 79,400 6,616.67 | 81,900 6,825.00 | 84,900 7,075.00 | 76,800 6,400.00 | 79,400 6,616.67 | 81,900 6,825.00 | 84,900 7,075.00 | 79,100 6,591.67 | 81,800 6,816.67 | 84,400 7,033.33 | 87,400 7,283.33 |
| VII | -- | 87,400 7,283.33 | 90,100 7,508.33 | 93,200 7,766.67 | 95,800 7,983.33 | 87,400 7,283.33 | 90,100 7,508.33 | 93,200 7,766.67 | 95,800 7,983.33 | 90,000 7,500.00 | 92,800 7,733.33 | 96,000 8,000.00 | 98,700 8,225.00 |
| VIII | -- | 98,900 8,241.67 | 102,500 8,541.67 | 106,100 8,841.67 | 109,900 9,158.33 | 98,900 8,241.67 | 102,500 8,541.67 | 106,100 8,841.67 | 109,900 9,158.33 | 101,900 8,491.67 | 105,600 8,800.00 | 109,300 9,108.33 | 113,200 9,433.33 |

CPP Time at Step/Rank Summary

- Coordinators of Public Programs I & II
 - Normal (Minimum) Period at Step in Rank - 1 year
 - 1 Step Equals Normal Increase
- Coordinators of Public Programs III & IV
 - Normal (Minimum) Period at Step in Rank - 2 years
 - Up to 2 Steps Equals Normal Increase
- Coordinators of Public Programs V & VI
 - Normal (Minimum) Period at Step in Rank - 3 years
 - Up to 3 Steps Equals Normal Increase
- Coordinators of Public Programs VII, VIII
 - Normal (Minimum) Period at Step in Rank - Indefinite

Academic Benchmarks and Popups

- Specialists first

| | Junior Specialist | Assistant Specialist | Associate Specialist | Specialist |
|--|---|--|---|--|
| Education and experience | Undergraduate student, or recent BA or BS; demonstrated interest. | BA or BS related to responsibilities; up to 5 years relevant experience. | BA, BS or Master's degree (or equivalent); 5-10 years relevant experience. Advancement beyond Associate Specialist I requires meritorious performance and a growing record of accomplishment and independence. | MA or PhD (or equivalent). More than 10 years relevant experience and significant expertise and record of accomplishments. Advancement beyond Specialist I requires meritorious performance and a growing record of accomplishments and specialized contribution that can be applied in a variety of settings and has a major impact on the program or LHS. |
| Academic responsibilities | Supervised responsibilities in writing, program/product development, and/or professional development activities. | Participate in development of programs/products; assists with writing; contributes special expertise to program or product development, evaluation, and/or implementation. | Develop, document and/or present programs/products for students, the public, or teachers; make key contributions related to specialized expertise. | Independent and leadership responsibilities in one or more academic areas; has current programs/products in use in field; writes grant proposals and reports; may supervise graduate students, staff, other academics. |
| Research responsibilities | Able to search professional literature, developing an awareness of research and best practice in relevant fields. | Able to search professional literature, aware of research and best practice in relevant fields. | Familiar with research; incorporates research and best practice into programs or products, co-author or co-presenter of research, programs and/or other products. | Develop and publish programs, research, and/or products; lead author and/or independent presenter. Specialized skills have a major impact on program quality or innovation. |
| University and public service responsibilities | Participates in department and LHS-wide activities. | Participates in department and LHS-wide activities and may participate on committees. | Participates in department and LHS committees and takes on key role when needed; participates in professional communities. (At Steps III and IV, plays a key role on department or LHS committees.) | Plays a key role in or leads LHS committees, initiatives, and/or collaborations, plays an active role in other professional activities, may serve on university/campus committees. Specialist III and IV provide counsel to LHS director in their areas of expertise. |

| | Junior Specialist | Assistant Specialist | Associate Specialist | Specialist |
|---|-------------------|--|--|--|
| <p>Education and experience</p> <p>Experience beyond the BA or BS degree may include MA, PhD, teaching credential, and/or years of experience in a related professional field. Note that in accord with the Academic Personnel Manual, new hires at any rank usually enter at Step 1.</p> | | Experience beyond the BA or BS degree may include MA, PhD, teaching credential, and/or years of experience in a related professional field | Additional experience may include a PhD, teaching credential, and/or years of experience in a related professional field | <p>Advancement to Level III and higher requires a high level of accomplishment and sustained excellence.</p> <p>[The transition from Specialist II to III may require a review (within LHS) similar to the review that takes place between CPP V and CPP VI.]</p> |
| <p>Academic responsibilities</p> <p>Include: Program development, implementation and evaluation. At higher levels, they may include fundraising, program management or coordination, and mentoring/supervision of personnel.</p> | | | At levels II and higher, share expertise with program staff; may mentor staff and/or contribute to proposals/fundraising efforts. | Specialist III and up make major contributions to program and/or LHS innovation or impact, make significant contributions to or lead proposals, and share specific expertise with academic staff. They may also mentor staff seeking to grow in their specific areas of expertise. |
| <p>Research responsibilities</p> <p>Awareness of research, implementation of research and best practice in program development, innovation and vision in program development, contributes to the field STEM education.</p> | | | <p>Products may include:</p> <ul style="list-style-type: none"> -- curriculum materials -- professional development materials or programs -- research publications -- research tools -- presentations to professional audiences -- exhibits -- floor programs -- public events -- communicating science or mathematics to the public -- technology or multimedia development -- other products that fit the LHS mission | Advancement to Specialist II through V requires a significant record of publication or other evidence of professional accomplishment. |

Academic Benchmarks and Popups

- Now Coordinators

| | CPP I, III | IV | CPP IV | CPP V | CPP VI | CPP VII, VIII |
|---------------------------|---|---|---|---|--|---|
| Education and experience | BA or BS-related to subject matter; up to 5 years relevant experience. | BA or BS-related to subject matter plus 5 to 10 years relevant experience. | BA or BS-related to subject matter plus more than 10 years relevant experience. | BA or BS-related to subject matter plus more than 10 years relevant experience; significant expertise and record of accomplishments in the field. | BA or BS-related to subject matter plus more than 10 years relevant experience; significant expertise and strong record of accomplishments in the field. | BA or BS-related to subject matter plus more than 10 years relevant experience; considered an expert in the field based on expertise and accomplishments. |
| Academic responsibilities | With close supervision, assist in developing, documenting and/or presenting programs/products for students and/or the public. | Develop, document, and/or present programs/products for students and/or the public; co-present professional development programs for educators; may coordinate programs of limited scope or aspects of larger programs and/or products. | Develop and implement programs/products of major significance for students and/or the public; present professional development programs for educators; coordinate programs/products or aspects of them; contribute to grant proposals; foster collaborative atmosphere; may mentor or supervise staff or academics. | Administrative and academic responsibilities for vision, leadership, executive management of major program or unit; work has significant regional, national or international impact; represent program to the profession and the public; Mentor and may supervise academic staff; Contribute to development, writing, and leadership of funded proposals. | Independent decision making for a program or significant aspect of a program; Administrative and academic responsibilities for vision, leadership, executive management of major program or unit; work has significant regional, national or international impact; represent program and LHS to the profession and the public; Significant responsibilities for supervising and/or mentoring academic staff in proposal development and career advancement; Develops, writes and leads funded proposals. | Assume responsibilities for institution-wide academic initiatives and collaborations and for significant collaborations with other institutions; Mentor, advise, and promote professional growth of LHS academic staff. |

| I | CPP I, II | CPP III | CPP IV | CPP V | CPP VI | CPP VII, VIII |
|--|--|--|--|---|---|--|
| <p>Education and experience</p> <p>Note that in accord with the Academic Personnel Manual, new hires at any rank usually enter at Step 1.</p> | <p>Experience beyond the BA or BS degree may include MA, PhD, teaching credential, and/or years of experience in a related professional field.</p> | <p>Experience beyond the BA or BS degree may include MA, PhD, teaching credential, and/or years of experience in a related professional field.</p> | <p>Typically has a master's degree or equivalent academic or professional experience.</p> <p>Additional experience may include a PhD, teaching credential, and/or years of experience in a related professional field.</p> | <p>Typically has a master's degree or equivalent academic or professional experience.</p> <p>Additional experience may include a PhD, teaching credential, and/or years of experience in a related professional field.</p> <p>At CPP V and higher, individual has authored or co-authored publications and/or other evidence of accomplishments in the field.</p> | <p>Typically holds a master's degree, Ph.D. or equivalent academic or professional experience at a senior professional level.</p> <p>Per APM: Use of Level VI or higher requires documented evidence of exceptional or outstanding achievement or unusual qualifications in at least 3 of the following: meritorious performance, professional competence, professional activity, and public service.</p> | <p>Typically holds a master's degree, Ph.D. or equivalent academic or professional expertise at a senior professional level.</p> |
| <p>Academic responsibilities</p> <p>Include:</p> <ul style="list-style-type: none"> Program development, implementation and evaluation. Fundraising. Program management and | | | <p>A high level of independence within the LHS program characterizes this level.</p> <p>Programs/products reach a significant audience in terms of size or quality of interaction or impact, or</p> | <p>A high degree of independence characterizes level V and higher, not only in work within the LHS program or department, but in representing the program outside LHS to teachers and other professionals. At this</p> | <p>Represent program and LHS to leaders in the field of science education and play a significant leadership role in LHS.</p> <p>Serve as Co-PD or PD of large and/or highly innovative</p> | <p>Significant track record in fund raising and project leadership, with a strong record of accomplishment and impact on and recognition from the field.</p> |

| | CPP I, II | CPP III | CPP IV | CPP V | CPP VI | CPP VII, VIII |
|--|-----------|---------|--|--|---|--|
| mentoring/supervision of personnel. | | | <p>degree of innovation.</p> <p>Contributes to aspects of large proposals and/or writes proposals and/or serve as co-PD or PD of projects of modest scope.</p> | <p>level, an individual is expected to demonstrate leadership within the program and emerging leadership in LHS.</p> <p>Usually serves as a Co-PD or PD of significant projects.</p> | <p>projects.</p> | <p>Advancement to and within Level VIII requires a high level of distinction and sustained excellence.</p> |
| <p>Research responsibilities</p> <p>Awareness of research, implementation of research and best practice in program development, innovation and vision in program development, contributes to the field STEM education.</p> | | | | | <p>Research and academic responsibilities are generally national in scope, impact a large audience, and/or are highly innovative. Individuals at this level are expected to have significant responsibilities at the Hall-wide level in addition to program responsibilities.</p> <p>Advancement to level VI and higher requires a review of the individual's full career and accomplishments, including outside letters requested by the director.</p> | |

□

Preparing your case documents

- You must prepare each of the following
 - Job Card
 - APP (Accomplishments During Performance Period)
 - CV
- If, **after** reviewing your case, your supervisor plans to recommend a merit or promotion, you will need to update your Academic Bio
- Depending on level and possible promotion, you may need to provide additional documentation and suggest names of outside references
- We will again be using Base Camp

The process with your supervisor

- Prepare your case and deliver it to your supervisor
- Meet with your supervisor to discuss your case and his/her recommendation
- Revise case documents as needed and submit on Basecamp
- The case is reviewed by your supervisor, who writes a memo containing the recommendation and provides you with a copy
- Optional: Meet with your supervisor for counseling in preparation for upcoming year

The process: Review of your case

- Your Center Director reviews the supervisor's memo and your case documents and presents the case to the Director and members of the Leadership Team + JH & CH.
- The evidence presented in the case is discussed by the group and the Director makes a decision and prepares her final recommendation.
- Cases are submitted to Academic Personnel on campus.
- Optional: After hearing of the decision from campus, meet with your supervisor for counseling in preparation for upcoming year

Preparing your case

■ Job card

- Review what you do and revise your job card, if necessary.
- If your job card has changed significantly, discuss the changes in your APP.
- This is important, as you are evaluated based on your duties as described on the job card.

Preparing your case

- Accomplishments during performance period (APP)
 - Be very specific in describing in a narrative form what you have accomplished in the previous year (or period of years if you are up for a merit increase or promotion)
 - Who is your audience?
 - Your supervisor, your Center Director, the Leadership Team + JH & CH, the Director, and ultimately Academic Personnel on Campus

APP

- Ways to organize your APP
 - Based on your job card
 - Based on your projects
 - **Based on the criteria for your series**
 - Whichever of the above you choose, consider including evidence related to the LHS performance standards/core values (next slide)
- How long should it be? It depends on. . .
 - The nature of your job and how many different things you do
 - The level of your job and the length of time you have been in it
 - The period of time covered
 - Whatever it takes to clearly build your case

Core values, performance standards

- <http://www.lawrencehallofscience.org/staff/>

e-LHS

 Lawrence Hall of Science
University of California, Berkeley



the Lawrence Hall of Science Staff Intranet

[e-LHS Home](#) > Core Values

Lawrence Hall of Science Core Values

- **Equity** - We are dedicated to diversity and equity on our staff, among the underrepresented populations including people of color, women. English language learners.
- **Learning** - We strive to engage and challenge minds for life-long learning. We believe that people learn best through direct experiences and their own discoveries combined with the support of others.
- **Innovation** - We continually look for new and better, more creative ways to improve our work. We seek approaches that make learning easier, more interesting and more relevant to our staff.
- **Leadership** - We are catalysts for change and envision a better future. Our vision of the future of the Lawrence Hall of Science is widely respected and acknowledged for setting the standard for excellence.
- **Excellence** - We are committed to the highest quality in every aspect of our work.

ATTACHMENT B
LAWRENCE HALL OF SCIENCE PERFORMANCE STANDARDS

▪ ***Service Excellence***

Provides courteous, respectful, and efficient service to customers, colleagues and co-workers. Is identifiable to customers as an employee of LHS when working in the public arena. Takes responsibility for providing assistance/solving problems or for directing customers, colleagues or co-workers to someone who can. Knows or knows how to find out about different LHS departments, exhibits and classroom programs.

▪ ***Innovation***

Consistently seeks and provides unique/different perspectives on issues while respecting the contributions of others. Looks for better/new/more effective ways to provide Service Excellence, create programs, and/or develop business processes/solutions. Adapts approach and modifies strategies when confronted with challenging, uncertain, or unstructured situations. Adjusts to changing customer needs and/or funding contexts with appropriately adapted processes, approaches, and/or programs.

▪ ***Teamwork***

Acts in a timely and responsive way, including meeting deadlines, responding to voice and written inquiries, and attending meetings. Respects others with a diversity of thoughts, ideas, time, contribution, socio-cultural backgrounds and world view. Responsible for communicating with team members about delays before they occur when possible. Works effectively within a collaborative environment, focusing on the project goal(s) instead of individual success. Solicits and is responsive to suggestions and solutions from others.

▪ ***Leadership***

Assumes responsibility for own job performance and for those who report to you. Takes responsibility for raising issues and communicating thoughts at staff meetings, with supervisor, and/or with individual staff members about situations that affect the quality of the programs and the work environment. Provides input, feedback and support appropriate to role (as supervisor, co-worker, or subordinate) in a positive, constructive, and respectful manner.

▪ ***Continuous Growth***

Sets own professional development goals and works toward achieving them. Fosters/ contributes to an environment that encourages learning and growth in oneself and others. Keeps up to date on knowledge of field/domain/line of work. Can communicate project, program, department, LHS vision.

▪ ***Communication***

Communicates regularly and effectively with colleagues, up/down/across/sideways. Adjusts priorities as appropriate to input from team members. Interacts in a timely, positive, respectful and professional manner with a diverse mix of customers, colleagues and co-workers. Responsible for realistically scheduling tasks, appropriately delegating duties that can be accomplished by others, and keeping supervisor informed of workload issues. Reports out successes, as well as problems, as appropriate.

Making your strongest case

- Be as strong as you can in discussing your accomplishments, as long as you are accurate. Would your co-workers agree with your description?
 - With minimal advice from my supervisor, I . . .
 - I was on a team that. . . My specific contributions were _____
 - I worked with XXX to _____
 - I had full responsibility for _____
 - I led the team that _____

Timelines

■ **Coordinators**

- **Submit draft case by November 8 & meet with supervisor to discuss level of advancement**
- **Submit Case by Nov 30**
- **Supervisor prepares case by December 14**

■ **Specialists**

- **Submit draft case by December 14 & meet with supervisor to discuss level of advancement**
- **Submit Case by January 4**
- **Supervisor prepares case by January 18**

Planning your career

- This process can be very helpful to you as you engage in long-term planning about your own career.
- Opportunity to discuss with your supervisor and consider options.
- Opportunity to let the LHS leadership know what you have accomplished.

What about ExPTRs?

- Do I need to complete a case?
- Does the time on an ExPTR count towards the time at a step?

Need more input?

- Email any questions
- Sign up for an individual appointment with Catherine or John to discuss your case
 - Coordinators: early November
 - Specialists: early December
 - QUESTIONS?

This presentation will be repeated

October 11

2 PM