Affordable Care Act Regulations

In calendar year 2016, requirements for employers under the Affordable Care Act (ACA) changed. In 2015, employers were required to offer health insurance to 70% of their full-time employees. Starting in 2016, the ACA requires employers to offer health insurance to 95% of their full-time employees. Under ACA a full-time employee is anyone who works 30 hours per week or more.

What does this mean for you?

The UW is not statutorily permitted to offer health insurance to student employees, meaning student employees are not allowed to be defined as full-time employees for ACA purposes. As such, a UW System-wide policy regarding student employment, effective January 1, 2016, was created and includes:

- Limiting student employees to 25 hours per week during the 39-week academic year (the 39-week academic year at UWM runs from late August through mid-May)
- The hour limit is aggregate across all student jobs. Students may not work more than 25 hours per week in total, no matter how many student jobs they hold.
- Hours worked under the federal work-study program do not count toward the 25 hour per week limit
- Student employees may work full-time in the weeks of the year outside the 39-week academic year

As a student employee it is your responsibility to ensure you are not working more than 25 hours a week, meaning if you have more than one on-campus job you must coordinate to make sure you do not exceed this limit. Unfortunately, there are no exceptions to this rule, and UW Systems will be fined for any student who works over 25 hours in a given week.

FAQs

1. Who will the UW count as a Full-Time Employee?
   a. Employees who are hired into a position with a known expectation of working at least 30 hours per week. This will include all employees who have an FTE assigned in HRS of at least 75% as well as employees who meet WRS participation standards and are eligible for insurance or meet the full-time requirements through the initial or standard measurement periods for the duration of the subsequent stability period.

2. What is the requirement of employers to offer coverage to their employees?
   a. In 2016, all Applicable large Employers (ALEs) must offer affordable minimum essential coverage that provides minimum value to 95% of their full-time employees as defined by the ACA.

3. How does the ACA affect Student Employees?
   a. The UW System is statutorily prohibited from offering employer-sponsored health insurance to student help employees. To ensure student help employees are not classified as “full-time” under the ACA, institutions must (1) limit use of lump sum payments and (2) cap hours of service.

   Effective January 1, 2016, the UWSA Student Employment policy UPS OP GEN 20 will limit student help hours worked to 25 hours per week. Federal Work Study hours, including the institution match, will not count towards the hours evaluated to determine a full-time employee for purposes of the ACA.
<table>
<thead>
<tr>
<th></th>
<th>Meets Standards</th>
<th>Does NOT Meet Standards</th>
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<tbody>
<tr>
<td><strong>REFLECT</strong></td>
<td>References specific parts of the project/discussion</td>
<td>Responds to the project/discussion in vague terms by addressing assignment instructions/rubric only; Offers no insight into what was recalled</td>
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<tr>
<td></td>
<td><strong>EXAMPLE:</strong> “I relate/concur/disagree with X because...” OR “I like what you did with X because...”</td>
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<td><strong>INQUIRE</strong></td>
<td>Asks thought-provoking questions that might lead to a new perception; Asks clarifying questions to provoke deeper understanding</td>
<td>Asks passive questions that require a one-word answer or provoke no response at all</td>
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<td><strong>EXAMPLE:</strong> “Have you considered looking at X from Y’s perspective?” OR “When you said X, am I understanding you to mean XY?”</td>
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<tr>
<td><strong>SUGGEST</strong></td>
<td>Offers specific suggestions for improvement of current project/discussion based on assignment criteria</td>
<td>Offers vague or no suggestions for improvement of current project/discussion based on assignment criteria</td>
</tr>
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<td></td>
<td><strong>EXAMPLE:</strong> “You might consider tweaking X for Y effect” OR “You might want to include supporting information from X resource - here’s a link”</td>
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<tr>
<td><strong>ELEVATE</strong></td>
<td>Proposes specific ideas/examples of how to expand the project/discussion beyond its original scope or stated assignment criteria</td>
<td>Proposes no ideas for expansion</td>
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<tr>
<td></td>
<td><strong>EXAMPLE:</strong> “Perhaps you can expand this in X capacity to further address Y” OR “Perhaps you can re-purpose X as Y for Z”</td>
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RISE Model for Meaningful Feedback

Elevate
Raise to a higher degree or purpose in future iterations
EX: “Perhaps you can expand this in X capacity to further address Y” OR
   “Perhaps you can re-purpose X as Y for Z”

Suggest
Introduce ideas for improvement of current iteration
EX: “You might consider tweaking X for Y effect” OR
   “You might want to include supporting information from X resource - Here’s a link”

Inquire
Seek information and/or provide ideas through questioning
EX: “Have you considered looking at X from Y perspective?” OR
   “When you said X, am I understanding you to mean XY?”

Reflect
Recall, ponder and communicate
EX: “I relate/concur/disagree with X because...” OR
   “I liked what you did with X because...”

RISE to the occasion
To provide meaningful feedback to peers and colleagues

Aligned with Bloom’s Taxonomy
Ask Yourself:

The four tiers of the RISE Model can also guide self-evaluations to help review your progress, check your own comprehension of concepts/techniques and give you a platform to voice future objectives.

Self-evaluations allow you to thoughtfully consider your performance or contribution as it relates to your growing understanding of a topic or discipline.

RISE
MODEL FOR
SELF-EVALUATION

Elevate
Raise to a higher degree or purpose in future iterations
How will you approach similar situations in the future?
How will the experience inform your professional objectives?

Suggest
Introduce ideas for improvement of current iteration
What could you have done differently to improve your performance or contribution? If I had more time I would have...

Inquire
Seek information and/or provide ideas through questioning
What concepts/techniques do you need to revisit to master the material?
How do you know? What resources are available to you?

Reflect
Recall, ponder and communicate
How did your attitude, logic and behaviors influence your performance or contribution? What worked? What didn’t?