

Prepared by the Office of Human Resources.  
This replaces Administrative Procedures No. A9.210 and A9.250

April, 2002

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## CLASSIFICATION AND COMPENSATION

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### A9.210 Classification and Compensation Plan for Administrative, Professional and Technical (APT) Personnel

#### 1. Purpose

To maintain a classification and pay plan for Administrative, Professional, and Technical (APT) personnel in accordance with Section 304-13, HRS, Classification Schedule, and Section 9-2 BORP, Classification Plans and Compensation Schedules.

#### 2. Delegation of Authority

The Board of Regents has delegated to the President the authority to establish and administer a classification and compensation plan for APT personnel of the University of Hawaii.

#### 3. Definitions

- a. Band - A level of work complexity and/or scope of responsibility, e.g., entry/intermediate/independent versus journeyworker/working supervisor identified by an alpha designator, e.g., Band A. Associated with each band are multiple pay steps. Attachment 1
- b. Banding - An action taken by appropriate authority to assign a position to a defined Band based on work complexity and scope of responsibility. Banding occurs when a new position is established and may occur when there are changes in a position's assigned duties and responsibilities.
- c. Career Group - A description of functional commonalities shared by a group of positions. Career Group Definitions are broad and intended to

be liberally interpreted to encompass a range of positions performing functions characteristic of a field of endeavor or characteristic of a subject area. (Attachment 2).

- d. Designated Entry Rate (DER)- The DER was created in conjunction with the negotiation of a new salary schedule for the 1999-2001 collective bargaining agreement which reflected, in some instances, lower minimum salary rates than the salary schedule in the 1997-1999 collective bargaining agreement. The specification of a DER shall cease once the minimum salary rate of a band exceeds the minimum salary rate specified in the 1997-1999 collective bargaining agreement for the applicable pay ranges.
- e. Designated New Hire Rate (DNHR) - The rate at which all new hires shall be appointed. The DNHR shall be determined by the University in the context market data based on appropriate salary surveys.
- f. Position Description (PD) - An official, narrative (electronic or print medium) of the major duties and responsibilities assigned by proper authority to a position in an organization (Attachment 3). The position description shall be: a) current, accurate and in sufficient detail to serve as the basis for classification decisions, (b) consistent with the official approved table of organization and functional statements and (c) created and formatted according to the requirements specified in the on-line PD Generator (Attachment 4).

#### 4. Objective

To establish procedures to maintain the classification and compensation plans for APT positions and to delineate the conditions under which classification requests should be submitted.

#### 5. Applicability/Responsibility

The University APT Classification and Compensation plan shall be applicable to all APT positions and APT employees regardless of funding source. It is the responsibility of the organizational unit to submit to the Office of Human Resources (OHR), via the respective

Chief Executive Campus Officer or official designee, a current position description when establishing a new position, or when the duties and responsibilities of an existing position significantly change.

The OHR shall have the authority to Band and re-Band and designate and redesignate the Career Group of all APT positions and, as deemed appropriate, OHR may delegate such authority to a Chancellor supported by OHR-certified human resource professional staff. A Vice President or Chancellor may, subject to consultation with OHR, delegate authority to Band and re-Band and designate and redesignate the Career Group of all APT positions in Bands A and B within the Vice President's or Chancellor's organizational scope of responsibility, provided that the administrator to whom authority is delegated is supported by OHR-certified human resource professional staff.

5. References

Section 304-13, Hawai'i Revised Statutes, Classification Schedule, and Section 9-2 BORP, Classification Plans and Compensation Schedules.

6. Formats

- a. Request for Administrative Review of Band or Career Group Designation Attachment 5
- b. Appeal of Banding and/or Career Group Assignment Action Attachment 6
- c. Request for Special Compensation Adjustment - Retention Attachment 7
- d. Request for Special Compensation Adjustment - In-grade Attachment 8

7. The APT Classification and Compensation Plan shall be defined by this Administrative Procedure and the Definition of Career Group Concepts and Bands -- Attachments 1 and 2

The APT Classification and Compensation Plan may viewed at the Office of Human Resources Homepage:

<http://www.hawaii.edu/ohr/docs/clsscomp.htm>

SECTION I - CLASSIFICATION MAINTENANCE PROCEDURES

- I. All University organizational units are responsible for preparing, submitting and maintaining current position descriptions for all APT positions.
  - A. Position descriptions shall be submitted for all APT positions, regardless of funding source.
  - B. A current position description shall be submitted to OHR for all APT positions, and the position description on file with OHR will be considered the official record of work assignments to the position.
  - C. Work assignments reflected in the position description
    1. All work assignments of any given position shall be in conformance with the approved functional statements and tables of organization.
    2. In the case of classification actions arising from reorganization, the reorganization must be approved in accordance with Administrative Procedure A3.101, University of Hawai'i Organizational and Functional Changes, prior to submission of the request for position classification action.
    3. It is the prerogative and responsibility of the supervisor to make final determination of assigned duties and responsibilities. The position description may be drafted by the position incumbent subject to the review and approval of the supervisor. The position description may be prepared by the position's supervisor or other program personnel knowledgeable of the position and its assigned duties and responsibilities.
    4. In the case of a new or vacant position, the position supervisor, individual responsible for work assignments, or other program personnel knowledgeable about the position's duties and

responsibilities shall prepare the position description.

- D. A position description shall be prepared and submitted for classification purposes when:
1. A new position is being established, or
  2. There is a significant or substantial change in the duties and responsibilities.
  3. There is a significant change in the functional or organizational context.
- E. A supervisor should review position description when:
1. A position becomes vacant, the supervisor should review the position description to insure the accuracy and currency of the assigned duties and responsibilities and to insure that recruitment efforts comply with applicable federal laws relating to non-discrimination, individuals with disabilities and equal employment opportunities.  
  
If the duties and responsibilities have changed, a redescription shall be prepared and submitted for classification purposes prior to the initiation of recruitment.
  2. Management assigns new or modifies existing work assignments and/or duties and responsibilities.
  3. There have been organizational and/or functional changes.
- F. Preparation of an APT Position Description
- The on-line Position Description (PD) Generator shall be used to create position descriptions for all APT positions (new or redescribed).
1. Instructions on the use of the on-line PD Generator, as set forth in Attachment 4, shall be followed whenever creating an APT position description.

- a. Each program shall designate an employee e.g., personnel representative or other designee, who shall be responsible for inputting position control information data, e.g. position number, Band and Career Group designation into the electronic human resource database and for maintaining the electronic database reflecting the most current subordinate-supervisory reporting relationships and decision-making review authorities. It shall be the responsibility of the program to maintain and timely update, as appropriate, subordinate-supervisor relationships for both permanent and/or temporary reporting relationships.
- b. Completed position descriptions shall be forwarded electronically for review and/or action based on the current subordinate-supervisor relationship database information. Note: Changes to the subordinate-supervisor relationship database will be reflected on a next business day basis, that is, twenty-four (24) hours after changes are made to the database.
- c. In the process of reviewing new or redescribed positions, the designated personnel representative shall review and certify conformance of the submitted position description with the official approved plan of organization and functional statement. Where inconsistencies between the position description and official plan of organization are identified, the personnel representative shall notify the appropriate individuals and ensure that corrective action is successfully completed prior to the submission of the position description.

II. Establishment of new positions regardless of the funding source shall be approved in accordance with Administrative Procedures A9.195.

- III. Redescriptions of positions shall be submitted to the appropriate Chancellor, Vice President or designated University Administrator.
- IV. Band and Career Group Designation
- A. OHR shall have the authority to band and designate the Career Group of all APT positions
1. OHR may delegate to a Chancellor or Vice President with OHR certified human resource professional staff the authority to band and designate the Career Group for all APT positions in Bands A and B.
- a. The Chancellor or Vice President, subject to consultation with OHR, may delegate to a Dean, Director, Provost or other equivalent University Administrator with OHR certified human resource professional staff, with no further delegation of authority, to band and designate the Career Group of APT positions in Bands A and B
- b. Actions taken by a Chancellor or Vice President or authorized University Administrator may be subject to a post-audit by OHR, which may, based on the results of a post-audit, direct the rebanding or redesignation of the Career Group of an APT position.
- (1) If it is determined that a position has been incorrectly assigned to a Band and/or Career Group, OHR may advise the program to initiate appropriate corrective action, e.g., reassignment of duties and/or responsibilities consistent with the Band and/or Career Group or OHR may direct the rebanding or Career Group redesignation. In the event that OHR directs the rebanding of a position to a lower band, such corrective action shall be considered as a separate action and the salary of the incumbent



of the position shall be adjusted on a prospective basis. Should the OHR direct rebanding to a higher band, the effective date may be maintained

2. Requests to assign a position to Bands C or D shall be electronically submitted by the Chancellor, Vice President or designated University Administrator to the OHR which shall determine the appropriate Career Group and Band assignment.
3. OHR shall have the authority to determine the bargaining unit designation of positions pursuant to statute.

B. Definition of Bands.

1. In the APT Classification Plan there shall be four (4) Bands: Band A, Band B, Band C and Band D defining the work complexity and scope of responsibility. (Attachment 1).
  - a. Band A includes all positions that perform professional work at the entry/intermediate/ independent level. Band A shall include all step rates from P01 through P07.
  - b. Band B includes all positions that perform complex work of considerable difficulty and diversity of tasks at the journeyworker /working supervisor level, i.e., fully competent, lead/senior/working supervisor skilled professional, involving the application of policies and procedures in the delivery and/or as a working supervisor of subordinate professional(s) supervising the delivery of the full range of services in a subject matter area or field of expertise upon which a program's operations are dependent. Band B shall include all step rates from P06 through P12.
  - c. Band C includes all positions recognized on a systemwide basis as one of the senior

expert technical advisors, leaders and subject matter experts responsible for performing advanced and highly complex professional work beyond the journeyworker/senior/leader worker or working supervisor level in a specialized subject area or a program with considerable depth and breadth of complexities associated with a specialized subject area and/or supervising subordinate journeyworker professionals and/or senior technical personnel who provide the full range of technical support services in an area or field of expertise. Band C shall include all step rates from P11 through P17.

- d. Band D includes all positions with responsibility to function as a program manager/administrator responsible for setting the direction for either a highly complex specialized subject area or a program with considerable depth and breadth of complexities associated with a highly complex specialized subject area and which provides the overall leadership, planning, direction, organization, program evaluation, development of programmatic short- and long-range goals, objectives and plans, and develops system wide policies with inherent responsibility to serve as a highly influential advisor to University senior executives and/or definitive policy expert on the program, its administrative requirements, i.e., statutory, policy and procedural requirements, and associated subject matter area or field of expertise and supervises subordinate level professional supervisors. Band D shall include all step rates from P13 through P17.

2. Each of these Bands shall define a level of work.
3. All APT positions shall have a Band and Career

Group designation.

4. Each Band shall be correlated to established pay ranges and step rates on the negotiated salary schedules.

C. Classification Actions:

1. Career Group Designation. The appropriate authority shall designate the Career Group of a position and such designation shall be predicated on the nature of work performed by a position and the Career Group definition.

The appropriate authority may designate and redesignate the Career Group of a position based on changes to assigned position duties and responsibilities. Such change in Career Group may or may not result in a change in Band to which the position is assigned.

2. Banding. The appropriate authority shall designate the Band of a position and such banding shall be predicated on the nature of work performed by a position and its meeting the concept of the Band.

- a. Banding is an action taken by appropriate authority to assign a position to a defined Band. Banding occurs when a new position is established and may occur when there are changes in a position's assigned duties and responsibilities.

- (1) "Upward Banding" occurs when a position is rebanded from a lower band to a higher band, e.g., from Band A to Band B.

- (2) "Downward Banding" occurs when a position is rebanded from a higher Band to a lower Band, e.g., Band B to Band A.

- (3) "No Change in Band" occurs when the reported change(s) in duties and

responsibilities of a position are still characteristic of the Band and there is no change in the Band. The updated position description will be maintained as the current official position description of record.

- (4) "Temporary Rebanding" is a temporary assignment to a different Band. A temporary rebanding may be requested when a position is assigned higher level duties for a specific period, usually not exceeding one year, at the end of which the position shall revert to its authorized band. Such rebanding shall be made only when temporary assignments cannot be made.

V. Effective Dates

A. The effective date of Banding actions shall be as follows:

1. "New Positions" -- the first day of the pay period immediately following the date of approval by the approving authority.
2. "Upward" Banding -- the first day of the pay period immediately following receipt of the position description by the approving authority.
3. "No Change" Action -- the first day of the pay period immediately following receipt of the position description by the approving authority.
4. "Downward" Banding -- the first day of the pay period immediately following the date on which action is officially taken by the approving authority.
5. "Prospective Changes" -- the first day of the pay period immediately following the effective date of the changes.

- B. The effective date of a banding action based on changes in duties and responsibilities resulting from a reorganization shall be the first day of the pay period immediately following the date on which the reorganization is approved.
- C. The System Director of Human Resources may determine any other appropriate effective date.

VI. The Administrative Review of Band and/or Career Group Designation Actions:

A. Administrative Review Request

Should the banding and/or Career Group designation action taken by the appropriate approving authority be viewed by the incumbent and/or supervisor as not appropriate to the scope and complexity of the assigned duties and responsibilities of the position, the position incumbent (and his/her exclusive representative, as appropriate) or the supervisor, if position is vacant, may file a request for administrative review of the action.

B. Procedure

1. The employee shall submit a request in writing to the appropriate approving authority within twenty (20) working days of the notification of the initial action. The written submission must include the appropriate identifying information -- position title, position number, organization, incumbent's name, supervisor's name -- the requested band and/or career group designation action and a full and complete justification of the requested change. An acknowledgment of receipt of the request for an administrative review shall be provided.
2. An administrative review of the banding and/or Career Group designation shall be conducted by the appropriate approving authority. As part of the administrative review process, a meeting shall be scheduled and chaired by the representative of the approving authority charged with the administrative review

responsibilities. The purpose of the meeting will be to discuss the administrative review request and consider options and additional and/or clarifying information relating to the position. Participants in the meeting will include the position incumbent, the incumbent's exclusive representative, if requested by the incumbent, the position's supervisor and/or program, a representative from the Chancellor's Office with authority to speak and commit on behalf of the Chancellor, OHR representative(s) and subject matter experts, i.e., individuals identified by the University with extensive knowledge of the nature of work performed at each band level for a particular Career Group. Other individuals who are deemed by the parties as having relevant information may be requested to attend the meeting.

3. All administrative review requests shall be filed on the specified Form - Administrative Review Request.

## VII. Appeal of a Band and/or Career Group Designation

### A. Appeals

1. The banding and/or career group designation action of the appropriate approving authority as a result of the administrative review may be appealed to the APT Classification Appeals Board (hereinafter referred to as "Board") by the incumbent or supervisor of the vacant position. The employee may be represented by his/her exclusive collective bargaining agent.
2. In any of the following situations, the Board may order vacating the Administrative Review decision:
  - a. Where the Administrative Review decision was procured by undue or inappropriate means;
  - b. Where there was evident partiality or inappropriate behavior by the Administrative Review decision maker;
  - c. Where the Administrative Review decision maker was guilty of inappropriate behavior or

misconduct, in refusing to postpone an administrative review meeting when sufficient cause was shown, refusing to consider information pertinent to the issue, or of any misconduct, by which the rights of any party have been prejudiced;

- d. Where the Administrative Review decision maker exceeded delegated powers and authority, or so imperfectly executed them that a final and definite award was not made.

Where an Administrative Review decision is vacated, the Appeals Board shall apprise the decision maker of the Appeals Board decision and the basis for the decision and shall direct reconsideration by the appropriate authority for the conduct of an Administrative Review.

## B. Procedures

1. A formal appeal to the Board may be submitted if the position incumbent or supervisor, if the position is vacant, is not satisfied with the results of the administrative review. The administrative review process must be exhausted before an appeal to the Board is accepted. The appeal must be received by the OHR within twenty (20) calendar days after notification of the results of the administrative review of the position.
2. The appeal must be filed Appeal of Banding and/or Career Group Assignment (Attachment 6) and must contain a detailed discussion of the reasons for believing that the action of the approving authority is not appropriate, the requested change, and the justification for the requested action. It shall be the responsibility of the approving authority to appear before the Board and present its case in support of the action being appealed. As deemed necessary, the approving authority may seek the advice of OHR with regard to the appeal.
3. Appeals will be scheduled for hearing by the Board. The Board will prescribe the procedures for the hearing. The Board's decision shall be binding on the parties.

4. Actions shall be retroactive to the date of the initial action being appealed if the position was encumbered at the time that the initial action was filed.



SECTION II - COMPENSATION MAINTENANCE PROCEDURE

I. Compensation Plan and Salary Schedules

A. The APT compensation plan consists of designated bands. The compensation plan is adopted by the Board of Regents and adjusted, as appropriate. Pay rates within each established pay range, are negotiated with the exclusive collective bargaining representative. Pay ranges together with pay rates constitute the salary schedule. Incumbents of all positions assigned to a given band are paid in accordance with the pay ranges and pay rates assigned to the band.

1. Bands and pay ranges shall be correlated to pay rates reflected in the negotiated salary schedule.
2. Each Band shall be comprised of all salary range step rates assigned to the pay ranges as follows:

Band A - All step rates in Pay Ranges 01-07  
Band B - All step rates in Pay Ranges 06-12  
Band C - All step rates in Pay Ranges 11-17  
Band D - All step rates in Pay Ranges 13-17

II. Designated New Hire Rate (DNHR)

A. New hires shall be compensated at the Designated New Hire Rate (DNHR) as established by policy. The DNHR may be adjusted periodically as appropriate to remain competitive. Effective January 1, 2002 the DNHR shall be as follows:

Band	Type of Position	Designated New Hire Rate (DNHR)
A	Entry / Intermediate / Independent Worker	Band A, Step 1 for 9- & 11-month Employees (Formerly P01 Step 1)

B	Journeyworker / Lead Worker / Working Supervisor	Band B, Step 1 for 9- & 11-month Employees (Formerly P06 Step 1)
C	Supervisor / Subject Matter Expert	Band C, Step 4 for 9-month and Step 5 for 11-month Employees (Formerly P11 Step 4 for 11-month and P11 Step 5 for 9-month Employees))
D	Program Manager / Administrator or Foremost Subject Matter Expert	Band D, Step 8 for 9- & 11-month Employees (Formerly P13 Step 8)

1. Changes in the DNHR will be announced within the University and communicated to the exclusive representative prior to the effective date of any change.
2. Employees whose current rate of compensation falls below the adjusted DNHR may be nominated for a Special Compensation Adjustment (SCA)-Retention. SCA-Retention procedures shall be followed when making recommendations due to changes in the DNHR.

B. When making appointments to a position, a program **may**, subject to the approval of the Chancellor, Vice President or appropriate designated University Executive, designate a rate of compensation above the Designated New Hire Rate (DNHR) not to exceed twenty-four percent (24%) above the DNHR specified for the Band to which the position is assigned and such rate of compensation shall not exceed the maximum of the Band.

1. In the event that the rate of compensation of a current employee is equal to or greater than twenty-four percent (24%) above the DNHR, a program may subject to the approval of the Chancellor, Vice President or appropriate designated University Executive a rate of compensation up to ten percent (10%) more than the employee's current rate of compensation but not to exceed the maximum rate of the Band.

2. For appointees to positions in Bands A or B, eight percent (8%) of the twenty-four percent (24%) maximum may be attributed to assignment and performance of more advanced level of complexities and scope of responsibilities assigned to the position that are beyond the entry level of the band as documented in the respective position description. For example, Band A includes positions at the entry, intermediate or independent worker levels; and, therefore, a request to hire above the DNHR may be appropriate when filling a Band A position that officially functions at the independent worker level.
3. The requesting program shall complete the Request to Hire Above the DNHR Analysis Matrix and associated Request Form (Attachment 9) to develop supporting rationale and justification for the exception request.
4. The program shall complete and submit a Request to Hire Above the DNHR to the Chancellor, Vice President or designated University Administrator along with supporting documentation prior to making an official offer. Documentation shall include:
  - a A copy of the position vacancy advertisement(s).
  - b The completed UH Form 17 (EEO/AA) BOR Recruitment/Selection Form.
  - c The selectee's completed APT application.
  - d Documentation confirming the program's consultation with the University's EEO/AA Office on the proposed above DNHR compensation rate.
  - e Other relevant documentation to support the request.
  - f Documentation, e.g., copies of email notification and response, facsimile or

other correspondence that reflects the name of the affected individual, the position number, the Career Group and Band designation of the position, the DNHR, the organizational location and the proposed rate and step of compensation to be offered, confirming positive consultations with the exclusive collective bargaining representation on the request.

5 For requests greater than twenty-four percent (24%) above the DNHR and requests for more than ten percent (10%) above the employee's current rate of compensation neither to exceed the maximum rate of the Band, a program may submit a request with accompanying documentation for an exception to the DNHR to the President via the appropriate Chancellor, Vice President or designated University Administrator.

a The appropriate Chancellor, Vice President or designated University Administrator shall

- (1) review and evaluate the submitted request and
- (2) forward only those recommendations that are being positively supported with notation by the reviewing authority of endorsement rationale/supporting comments and
- (3) provide certification that the exception, if granted, is in compliance with applicable non-discrimination laws, rules, orders, policies and practices.

C. In the event that there are no qualified candidates available for a position, the position may be reassigned to a lower band and readvertised in accordance with applicable University procedures.

III. Compensation Adjustment Upon Initiated Voluntary Movement to a Different Position, Involuntary Change in Band Designation as a Disciplinary Measure and Rebanding Actions

A. Employee Initiated Voluntary Movement to a Different Position in the Same, Higher or Lower Band

1. Voluntary Movement to a Position in the Same or Higher Band

In the event that an employee moves from one position to another position in the same or different Career group but the new position assigned to the same band, e.g., employee moves from position W in Career Group I, Band A to position X in Career Group I or II, Band A, (a personnel movement formerly described as a "transfer") or the employee moves from a position in a lower Band to another position in a higher Band, e.g., position Y in Career Group I, Band A to Position Z in Career Group I in Band B (a personnel movement formerly described as a "promotion"), a program accepting the employee may request a salary rate above the DNHR in accordance with the provisions of subparagraph II, B.1., or II, B.2., above.

2. Voluntary Movement to a Position in a Lower Band

In the event that an employee moves from a position in a higher Band to another position in a lower Band, e.g., position X, Career Group I, in Band C moves to position Y in Career Group I in Band B (a personnel movement formerly described as a "voluntary demotion") an employee who is granted a voluntary demotion shall be compensated at the highest step in the lower pay range which rate is not greater than ninety two percent (92%) of the employee's basic rate of pay prior to the employee moving to the new position. In no situation shall the employee be placed below the minimum step of the lower pay range band. The provisions of Section II. B. above shall not apply when an employee initiates a voluntary movement to a position in a lower

band.

B. Involuntary Change of a Position's Band Designation as a Disciplinary Measure

In the event that the employer initiates action as a disciplinary measure wherein the employee is moved from a position in a higher Band to another position in a lower band or the employee remains the same position but the position is reassigned to a lower band, e.g., from Band B to Band A (a personnel action formerly described as an involuntary "Disciplinary Demotion"). The System Director of Human Resources shall determine whether the employee retains the same basic rate of pay or shall have his/her pay reduced by four percent (4%). If the demoted employee's pay exceeds the maximum step of the lower Band, his/her pay shall be reduced to the maximum step of the lower pay range.

C. "Rebanding" is an employer initiated action resulting in the movement of a position from one band to another band on the basis of nature, scope and complexity of assigned duties and responsibilities.

1. "Upward Rebanding" is the movement of a position from a lower Band to a higher Band, e.g. from Band A to Band B. The incumbent of the position shall be compensated at eight percent (8%) more than the employee's rate of compensation prior to the being rebanded upward; provided, however, that the employee's pay shall not be advanced beyond the maximum step of the higher band.
2. "Downward Rebanding" is the involuntary movement, of a position from a higher Band to a lower Band, e.g., from Band B to Band A due to changes in assigned duties and responsibilities arising from a reorganization or other changes in work\_assignment. The incumbent of the position shall retain his/her basic rate of pay and be placed in the lower Band at the appropriate step not exceeding the maximum step of the lower band and not lower than the lowest step in the lower band.

a. If the employee's basic rate of pay falls above the maximum step in the lower band, the employee shall be compensated at the maximum step of the lower band and awarded a temporary differential stipend. The total of the employee's basic rate of pay in the lower band plus the temporary differential stipend shall equal the employee's rate of pay in the higher band. The temporary stipend shall be reduced as the employee's basic rate of pay is increased.

3. "Temporary Rebanding Stipend" is awarded when an employee in a lower band is temporarily assigned to perform the duties and responsibilities characteristic of a position in a higher band. The temporary rebanding stipend shall be equivalent to the amount which would be provided the employee if rebanded upward. Such temporary rebanding stipend shall be terminated when the position ceases to be assigned duties and responsibilities of the position in a higher band.

E. Multiple Base Salary Adjustments

Multiple base salary adjustments, other than for collective bargaining and annual in-grade adjustments, that occur in the same twelve-month period shall be subject to review, and prior approval by OHR.

F. Rebanding During System Conversion

During the conversion period to the New APT Classification System, the band assignment of a position may be adjusted upward or downward by OHR (e.g., adjustment of initial band designation, administrative review, and/or results of an appeal). Such band reassignment shall not constitute a rebanding action for compensation adjustment purposes. The incumbent of any position whose band assignment is adjusted during the conversion period shall continue at the same base rate of compensation to which the individual was receiving prior to the

initial band assignment.

OHR shall announce the completion of the conversion period after which all compensation adjustments procedures shall apply.

#### IV. Multiple Personnel Actions

In the event that more than one personnel action is effective on the same date, pay adjustments shall be made in the following order:

- A. Collective bargaining adjustment;
- B. Promotion;
- C. Rebanding;
- D. Special Compensation Adjustment - In-grade
- E. Special Compensation Adjustment - Retention
- F. Change in DNHR and
- F. Other personnel actions

#### V. Maintenance of Pay Plan

- A. Designated Entry Rate (DER)

The DER was created in conjunction with the negotiation of a new salary schedule for the 1999-2001 collective bargaining agreement which reflected lower minimum salary rates in some pay ranges than the minimum salary rate in the original salary schedule specified by the 1997-1999 collective bargaining agreement. The specification of a DER shall cease once the minimum salary rate of a band (to which are correlated negotiated pay ranges) exceeds the minimum salary rate specified in the 1997-1999 collective bargaining agreement for the applicable pay ranges.

- B. Designated New Hire Rate (DNHR)

- 1. The DNHR shall be determined by the University in the context of salary survey information from relevant sources. A survey to determine the appropriate DNHR for each Band in each Career Group shall be conducted no less than biennially



in even-numbered years. OHR shall set salary survey criteria and define the process to conduct the survey and such process may include the acceptance of relevant bona fide salary survey information, e.g., data from other recognized and criteria based surveys. The results of the survey and adjustments to DNHR shall be made available to the University Community and communicated to the exclusive collective bargaining representative in electronic form prior to the effective date of any DNHR adjustments.

The survey shall be conducted in sufficient time to make any approved adjustments to the DNHR to be effective July 1 of odd-numbered years. Additionally, adjustments to the DNHR for individual Bands associated with a Career Group may be made from time-to-time as deemed necessary by the System Director of the Office of Human Resources.

2. In the event that an adjustment in the DNHR results in employees falling below the new DNHR, a program, as it deems appropriate, may nominate employees who fall below the new DNHR and who meet criteria, by applying the SCA-Retention guidelines and procedures.

SECTION III - SPECIAL COMPENSATION ADJUSTMENTS (SCA)

- I. Guidelines applicable to all SCAs.
  - A. SCAs may be awarded for purposes of retention, longevity, in-grade and performance purposes.
  - B. All SCAs shall be at the discretion of the University and shall not be subject to appeal other than for instances of discrimination or procedural violations.
  - C. All SCAs shall be subject to the availability of funds and shall be the responsibility of the respective program.
- II. SCA - Retention
  - A. Guidelines
    - 1. Special compensation adjustments for retention are subject to the approval of the President and are intended to serve as incentive for highly skilled APT employees to continue employment with the University in lieu of accepting bona fide job offers at higher salaries from other employers or because of an adjustment made to the DNHR and to preclude the adverse impact on the University resulting from the loss of highly skilled employees.
    - 2. A positively supported SCA-Retention request shall be submitted to the President via the appropriate Dean, Director, Provost or equivalent to the Chancellor, Vice President or designated University Administrator on the SCA-Retention form by the APT employee's supervisor. The respective Chancellor, Vice President or designated University Administrator shall review the request and forward positive recommendations to the President.

3. The SCA-Retention recommendation must include the following:
  - a. An offer letter from another employer and any other pertinent documentation of a valid job offer,
  - b. An analysis of the impact of the SCA-Retention adjustment on program budget and operations,
  - c. A description of contributions made by the employee and benefit to the University in retaining the employee, including identification of the employee's bona fide occupational qualifications, and the special expertise, skill or knowledge that is critical to retention at the University,
  - d. The identification of anticipated difficulties in securing a qualified replacement, if the SCA-Retention is not granted,
  - e. An analysis of the impact on and consequence to the University should the employee terminate employment with the University,
  - f. An analysis of the impact of SCA-Retention on employees in comparable positions requiring the same bona fide occupational qualification, special expertise, skill or knowledge,
  - g. Certification of the availability of funds and compliance with applicable equal employment laws, rule, regulations and policies,
  - h. In the case of a request arising from a change in the DNHR, certification that the employee would be rehired at the new DHNR

if the employee were to resign and reapply for the same position and

- i. Any other relevant information or arguments in support of the request.
4. Effective Dates of Awards - SCA-Retention shall be effective the date of the President's approval.
5. Funding of Awards - Funding for SCA-Retention awards shall be the responsibility of the appointing authority.
6. Method of Award Payment - The SCA-Retention shall be made in the form of step movement(s) not to exceed the maximum step of the position's salary range.
7. Decision-making and Consultation: The President shall approve or deny those requests submitted for SCA-Retention. A copy of the approved requests shall be forwarded to the exclusive collective bargaining representative within ten (10) calendar days of the President's approval.
8. The above guidelines shall apply when making an SCA-Retention requests based on a change in the DNHR in accordance with the following:
  - a. The requirement for an offer letter from another employer shall not apply for SCA-Retention requests based on a change in the DNHR.
  - b. To be eligible for a SCA-Retention adjustment due to a change in the DNHR, a partial work performance evaluation for the period extending from beginning of the annual evaluation period and to the end of the month preceeding the date of submission of an SCA-Retention adjustment shall be completed and the employee shall have a

overall rating of meets or exceeds performance expectations to be eligible for consideration for an SCA-Retention due to change in the DNHR.

- c. The amount of SCA-Retention adjustments shall be based on the program's determination of the extent to which program funds are available for such adjustments after considering the magnitude of the change in the DHNR.

B. Procedures

1. The Dean, Director, Provost or equivalent shall complete UH Form SCA-Retention for those positively supported requests and submit the completed form to the appropriate Chancellor, Vice President or designated University Administrator. The appropriate Chancellor, Vice President or designated University Administrator shall review the request and forward those positive recommendations to the President. Requests for SCA-Retention not recommended by the Chancellor, Vice President or designated University Administrator shall be returned to the submitting Dean/Director/Provost or equivalent.
2. The President shall review and approve or deny requests for retention adjustments and return a copy of the decision to the respective Vice President, Chancellor, Dean/Director/Provost or equivalent, OHR (for the record) and employee. A copy of the approved requests shall be forwarded to the exclusive collective bargaining representative within ten (10) calendar days of receipt of the President's approval.
3. The appointing authority shall initiate appropriate action to authorize payment of the approved retention adjustment.

4. All denied requests shall be returned to the submitting program with an explanation.

### III. SCA-Longevity

#### A. Guidelines

1. Special compensation adjustments for longevity may be authorized by the President and are intended to recognize employees for loyal service to the University and are subject to the mutual agreement with the exclusive collective bargaining representative on the criteria.
2. When deemed appropriate by the President, the President may authorize special compensation adjustments based on the employee's continued loyal and dedicated service (longevity) to the University, subject to the mutual agreement with the exclusive collective bargaining representative on the criteria.

#### B. Procedures

The President may authorize special compensation adjustments to employees based on years of service to the University and performance of each employee, subject to the mutual agreement with the exclusive collective bargaining representative on the criteria.

### IV. SCA-In-grade

#### A. Guidelines

1. Special compensation adjustments for in-grade growth may be authorized by the Chancellor, Vice President or designated University Administrator based on the employee exceeding performance expectations as documented by the employee's annual work evaluation and are intended to recognize performance

- a. substantial demonstration of increased competencies, e.g., an employee remains classified in the same Band and continues to be assigned to the same functional area while performing duties and responsibilities significantly more complex but with the concept of the Band definition or
- b. significant growth within the band, i.e., at the level of professional competency that is associated with the band, with reassignment to a different functional area.

In the case of a change in functional area within the same Band, the employee may experience a steep learning curve in the new field of assignment, and therefore, the employee is not eligible for an In-grade Adjustment (IGA) during the learning curve period. However, once the employee has gained and demonstrated competency in the new field and has attained the level of competency consistent with the Band, the employee may be eligible for an IGA.

2. The SCA-In-grade Adjustment recommendation must include the following:
  - a. All pertinent documentation which indicates that the employee has demonstrated: (a) substantial demonstration of increased competencies or (b) significant growth within the same Band.
  - b. An analysis of the impact of the SCA-In-grade adjustment on program budget and operations and program's budget plan.  
Note: All current and future costs of any in-grade adjustment shall be accommodated from existing program budget allocations and not require or serve as the sole basis

for future supplemental program budget requests. Certification of availability of funding is required.

- c. Description of contributions made by the employee and the benefit to the University, including identification of the competencies and/or special expertise, skill or knowledge that enhance the long term value of the employee to the University,
- d. Identification of anticipated difficulties, impact and/or consequences that the program and/or University would have suffered had the employee not demonstrated growth in the job,
- e. Identify In-grade Growth/Development Benchmarks:
  - (1) If deemed appropriate, programs may use as a guide the In-grade Growth/Development Benchmarks for the appropriate Band in the identification of a beginning benchmark (where the employee started) and a progress benchmark (how the employee has developed for the recommended in-grade adjustment). An explanation should be provided of what the employee accomplished or demonstrated or document the employees growth between the two benchmarks to justify an in-grade adjustment. (See Attachment 8)  
or
  - (2) Alternatively, identify other benchmarks established by the program to explain how the employee's expertise has grown/developed.



- f. Any other relevant information or arguments in support of the request.
4. Effective Dates of Awards: SCA-In-grade Adjustment shall be effective beginning the first pay period following approval. The program shall initiate appropriate action to authorize payment of the approved SCA-In-grade Adjustment at the appropriate time.
5. Funding of Awards: Funding for SCA-In-grade awards shall be the responsibility of the program.
6. The SCA-In-grade Adjustment shall be made in the form of a step movement(s) not to exceed the maximum step in the appropriate Band.
  - a. An SCA-In-grade Adjustment shall be limited to two percent (2%) except where the program can establish special and exceptional circumstances in which case an SCA-In-grade Adjustment shall not exceed four percent (4%).

Note: No employee shall in the same evaluation period receive more than a total of eight percent (8%) or the equivalent of four steps as SCA's and that such SCA's may be comprised of any combination of Performance Award and In-grade Adjustment.
7. The Chancellor shall approve or deny those requests submitted for SCA-In-grade Adjustment. A copy of the approved requests shall be forwarded to the exclusive collective bargaining representative within ten (10) calendar days of the Chancellor's, Vice President's or designated University Administrator's action.
8. SCA-In-grade adjustments shall be limited to once during an evaluation period except in the case of adjustments based on changes in the

DNHR.

B. Procedures

1. A positively supported SCA-In-grade Adjustment request initiated by the employee's immediate supervisor may be submitted via the appropriate Dean, Director or Provost or equivalent to the Chancellor, Vice President or designated University Administrator.
  - a. The respective Chancellor, Vice President or designated University Administrator shall approve or disapprove the request with notation of the rationale/comments for endorsement and forward all approved requests to the System Director of Human Resources.
  - b. All disapproved requests with comments/rationale for disapproval shall be returned to the appropriate submitting office.
2. A copy of the approved requests shall be forwarded to the exclusive collective bargaining representative within ten (10) calendar days of receipt of the approval of the Chancellor, Vice President or designated University Administrator.
3. The appointing authority shall initiate appropriate action to effect payment of the approved in-grade adjustment.

## Bulleted Definition of Generic Broadband Levels with Descriptors

## Band A - Entry/Intermediate/Independent Level Worker

## POSITION CONCEPT

- Performs **professional** work at the **entry/intermediate/independent** level

## JUDGMENT

- **Higher authority resolves any conflicts** or gaps in guidelines and provides interpretations when necessary
- Competent to independently conduct studies/analyses or treatment of data where the parameters and outcomes are **clearly defined**

## ORIGINALITY

- Applies **fundamental** professional principles, techniques and standards
- Complies with well **established** procedures, methods or generally accepted practice

## CONTROLS OVER POSITION

- **Close to moderate supervision** on work assignments which are complex
- **Routine work** assignments are periodically reviewed for technical soundness
- Work product subject to substantive **technical review** for conformity to instructions and established rules, procedures and guidelines.

## SUPERVISION GIVEN

- **May give work task assignments or instructions** to clerical personnel, technical personnel and/or student help

## MINIMUM QUALIFICATION REQUIREMENTS

Education & Experience:

## Bulleated Definition of Generic Broadband Levels with Descriptors

Possession of a pertinent baccalaureate educational degree and relevant professional experience, possession of the following competencies in technical knowledge, critical thinking skills, communication skills and interpersonal skills:

## Knowledge, Skills &amp; Abilities:

- Functional knowledge of principles, practices and techniques in the assigned specialty area(s) demonstrated by knowledge, understanding and ability to apply principles, concepts, methodology and terminology
- Functional knowledge and understanding of principles, theories, federal and state laws, rules, regulations, systems and associated with work specialty
- Demonstrated ability to recognize problems, identify possible causes and resolve the full range problems that may commonly occur in the area of expertise
- Demonstrated ability to understand oral and written documentation, write reports and procedures, and communicate effectively in a variety of situations
- Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team members and individuals
- Demonstrated ability to operate a personal computer and word processing software
- Other bona fide occupational qualification requirements, i.e. specialized education/training, work experience, knowledge, skill and/or ability, as may be associated with the duties and responsibilities assigned to a position

## Equivalencies:

Any equivalent combination of education and/or professional work experience which provides the required education, knowledges, skills, and abilities as indicated.

## DESIRABLE QUALIFICATION REQUIREMENTS

A special job related knowledge, skill or ability identified by a program for a particular position that a qualified applicant is not required, but may possess and that have been deemed to be desirable.

## Bulleted Definition of Generic Broadband Levels with Descriptors

## Band B - Journeyworker/Senior Worker/Working Supervisor

## POSITION CONCEPT

- Performs complex work of considerable difficulty and diversity of tasks at the journeyworker level, i.e., **fully competent skilled professional**, or at the advanced worker level, i.e., seasoned lead worker or serving as a working supervisor over a staff of professional and/or senior technical personnel who provide the **full range of services** in a subject matter area or field of expertise

## JUDGMENT

- **Considerable knowledge** of applicable laws, rules, policies, regulations and procedures in a subject matter area or field of expertise
- Exercises **professional independent judgment** in determining the design, approach and methods necessary to carry out complex assignments of considerable difficulty
- Exercises independent judgment, discretion and creative adaptation in designing an approach and determining a plan to apply broad concepts, subject matter knowledge, professional skills and products, tools and techniques common to the profession and area of expertise for the purposes of successfully fulfilling the **full scope of responsibilities in a subject matter area or field of expertise** for which services are to be delivered while ensuring satisfaction of programmatic and operating goals and objectives, time frames and administrative/operating requirements

## ORIGINALITY

- Recognized with commensurate delegated authority as having the expertise to make **final authoritative decisions or effective recommendations**, provide definitive advice and interpretations of policies and procedures and ability to resolve most conflicts in the subject matter area or field of expertise
- Designs and develops new systems, technical features, components, capabilities, guidelines, standards and practices that directly impact the unit and **sets the technical direction** for the unit in the subject matter area or field of expertise
- Decisions made **determine a unit's success and/or compliance** in a subject matter area or field of expertise, impacts all users or service recipients of the unit or

## Bulleated Definition of Generic Broadband Levels with Descriptors

units serviced by the position and the method, means and manner of services delivered in subject area or field of expertise for the unit or units serviced

## CONTROLS OVER POSITION

- **Competent and has authority to act independently** in the conduct professional analyses, interpretations and application of policies and procedures for which there may exist limited or no technical standards or interpretations and where standards or interpretations exist such may not directly apply to a program's specific context and/or needs
- **No technical review** of work product

## SUPERVISION GIVEN

- **May supervise** and/or provide work assignments and directions to professionals including **professionals, e.g., independent, journeyworkers and/or subject matter expert level** and/or technical, clerical or student personnel

## MINIMUM QUALIFICATION REQUIREMENTS

## Education &amp; Experience:

Possession of a pertinent baccalaureate educational degree and relevant professional experience, possession of the following competencies in technical knowledge, critical thinking skills, communication skills and interpersonal skills:

## Knowledge, Skills &amp; Abilities:

- Considerable working knowledge of principles, practices and techniques in the assigned specialty area(s) as demonstrated by the broad knowledge and understanding of the full range of pertinent standard and evolving concepts, principles and methodologies
- Considerable working knowledge and understanding of applicable federal and state laws, rules, regulations and theories and systems associated with work specialty
- Demonstrated ability to recognize a wide range of intricate problems, use reasoning and logic to determine accurate causes, and apply principles and practices to determine, evaluate, integrate, and implement practical and thorough solutions in an

## Bulleled Definition of Generic Broadband Levels with Descriptors

effective and timely manner

- Demonstrated ability to interpret and present information and ideas clearly and accurately in writing, verbally and by preparation of reports and other materials
- Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team leaders and members, and individuals
- Demonstrated ability to operate a personal computer and word processing software
- For supervisory work, demonstrated ability to lead subordinates, manage work priorities and projects, and manage employee relations
- Other bona fide occupational qualification requirements, i.e., specialized education/training, work experience, knowledge, skill and/or ability, as may be associated with the duties and responsibilities assigned to a position

Equivalencies:

Any equivalent combination of education and/or professional work experience which provides the required education, knowledges, skills, and abilities as indicated

#### DESIRABLE QUALIFICATION REQUIREMENTS

A special job related knowledge, skill or ability identified by a program for a particular position that a qualified applicant is not required, but may possess and that have been deemed to be desirable

## Bulleted Definition of Generic Broadband Levels with Descriptors

## Band C - Supervisor/Subject Matter Expert

## POSITION CONCEPT

- Positions may **function as either as a full supervisor** responsible for directing a program and supervising **subordinate journeyworker(s)/senior worker(s)/working supervisor(s) professionals** and/or senior technical personnel who provide the full range of technical support services in a complex area or field of expertise or **as a recognized highly advanced subject matter expert/advisor/leader on a system/campus-wide basis**, as affirmed by a committee comprised of systemwide representatives, in a specialized subject matter area with responsibility for performing highly complex professional work beyond the senior/working supervisor levels wherein expert technical advice and decisions are final. Subject matter expert **“specialists” regularly exercise considerable depth of knowledge** of one or more highly specialized subject matter areas on a system/campus-wide basis while **broad based expert “general practitioner” experts exercise considerable breadth of knowledge** in a broad range of activities associated with the subject field, wherein the **breadth of knowledge of the “general practitioner” is deemed commensurate with or comparable to the depth of knowledge of the subject matter “specialist”**

## JUDGMENT

- Responsibilities and associated expectations include: demonstrated application of extensive knowledge and expertise to develop programs, and operational policies and **provide definitive instructional advice in unprecedented situations** requiring the application of innovative/prototypical and emerging/experimental approaches, technologies or techniques based on seasoned professional experience
- Regularly **advises, interprets and/or makes decisions and/or effective recommendations to senior level administrators and managers** and maintains ongoing dialogues with administrators holding divergent opinions and/or interests for the purpose of reaching agreements and/or resolves issues through negotiations, persuasion and advocacy
- In decision-making and/or formulating recommendations and/or providing services in an area of expertise, positions are responsible for incorporating into decision-making and advisory services the impact of solutions and decisions on policy and programs



## Bulleated Definition of Generic Broadband Levels with Descriptors

**outside the subject matter area or field of expertise** and with other existing policies, and administrative/operational and programmatic considerations including impact on and coordination with various program goals, objective and operations, with other support services areas, with larger system and/or other externally controlled support service and with other competing or conflicting factors

## ORIGINALITY

- Sets the direction for the **design, development and adoption of procedures and practices** to support the goals and objectives of the system, sub-system/campus or program deemed to be comparable in a subject matter area
- **Actions or decisions** of positions are **program determinant in subject matter area** and impact on the organizational entity's operations, management and contribution to the next higher organizational level's attainment of management goals.
- **Sets the direction** for the development and application of emerging, experimental, prototypical and state-of-the-art technologies and procedures and systems not common to or utilized in the industry or subject matter area
- In context of broadly stated goals set by program management positions are assigned responsibility for service as the subject matter expert and delegated authority or responsibility to formulate the effective recommendations to **resolve all conflicts** between applicable policies and procedures and operational/ programmatic requirements with such decision-making being program determinant in the area of expertise, impacting on system wide operations or serving as a precedent setting interpretation system or sub-system wide
- Positions are expected and empowered with commensurate delegated authority or responsibility for the formulation of effective recommendations to **resolve major areas of uncertainty or interpretation** arising from continuously changing conditions by establishing precedent setting interpretations, originating new criteria, developing changes to applicable policies and procedures or developing new administrative models of operations in a subject matter area or field of expertise
- **Defines, develops and implements** new and innovative administrative **policies, procedures, practices** and/or methods that may deviate from traditional or accepted practices to address changing needs of an operating program and alternative policies, procedures and/or operating practices to address atypical requirements that are unresolvable within existing administrative context, practice or marketed technology

## Bulleted Definition of Generic Broadband Levels with Descriptors

## CONTROLS OVER POSITION

- **Independently determines the methods, means, work priorities** and allocation of resources in a subject matter area or field of expertise
- **No technical review of work products** which are reviewed on the basis of **soundness of judgement** exercised and contribution of work products to broadly stated program goals.
- Independently functions with extensive discretion and authority **without technical supervision**

## SUPERVISION GIVEN

- **May supervise** subordinate professionals, e.g. **independent, journeyworkers and/or subject matter expert level** and/or senior or supervisory technical (who provide the full range of technical support services in an area of field of expertise), senior or supervisory clerical, or student personnel

## MINIMUM QUALIFICATION REQUIREMENTS

## Education:

Possession of a pertinent baccalaureate educational degree and relevant professional experience, possession of the following competencies in technical knowledge, critical thinking skills, communication skills and interpersonal skills:

## Knowledge, Skills &amp; Abilities:

- Advanced and comprehensive knowledge and understanding of a wide range of developing and emerging concepts, principles and methodologies of the assigned work specialty area(s).
- Comprehensive knowledge and understanding of a wide range of principles, theories, federal and state laws and systems associated with work specialty.
- Demonstrated ability to understand problems from a broad interactive perspective and use reasoning to discern underlying principles and issues when problem solving, and apply creative thinking to resolve problems in new and unprecedented approaches.

## Bulleled Definition of Generic Broadband Levels with Descriptors

- Demonstrated written and verbal competence in presenting ideas, concepts and models clearly using persuasion and negotiation to build consensus and cooperation.
- Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team leaders and members, and individuals.
- Demonstrated ability to operate a personal computer and word processing software.
- For supervisory work, demonstrated ability to lead subordinates, manage work priorities and projects, and manage employee relations.
- Other bona fide occupational qualification requirements, i.e. specialized education/training, work experience, knowledge, skill and/or ability, as may be associated with the duties and responsibilities assigned to a position

#### Equivalencies

Any equivalent combination of education and/or professional work experience which provides the required education, knowledges, skills, and abilities as indicated.

#### Desirable Qualification Requirements:

A special job related knowledge, skill or ability identified by a program for a particular position that a qualified applicant is not required, but may possess and that have been deemed to be desirable.

## Bulleated Definition of Generic Broadband Levels with Descriptors

## Band D - Program Administrator/Manager/Foremost Subject Matter Expert in a Highly Specialized/Technical Field

### POSITION CONCEPT

- A **program manager/administrator** responsible for directing and managing a program involving either a **highly complex specialized subject area requiring great depth of knowledge** and expertise **or a program with considerable breadth of knowledge** and broad expertise that is **deemed commensurate with or comparable** to the depth of knowledge and expertise associated with **a specialized subject matter area** and provides the overall leadership, planning, direction, organization, program evaluation, development of programmatic short- and long-range goals, objectives and plans, and develops system wide policies with inherent responsibility to serve as a highly influential advisor to University senior executives and/or **definitive policy expert on the program**, it administrative requirements, i.e. statutory, policy and procedural requirements, and associated subject matter area or field of expertise and supervises subordinate level professional supervisors
- **Systemwide recognition as a foremost subject matter expert** (as affirmed by a committee comprised of systemwide representatives) **in a highly technical and/or specialized field** function as the top-level contributor essential to the development and direction of unprecedented initiatives having significant University wide, statewide or comparable impact on a program or field of expertise and which **typically involves the application and/or adaptation and application of state-of-the-art and/or “cutting edge” ideas, concepts and issues**

### JUDGMENT

- A position is recognized on a Universitywide and/or statewide basis as **the foremost expert** in the area of expertise involving the performance of the most advanced administrative staff support work in a highly specialized functional area with responsibility to **exercise seasoned expert judgement** while providing senior University executives and administrators with **advice inherent in which there exists a high degree of uncertainty and risk**, because no precedent exists or where guidelines conflict or do not exist with **decisions having direct and far reaching impact on the University’s ability to comply with federal, state, audit, and/or other external regulatory agencies’ compliance requirements and compliance with Board policies**, the program’s ultimate success or failure, the program’s policies, procedures and implementation activities, and the program’s administrative

## Bulleted Definition of Generic Broadband Levels with Descriptors

operations.

## ORIGINALITY

- Provides leadership by setting the direction and initiating critical thinking and analysis in the **formulation and execution of policy**, to insure programmatic effectiveness, lawful compliance, and satisfaction of operational goals, **designs systems** involving several concurrent sequential phases to implement; and **executes programs, policies**, procedures and practices in coordination with other University programs
- **Sets the direction and provides leadership** in developing broad based strategies for the University and its campuses and such strategies may deviate from the norm or accepted theories, concepts and practices

## CONTROLS OVER POSITION

- Works within broad policy statements and/or program objectives the position justifies, negotiates, persuades and sets direction and provides leadership for the program with **authority to make decisions or authority to make effective recommendations that are program determinant in a subject matter area or field of expertise.**

## SUPERVISION GIVEN

- **Supervises** subordinate staff of professionals including **professional journeyworkers, subject matter experts** and/or supervisors and/or technical and clerical personnel

## MINIMUM QUALIFICATION REQUIREMENTS

Education & Experience:

Possession of a pertinent baccalaureate educational degree and relevant professional experience, possession of the following competencies in technical knowledge, critical thinking skills, communication skills and interpersonal skills:

Knowledge, Skills & Abilities:

- Extensive knowledge of pertinent information technology principles, concepts and issues in assigned specialty area(s) including unconventional theories and new

## Bulleted Definition of Generic Broadband Levels with Descriptors

developments to issues and problems, and generation and development of new hypotheses and theories.

- Extensive knowledge of innovative, emerging and state-of-the-art principles, concepts and principles, emerging theories, the most current federal and state laws and associated rules, regulations and interpretations and systems associated with work specialty.
- Demonstrated ability to develop short- and long-term plans of actions, understand problems from a broad interactive and interconnected perspective, use unconventional reasoning to discern broad underlying principles and issues when problem solving, and apply innovative and precedent-setting thinking to resolve problems of large scope and impact.
- Demonstrated written and verbal mastery in presenting ideas, theories, issues and models clearly and accurately using persuasion and negotiation to build consensus and cooperation and provide long-term direction and leadership.
- Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups and individuals.
- Demonstrated ability to operate a personal computer and word processing software.
- For supervisory work, demonstrated ability to lead subordinates, manage work priorities and projects, and manage employee relations.
- Other bona fide occupational qualification requirements, i.e. specialized education/training, work experience, knowledge, skill and/or ability, as may be associated with the duties and responsibilities assigned to a position

### Equivalencies

Any equivalent combination of education and/or professional work experience which provides the required education, knowledges, skills, and abilities as indicated.

### Desirable Qualification Requirements:

A special job related knowledge, skill or ability identified by a program for a particular position that a qualified applicant is not required, but may possess and that have been deemed to be desirable.

## Career Group Titles

### Public Information, Public Events Planning and Publications

(To Replace: UH Editor I-IV, UH Press Executive Editor, UH Publications Specialist I-IV, UH Press Publications Manager, UH Sports Marketing Officer, UH Theater Manager, UH Theater-Stage Manager, UH Research Publications Manager, UH Public Information Officer I-III & VI, UH Press Marketing Officer I-V, UH Sports Information Officer, Scientific Illustrator I-II, UH Photographer I-II, UH Microphotographer, and UH Administrative & Fiscal Support Specialist, )

### Enterprise Operations

(To Replace: UH Assistant Bookstore Manager I-II, UH Bookstore Department Manager I-II, UH Bookstore Manager I-II, UH Bookstore Operations Officer, UH General Bookstore Manager and UH Administrative & Fiscal Support Specialist)

### Institutional Support

(To Replace: UH Assistant to the IFA Director, UH Administrative Officer I-VII, UH Institutional Analyst I-IV, UH Associate Director of Technology Transfer and Economic Development, UH Associate Director for Career & Technology Education, UH Alumni Affairs Specialist VI, UH Budget Specialist I-VI, UH Program & Budget Manager, UH Capital Improvements Program Officer, UH Procurement & Property Management Specialist I-VI, UH Associate Director of Procurement Real Property and Risk Management, UH Risk Management Officer, UH Personnel Officer I - VI, UH Fiscal Accounting Specialist I-VI, UH Payroll Officer, UH Disbursing & Payroll Manager, UH Internal Auditor I-V, UH Property & Fund Manager and UH Administrative & Fiscal Support Specialist)

### Legal Counsel

(To Replace: UH Law Clerk, UH Legal Assistant and UH Loan Litigation Specialist)

## Career Group Titles

### Research Support

(To Replace: UH Research Associate I-VI , UH NMR-Mass Spectrometer Technician, UH NMR-Mass Spectrometer Facilities Manager, UH Observatory Superintendent, UH Haleakala High Altitude Site Superintendent, UH Electronics Technician I-II, UH Observatory Technician I-II, UH Observatory Research Technician, UH Observatory Crew Chief, UH Observatory Foreman, UH Laser/Electro-Optical Technician I-II, UH Scientific Instrument Technician I-III, UH Scientific Glassblower, UH Communications Supervisor, and UH Marine Laboratory Supervisor)

### Academic Support

(To Replace: UH Agricultural Product Specialist, UH Agricultural Program Planning Specialist, UH Agricultural Diagnostic Service Center Manager, UH Machinist I-II, UH Educational Specialist I-IV (11-month), UH Educational Specialist I-III (9-month) and UH Educational & Academic Support Specialist (9 and 11-month))

### Instructional and Student Support

(To Replace: UH Educational Associate I-VI (9 and 11-month), UH Early Childhood Specialist I-V (9 and 11-month), UH Student Services Specialists I-IV, UH Student Services Specialist II (9-month), and UH Educational and Academic Support Specialist (9 and 11-month))

### Media Design and Production

(To Replace: UH Graphic Artist I-III, UH Theater Technician I-II, UH Media Technical Support Specialist, UH Media Specialist I-V, UH Distance Learning & Institutional Technical Manager)



## Career Group Titles

### Physical Plant Management

(To Replace: UH Auxiliary & Facilities Services Officer I-VI,  
UH Auxiliary Services Manager, UH Faculty Housing Officer,  
UH Dormitory Resident Manager and UH Student Housing Coordinator I-II)

### Facilities Planning and Design

(To Replace: UH Engineer I-III, UH Electronics Engineer I-II,  
UH Mechanical Engineer I-II, UH Registered Engineer I-II, UH Architect I-II,  
UH Registered Architect I-II and UH Facilities Planner I-II)

### Allied Health and Safety

(To Replace: UH Environmental Safety Specialist I-V, UH Pharmacist,  
UH Medical Technologist. and UH Hyperbaric Chamber Technician)

### Athletics

(To Replace: UH Athletic Equipment Manager I-II,  
UH Certified Athletic Trainer I-III, UH Athletic Compliance Coordinator, and  
UH Athletic Box Office Manager)

Career Group Concept & Illustrative Examples of Work

Public Information, Public Events Planning and Publications

(To Replace: UH Editor I-IV, UH Press Executive Editor, UH Publications Specialist I-IV, UH Press Publications Manager, UH Sports Marketing Officer, UH Theater Manager, UH Theater-Stage Manager, UH Research Publications Manager, UH Public Information Officer I-III & VI, UH Press Marketing Officer I-V, UH Sports Information Officer, Scientific Illustrator I-II, UH Photographer I-II, UH Microphotographer, and UH Administrative & Fiscal Support Specialist, )

Career Group Concept:

The Public Information and Publications Career Group consists of positions that provide support to and/or management of public and media relations, promotions/marketing and sales, communications, theater operations and/or fundraising activities ranging in scope from a specific program to University-wide initiatives. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Editing & Publications:** Edits scholarly or scientific manuscripts or journals for technical errors, correction of grammar and stylistic inconsistencies; writes copy for catalogs, advertisements or book jackets and conducts promotional campaigns; seeks manuscripts for publication and then reviews, evaluates and recommends manuscripts for purposes of determining publishable potential; executes a production cycle or aspects thereof involving formatting and laying out of materials including graphics to be published, designing of materials, conduct of cost analyses, copyrighting and/or registration of publications, estimating unit costs, creating and maintaining financial records, promoting the publication, supervising/coordinating printing, scanning, photo typesetting or other preparation of materials that may include the preparation, execution and administering printing contracts (domestic or foreign) and printing specifications and coordinates the

## Career Group Concept & Illustrative Examples of Work

delivery/distribution of printed publications; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Promotions, Marketing & Theater Operations:** Plans, develops, implements and coordinates a promotional, public relations and fund-raising program in association with the University or University affiliated programs; develops, promotes and, as necessary, participates in the negotiation with vendors and sponsors in the marketing plans; participates in and/or directs a variety of activities, e.g., conduct of various studies, e.g. sales and market analyses, promote and enhance sales; plans, organizes and participates in the administration and operations, to include stage management, of a theater; plans and coordinates special events; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Public Information:** Prepares, designs and delivers information for release orally or in writing to the media and general public; prepares speeches, annual reports and other public statements for University officials; advises program managers and executives on media and public relations; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Illustration and Photography:** Creates, designs and produces scientific drawings, charts, graphs, diagrams and sketches utilizing traditional techniques; performs skilled commercial photography and/or microphotography of still and/or motion pictures, drawings, scientific specimens and other materials; utilizes special photographic techniques to process, print and enlarge films, slides and copies of x-rays; designs special equipment and processing formulas; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Enterprise Operations

(To Replace: UH Assistant Bookstore Manager I-II, UH Bookstore Department Manager I-II, UH Bookstore Manager I-II, UH Bookstore Operations Officer, UH General Bookstore Manager and UH Administrative & Fiscal Support Specialist)

Career Group Concept:

The Enterprise Operations Career Group consists of positions engaged in retail sales, entrepreneurial initiatives, commercial and enterprise operations and/or warehouse operations with particular emphasis on the provision of quality customer service to members of the University community and general public at-large while insuring merchandise sales and services or commercial and/or enterprise operations are in compliance with applicable State laws, rules and regulations and University policies and procedures. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/ administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

Directs and/or participate in revenue generating or break even entrepreneurial and commercial retail and enterprise operations associated with the sales of merchandise and/or provision of ancillary services to faculty, staff, students and the general public; directs and participates in retail sales of books and merchandise by researching and analyzing sales, costs, operations, vendor programs, inventories and net income data for purposes of discerning trends and development of bases for recommending or implementing changes in product mix, vendors, changes in negotiable terms, method of shipping, pricing, stocking levels, retail sales and bookstore operations and/or cost control procedures; designs, develops, lays-out, prepares advertising financial plans and advertising copy and/or coordinates promotional exhibits, campaigns, displays, events, media releases and other merchandising initiatives; consults, advises and assists faculty and students in the selection, ordering and purchasing of books; plans, executes, directs and supervises such ancillary program activities as book buy-back programs, warehouse

## Career Group Concept & Illustrative Examples of Work

operations including shipping and receiving activities, maintenance and repair activities and cashiering operations; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Institutional Support

(To Replace: UH Assistant to the IFA Director, UH Administrative Officer I-VII,  
 UH Institutional Analyst I-IV,  
 UH Associate Director of Technology Transfer and Economic Development,  
 UH Associate Director for Career & Technology Education,  
 UH Alumni Affairs Specialist VI, UH Budget Specialist I-VI,  
 UH Program & Budget Manager, UH Capital Improvements Program Officer,  
 UH Procurement & Property Management Specialist I-VI,  
 UH Associate Director of Procurement Real Property and Risk Management,  
 UH Risk Management Officer, UH Personnel Officer I - VI,  
 UH Fiscal Accounting Specialist I-VI, UH Payroll Officer,  
 UH Disbursing & Payroll Manager, UH Internal Auditor I-V,  
 UH Property & Fund Manager and  
 UH Administrative & Fiscal Support Specialist)

Career Group Concept:

The Institutional Support Career Group consists of positions that perform, manage and direct a variety of administrative and business functions, e.g., budget, finance, facilities, procurement, information technology, office services/systems, and human resources, and/or analytical work related to program organization and operations that may include the development and application of performance measures, preparation and execution of policies, procedures and rules, data collection and execution of statistical analyses, preparation, execution and reconciliation of operating budgets and/or conduct of institutional research. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**General Administration:** Collects statistical data to prepare various administrative reports relating to program operations and administration; prepares, reviews and/or audits

## Career Group Concept & Illustrative Examples of Work

personnel transactions and analyzes staffing patterns; prepares, reviews and analyzes the feasibility of project proposals; prepares, executes, and controls expenditures and reconciles program budgets; accounts for a variety of financial transactions that may include the conduct of end-of-year-period cash, funds flow analyses, income statements, balance sheets and other financial reports; administers purchasing policies and regulations; provides technical advice, interpretations and/or makes effective recommendations regarding applicable policies, procedures and other administrative requirements to administrators, faculty and staff; serves as the principal or chief administrative officer of a program that requires the analysis, drafting, revision, and implementation of internal control procedures and systems; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Analysis (Research and/or Institutional):** Performs a variety of duties associated with conducting research studies and analysis of academic and administrative programs and services; defines strategies, methodologies and procedures for the analysis of research projects; plans directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; participates in the development of design specifications and project management functions for the update and maintenance of existing and new database systems; participates in the planning, direction and management of the development and design of major management information warehouses; directs administrative analysis and program design, development and testing; supervisors subordinate level professional, technical and/or clerical personnel.

**Alumni Affairs:** Participates in the administration of an alumni affairs program and its associated activities involving the conduct of studies, data collections, investigations and analyses relating to alumni activities and based on results prepares written reports or responses; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Budgeting (Operating and/or Capital Improvements):** Reviews, analyzes, evaluates and develops short and long-range budget (operating and/or capital improvements) proposals, budget (operating and/or capital improvements) requests, proposed expenditure plans, staffing requests/ requirements, program justifications and evaluations in the context of established legislative decisions, State and University policies, guidelines or instructions and program needs; prepares and executes budgets for extramurally funded

## Career Group Concept & Illustrative Examples of Work

projects and/or programs; interprets and advises to include the development of options/alternatives and recommendations on budget policies, procedures, e.g., fund transfers, and instructions; maintains budget (operating and/or capital improvements) account information in accordance with established instructions and guidelines and operating instructions while coordinating the execution of a budget including the setting and application of performance standards and needs indices; conducts program analyses, evaluations and studies of long-range goals, objectives, budget (operating and/or capital improvements) instructions, program objectives, costs, measures of effectiveness, fund use, program size indicators that may require the collection of statistical data from existing files, records or data from other sources; prepares budget related reports, procedures, instructions, interpretative materials, correspondence, testimony and informational materials; prepare income and statements of financial condition of programs, cash and fund flow statements, income statements and determinations of minimum cash requirements; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervise subordinate level professional, technical and/or clerical personnel.

**Procurement:** Authorizes purchases of “off-the-shelf” goods and services from informal open-market methods; prepares and issues purchase orders, requisitions, invitations to bid, bid specifications, technical specifications or requests for quotations; contracts for goods, services, construction (building and facilities) and electronic data processing equipment and systems; administers complete bid cycles to include preparation of bid specifications, solicitation of bids, evaluation of bids including cost analysis, award of contracts, contract administration, monitoring vendor performance, termination of contracts and recommends claim settlements; negotiates pricing, performance and special optional provisions while protecting the University’s interests; manages real property acquisitions, risk and liability, property inventory, stores, warehousing operations and/or disposal of surplus property; advises on procurement policies, procedures and requirements; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Human Resources:** Classifies positions, advises on personnel actions, conducts employee training, ensures compliance with recruitment and selection requirements, investigates and/or recommends action regarding employee complaints and grievances, hears and renders decisions on grievances, advises employees on employee benefit programs in the context of and in compliance with applicable policies, procedures, collective bargaining agreements and/or practices; advises and interprets human resource statutes, policies, procedures collective bargaining agreements, instructions and



## Career Group Concept & Illustrative Examples of Work

practices; conducts investigations, analyses, audits and studies (specific, special or large scale) for the purpose of operations assessment, compliance-enforcement, staffing or human resource management/administration or for the promulgations, implementation and administration of human resource policies, procedures and practices; negotiates contractual provisions and memoranda of agreement; interprets contractual provisions, negotiates grievance settlements with union representatives; plans, directs and supervises program operations to include the development, promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional and technical personnel.

**Financial:** Completes, reviews, maintains, reconciles and audits fiscal transaction reports, forms, requests, fiscal journals and records in accordance with federal, state and University requirements; maintains and analyzes fiscal transaction information, chart of accounts, records and financial reports, fiscal data relating to materials, labor and overhead costs and expenditures, object codes, cost and control ledgers, registers, journals and other related fiscal records; advises, interprets and instructs on fiscal policies, procedures, instructions and guidelines; prepares written policies, reports, analyses, administrative procedures, instructions, guidelines, interpretations, financial statements, cost and valuation reports, statements of condition, year end adjusting and closing entries, trial balances, draws on income and exposure accounts into income statements and enterprise funds and procurement and payment documents; allocates indirect costs by a variety of allocation bases; directs and manages the University's Bond system projects in budget preparation, generation and accounting of revenues, expenditure control and investment strategy including the evaluation of proposals, organizing refinancing options and evaluation and development of a capital improvement project budget; directs, manages and oversees a tax compliance including the development of institutional tax policy and procedures, recommendation of options and solutions to tax issues and recommendation of policies and administrative procedures and operating practices; directs and manages fixed asset inventory management and control systems including the recordation of acquisitions, dispositions and transfer of equipment and real property; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Auditing:** Plans, designs and conducts or supervises the conduct of routine and special confidential financial and compliance studies and audits of program with funds from various sources, with heavy cash flow or with highly complex accounting features and that require the conduct of a preliminary survey, selection of transactions to be tested, entry/exit conferences and issuance of a formal report; evaluates and makes recommendations on

## Career Group Concept & Illustrative Examples of Work

internal accounting controls, procedures and adherence to generally accepted accounting principles and management practices; administers, directs and coordinates a financial and compliance audit program; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Legal Counsel

(To Replace: UH Law Clerk, UH Legal Assistant and UH Loan Litigation Specialist)

Career Group Concept

The Legal Counsel Career Group consists of positions that on behalf of the University conduct or represent the University at judicial and administrative hearings and proceedings, provide legal services and/or provides legal advocacy services for the University. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

Prepares and presents cases before quasi-judicial hearings officers, arbitrators or other administrative judges; participates in pre-trial conferences and proceedings in the courtroom; prepares drafts of court documents such as interrogatories, notices of depositions, and witness interviews; provides legal advice and explanation of legal decisions, opinions, rules or other legal materials to University officials; prepares cases for court and/or administrative hearings including the collection, analysis and evaluation of evidence for use by attorneys in court; verifies and updates cited case laws and other legal authorities; interviews witnesses to verify evidence and elicits information in preparation for cases; monitors compliance to decisions, stipulations and orders; researches, prepares and files complaints, briefs, motions and pleadings before Small Claims, District and Circuit Courts on matters relating to student loans and such actions associated thereto to include bankruptcy and collection; prepares discovery pleadings and other pleadings such as requests for production, subpoenas, motions to compel and motions for protective order; researches and drafts legal opinions; negotiates out-of-court settlement on behalf of the University; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept & Illustrative Examples of Work

### Research Support

(To Replace: UH Research Associate I-VI , UH NMR-Mass Spectrometer Technician, UH NMR-Mass Spectrometer Facilities Manager, UH Observatory Superintendent, UH Haleakala High Altitude Site Superintendent, UH Electronics Technician I-II, UH Observatory Technician I-II, UH Observatory Research Technician, UH Observatory Crew Chief, UH Observatory Foreman, UH Laser/Electro-Optical Technician I-II, UH Scientific Instrument Technician I-III, UH Scientific Glassblower, UH Communications Supervisor, and UH Marine Laboratory Supervisor)

#### Career Group Concept

The Research Support Career Group consists of positions that provide support services to research programs, e.g., astronomy, chemistry, physics, biology, botany and other research fields and endeavors. Positions in the Career Group range from entry level practitioner/technician positions to positions of subject matter and/or technical experts and/or program managers/ administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

#### Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Research:** Prepares samples for chemical analysis; conducts and records results of analysis; conducts literature reviews, library searches and researches data sources; collects data and/or samples, classifies, catalogs, maintains collection information, processes specimens and charts/graphs data collected; monitors experiments in progress, collects data and conducts tests in accordance with established experimental protocols; prepares, cleans, maintains, calibrates and operates laboratory and experimental testing equipment and apparatus for the purpose of conducting and recording results of analyses; conducts interviews and/or makes observations and collects data from psychological, sociological, language or education experiments, tests and studies involving human subjects; completes all administrative and technical arrangements for research experiments or projects; performs autopsies and surgical procedures on

## Career Group Concept & Illustrative Examples of Work

research animals; supervises and/or provides the care and feeding of laboratory animals; executes personal computer based programs of complex scientific and mathematical data analyses; executes and/or supervises scientific data reductions and analyses for a complete research project requiring considerable independent interpretation of research data; designs, fabricates, operates and maintains sophisticated research equipment; assists and/or designs and prepares research projects and proposals; writes, proofreads, edits or assists in the writing of manuscripts, final research reports and findings for publications; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises and/or trains professional, technical and/or clerical personnel.

**Nuclear Magnetic Resonance (NMR)/Mass Spectrometer:** Operates, calibrates, maintains, adjusts, repairs and modifies a computer-controlled nuclear magnetic resonance or mass spectrometer; adjusts and modifies equipment to non-standard, complex tests, e.g., off-resonance decoupling, boron-11 and deuterium NMR spectra, etc.; designs, modifies, and fabricates highly sophisticated optical, mechanical, analog, digital and linear devices for specialized research applications; trains students, faculty and staff in the proper use of equipment; supervises staff in the operation, installation, repair, maintenance, calibration, modification and adjustment of NMR, highly complex mass spectrometers and peripheral electronic equipment; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Program and/or Facility Management and Administration:** Plans, manages and administers the operations/maintenance of a research facility, e.g., Haleakala High Altitude Site; oversees site characterization studies relating to the meteorological and electromagnetic properties; develops short and long term plans that may include identification of goals and objectives for programs and/or facilities operations and management, operating budgets, operations/maintenance plans, instrumentation development/upgrades, major repairs, maintenance and capital improvements; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Technician:** Designs, develops, fabricates, constructs, modifies, rebuilds, calibrates and recalibrates, operates, overhauls and/or repairs a variety of research, scientific laboratory, glass, telescope and observatory sensing equipment, hyperbaric chamber related equipment and electro-optical devices, e.g., lasers, that may be based on models crafted

## Career Group Concept &amp; Illustrative Examples of Work

from wood, plastic and other materials with specific pieces of equipment being highly complex, state-of-the-art with minimal margins for error; prepares rough and finished sketches and blue prints; prepares cost estimates and requisitions authorized supplies, tools and materials and stocks replacement parts; trains students, faculty and special investigators in correct and speciality procedures in the use of instruments and data interpretation; supervises and manages the operations of an scientific instrument development and fabrication shop involving the making of work assignments and specification of target completion dates, review of subordinate technicians work to insure compliance with design specifications, supervision of the fabrication of very sophisticated and highly complex equipment, planning and executing the shop's annual operating budget and maintaining an appropriate inventory of supplies, materials and replacement parts; supervises the operations of a communications center between the University and remote stations and shipboard research personnel that requires the repair and maintenance of communications equipment, dissemination of messages received and transmission of messages; supervises the operations of a marine science laboratory with responsibility for the maintenance and repair of laboratory buildings, facilities and equipment including the plumbing, electrical and refrigeration systems and associated pumps, compressors, boats, motors, diving gear, photographic equipment and electronic measuring equipment; supervise custodial and contract maintenance workers; serves as on-site safety officers; operates and/or supervises the operations of telescopes and associated computer control and data recording systems; plans, schedules and supervises an observatory crew in the operations and maintenance of a observatory facility, facility support equipment, telescopes and associated observatory imaging equipment; constructs, modifies and repairs a variety of electro-optical devices, e.g. lasers, pocket cell, mode lockers, doubling crystals and cooling systems; and supervises and/or directs the work of subordinate technical, clerical, student personnel or skilled trades person.

## Career Group Concept & Illustrative Examples of Work

### Academic Support

(To Replace: UH Agricultural Product Specialist, UH Agricultural Program Planning Specialist, UH Agricultural Diagnostic Service Center Manager, UH Machinist I-II, UH Educational Specialist I-IV (11-month), UH Educational Specialist I-III (9-month) and UH Educational & Academic Support Specialist (9 and 11-month))

#### Career Group Concept

The Academic Support Career Group consists of positions that provide support services to academic programs including but not limited to chemistry, physics, medicine, psychology, biology, astronomy, botany, agriculture, microbiology, sociology, education and other academic and research fields. Positions in the Career Group range from entry level practitioner/technician positions to positions of subject matter and/or technical experts and/or program managers/ administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

#### Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Agricultural:** Develops agriculture seed inventories involving administering contracts with external product developers; plans for field preparation; supervises the culture and maintenance of plants; markets and distributes of products; evaluates the productivity of agricultural research projects; administers and manages the Agricultural Diagnostic Service Center involving directing all administrative aspects of the center, developing initiatives and efforts to expand program with the intent to expand service to the agricultural community; designs and implements programs to generate revenues and overseeing all technical aspects of the center; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Machinist:** Designs, fabricates, assembles, maintains and repairs metal parts, tools, components and equipment using a variety of machinist tools and equipment, e.g., lathes,

## Career Group Concept & Illustrative Examples of Work

shapers, milling machines, drill presses, etc.; collaborates with faculty members and research assistants in the construction of laboratory apparatus and related equipment requiring the application of aspects of other trades skills, i.e., welding, carpentry and electronics in addition to the primary machinist skills; repairs and maintains shop equipment, e.g., replaces shafts, bearings, bushing, belts, etc.; makes estimates of jobs; and supervises and/or directs the work of subordinate technical, clerical, student personnel or skilled trades person.

**Technician:** Designs, develops, fabricates, constructs, modifies, rebuilds, calibrates and recalibrates, operates, overhauls and/or repairs a variety of research, scientific laboratory, telescope and observatory sensing equipment, hyperbaric chamber related equipment and electro-optical devices, e.g., lasers, that may be based on models crafted from wood, plastic and other materials with specific pieces of equipment being highly complex, state-of-the-art with minimal margins for error; prepares rough and finished sketches and blue prints; prepares cost estimates and requisitions authorized supplies, tools and materials and stocks replacement parts; trains students, faculty and special investigators in correct and speciality procedures in the use of instruments and data interpretation; supervises and manages the operations of an scientific instrument development and fabrication shop involving the making of work assignments and specification of target completion dates, review of subordinate technicians work to insure compliance with design specifications, supervision of the fabrication of very sophisticated and highly complex equipment, planning and executing the shop's annual operating budget and maintaining an appropriate inventory of supplies, materials and replacement parts; supervises the operations of a communications center between the University and remote stations and shipboard research personnel that requires the repair and maintenance of communications equipment, dissemination of messages received and transmission of messages; supervises the operations of a marine science laboratory with responsibility for the maintenance and repair of laboratory buildings, facilities and equipment including the plumbing, electrical and refrigeration systems and associated pumps, compressors, boats, motors, diving gear, photographic equipment and electronic measuring equipment; supervise custodial and contract maintenance workers; serves as on-site safety officers; operates and/or supervises the operations of telescopes and associated computer control and data recording systems; plans, schedules and supervises an observatory crew in the operations and maintenance of a observatory facility, facility support equipment, telescopes and associated observatory imaging equipment; constructs, modifies and repairs a variety of electro-optical devices, e.g. lasers, pocket cell, mode lockers, doubling crystals and cooling systems; and supervises and/or directs the work of subordinate technical, clerical, student personnel or skilled trades person.

**Educational Support:** Prepares tape recordings for class use; maintains a library of



## Career Group Concept &amp; Illustrative Examples of Work

instructional or resource materials; may instruct in subject matter area; maintains and operates instructional equipment; instructs students on the use of instructional materials, procedures and practices; serves as a librarian for a research program or special collection; assists in the development, organization and provision of staff development activities; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; directs and/or coordinates specialized community service or other education programs, e.g., Conversational English Program, Advanced Management Program, College Opportunities Program or other similar programs, involving program implementation and administration, e.g., designs program activities, recruits program participants, prepares program budget or grant requests, administers receipt and expenditure of funds, prepares reports and other program administrative requirements, develops program related materials and resources associated with the program, coordinates program activities, compiles and evaluates data; serves as liaison to faculty members; administers an educational support service function, e.g., interviews prospective instructors and non-faculty employees; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept & Illustrative Examples of Work

### Instructional and Student Support

(To Replace: UH Educational Associate I-VI (9 and 11-month),  
UH Early Childhood Specialist I-V (9 and 11-month),  
UH Student Services Specialists I-IV, UH Student Services Specialist II (9-month), and  
UH Educational and Academic Support Specialist (9 and 11-month))

#### Career Group Concept:

The Instructional and Student Support Career Group consists of positions that provide (a) professional level education work in teaching, curriculum development, curriculum evaluation, teacher training, special program participation ranging from infant, toddler or pre-school levels to secondary school levels, (b) administrative support and/or implement educational program support service activities and services for students that are intended and designed to increase and enhance the learning and student experience or (c) provides student support services, e.g., pharmaceutical or medical technology support. Positions may require a professional certificate in the appropriate subject field. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/ administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

#### Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Teaching and Instruction:** Provides for the care, education and supervision of a groups of young children involving the maintenance of an environment that is healthy, safe, pleasant, and directed towards enhancing children’s growth and development; supervises children’s daily routines such as toileting, meals/snacks, and naptime; plans, prepares, and implements classroom and playground curriculum activities designed to promote social, emotional, physical and cognitive growth and development; participates in the evaluation of curriculum and courses taught; develops, modifies or adds to curriculum content, methodology and materials; plans and conducts instruction and teacher training workshops and in-service education programs as well as teaching regular and experimental classes in one or more disciplines and that involves teacher training and

## Career Group Concept & Illustrative Examples of Work

guidance; monitors, observes, and collects field data from pilot schools; conducts instruction and instruction related research, writes materials for inclusion in curriculum guides and textbooks and prepares or participates in the preparation of grant proposals; plans, prepares and conducts informational, educational and progress report briefings and workshops for parents; conducts developmental screening of children, recommends referrals and prepares individualized educational plans for children with special needs; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Student Services:** Directs programs and/or provides direct student counseling services and other support services in regards to student school and personal problems, career interests and vocational goals, financial aid programs, veteran's educational and assistance programs, placement and standardized testing, work-study programs, specialty programs, e.g., KOKUA (disabled) TRIO or COP (disadvantaged) and tutoring services; participates in organizing and/or directing a variety of student service support program activities, e.g., student recruitment, orientation programs, registrar support services including interviewing students, intramural programs, evaluating student records, advising and/or supervising the implementation of admission policies for foreign students, managing registrar activities, conducting parent meetings, disseminating information, assisting in the selection of student advisors, coordinating student activities, e.g., visitation programs; directs and supervises the implementation of registration, admissions and/or student employment programs that includes responsibility for the development, interpretation and advising on policies, procedures, instructions and guidelines as they relate to admissions, records maintenance and management or student employment; conducts research, analyses and studies of student data for trend identification and forecasting purposes; implements and/or supervises a placement testing program; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept & Illustrative Examples of Work

### Media Design and Production

(To Replace: UH Graphic Artist I-III, UH Theater Technician I-II, UH Media Technical Support Specialist, UH Media Specialist I-V, UH Distance Learning & Institutional Technical Manager)

#### Career Group Concept:

The Media Design and Production Career Group consists of positions that provide support to and/or management of media, exhibit and production services including graphic arts, theater production, costume design/construction, digital imaging, graphic communications, fabrication and maintenance of exhibits, multimedia productions and distance learning, digital imaging and/or provision of television, film, audio visual and video services. Positions in this Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

#### Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Graphic Arts:** Creates, designs and produces drawings, charts, graphs, diagrams, sketches, computer animation, video tapes and audio visual products, utilizing traditional techniques; designs, constructs and produces displays, exhibits, and interior layouts; lays out, designs and finishes a variety of art, graphics and media publications involving selecting and placing body type, headings, photographs, and illustrations; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Theater Arts:** Designs and constructs sets, theater stages, scenery and properties, sets up sound and staging requirements; designs and produces costumes; runs lighting and sound systems during events; coordinates the ordering or purchase of costumes, supplies and equipment; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures,

## Career Group Concept &amp; Illustrative Examples of Work

practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Multi-media:** Creates, designs and produces a variety of graphic art work utilizing traditional techniques or with the assistance of computer based desktop publishing or other software; directs and produces video programming involving determining program format, setting production schedules, writing scripts, preparing story boards, editing video, and managing post-production activities; trains faculty and staff in the operation and care of a variety of multi-media equipment; coordinates the programming of interactive television, cable access, compressed video, satellites and other interactive video services; directs and manages a cable television station or multimedia education center; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Physical Plant Management

(To Replace: UH Auxiliary & Facilities Services Officer I-VI,  
UH Auxiliary Services Manager, UH Faculty Housing Officer,  
UH Dormitory Resident Manager and UH Student Housing Coordinator I-II)

Career Group Concept

The Physical Plant Management Career Group consists of positions that supervise and manage the delivery of a variety of auxiliary support services, e.g., parking, telecommunications, facilities management and maintenance support services and in some instances administer programs relating to facilities. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Facilities Operations:** Supervises through subordinate level supervisors or working supervisors skilled trades and blue collar personnel in the provision of auxiliary and/or facilities support services in an assigned field; assists in program administration, operations and management to include the conduct of investigations, special studies and preparation of analyses and reports relating to facilities and their maintenance and operations involving the auditing of documents, operations data, files and reports for technical review purposes and to ensure compliance and for trend analysis purposes; plans, organizes and directs the provision of auxiliary and/or facilities service support activities; schedules facilities operations, assignments, usage, personnel and management of auxiliary or facilities and associated support services; advises and interprets the application of laws, rules, regulations and procedures; sets operating performance standards and monitors for compliance; plans, organizes and directs auxiliary or facilities programs or services involving the development of administrative procedures and requirements, insuring compliance with broadly stated policies and coordination with established personnel, fiscal and budget policies and procedures and

## Career Group Concept &amp; Illustrative Examples of Work

requirements; and supervises subordinate level professional, technical, skilled trades, blue collar and clerical personnel.

**Faculty Housing:** Recommends policies and procedures to administer the University's faculty housing program; prepares short and long term financial plans relating to the program based on evaluation of the program's budget and fiscal operations; develops policies and procedures for the recording and reporting of financial transactions while maintaining appropriate accounting, reporting and internal financial control systems; plans and directs the administration of the financial assistance program; evaluates, analyzes and revises cost, financial, internal control, down payment and mortgage assistance programs; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems and supervises subordinate level professional, technical and/or clerical personnel.

**Student Housing:** Plans, organizes, coordinates and/or manages student residence programs that may include responsibility for supervising billing and accounting operations; directs and supervises housekeeping and maintenance operations; secures goods and services relating to residence hall operations; coordinates residence hall program activities with other University student activities; counsels students; prepares and executes operating budgets and manages student government house fees and activities; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Facilities Planning and Design

(To Replace: UH Engineer I-III, UH Electronics Engineer I-II,  
UH Mechanical Engineer I-II, UH Registered Engineer I-II, UH Architect I-II,  
UH Registered Architect I-II and UH Facilities Planner I-II)

Career Group Concept:

This Facilities Planning and Design Career Group consists of professionals that are responsible for the planning, design, renovation, construction, and management/review of plans and specifications of specialized engineering projects, construction and/or alteration of buildings, facilities or equipment. Work may require the possession of a license in the field of specialty (e.g., electrical, mechanical, etc.) or an architect license as a professional architect. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Engineering:** Defines, designs, constructs, maintains and analyzes a wide variety of electrical and mechanical devices, systems, major system components, scientific instruments, new buildings and renovations; reviews engineering plans and specifications and coordinates project/work activities with sub-contractors and University personnel; prepares cost estimates and bid documents; evaluates equipment and material replacement needs and staffing requirements; establishes and enforces quality assurance procedures; reviews architectural designs for conformity with requirements and overall budget; recommends and/or approves changes or revisions to designs, blueprints, specifications and work scheduling while insuring plans and specifications are in compliance with codes, university standards and state requirements and recommends changes as necessary; prepares budget estimates for major and long range projects including environmental impact studies; prepares and reviews technical reports and project data for accuracy, adequacy, validity, etc. for conformance to policies, regulations, consistency of test results and feasibility; recommends priority and duration of project



## Career Group Concept &amp; Illustrative Examples of Work

periods; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Facilities Design and Construction:** Formulates short and long range space requirements; plans, schedules and administers the work in the development of the physical facilities of a campus or campuses; converts data to physical space requirements and translates space requirements into planning program; makes preliminary and final working drawings and specifications for alterations; participates in the design, development and review of plans and specifications for construction, alteration, major repairs or capital improvement projects, including those from consultants and/or contract architects or engineers; participates in preparing and developing detailed specifications and cost estimates for proposed construction or alterations of buildings; reviews and approves designs, plans and specifications prepared by other unlicensed staff; serves as technical consultant on architectural matters for the university; makes final inspection of alteration and renovation projects performed by outside contractors and recommends final payment; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Allied Health and Safety

(To Replace: UH Environmental Safety Specialist I-V, UH Hyperbaric Chamber Technician, UH Pharmacist, and UH Medical Technologist)

Career Group Concept:

The Environmental Health and Safety Career Group consists of positions that perform and/or oversee investigations, audits or inspections of structures, facilities, operations, processes, records, equipment and devices, use of dangerous substances or fire safety. Positions enforce operational constraints, laws, policies, and regulations for the general welfare and safety of the public or reduce the incidence and impact of economic crime and increase consumer awareness. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

Conducts inspections of campus operations and facilities for compliance with Hawaii Occupational Safety and Health Law (HOSHL) Standards and fire safety codes and standards; collects samples for analysis, operates radiation detectors and interpret readings, performs decontamination of radiation spills; conducts tests of samples and prepares written reports summarizing the results and observations of inspections and makes recommendations based on observations and application of standards, codes and regulations; establishes and coordinates a comprehensive safety program; maintains and/or supervises the maintenance of records of personnel working with harmful materials; develops and conducts relevant safety training sessions; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

**Hyperbaric Chamber Operations:** Operates, designs, constructs, modifies, inspects, maintains and trains subordinates in the operation of hyperbaric chamber used in emergency diver decompressions and hyperbaric treatment research; certifies divers and tests and recalibrates diving equipment in compliance with diving protocols, safety manuals and OSHA requirements; serves as technical consultant on hyperbaric chamber operations and emergency diver decompression protocols; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Pharmacy:** Interprets prescriptions, computes dosage, fills prescriptions by weighing mixing and compounding drugs; plans, organizes and maintains pharmacy services including the requisition, storage, physical inventorying of supplies and implementation of procedures to comply with laws, rules and regulations relating to the dispensing of drugs; develops, implements and ensures compliance of policies and procedures regarding the control procedures of “controlled substances;” advises physicians and clients on drugs, dosage, toxicity, side effects, stability and incompatibilities; plans and conducts continuing education of clinic staff and patients; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Medical Testing:** Conducts and/or supervises the conduct of a variety of serological, bacteriological and biochemical examinations and tests and evaluates results for disease or comparison to established standards; establishes and monitors the maintenance of laboratory procedures and practices that ensure quality and accuracy; maintains operational data used in the evaluation of laboratory operations and requirements; prepares a variety of culture media, stains and other testing materials; maintains a variety of medical laboratory testing equipment; prepares technical reports on laboratory testing operations from laboratory maintained data; conducts in-service training; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

## Career Group Concept &amp; Illustrative Examples of Work

Athletics

(To Replace: UH Athletic Equipment Manager I-II,  
UH Certified Athletic Trainer I-III, UH Athletic Compliance Coordinator, and  
UH Athletic Box Office Manager)

Career Group Concept

The Athletics Career Group consists of positions that provide support services to the intercollegiate athletics program that may involve administers immediate medical treatment to injured athletes, maintenance, procurement, inventorying and stocking a wide variety of athletic equipment and supplies associated with an intercollegiate athletic program or promoting, marketing athletic events, directing box office operations, and administering institutional athletic program compliance with institutional, athletic conference and National Collegiate Athletic Association rules and regulations . Current licensing by the State of Hawai'i and/or registration with a accredited professional organization/board may be required for some positions. Positions in the Career Group range from entry level practitioner positions to positions of subject matter experts and/or program managers/administrators with responsibility to direct and oversee programmatic policies, program operations to include strategic planning, program development and service delivery.

Illustrative Examples of Work:

**Note: The “Illustrative Examples of Work” are intended to serve as guides - not absolute standards. A position may be assigned to this Career Group when it meets the Career Group Concept and the majority of the position’s work time is associated with the performance of some of the described duties and responsibilities performed by positions in the Career Group.**

**Sports Injury Treatment:** Administers immediate medical treatment to athletes who receive injuries associated with athletic sport activities; assesses the extent of injury to determine if referral should be made to a licensed medical doctor and to ensure that the athlete is not further injured; prepares individualized rehabilitation/treatment plans for injured athletes and maintains student health records; counsels and advises athletes and coaches in reducing injuries, proper nutrition, weight control and personal hygiene; administers first aid as may be required; consults with physician on treatment and therapy plans; participates in program administration including the preparation of program budgets; directs, manages or assists in the management of the daily operations of an athletic training program; plans, directs and supervises program operations to include the

## Career Group Concept & Illustrative Examples of Work

promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems and supervises subordinate level professional, para-professionals, student, trainee, technical and clerical personnel.

**Equipment Management:** Maintains, repairs, orders and stocks athletic equipment and supplies for various sports; insures that all equipment issued is in a safe and operable condition and properly fitted to protect the athlete; makes minor repairs and adjustments to equipment; establishes and maintains an equipment inventory system; prepares or assists in the preparation of budget requests for supplies, new or replacement equipment, costs for repairs; prepares, processes and maintains documentation and records in accordance with established procedures; consults and coordinates with coaches in the provision of protective equipment as requested; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems; and supervises subordinate level professional, technical and/or clerical personnel.

**Promotions, Marketing & Box Office Operations:** Plans, develops, implements and coordinates a promotional, public relations and fund-raising program in association with University or University affiliated organizations, e.g., athletic booster clubs, while ensuring that the organizations comply with applicable University and external agency, e.g., National Collegiate Athletic Association, policies, rules and regulations regarding the organization's support and participation; develops, promotes and negotiates marketing plans designed to increase attendance, retail sales and community; plans, organizes and directs box office administration and operations; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems and supervises subordinate level professional, technical and/or clerical personnel.

**Athletic Program Compliance:** Develops, reviews policies and procedures regarding athletic program compliance; monitors compliance and serves as athletic program contact with regulating agencies; advises athletic administrators, coaches, staff members and student-athletes with regard to eligibility, recruitment and financial aid rules; organizes and administers a compliance program; oversees and monitors recruiting procedures; monitors student-athlete transcripts and schedules for satisfactory progress and eligibility and graduation rates; performance compliance audits; plans, directs and supervises program operations to include the promulgation, implementation, interpretation and maintenance of policies, procedures, practices and systems and supervises subordinate level professional, technical and/or clerical personnel.

# University of Hawai'i: Position Description Generator

**Position: 12345678, UH ADMINISTRATIVE OFF IV**

## Position Information:

Band: B	Current Career Group: Institutional Support Group
Campus: SW	College/Office: ADMINISTRATION
Geographic Location: MAN	Department: HUM & MTL RES
	Section: OFF HUMAN RESOURCES
	Unit: OFF HUMAN RESOURCES
Bargaining Unit Code: 88	Employing Agency Code: 22502130
Account Code: G12345F123A123	

## Duties & Responsibilities

- Processes requests for proprietary or sole source purchases in compliance with applicable laws, policies, procedures, rules and regulations.
- Plans, writes, edits, or directs the preparation of documentation such as reports, printed or visual media, statements of work, court documents and contracts.
- Performs or provides staff support in developing, coordinating, conducting, analyzing, reviewing, administering, managing, or controlling functions, programs, or systems in a staff, support, or specialty area with moderate to substantial impact.
- Provides technical advice in the specialty area to management and personnel at many levels.
- Performs evaluations, resolves problems, and generally carries out oversight responsibility for the specialty.
- Negotiates delivery orders, administers contracts and/or purchase orders, or acts in an advisory capacity for assignments of a moderately difficult and complex nature.
- Develops and/or presents to management and/or other personnel written and/or oral reports and/or recommendations.
- Performs independent tasks/studies/projects of full scope.
- Effectively resolves complaints.
- Provides advice and services on complex or difficult issues to a college or program office.
- Responsible for fiscal accountability and documentation of procurement/acquisition, receipt, and issue records.
- Prepares reports and correspondence for internal and external review/distribution.
- Resolves operational and administrative matters in accordance with current policies, procedures, and directives as requested.
- Responsible for written and oral communications, exercising tact, diplomacy, and good judgment in relations with others.
- Investigates and prepares justifications for survey actions in compliance with regulations.
- Highly responsible professional work in contracting, procurement and real property management and support services on a systemwide basis.
- Conducts workshops and information sessions to appropriate University personnel on procedures and changes.
- Insures that all actions taken are in compliance with all applicable State and Federal statutory laws and rules, as well as University policy.
- Negotiates and resolves contract disputes or controversial issues, and drafts correspondence (where appropriate) for the Director of the Office of Procurement, Real Property and Risk Management.
- Keeps abreast of current policies, procedures, regulations, directives and State and Federal statutory requirements, i.e., Hawaii Revised Statutes, Hawaii Administrative Rules, Federal Acquisition Regulations.
- Coordinates and resolves issues relating to the administration of contracts with Contractors, University administrators, University professional staff, fiscal officers, other State and Federal agencies, and executives of other outside organizations.
- Prepares and issues purchase orders, requisitions, invitations to bid, requests for proposals, bid specifications, proposal specifications, technical specifications or requests for quotations.
- Administers complete bid(s)/proposal(s) ("b/p") cycles to include prep of b/p specs, solicitation of b/p, evaluation of b/p including cost analysis, award of contracts, contract admin, monitoring vendor performance, termination of contracts as appropriate.
- Other Duties As Assigned

## Judgment Exercised

- Judgments and decisions impact the work of the specialty or program area.
- Judgments are recognized as sound, accurate, and knowledgeable and are generally accepted and followed after general review.
- Findings and recommendations impact the immediate work area being studied.

## Originality

Attachment 4

The Self -directed On-Line Position Description (PD) Generator Training Module is located at the following web site:

<http://www.hawaii.edu/ohr/download/pres/pdgTraining/sld001.htm>

Administrative Review Request

REQUEST FOR ADMINISTRATIVE REVIEW OF BANDING AND/OR CAREER  
GROUP DESIGNATION ACTION

Approving Authority to Whom the Request is Being  
Submitted(Chancellor for Bands A or B, and OHR for Bands C or  
D):

Position No.

Current Band of Position

Current Career Group Designation of Position:

Name of Incumbent:

Name of Supervisor:

Organization:

Requested Band and/or Career Group Designation for Position:

Justification for Requested Action (*include all pertinent  
information, an analysis of the distinguishing features of the  
present and requested Band and Career Group, and other  
relevant data to support the request*) (attach additional pages  
as needed):

\_\_\_\_\_  
Signature of Incumbent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Exclusive Representative,  
as appropriate

\_\_\_\_\_  
Date



c: For requests involving assignment to Band B a copy of the request is to be submitted to OHR.

UH Form Administrative Review Request

APPEAL OF BANDING AND/OR CAREER GROUP ASSIGNMENT ACTION

Date:

TO: APT Classification Appeals Board  
c/o System Director of Human Resources

VIA: (Name of Supervisor and Title)

FROM: Name of Appellant and Title

SUBJECT: Banding and/or Career Group Designation Appeal

I am filing an appeal on the Banding and/or Career Group designation action taken on Position No. \_\_\_\_\_, which was designated as Career Group \_\_\_\_\_, Band \_\_\_\_\_, effective \_\_\_\_\_. The position is located in \_\_\_\_\_. I request that the position be assigned to Career Group \_\_\_\_\_, Band \_\_\_\_\_.

I believe the request is justified on the basis of the following: (*indicate why the position should be reassigned to another Career Group and/or Band.*)

(Submit five (5) copies)

\_\_\_\_\_  
Signature of Appellant

c: Chancellor, Vice President and OHR.

UH Form - Appeal of Banding and/or Career Group

Attachment 7, SCA-Retention

TO: President

VIA: <Chancellor, Vice President, University  
Administrator>

FROM: <Dean/Director/Provost>

FROM: <Requesting Program>

SUBJECT: Request for Special Compensation Adjustment -  
Retention

Certification:

\_\_\_\_\_ I certify that funds are available

\_\_\_\_\_ I certify that an assessment of the impact has  
been made and that this request complies with  
applicable equal opportunity laws, rule,  
regulation and policies

Required Justification/Rationale:

- a. Attach a copy of the offer letter from another employer and any other pertinent documentation of a valid job offer. (Note: The requirement for an offer letter from another employer shall not apply for SCA-Retention Requests arising from a change in the DNHR. A partial evaluation work performance evaluation for the period extending from beginning of the annual evaluation period and to the end of the month preceding the date of submission of an SCA-Retention adjustment shall be attached and the employee shall have a overall rating of meets or exceeds performance expectations to be eligible for consideration for an SCA-Retention due to change in the DNHR.)
- b. Comment on the impact of the SCA-Retention adjustment on program budget and operations:

- c. Describe the contributions made by the employee and benefit to the University in retaining the employee, including identification of the employee's bona fide occupational qualifications, and the special expertise, skill or knowledge that is critical to retention at the University:
- d. Identify any anticipated difficulties in securing a qualified replacement:
- e. Describe the impact on and consequence to the University should the employee terminate employment with the University:
- f. Describe the impact of SCA-Retention on employees in comparable positions requiring the same bona fide occupational qualification, special expertise, skill or knowledge:
- g. Provide any other relevant information or arguments in support of the request:

Recommendations/Approvals

Dean/Director/Provost \_\_\_\_\_ Denied \_\_\_\_\_ Approved  
Comments/explanation:

Chancellor/Vice President/  
University Administrator \_\_\_\_\_ Denied \_\_\_\_\_ Approved  
Comments/explanation:

President \_\_\_\_\_ Denied \_\_\_\_\_ Approved  
Comments/explanation:

c: OHR

Attachment 8, SCA-In-grade

TO: President

VIA: <Chancellor, Vice President, University  
Administrator>

FROM: <Dean/Director/Provost>

FROM: <Requesting Program>

SUBJECT: Request for Special Compensation Adjustment - In-  
grade

Certification:

\_\_\_\_\_ I certify that funds are available

Justification:

- a. Identify basis (select one) for request:  
  
\_\_\_\_\_ substantial demonstration of increased competencies  
or \_\_\_\_\_ significant growth within the same Band.
- b. Explain the impact of the SCA-In-grade adjustment on program budget and operations and program's plan to accommodate future costs. Note: All current and future costs of any in-grade adjustment shall be accommodated from existing program budget allocations and not require or serve as the sole basis for future supplemental program budget requests:
- c. Describe the contributions made by the employee and the benefit to the University, including identification of the competencies and/or special expertise, skill or knowledge that enhance the long term value of the employee to the University:

d. Identify any anticipated difficulties, impact and/or consequences that the program and/or University would have suffered had the employee not demonstrated growth in the job:

e. Identify In-grade Growth/Development Benchmarks:

(1) If deemed appropriate, programs may use the In-grade Growth/Development Benchmarks in the appropriate Band of a beginning benchmark (where the employee started) and a progress benchmark (how the employee has developed for the recommended in-grade adjustment) and explanation of what the employee has accomplished or demonstrated or document the employees growth between the two benchmarks to justify an in-grade adjustment. (See Attachment 10)  
or

(2) Alternatively, identify other benchmarks established by the program to explain how the employee's expertise has grown/developed.

Description of in-grade development benchmarks:

f. Any other relevant information or arguments in support of the request.

Recommendation/Approval

Dean/Director/Provost \_\_\_\_\_ Denied \_\_\_\_\_ Approved  
Comments/explanation:

Chancellor \_\_\_\_\_ Denied \_\_\_\_\_ Approved  
Comments/explanation:

## Guidelines for In-grade Adjustments (IGAs)

Special compensation adjustments for in-grade growth may be authorized by the Chancellor, Vice President or designated University Administrator based on the employee meeting performance expectations as documented by the employee's annual work evaluation and are intended to recognize professional growth as indicated by:

- a. substantial demonstration of increased competencies, e.g., an employee remains classified in the same Band and continues to be assigned to the same functional area while performing duties and responsibilities significantly more complex but within the concept of the Band definition (Note: New knowledge, skills and competencies must be used on the job on a regular basis and enhance the employee's capability to do his or her job at a higher level.) or
- b. significant growth within the band, i.e., at the level of professional competency that is associated with the band, with reassignment to a different functional area (Note: An increase in volume of activity/transactions by itself or the supervision of additional staff with similar responsibilities would not typically warrant additional pay.)

In the case of a change in functional area within the same Band, the employee may experience a steep learning curve in the new field of assignment, and therefore, the employee should not be nominated for an In-grade Adjustment (IGA) during the learning curve period. However, once the employee has gained and demonstrated competency in the new functional area and has attained increased, more complex competency consistent with the Band, the employee may be eligible for an IGA.

Additional examples of substantial demonstration of increased competencies:

As a general guide, requests for IGA *will generally be more the "exception,"* rather than the rule. Requests for an IGA should be limited to special situations and unique

circumstances.

Please note that *the following are only hypothetical examples and that other variables and/or considerations, e.g., coincident modification (e.g., change from close supervision to more general supervision) of supervisor/subordinate relationships that has direct or indirect effect, changes in operating systems and procedures, etc., may temper the outcome of the request.*

a. Examples of a situation in which an IGA of 2% may be appropriate:

- 1) A position incumbent in Band A has been functioning at the "intermediate worker" level and during the course of the year (1) assumed new and expanded duties and responsibilities in the same functional area, but at the "independent worker" level as documented by a revised official position description and (2) exercised expanded delegated decision-making authority requiring the exercise of greater discretionary judgment, as documented by a revised official position description.
- 2) A position incumbent in Band B has been functioning at the "journeyworker" level and the program during the course of the year assigns new expanded duties and responsibilities which are new, but fundamentally related and the position incumbent meets work performance expectations associated with the expanded work assignments, as documented by a revised official position description.
- 3) A position incumbent in Band C has been functioning as a "full-time supervisor" and during the course of the year the program assigns new program initiatives/ functions that broaden the scope of the position's responsibilities and require the assumption of responsibility for the supervision of a new "working supervisor" and additional subordinate level professional journeyworkers, as documented by a revised official position description.



- 4) A position incumbent in Band D has been functioning as a "program manager" and during the course of the year the program assigns new program initiatives/functions that require the supervision of new functions and concomitant additional "full-time subordinate supervisors," as documented by a revised official position description.
- b. Examples of a situation in which an *IGA of 4% may be appropriate:*
- 1) A position incumbent in Band A has been functioning at the "entry/trainee" level and during the course of the year the position (1) is assigned new and expanded duties and responsibilities in the same functional area, but at the "independent worker" level as a consequence of which the usual developmental progression level of "intermediate worker" is skipped and (2) the incumbent is required to exercise expanded delegated decision-making authority inherent in which the incumbent must exercise greater discretionary judgment, as documented by a revised official position description.
  - 2) A position incumbent in Band B has been functioning at the "journeyworker" level with no supervisory responsibilities and during the course of the year the program reorganizes and assigns new and significantly expanded duties and responsibilities in the same or different functional area which includes responsibility to function as a "working supervisor" of one or more groups of subordinate level journeyworker professionals with each group being headed by "lead journeyworker," as documented by a revised official position description.
  - 3) A position incumbent in Band C has been functioning as a recognized "subject-matter-expert." The program is reorganized and the position is assigned expanded responsibilities to serve as the "subject-matter-expert" in a new but related program area in addition to existing "subject-matter-expert"

responsibilities and/or is assigned the added responsibility for supervising one or more groups of professional level workers with each group being headed by a "working supervisor" of subordinate level journeyworkers, as documented by a revised official position description.

- 4). Two separate programs that involved full-time supervisors and multiple journeyworker subordinates are consolidated, and one of the two former program managers assigned to Band D is now charged with responsibility for both programs as documented by a revised official position description.

## In-grade Growth/Development Continuum Benchmark Guides

Band A	Application of rudimentary knowledge/ experience as a trainee	Exercise of judgment under close supervision	Applicant of general concepts	Application of basic, emerging skills	Exercise moderate discretion	Completion of independent project tasks	Oversight of completion of complex project tasks	Initiation of development efforts	Leads development team	Leads project with impact on program or subject matter area	Recognized as fully independent worker	Continues to expand expertise as a fully independent worker
Band B	Application of defined standards & concepts	Exercise of limited authority & application of emerging analytical skills	Exercise general discretion in implementation	Exercises considerable analytic & evaluative skills	Initiates & monitors development efforts	Leads development efforts in enhancements & new areas	Leads development team in enhancements & new areas	Directs moderately complex project	Directs/ manages complex project with significant impact on program or subject matter area	Recognized as a skilled professional; influential in decision-making	Recognized as a fully competent skilled professional responsible for providing the full range of services.	Continues to expand expertise as a fully competent skilled professional (journey-worker)
Band C	Exercise discretion in complex implementation efforts as a subject matter expert; and/or supervises subordinate level professionals	Thorough analysis & evaluation work with definitive results for unprecedented situations; and/or supervises subordinate level professionals	Initiates & monitors development efforts as a subject matter expert; and/or supervises subordinate level professionals	Leads a team in development activities as a subject matter expert in new areas; and/or supervises subordinate level professionals	Directs complex projects; and/or supervises subordinate level professionals	Directs/ manages highly complex projects with far-reaching impact; and/or supervises subordinate level professionals	Recognized subject matter expert; highly influential with University Executives policy makers; and/or supervises subordinate level professionals	Recognized subject matter expert; takes leadership role in subject matter area; and/or supervises subordinate level professionals	Widely recognized as a subject matter expert; senior technical advisor to decision-makers; and/or supervises subordinate level professionals	Widely recognized as a subject matter expert; possess the expertise and skill to resolve all conflicts; and/or supervises subordinate level professionals	Widely regarded as a subject matter expert; sets policy direction and priorities for program and/or supervises subordinate level professionals	Continues to expand expertise as subject matter expert within and outside the University; and/or supervises subordinate level professionals
Band D	Manages a program; provides advice inherent in which there exists a high degree of uncertainty and/or risk; and/or supervises subordinate level supervisors and/or professionals		Leads large & highly complex projects involving multi-disciplinary representative managers with far reaching impact on program and/or University; and/or supervises subordinate level supervisors and/or professionals		Leads/directs very complex projects inherent in which there are conflicts between multi-disciplinary team member representatives; and/or supervises subordinate level supervisors and/or professionals		Recognized as a foremost subject matter expert, i.e., effectively formulates and executes policy within the University; source for definitive policy interpretations; and/or supervises subordinate level supervisors and/or professionals		Widely recognized as a foremost subject matter expert within and outside the University; sets policy precedents; and/or supervises subordinate level supervisors and/or professionals			Continues to expand expertise as a foremost subject matter expert within and outside the University; and/or supervises subordinate level supervisors and/or professionals

# Request to Hire Above Designated New Hire Rate (DNHR) Analysis Matrix<sup>(1)</sup>

Criteria	Guidelines  2%-8% Above the DNHR	Guidelines  10%-16% Above the DNHR	Guidelines  18%-24% Above the DNHR	Guidelines  More than 24% Above the DNHR (Generally Requires Presidential Approval <sup>(2)</sup> )
<b>Job Requirements</b>				
<b>Program Needs:</b> Definition of essential program services and/or functions to which the position is critical and that such services/functions are a program priority.	Documentation, e.g., certified work history, that the individual successfully provided services and/or functioned in a position in the program as described or a program deemed to be comparable or greater than that of the subject program. Program must certify that position functions/services are current essential program priorities.	Documentation, e.g., certified work history, that the individual successfully provided services and/or functioned in a position in the program as described or a program deemed to be comparable or greater than that of the subject program. Program must certify that position functions/services are current essential program priorities.	Documentation, e.g., certified work history, that the individual successfully provided services and/or functioned in a position in the program as described or a program deemed to be comparable or greater than that of the subject program. Program must certify that position functions/services are current essential program priorities.	Documentation, e.g., certified work history, that the individual successfully provided services and/or functioned in a position in the program as described or a program deemed to be comparable or greater than that of the subject program. Program must certify that position functions/services are current essential program priorities.
<b>Position Duties and/or Responsibilities:</b> Define <b>substantive</b> job functions (duties and responsibilities) that include those designated as essential that must be performed and distinguish groups of similar positions from one another and specify the performance level of the positions, e.g., entry level versus independent worker level.	Documentation, e.g., certification of work history, interview assessment, etc., that the individual has <b>performed job functions at a level of complexity, scope and depth above that specified</b> and such performance has resulted in <b>documented positive outcomes or products</b> , e.g., attainment of program objectives, improved delivery of services and/or cost savings.	Documentation, e.g., certification of work history, interview assessment, etc., that the individual has <b>performed job functions at a level of complexity, scope and depth above that specified</b> and such performance has resulted in documented and <b>significantly positive outcomes or products</b> , e.g., attainment of program objectives, improved delivery of services and/or cost savings.	Documentation, e.g., certification of work history, interview assessment, etc., that the individual has <b>performed job functions at a level of complexity, scope and depth above that specified</b> and such performance has resulted in documentation that the individual's performance <b>directly contributed to fulfillment of program goals and/or success beyond the scope of the individual's position</b> , e.g., attainment of program objectives, improved delivery of services and/or cost savings.	Documentation, e.g., certification of work history, interview assessment, etc., that the individual has <b>performed job functions at a level of complexity, scope and depth above that specified</b> and such performance has resulted in documentation that the individual's performance <b>directly contributed to the attainment of program objectives and improved delivery of services and/or cost savings and that the individual's service is essential to the University</b> .
<b>Employee/Applicant Qualifications / Characteristics</b>				
<b>Knowledge, skills and/or abilities:</b> Bona-fide occupational qualifications related to knowledge of a body of facts or principles; skills or expertise that comes from training and/or practice and abilities or the power/authority to effectively perform the work assignments.	Specification with supporting documentation, e.g., certified work history, of the <b>demonstrated possession</b> of job related knowledge, skills and/or abilities that <b>exceed</b> published MQ's.	Specification with supporting documentation, e.g., certified work history, of the <b>demonstrated possession</b> of job related knowledge, skills and/or abilities that <b>significantly exceed</b> published MQ's.	Specification with supporting documentation, e.g., certified work history, of the <b>demonstrated possession</b> of job related knowledge, skills and/or abilities that <b>far exceed</b> published MQ's.	Specification with supporting documentation, e.g., certified work history, of the <b>demonstrated possession</b> of job related knowledge, skills and/or abilities that <b>far exceed</b> published MQ's <b>and that the application of such knowledge, skills and/or abilities are deemed to be critical to the University and of paramount priority such that the University may jeopardize fulfillment of a grant or the University's ability to conduct essential or priority program mission without the services of the individual</b> .

# Request to Hire Above Designated New Hire Rate (DNHR) Analysis Matrix<sup>(1)</sup>

Criteria	Guidelines  2%-8% Above the DNHR	Guidelines  10%-16% Above the DNHR	Guidelines  18%-24% Above the DNHR	Guidelines  More than 24% Above the DNHR (Generally Requires Presidential Approval <sup>(2)</sup> )
<p><b>Education, training, certification and license:</b></p> <ul style="list-style-type: none"> <li>• <b>Education</b> - formal matriculation at an accredited institution of learning;</li> <li>• <b>Training</b> - formal instruction to enhance proficiency or qualifications;</li> <li>• <b>Certification</b> - attestation by a body, e.g., professional accrediting organization, state agency, etc., that one has met specified requirements and</li> <li>• <b>License</b> - authorization by law to do some specified act.</li> </ul>	<p>Specification with supporting documentation, e.g., official transcripts, current license, current certificate, etc., of the education, training, certification and/or licensure that <b>exceeds</b> the MQ's. For example MQ may require a bachelor's degree in Business Administration and the individual may possess an MBA.</p>	<p>Specification with supporting documentation, e.g., official transcripts, current license, current certifications, etc., of the education, training, certification and/or licensure that <b>significantly exceeds</b> the MQ's. For example MQ may require a bachelor's degree and the individual may possess a job relevant Ph.D.</p>	<p>Specification with supporting documentation, e.g., official transcripts, current license, current certifications, etc., of the education, training, certification and/or licensure that <b>far exceeds</b> the MQ's. For example MQ may require a bachelor's degree in Business Administration, individual may possess a job relevant degrees and certification as an MBA and CPA certification.</p>	<p>Specification with supporting documentation, e.g., official transcripts, current license, current certifications, etc., of the education, training, certification and/or licensure that <b>far exceeds</b> the MQ's. For example an MQ may require a bachelor's degree in Business Administration and the individual may possess job relevant degrees and certification such as an MBA and CPA certification <b>and that the nature of such education, training, certification or licensure are deemed to be essential to the University and is of paramount priority such that the University may jeopardize fulfillment of a grant or the University's ability to conduct essential or priority program mission without the services of the individual.</b></p>
<p><b>Qualitative Assessment of Work Experience</b></p>				
<p><b>Work experience:</b> The individual's employment history and description of responsibilities performed.</p>	<p>Specification with supporting documentation, e.g., certified detailed work history, of the relevant and successful past work experiences. Such work experience reflecting significant direct contribution by the individual to the attainment of program goals, objectives and positive outcomes and including the creative solutions to difficult problems, e.g., project leader, recognized as technical expert, complex project manager, etc.. Explanation of how such work experience is an indicator of the likelihood that the individual will <b>exceed performance expectations and be significantly successful</b> in the job.</p>	<p>Specification of the relevant and successful past work experiences. Explanation of how such work experience reflect significant and direct contributions by the individual to the attainment of program goals, objectives and positive outcomes and the creative solutions to difficult problems, e.g., project leader, recognized as technical expert, complex project manager, etc.. Explanation of how work experience is an indicator of the likelihood that the individual will <b>far exceed performance expectations and be highly successful</b> in the job.</p>	<p>Specification with supporting documentation, e.g., certified work history detailing the relevant and successful past work experiences. Explanation of how such work experience reflects significant and direct contributions by the individual to the attainment of program goals, objectives and positive outcome and including the creative solutions to difficult problems, e.g., project leader, recognized as technical expert, complex project manager, etc.. Explanation of how such work experience is an indicator of the likelihood that the individual will <b>dramatically exceed performance expectations and perform beyond the job expectations and make significant contributions to the attainment of the programs broader goals.</b></p>	<p>Specification with supporting documentation, e.g., certified work history detailing the relevant and successful past work experiences. Explanation of how such work experience reflects significant and direct contributions by the individual to the attainment of program goals, objectives and positive outcome and including the creative solutions to difficult problems, e.g., project leader, recognized as technical expert, complex project manager, etc.. Explanation of how such work experience evidences the <b>demonstrated possession of the depth, breadth and quality of the individual's work experience is essential to the University and that the University may jeopardize fulfillment of a grant or the University's ability to conduct essential or priority programs without the services of the individual.</b></p>

# Request to Hire Above Designated New Hire Rate (DNHR) Analysis Matrix<sup>(1)</sup>

Criteria	Guidelines  2%-8% Above the DNHR	Guidelines  10%-16% Above the DNHR	Guidelines  18%-24% Above the DNHR	Guidelines  More than 24% Above the DNHR (Generally Requires Presidential Approval <sup>(2)</sup> )
<p><b>Performance:</b> Description of the individual's work accomplishments or outcomes in the context of work performance expectations as determined and reported by supervising personnel.</p>	<p>Documentation of successful <i>relevant</i> work performance outcomes and/or accomplishments, e.g., letters of commendation/reference, performance awards, etc.. Explanation of how the <i>relevant</i> outcomes and/or accomplishments are indicators of the likelihood that the individual will <i>exceed performance expectations and be significantly more successful</i> in the job than an individual possessing minimum qualifications for the job.</p>	<p>Documentation of successful <i>relevant</i> work performance outcomes and/or accomplishments, e.g., letters of commendation/reference, performance awards, etc.. Explanation of how such <i>relevant</i> outcomes and/or accomplishments are indicators of the likelihood that the individual will <i>far exceed performance expectations and be highly</i> successful in the job in comparison to an individual possessing minimum qualifications for the job.</p>	<p>Documentation of how successful <i>relevant</i> work performance outcomes and/or accomplishments, e.g., letters of commendation/reference, performance awards, etc.. Explanation of how such <i>relevant</i> outcomes and/or accomplishments are indicators of the likelihood that the individual will <i>dramatically exceed performance expectations, perform beyond the limits of the job and make significant direct professional contributions to the attainment of broader program goals.</i></p>	<p>Documentation of how successfully <i>relevant</i> work performance outcomes and/or accomplishments, e.g., letters of commendation/reference, performance awards, etc.. Explanation of how such <i>relevant</i> outcomes and/or accomplishments are indicators that <i>the nature and quality of the individual work experience are critical to the University and that the University may jeopardize fulfillment of a grant or the University's ability to conduct essential or priority program without the services of the individual.</i></p>
<p><b>Competencies:</b> Special cognitive skills, e.g., complex analytical and reasoning skills, and/or special individual qualities or characteristics, e.g., ability to establish rapport and effectively communicate complex abstract concepts.</p>	<p>Specification with supporting documentation, e.g., interview assessment, that the applicant possesses special cognitive skills and/or applicant qualities or characteristics which were evaluated and considered for each applicant. Such competencies serve as indicators of the likelihood the applicant will <i>exceed performance expectation and be significantly more successful</i> than an individual possessing minimum qualifications in the job.</p>	<p>Specification with supporting documentation, e.g., interview assessment, that the applicant possesses special cognitive skills and/or individual qualities or characteristics which were evaluated and considered for each applicant. Such competencies serve as indicators of the likelihood the applicant will <i>far exceed job performance expectations and be highly</i> successful in the job</p>	<p>Specification with supporting documentation, e.g., interview assessment, that the applicant possesses special cognitive skills and/or individual qualities or characteristics which were evaluated and considered for each applicant. Such competencies serve as indicators of the likelihood the applicant will <i>dramatically exceed performance expectations and perform beyond the limits of the job and make significant contributions to the attainment of the programs broader goals.</i></p>	<p>Specification with supporting documentation, e.g., interview assessment, the applicant possesses special cognitive skills and/or individual qualities or characteristics which were evaluated and considered for each applicant. Such competencies serve as indicators of the likelihood that the applicant possesses competencies that are deemed to be <i>critical to the University and that the University may jeopardize fulfillment of a grant or the University's ability to conduct essential or priority program without the services of the individual.</i></p>
<p><b>Current Salary:</b> The individual's current base salary.</p>	<p>The current annual base salary of the individual in a certified statement.</p>	<p>The current annual base salary of the individual in a certified statement.</p>	<p>The current annual base salary of the individual in a certified statement.</p>	<p>The current annual base salary of the individual in a certified statement.</p>

# Request to Hire Above Designated New Hire Rate (DNHR) Analysis Matrix<sup>(1)</sup>

Criteria	Guidelines  2%-8% Above the DNHR	Guidelines  10%-16% Above the DNHR	Guidelines  18%-24% Above the DNHR	Guidelines  More than 24% Above the DNHR (Generally Requires Presidential Approval <sup>(2)</sup> )
<b>Market Comparisons</b>				
<p><b>Internal Salary Comparisons on a systemwide basis between individual's salary and</b></p> <ul style="list-style-type: none"> <li>• OHR provided median salary within <b>same band</b></li> <li>• OHR provided median salary within <b>same band and career group</b></li> <li>• OHR provided median salary within same band with other employees with approximately <b>same number of years of APT service</b></li> <li>• OHR provided median salary within same band with other employees with <b>same level of education</b></li> <li>• OHR provided median salary of all APT personnel in the <b>same program</b></li> </ul>	<p>Comparison of the individual's salary relative to the OHR provided medians with specification for <b>each comparative salary provided</b> whether the individual's requested annual basic salary is less than, equal to or more than the comparative median base salaries provided. It should be noted that in those instances in which the requested salary exceeds the comparative median base salaries that additional scrutiny at the Chancellor's level may be necessary to ensure that the requested adjustment does not result in salary inequities.</p>	<p>Comparison of the individual's salary relative to the OHR provided medians with specification for <b>each comparative salary provided</b> whether the individual's requested annual base salary is less than, equal to or more than the comparative median base salaries provided. It should be noted that in those instances in which the requested salary exceeds the comparative median base salaries that additional scrutiny at the Chancellor's level may be necessary to ensure that the requested adjustment does not result in salary inequities.</p>	<p>Comparison of the individual's salary relative to the OHR provided medians with specification for <b>each comparative salary provided</b> whether the individual's requested annual base salary is less than, equal to or more than the comparative median base salaries provided. It should be noted that in those instances in which the requested salary exceeds the comparative median base salaries that additional scrutiny at the Chancellor's level may be necessary to ensure that the requested adjustment does not result in salary inequities.</p>	<p>Comparison of the individual's salary relative to the OHR provided medians with specification for <b>each comparative salary provided</b> whether the individual's requested annual salary is less than, equal to or more than the comparative median salary provided. It should be noted that in those instances in which the requested salary exceeds the median comparative salaries that additional scrutiny at the President's level may be necessary to ensure that the requested adjustment shall not result in salary inequities.</p>
<p><b>External Salary Comparisons</b></p> <ul style="list-style-type: none"> <li>• salary offered by competing employers</li> <li>• salary in comparison to relevant salary surveys</li> </ul>	<p>Specification with supporting documentation, e.g., advertisements, salary survey, offer letter, etc., of the competing salaries that may be available to the individual. The specific comparative salary information must include the source of the salary information, e.g., salary survey, name of competing employer, date of salary information, nature of the job duties and responsibilities for which the comparative salary is being offered, etc.</p>	<p>Specification with supporting documentation, e.g., advertisements, salary survey, offer letter, etc., of the competing salaries that may be available to the individual. The specific comparative salary information must include the source of the salary information, e.g., salary survey, name of competing employer, date of salary information, nature of the job duties and responsibilities for which the comparative salary is being offered, etc.</p>	<p>Specification with supporting documentation, e.g., advertisements, salary survey, offer letter, etc., of the competing salaries that may be available to the individual. The specific comparative salary information must include the source of the salary information, e.g., salary survey, name of competing employer, date of salary information, nature of the job duties and responsibilities for which the comparative salary is being offered, etc.</p>	<p>Specification with supporting documentation, e.g., advertisements, salary survey, offer letter, etc., of the competing salaries that may be available to the individual. The specific comparative salary information must include the source of the salary information, e.g., salary survey, name of competing employer, date of salary information, nature of the job duties and responsibilities for which the comparative salary is being offered, etc.</p>
<b>Program Budget</b>				
<p><b>Funding Plan:</b> The long range program financial/budget plan of future salary costs, including future compensation adjustments for merit or other planned career growth related adjustments.</p>	<p>Program shall certify that current budget allocation can accommodate additional funding requirements, that funding has been incorporated into the program's long term financial plan; and that future additional program funding shall not be solely based on the need to fund the above DNHR salary and compounded future adjustments.</p>	<p>Program shall certify that current budget allocation can accommodate additional funding requirements, that funding has been incorporated into the program's long term financial plan; and that future additional program funding shall not be solely based on the need to fund the above DNHR salary and compounded future adjustments.</p>	<p>Program shall certify that current budget allocation can accommodate additional funding requirements, that funding has been incorporated into the program's long term financial plan; and that future additional program funding shall not be solely based on the need to fund the above DNHR salary and compounded future adjustments.</p>	<p>Program shall certify that current budget allocation can accommodate additional funding requirements, that funding has been incorporated into the program's long term financial plan; and that future additional program funding shall not be solely based on the need to fund the above DNHR salary and compounded future adjustments.</p>

Notes:

- (1) To be eligible for an appointment above the DNHR ***the individual shall meet or exceed all published minimum qualification requirements with particular focus on those requirements specific to essential position functions;*** and preferably, the individual should meet or exceed a significant number of the published desirable qualifications. In all cases, ***the individual shall be distinguished from all other applicants on the basis of individual qualifications as fully described in the justification for a request to authorize hiring above the DNHR.***
  - a. Programs may recommend a hiring rate above the DNHR in the following situations:
    - (1) Primarily for positions in Bands A and B, consideration shall be given to the level of the position being filled and the demonstrated possession by the individual of qualifications in excess of the established minimum. Both conditions must be take into consideration and met. The position must function at a level higher than the entry level of the band and the applicant must possess qualifications beyond the minimum established for the Band. For example, a vacant position assigned to Band A has been assigned and is expected to perform duties and responsibilities at the Independent Worker Level and the applicant exceeds the minimum qualifications established for Band A.

Up to 8% of the 24% maximum allowed above the DNHR may be attributed to the assignment of duties and responsibilities beyond the entry level of the Band, that is, for Band A beyond the Entry Level (e.g., intermediate or independent level worker) and for Band B beyond the journeyworker level (e.g., working supervisor or lead worker) and up to 16% may be attributed to the applicant exceeding minimum qualifications in the context of the applicable guiding standards.
    - (2) The applicant who exceeds established minimum qualifications for a position (i.e., the applicant possesses job related qualifications, experiences and/or characteristics that exceed minimum qualifications) may be recommended for up to 24% attributable to the applicant exceeding minimum qualifications.
  - b. Guideline for percentage ranges for salary placement above the DNHR have been provided for reference purposes, e.g., 2-8% range, 10-16% range, up to 24%, and more than 24%.
- (2) In the event that an employee's current rate of compensation is equal to or greater than 24% of the DNHR, the appropriate Chancellor, Vice President or appropriate designated University Executive may designate a rate of compensation above the DNHR not to exceed 10% above the employee's current rate of compensation and such new rate of compensation shall not to exceed the maximum rate of the Band to which the employee's position is assigned. Requests exceeding 10% of the employee's current rate of compensation shall be submitted to the President for approval.



## **Instructions to Request to Hire Above the Designated New Hire Rate (DNHR)**

1. To be eligible for an appointment above the DNHR **the individual shall meet or exceed all published minimum qualification requirements with particular focus on those requirements specific to essential position functions**; and preferably, the individual should meet or exceed a significant number of the published desirable qualifications. In all cases, **the individual shall be distinguished from all other applicants on the basis of individual qualifications as fully described in the justification for a request to authorize hiring above the DNHR.**
2. Responses must be as complete and comprehensive as possible and must be provided **for each criteria** for full consideration of the request.
3. At the time that any request to hire above the designated DNHR is recommended, the following documents must be “in-hand” and made available upon request:
  - a. Completed Form 17 with full assessment of all applicants
  - b. Certified copies (i.e., the individual has certified by signature to the truth and accuracy of information provided) of the application and/or resume documenting pertinent work experience, education/training, skills, etc.
  - c. Copies of other relevant documents, e.g., transcripts, performance appraisals, offer letters from other employers, etc., corroborating information
4. Copies of the request and all accompanying documents are to be maintained for three years from the date that any request is approved.
5. With respect to the review and authorization of salary placement above the designated new hire rate, it is the responsibility of the approving authority to evaluate each request in the context of ensuring salary equity and compliance with EEO mandates particularly with regard to pay, and to authorize only appropriately justified requests.
6. Programs may recommend a hiring rate above the DNHR in the following situations:
  - (a) Primarily for positions in Bands A and B, consideration shall be given to the level of the position being filled and the demonstrated possession by the individual of qualifications in excess of the established minimum. Both conditions must be taken into consideration and met. The position must function at a level higher than the entry level of the band and the applicant must possess qualifications beyond the minimum established for the Band.

For example, a vacant position assigned to Band A has been assigned and is expected to perform duties and responsibilities at the Independent Worker Level and the applicant exceeds the minimum qualifications established for Band A.

Up to 8% of the 24% maximum allowed above the DNHR may be attributed to the assignment of duties and responsibilities beyond the entry level of the Band, that is, for Band A beyond the Entry Level (e.g., intermediate or independent level worker) and for Band B beyond the journeyworker level (e.g., working supervisor or lead worker) and up to 16% may be attributed to the applicant exceeding minimum qualifications in the context of the applicable guiding standards.

- (b) The applicant who exceeds established minimum qualifications for a position, i.e., the applicant possesses job related qualifications, experiences and/or characteristics that exceed minimum qualifications may be recommended for up to 24% (for employees whose current salary equals or exceeds 24% the DNHR a request may be submitted for an adjustment of up to 10% greater than the employee's current rate of compensation not the exceed the maximum of the Band) attributable to the applicant exceeding minimum qualifications.
3. Guidelines for percentage ranges for salary placement above the DNHR have been provided for reference purposes, e.g., 2-8% range, 10-16% range, up to 24%, and more than 24%.

DATE: (Date of Request)

TO: (Approving Authority)

FROM: (Requestor)

SUBJECT: Request to Hire Above the Designated New Hire Rate (DNHR)

Program Title: \_\_\_\_\_

Position Number: \_\_\_\_\_ Position's Career Group: \_\_\_\_\_

Position's Band Assignment: \_\_\_\_\_

Individual's Name: \_\_\_\_\_

Salary Information:

- Annual Designated New Hire Rate (DNHR) for the subject position: \$\_\_\_\_\_
- Requested Annual Salary \$\_\_\_\_\_
- \_\_\_\_\_% Percent Requested Annual Salary exceeds DNHR

Criteria	Analysis
<p><b>Education, training, certification and license:</b></p> <ul style="list-style-type: none"> <li>• <b>Education</b> - formal matriculation at an accredited institution of learning;</li> <li>• <b>Training</b> - formal instruction to enhance proficiency or qualifications;</li> <li>• <b>Certification</b> - attestation by a body, e.g., professional accrediting organization, state agency, etc., that one has met specified requirements and</li> <li>• <b>License</b> - authorization by law to do some specified act.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain How Minimum Education/Training Met or Exceeded</li> </ul>
<p><b>Work experience:</b> The individual's employment history and description of responsibilities performed.</p>	<ul style="list-style-type: none"> <li>• Explain Relevancy of Prior Work Experience to Job:</li>   <li>• Explain How Prior Work Experience Meet or Exceed Minimum Required (Quality and Quantity):</li>   <li>• Explain How Prior Work Experience May Contribute to Likelihood that the Individual Will Meet or Exceed Work Performance Expectations:</li> </ul>

Criteria	Analysis
<p><b>Performance:</b> Description of the individual's work accomplishments or outcomes in the context of work performance expectations as determined and reported by supervising personnel.</p>	<ul style="list-style-type: none"> <li>• Explain How Prior Work Performance May Contribute to the Likelihood that the Individual Will Meet or Exceed Work Performance Expectations:</li> </ul>
<p><b>Competencies:</b> Special cognitive skills, e.g., complex analytical and reasoning skills, and/or special personal qualities or characteristics, e.g., ability to establish rapport and effectively communicate complex abstract concepts.</p>	<ul style="list-style-type: none"> <li>• Explain How the Special Characteristics Possessed by the Individual are Relevant to the Job:</li>   <li>• Explain How the Possession of Special Characteristics May Contribute to Likelihood that the Individual Will Meet or Exceed Work Performance Expectations:</li> </ul>
<p><b>Current Salary:</b> The individual's current base salary.</p>	<p>Individual's Current Base Salary: \$_____</p>

Criteria	Analysis
<b>Market Comparisons</b>	
<p><b>Internal Salary Comparisons on a systemwide basis between individual's salary and</b></p> <ul style="list-style-type: none"> <li>• OHR provided median salary within <b>same band</b></li> <li>• OHR provided median salary within <b>same band and career group</b></li> <li>• OHR provided median salary within same band with other employees with approximately <b>same number of years of APT service</b></li> <li>• OHR provided median salary within same band with other employees with <b>same level of education</b></li> <li>• OHR provided median salary of all APT personnel in the <b>same program</b></li> </ul>	<p>For each OHR provided median salary, provide comparative data: (a) percent requested salary is above or below median salary by dollar amount and percentage, and (b) explain if any salary inequities may be result of the request to hire above the designated new hire rate and how the program intends to to address any identified salary inequities.</p> <p><u>Requested Salary:</u> _____</p> <ul style="list-style-type: none"> <li>• Same Band - Dollar &amp; Percent Requested Salary is Above or Below Median: \$_____ &amp; ____% difference</li> <li>• Same Band &amp; Career Group - Dollar &amp; Percent Requested Salary is Above or Below Median: \$_____ &amp; ____% difference</li> <li>• Same Number of Years - Dollar &amp; Percent Requested Salary is Above or Below Median: \$_____ &amp; ____% difference</li> <li>• Same Education (Baccalaurate Degree) - Dollar &amp; Percent Requested Salary is Above or Below Median: \$_____ &amp; ____% difference</li> <li>• Same Program - Dollar &amp; Percent Requested Salary is Above or Below Median: \$_____ &amp; ____% difference</li> </ul> <p>Program's rationale for hiring above the DNHR, in full consideration of the difference between the comparative median salaries as noted above and the requested salary and as appropriate the program's plan to address any salary inequities that may result from the request to hire above the DHNR:</p>

Criteria	Analysis
<p><b>External Salary Comparisons</b></p> <ul style="list-style-type: none"> <li>• salary offered by competing employers</li> <li>• salary in comparison to relevant salary surveys</li> </ul>	<p><b>Explain (with supporting documentation) how the requested salary above the DNHR compares with other competing employers:</b></p> <ul style="list-style-type: none"> <li>• Based on Salary Offered by Competing Employer(s): \$ _____</li> <li>• Dollar &amp; Percent the Requested Salary is Above or Below Salary Offered by Competing Employer(s): \$ _____ and ____%</li> <li>• Relevant Salary Survey Data: <ul style="list-style-type: none"> <li>• Dollar &amp; Percent the Requested Salary is Above or Below Relevant Salary Survey Data: <ul style="list-style-type: none"> <li>• Base Salary Reported in Relevant Survey: \$ _____</li> <li>• Difference \$ _____ and ____%</li> </ul> </li> </ul> </li> </ul> <p>Explanation/Rationale for Requested Salary in Context of Market Rate Comparisons:</p>
<p><b>Program Budget</b></p>	
<p><b>Funding Plan:</b> The long range program financial/budget plan of future salary costs, including future compensation adjustments for merit or other planned career growth related adjustments.</p>	<p>I certify that (a) the program's current Fiscal Biennium budget allocation can accommodate all additional funding requirements associated with this request, (b) the additional funding required for the above DNHR salary rate has been incorporated into the program's long term financial plan and (c) future program funding requests shall not be solely based on the need to accommodate the requested salary above the DNHR.</p> <p>_____ Initials of Requesting Dean/Director/ Provost/Program Administrator</p> <p>_____ Date</p>

To the best of my knowledge the information provided is correct and the evaluations and assessments were made objectively and should any equity adjustments within the program be necessary based on this request to hire above the DNHR, the program shall be responsible for funding such equity adjustments.

I recommend approval of this request.

\_\_\_\_\_  
Requesting Dean/Director/Provost/  
Program Administrator

\_\_\_\_\_  
Date

Request:

Approved

Disapproved

\_\_\_\_\_  
Approving Authority

\_\_\_\_\_  
Date