



EASTERN OREGON
U N I V E R S I T Y

ADMINISTRATIVE FACULTY
COMPENSATION POLICIES AND PROCEDURES

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Compensation Policies and Procedures for Administrative Faculty

Agreement between Administrative Faculty and Administration from July 1, 2007 thru June 30, 2008

A. Purpose: This policy and procedure establishes the framework for a compensation plan for Eastern Oregon University's administrative faculty who are on renewable appointments as authorized by Oregon Administrative Rule 580-021-0100. Eastern Oregon University is committed to fair and equitable pay practices for each individual employee regardless of position, role, cultural background, race, color, religion, gender, sexual orientation, national origin, age, veteran status, or disability status.

B. Responsibilities:

- The President and VP of Academic Affairs are responsible for establishing and maintaining the compensation plan objectives.
- The Office of Human Resources oversees the administration of the plan, communicates policy and salary information to supervisors and administrative faculty employees, and provides information and assistance to the President's Cabinet regarding plan implementation, evaluation and modification.
- The Administrative Faculty Personnel Committee (AFPC) consists of 1) Human Resource Representative, 2) Two representatives from the elected AF Executive committee, and 3) Two administrative faculty representatives elected at large. The AF representatives serve two year staggered terms.
- Administrative faculty are responsible for ensuring they have information about and understanding of the compensation plan and policy, seeking feedback and assistance from their supervisors, and identifying opportunities for promotion.
- Initial pay range of an existing position opening that has not changed more than 25% of the current job description shall be recommended by the supervisor to the VP consistent with the salary ranges described for each level (AA-J). *Appendix III a, b*
- For new positions or those positions that have changed more than 25% (not just job title changes) in permanent duties the supervisor will submit a new job description using the Administrative Faculty Job Description form to HR. *Appendix I* HR will then submit this form to the Administrative Faculty Personnel Committee. The AFPC will score the position using the Job Evaluation Plan (December 2006). *Appendix II a, b, c, d* The score report will be given to HR. HR then informs the supervisor. If the scoring is satisfactory, then the supervisor submits score report to appropriate VP for final approval. If the supervisor finds the scoring unsatisfactory, then a written request to the President may be made to adjust the scoring of the position. The President has the final authority to set the salary range of the position and will inform the AFPC of that decision.

Compensation Policy & Procedure for Administrative Faculty

- Upon completion of two years (minimum) of employment, in a current position employees are eligible for promotion and subsequent promotions every third year. The provost will notify those administrative faculty who will be evaluated for promotion. The employee then meets with his or her direct supervisor to discuss the promotion, and make recommendations to the candidate. The employee may then prepare and submit an evaluation portfolio. The supervisor will then write a comprehensive evaluation of each candidate based upon the information in the administrative faculty member's evaluation portfolio. The evaluation, along with the portfolio is sent to the AFPC. The AFPC will evaluate the materials and may elect to meet with the candidate to provide further instruction or recommendation. The Supervisor and AFPC recommendations will be forwarded to the appropriate VP for final recommendation. The President makes the final determination for promotion.

** The policies and procedures for promotion are found in Appendix VII - Refer to Administrative Faculty Promotion Policies and Processes.*

C. Objectives: This compensation plan is intended to:

- Ensure that Administrative Faculty in the same job families are paid equitably, taking into account experience and performance.
- Ensure that hiring salaries are competitive against internal and external market data.
- Facilitate successful recruitment and retention of Administrative Faculty.
- Provide an incentive to improve the quality of services and programs in support of the university's mission and goals, and to maintain a high level of performance.
- Recognize accomplishments and professional growth.
- Maintain salary and benefit costs within budgetary limits.
- Achieve parity with cost of living raises and base salary increases afforded to other employees of the University.

D. Funding: The awarding of salary adjustments is dependent upon the availability of funds and legislative directives and guidelines.

E. Compensation Plan Structure: The University uses a salary range structure (Salary Range and Position Allocation, May 2007) *Appendix III a, b* to establish appropriate pay ranges for positions. The pay ranges are based on competitive market value analysis practices. The structure is intended to:

- Define the competitive pay position for the University.
- Establish the lower and upper limits for each salary range.
- Allow for differential pay levels between positions to recognize differing demands and responsibilities.

F. Maintaining Salary Ranges: The VP for Academic Affairs and AF Executive Committee will agree to revisit the market analysis every five years to adjust data. Recommendations for adjustments will be made to the President.

Compensation Policy & Procedure for Administrative Faculty

G. Compensation Plan Updates: The Administrative Faculty's compensation plan is not static. The VP for Academic Affairs and AF Executive Committee will monitor and evaluate internal changes and external market factors and trends that might impact its approach to compensation planning. As appropriate, modifications to existing practices will be introduced after due consideration of their consistency with and representation of the core values of the University.

H. Cost-of Living and Market Adjustments: COLAs and market adjustments will be added to the base pay salary. The source of available funds and procedures for awarding increases and adjustments are discussed annually by the VP of Academic Affairs and the Administrative Faculty Executive Committee. A Memorandum of Understanding will be implemented and reviewed each year between the AFEC and VP of Academic Affairs & the President. *See Appendix VIII for MOU agreement.*

I. Fair Labor Standards Act Eligibility: The Office of Human Resources, in consultation with VP's and president, determines exempt or non-exempt position status based on applicable federal and state wage and hour laws and regulations.

J. Position Audit: If the Supervisor or employee believes that their position is improperly scored due to changes in duties or functions over time, then either may request an audit of the position. A job description shall be updated and scored as described above under B. Responsibilities.

K. Maximum Salary Range and Implementation:

If a salary is above the maximum salary range on July 1, 2007, the salary will not be decreased to fit into the salary range. Employees in this status may only participate in COLAs until the current salary no longer exceeds the maximum of the salary range.

L. Fringe Benefits: Eastern Oregon University provides a benefits package that is in addition to this compensation plan and may be considered as part of an employee's total compensation. This benefit should be equal to teaching faculty.

M. Timely Notice: All administrative faculty of Eastern Oregon University on fixed-term appointment will received not less than 90 days prior to the expiration of the current contract. NOTE: Coaches continue to have a 30 day notice. *See Appendix V Timely Notice.*

N. Grievance Procedure and Form: *See appendix VI a and VI b*

O. Evaluation process – An annual evaluation will be conducted by the supervisor of the administrative faculty. Human Resource will remind all supervisors the annual evaluation needs to be completed by May 31st and sent to HR to be put in the employee's permanent file. *Evaluation form is Appendix VII.*

P. Contracts of Coaches - Any Administrative Faculty who was initially employed both to coach an intercollegiate sport and to teach in an academic discipline will be considered a coach for purposes of continuing contracts. Coaches may be considered for multi-year, fixed-term contracts, but will be ineligible for tenure track. The cost of living adjustments for coaches will be included in the negotiation with Administrative Faculty, but the Base Pay Plan will be the responsibility of the Dean of Student Affairs and the Athletic Director.

Compensation Policy & Procedure for Administrative Faculty

Q. Administrative Procedures: Administrative Procedures shall be promulgated to facilitate the administration of this policy and shall be periodically reviewed by the VP for Academic Affairs for revision.

R. Negotiation of Successor Agreement: For the purpose of negotiating salary increases, cola will be negotiated with the Chair of the AFC and one other designated officer of the AFC annually following the base pay plan. This process will begin in the 4th week of Fall Term each year. The Vice-President for Academic Affairs will meet with the designated officers of the AFC. Once there is a formal successor agreement, the Vice-President of Academics Affairs will present to the President's Cabinet for consideration and approval.

Recommended:

Administrative Executive Committee – 7/1/2007

President's Cabinet – _____

Approved: _____

Dixie Lund, President

Date: _____

Appendix I – Job Description Form



Administrative Faculty

Position Description

Human Resource Office Use Only			
Approved Job Family _____ Level _____		Date _____	
Overtime Eligible <input type="checkbox"/> Yes <input type="checkbox"/> No		Statutory Exclusion: _____ Supervisory; _____ Managerial _____ Confidential	
ATTACH A COPY OF A CURRENT ORGANIZATIONAL CHART			
Name (Last, First, Middle Initial)		Working Title	HRIS Position Number
Department		Supervisor	Supervisor's Title
POSITION SUMMARY			
Briefly describe the role of the position within the department and University			
REQUIRED DEGREES, LICENSES, CERTIFICATES, CREDENTIALS			
1. Please indicate the minimum education level required and the number of year's relevant experience required performing the duties of the position.			
2. List any licenses, certificates, degrees or credentials required by Federal or State Law or college requirements to perform the duties assigned to this position.			
SUPERVISORY RESPONSIBILITY			
Positions Supervised:	Direct Supervision only		HR Use
	Indirect Supervision only		HR Use
	Number of Employees		Number of Employees
1. Faculty			
2. Classified Staff			
3. Unclassified Staff			

4. Students/Others

Coordinating Responsibility:

Coordinates the contracted work of others related to a particular program responsibility. (Please describe)

ORGANIZATIONAL RELATIONSHIPS

1. **Degree of Direction Received:** (e.g., close supervision, moderately high level of supervision, moderate supervision, minimal supervision)

2. **Decision-making Authority:** Extent of authority for making decisions, recommendations, and commitments that would obligate

a) own time and resources

b) departmental resources

c) Institutional resources

What kinds of decisions will the incumbent are expected to make?

3. **Budget Authority:** Indicate the level of responsibility of the incumbent for development, direction and control of budget. Indicate size of budget.

- Develops, monitors* and controls* \$ _____
- Delegated authority to develop and monitor* \$ _____
- Limited approval authority for purchase \$ _____
- Purchases only with higher level OK \$ _____

*To monitor means to review and approve expenses. Control means to authorize budget transfers at department level.

PURPOSE AND NATURE OF WORK RELATIONSHIPS

Explain type of contact with others outside of the immediate office. Please include formal presentations required or regular group contacts.

<p>Person(s)/Position/Agency (e.g., student, staff, faculty, general public, Chancellor's Office)</p>	<p>Purpose (e.g., giving or securing information, explaining policies or operations, solving problems, etc.)</p>	<p>How Often</p>

JOB FUNCTIONS

Please identify the essential job functions of the position as well as other functions that may be performed. *Whenever possible, please provide statements which reflect the level of complexity of the job requirements.*

1. Essential Job Functions are critical and fundamental responsibilities of the position. The incumbent must be able to perform these functions with or without reasonable accommodation.
2. Other Job Functions are those duties that are performed either very infrequently or could be performed by others without altering the underlying reason the job exists.

Number and describe each job function in a separate paragraph. List the functions in descending order of importance.

Indicate frequency each function is performed: D=Daily, W=Weekly, M=Monthly, Q=Quarterly, AN=As Needed

Estimate the distribution of the total working time on an annual basis using percentages of not less than 5%. Total percentage of time must add up to 100%, regardless of the % of time of appointment.

<p>JOB FUNCTIONS</p>	<p>FREQUENCY</p>	<p>ANNUAL PERCENT OF TIME</p>
<p><u>Essential Functions:</u></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>		

Other Functions:

SKILLS, KNOWLEDGE AND ABILITIES

Describe the skills, knowledge, and abilities which are essential for successful performance of this position. List them in descending order of importance.

Next, indicate the function(s) for which each skill, knowledge and ability is required.

JOB FUNCTION REFERENCE

SKILLS, KNOWLEDGE AND ABILITIES

PHYSICAL CHARACTERISTICS / WORK ENVIRONMENT

Only when applicable, please describe the physical characteristics or adverse/hazardous conditions of the essential job functions to be performed.

JOB FUNCTION REFERENCE

PHYSICAL CHARACTERISTICS

ADDITIONAL JOB-RELATED INFORMATION

Please include information on creativity or innovation required for successful completion of job responsibilities and any other comments that would add to an understanding of this position. **Include frequency of travel on a monthly basis.**

SIGNATURES

INCUMBENT:

I have read this position description and understand its contents.

Employee Signature

Date

IMMEDIATE SUPERVISOR

This position description accurately describes the essential functions assigned to this position.

Immediate Supervisor Signature

Date

Appendix IIa

Eastern Oregon University

JOB EVALUATION PLAN

For

ADMINISTRATIVE MANAGERIAL & PROFESSIONAL JOBS

December 2006

Rebecca Bordreaux, CCP, CBP, SPHR

This job evaluation plan is designed to conform to the provisions of the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, the American Disability Act of 1992 and other laws and regulations which may be interpreted to relate to the valuing of jobs and to the administration of employee compensation.

Specifically, the factors used to value jobs in this plan relate to the "universal factors" included in the laws [skill, effort, responsibility and working conditions] as follows:

I. KNOWLEDGE

- A. Formal Education/Training
- B. Work Experience
- C. Mental Demands

II. OPERATING RESPONSIBILITY

- D. Complexity and Difficulty of Operating Decisions
- E. Impact of Operating Decisions on the Organization

III. ADMINISTRATIVE RESPONSIBILITY

- F. Difficulty and Complexity of Responsibilities for Work of Others
- G. Scope of Responsibility for Direct Supervision

IV. WORK ENVIRONMENT

- H. Adverse Working Conditions
- I. Hazardous Working Conditions

KNOWLEDGE

The first two evaluation factors measure: a) the minimum level of formal education/training; and, b) the work experience required in order to be proficient in the job.

The two factors should be considered together once the evaluations have been completed. When education/training and work experience are interchangeable, the job should be rated at that combination of the two which represents the most desirable, considering what an incumbent needs to know in order to have a reasonable chance of success in the job.

A. EDUCATION & TRAINING

Category	Description	Possible Score
1.	<u>Basic</u> skills, supplemented by specialized or technical knowledge; equivalent to 3-12 months of vocational/specialized training.	70
2.	<u>Extensive</u> technical/specialized knowledge; equivalent to an Associates degree or 2-3 years of vocational/ specialized training.	90
3.	<u>Broad</u> educational background including <u>advanced</u> verbal, writing and math skills; equivalent to a two to three-year degree in a specialized technical field.	125
4.	Extensive knowledge in a technical or <u>professional</u> field, equivalent to a four-year college degree (BA or BS)	165
5.	<u>Advanced</u> level of knowledge in a technical or professional field, equivalent to an <u>advanced</u> degree (MA/MLS/MS/MBA/CPA/Law).	210
6.	Doctorate degree.	270

B. PROFESSIONAL WORK EXPERIENCE REQUIRED RELEVANT TO POSITION

Category	Description	Possible Score
1.	One Year.	10
2.	Two Years.	30
3.	Three to Four Years.	60
4.	Five to Seven Years.	100
5.	Eight to Ten Years.	150
6.	Eleven or More Years.	210

C. MENTAL DEMANDS

This factor measures the extent to which original and independent thinking and resourcefulness are required in the job. This factor includes the ingenuity involved in negotiating/counseling with others as well as the creativity required to originate and develop new or improved methods, procedures, programs, plans and products. When rating the job, match it first to one of the seven levels; if the description matches the job, use the middle number for the level - if the job requires somewhat more than the description, use the larger number - if it requires somewhat less, use the smaller number.

Category	Description	Possible Score
1.	Required to develop improved methods and procedures and to use resourcefulness in applying knowledge.	60
2.		65
3.		70
4.	Originates new or improved methods and procedures, OR, requires <u>independent</u> thinking to improve the operations of own department/office.	80
5.		90
6.		100
7.	Originates or develops improved procedures, products or ideas when methods are not fully defined, OR, refines ideas of a complex nature, OR, requires <u>independent</u> thinking to accomplish <i>major</i> changes to operations of own department/office.	110
8.		130
9.		150
10.	Originates or develops <i>moderately</i> complex methods, procedures, products or ideas in new and undefined areas, OR, applies <u>independent</u> thinking to direct a <i>major</i> operation of a department/office.	170
11.		190
12.		210
13.	Originates or develops complex methods, procedures, products or ideas in new and undefined areas, OR, applies <u>independent</u> thinking to direct a department.	230
14.		255
15.		280
16.	Originates or develops <i>very</i> complex ideas/concepts in new and undefined areas, OR, applies <u>independent</u> thinking to direct a division that has <i>significant impact</i> on entire organization.	310
17.		340
18.		370

OPERATING RESPONSIBILITY

This factor measures the extent to which the job incumbent is responsible for the management of operations; consider: the difficulty and complexity of analytical ability, judgment and timeliness in making decisions/taking actions on policies, operating problems and operating decisions.

D. COMPLEXITY AND DIFFICULTY OF OPERATING DECISIONS

Category	Description	Possible Score
1.	Operating decisions made by interpreting specific guidelines or practices; may assist in formulating recommendations on difficult/important decisions.	85
2.	Operating decisions and actions are difficult and/or not fully prescribed; <i>regularly</i> develops solutions to problems using established principles.	125
3.	Operating decisions and actions are guided by established objectives, without prescribed guidelines and require resolution of complex problems using factual information/ management principles; decisions <u>impact</u> several related functions/work areas/offices.	150
4.	Operating decisions are complex and <u>impact</u> the operations of diverse functions/departments; analyses are relatively original and <i>considerable</i> latitude is exercised in reaching decisions.	180
5.	Operating decisions are final and impact the <u>entire organization</u> in the short-term; <i>regularly</i> makes recommendations on long-term, strategic issues facing the organization.	270

E. IMPACT OF OPERATING DECISIONS ON THE ORGANIZATION

This factor measures the extent to which the job incumbent is responsible for the management of operations. Consider the extent to which the accuracy, timeliness and adequacy of such decisions impact operations.

Category	Description	Possible Score
1.	<i>Moderate</i> costs/impact on own work area.	25
2.	<i>Considerable</i> costs/ <u>impact</u> on own work area	55
3.	<i>Major</i> impact to <u>efficiency/effectiveness</u> or operations of a <i>significant</i> office.	90
4.	<u>Impact</u> of operating decisions outside of immediate work area.	130
5.	<i>Major</i> <u>impact</u> on the <u>performance</u> of a department	150
6.	<i>Major</i> <u>impact</u> on the performance of a division that accounts for a <i>significant</i> portion of organizational performance.	180

ADMINISTRATIVE RESPONSIBILITY

The next two factors measure the extent to which the job incumbent is responsible for the work of others, in the form of direct supervision or as functional direction/technical advice, whether it be in instructional support, institutional support, or administrative support. These factors consider: f) the difficulty and complexity of the incumbent's responsibilities for the work of others, and g) the size of affected, as well as the variety of complexity of work performed by those directed.

F. DIFFICULTY AND COMPLEXITY OF RESPONSIBILITIES FOR WORK OF OTHERS

Category	Description	Possible Score
1.	No <i>significant</i> responsibility for directing others.	25
2.	Supervision is routine and activities of subordinates are covered by established policy/procedure with limited diversity in types of activities performed, OR, <i>occasional</i> functional guidance is provided in one specialized discipline, to a small work group.	40
3.	Supervision involves work that is technical and diverse in nature; subordinates may work on multiple shifts and in multiple locations and/or require close attention to how their work is integrated, OR, <i>regular</i> functional guidance is provided in a <u>complex discipline</u> to a diverse work group.	55
4.	Supervision may involve complex multi-shift or multi-location coordination and is of a work unit performing very complex technical work involving <i>significant</i> diversity or staffing and managing all personnel involving few levels of reporting and limited diversity, OR, <i>regular</i> functional guidance is provided in a <u>complex discipline</u> to all of a department.	75
5.	Responsible for staffing and managing personnel involving multiple levels of supervision and very technical and diverse work; OR, functional guidance in most facets of a very <u>complex discipline</u> is provided to a <i>significant</i> portion of the organization.	95
6.	Responsible for staffing and managing all personnel of a highly technical and complex section involving several levels of supervision and very diverse activities; OR, functional guidance in most facets of a very <u>complex discipline</u> is provided to the <i>entire</i> organization.	120

G. SCOPE OF RESPONSIBILITY FOR DIRECT SUPERVISION

NOTE: This sub-factor applies only to subordinate personnel who report to the job being rated (includes hire/fire authority, appraisal, etc.)

Category	Description	Possible Score
1.	No staff supervision.	0
2.	Coordination or direction of function of others. (If points awarded for supervision of students and/or employees, no points awarded for coordination.)	5
3.	Supervision of group of 1-5 employees.	15
4.	Supervision of 6-14 employees.	30
5.	Supervision of 15+ employees.	50
6.	<i>Supervision of</i> , 25-50% or more of institute.	125
7.	Supervision of 50% or more of the total employment of the institute.	200
8.	Entire institute.	250
9.	Supervision of 1-5 student employees	7
10.	Supervision of 6-14 student employees	15
11.	Supervision of 15+ student employees.	25

WORK ENVIRONMENT

The next two factors measure the extent to which the job is performed in an environment that includes adverse conditions and/or hazards. The two factors consider: 1) the frequency and nature of adverse conditions to which the employee is exposed and which cannot reasonably be avoided when performing the job, and 2) the frequency and nature of hazards to which the employee is exposed and which cannot reasonably be avoided when performing the job.

H. ADVERSE CONDITIONS

Category	Description	Possible Score
1.	<i>Occasional</i> exposure to <i>moderately</i> unpleasant conditions, including occasional travel.	10
2.	<i>Frequent</i> exposure to <i>moderately</i> unpleasant conditions or occasional exposure to <i>very</i> disagreeable conditions. <i>Frequent</i> travel.	25

I. HAZARDS

Category	Description	Possible Score
1.	<i>Occasional</i> exposure to minor injury.	15
2.	<i>Frequent</i> exposure to minor injury or <i>occasional</i> exposure to major injury.	40

Eastern Oregon University

JOB EVALUATION PLAN

For

Administrative positions

**TECHNICAL, CLERICAL, TRADES &
OPERATING JOBS**

This job evaluation plan is designed to conform to the provisions of the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, the American Disability Act of 1992 and other laws and regulations which may be interpreted to relate to the valuing of jobs and to the administration of employee compensation.

Specifically, the factors used to value jobs in this plan relate to the "universal factors" included in the laws [skill, effort, responsibility and working conditions] as follows:

I. SKILL

- A. Formal Education/Training
- B. Work Experience
- C. Physical Skill/Dexterity

II. EFFORT

- D. Physical Effort
- E. Mental Effort

III. RESPONSIBILITY

- F. Responsibility for Impacting Performance
- G. Responsibility For Own Work
- H. Responsibility for Contacts with Others
- I. Responsibility for Assets
- J. Responsibility for Confidential Information
- K. Responsibility for Work of Others
- L. Responsibility for Safety of Others

IV. WORKING CONDITIONS

- M. Adverse Working Conditions
- N. Hazardous Working Conditions

SKILL

The first two skill factors measure the minimum level of knowledge required in order to be proficient in the job. When education/ training and work experience are interchangeable, the job should be rated at that combination of the two which represents the most desirable, considering what an incumbent needs to know in order to have a reasonable chance of success in the job.

A. FORMAL EDUCATION/TRAINING

This factor measures the minimum level of formal education and training required for a person entering the job to have a reasonable chance of success, based on having the requisite knowledge for learning and performing the work.

Category	Description	Possible Score
1.	<u>Basic skills</u> , supplemented by <u>specialized</u> or <u>technical</u> knowledge: equivalent to 1-3 months of vocational/ <u>specialized</u> training beyond high school.	5
2.	<u>Basic skills</u> , supplemented by <u>specialized</u> or <u>technical</u> knowledge; equivalent to 3 - 12 months of vocational/ <u>specialized</u> training.	10
3.	<u>Basic skills</u> , supplemented by extensive <u>specialized</u> or <u>technical</u> knowledge; equivalent to 1-2 years of vocational/ <u>specialized</u> training.	20
4.	<i>Extensive</i> <u>technical/specialized</u> knowledge; equivalent to a <u>non-technical</u> Associates degree or 2-3 years of vocational/ <u>specialized</u> (e.g. Trades, Food Service) training.	30
5.	<i>Broad</i> educational background including <u>advanced</u> verbal writing and math skills; equivalent to a 4 year <u>non-technical</u> college degree (BA) which is <i>not</i> directly applied in job, or a 2-3 years of university level work in a <u>specialized technical</u> area (e.g. Accounting, Information Technology, Allied Health) field which <i>is</i> directly applied in the job.	40

B. WORK EXPERIENCE

This factor measures the minimum level of formal education and training required for a person entering the job to have a reasonable chance of success, based on having the requisite knowledge for learning and performing the work.

Category	Description	Possible Score
1.	None	0
2.	One Year	7
3.	Two Years	14
4.	Three Years	21
5.	Four to Five Years	28
6.	Six to Seven Years	35
7.	Eight to Ten Years	45
8.	Over Ten Years	55

C. PHYSICAL SKILL & DEXTERITY

This factor measures the physical skill (precision; accuracy; dexterity; speed; coordination) required.

Category	Description	Possible Score
1.	<i>Occasional</i> demands for accuracy/precision, with <i>moderate</i> dexterity requirements. This may include <i>significant</i> visual attention on an <u>intermittent</u> basis.	5
2.	<i>Regular</i> demands for accuracy/precision and visual demand, with <i>moderate to high</i> levels of speed and/or dexterity.	10
3.	<i>Continual</i> visual attention in performing complex work to very close limits of <i>high</i> accuracy and quality, or coordinating a high degree of manual dexterity for sustained periods. <i>Regular</i> demands for high level of speed/dexterity.	15
4.	Work requiring highly skilled, precise and complex physical skills on a <i>constant</i> basis and includes intense and exacting visual demands and/or dexterity.	20

EFFORT

D. PHYSICAL EFFORT

This factor measures the physical effort required in order for the incumbent to perform the critical elements of the job. When non-critical activities may feasibly be assigned to others in the same job or unit who are typically available when needed, do not consider physical requirements associated with performing those activities.

Category	Description	Possible Score
1.	<i>Occasional</i> exertion involving average weight materials (up to 35lbs.) or fixed work position, involving <i>little</i> physical fatigue.	5
2.	<i>Regular</i> exertion over a significant portion of the work day, typically resulting in <i>moderate</i> fatigue (i.e., loading and unloading of boxes/cargo, using heavy hand-held equipment such as a floor buffer).	10
3.	<i>Frequent</i> physical exertion for sustained periods, <i>regularly</i> resulting in substantial fatigue.	15

E. MENTAL EFFORT

This factor measures work complexity and the degree of independent action and exercise of judgment required to perform the job satisfactorily: such as developing methods or procedures, analyzing work/problems, dealing with diverse operations and issues, etc. This further involves consideration of whether there are procedures or precedents established affecting conditions and decision-making.

Category	Description	Possible Score
1.	Work involves some variety of simple clerical and/or manual operations. Work is guided by detailed instructions and requires <i>little</i> , if any, authority to exercise <u>independent</u> judgment.	5
2.	Work involves a variety of clerical and/or manual operations, guided by well defined procedures. May <i>occasionally</i> involve the exercise of some <u>discretion</u> and/or judgment to select which methods are applicable.	12
3.	Work involves a variety of <u>advanced</u> clerical and/or manual operations, guided by general procedures or instructions. <i>Regularly</i> uses <u>discretion</u> and/or independent judgment in performing work; refines existing methods or selects from alternative techniques. Unfamiliar situations are usually referred to a higher level of authority.	22
4.	Work involves a wide variety of involved operations, requiring the <i>interpretation</i> of broad guidelines. <i>Regularly</i> requires the use of <u>independent</u> judgment, initiative and ingenuity to plan and execute programs/functions (i.e. retreats, student awards, retirement dinner, etc.) and to develop new procedures/methods.	35
5.	Work is <i>difficult</i> and of a <u>specialized/technical</u> nature, sometimes performed <u>without procedures or standards</u> to guide actions. <u>Originates new ideas</u> and/or methods in relatively undefined areas. Examples include analyzing/troubleshooting complex systems or problems.	50
6.	Requires performance of very complex and difficult work, frequently requiring <u>independent</u> action without established methods, standards or precedents to guide actions.	70

RESPONSIBILITY

F. RESPONSIBILITY FOR IMPACTING PERFORMANCE

This factor measures the impact the job can have on the performance of the business, work unit, customers or community as a result of typical errors that result from actions or decisions that involve items such as equipment, material, money, and customer satisfaction. Consideration is given to the seriousness of the error and the frequency or probability of the error. **Note:** Evaluate assuming that a competent employee performs the job with a normal amount of care and effort. Consider representative or typical errors, not remote or improbable situations.

Category	Description	Possible Score
1.	Errors can be readily detected, usually by the employee and, if made, would result only in minor delay and/or expense.	2
2.	Errors are usually discovered in succeeding operations where most work is checked or verified, and is <i>normally</i> confined to a single area or section of activity. <i>Moderate</i> delay and/or expense may be involved, as might customer service.	5
3.	Errors may not be detected, since work is usually not subject to direct verification. Work requires attention to accuracy; errors cause <i>significant</i> delay and/or expense and may <u>impact</u> customer service.	10
4.	Errors are difficult to discover, normally involving actions not subject to detailed review. Work requires careful attention to accuracy and errors cause major delay and/or expense and have an adverse <u>impact</u> on customer satisfaction and result in financial consequences.	17
5.	Work requires extreme care, due to constant opportunity to make errors that will not be detected until they cause product/service quality problems, customer dissatisfaction and/or result in <i>significant</i> financial consequences.	25

G. RESPONSIBILITY FOR OWN WORK

(LATITUDE/SUPERVISION RECEIVED)

This factor measures the amount of latitude exercised and the nature of supervision received in the job. Latitude includes independent judgment, discretion, decision-making and the like. The nature of supervision considers the frequency with which work is checked and the availability of the supervisor to provide direction.

Category	Description	Possible Score
1.	Close supervision; direction available <i>regularly</i> and work is checked on a <i>regular</i> basis.	2
2.	General supervision, with direction available <i>daily</i> . Work is checked soon after completion of work, before other processes are performed on results.	4
3.	General direction, with <i>periodic</i> checks on quality of work. Direction available upon request. Reporting is on exception basis or at end of projects.	7
4.	No regular supervision or check on work; direction available on request; work performed <u>independently</u> until end of projects, may be of extended duration.	10
5.	No <i>regular</i> supervision or check on methods used; monitored only on results of projects, which may be of extended duration and difficult for supervisor to evaluate for <u>technical</u> soundness.	15

H. RESPONSIBILITY FOR CONTACTS WITH OTHERS

Category	Description	Possible Score
1.	<i>Occasional</i> predominately institutional contacts involving providing/exchanging factual information.	3
2.	<i>Regular</i> predominately institutional contacts which are not controversial in nature and that are handled in accordance with established procedures.	7
3.	Responsibility for having <i>regular</i> contact with others* including other EOU departments which occasionally involve controversy, require diplomacy or relate to issues that are complex.	13
4.	Responsibility for having <i>regular</i> contact with others* including other EOU departments involving considerable complexity and that frequently involve controversy.	22
5.	Responsibility for having <i>regular</i> contact with others* including other EOU departments <i>requiring decisions</i> relative to working relationships <u>and</u> substantial controversy is involved which must be resolved by incumbent.	35

*(Suppliers, customers, outside agencies)

I. RESPONSIBILITY FOR ASSETS

This factor should consider actual responsibility, accountability and/or ownership for the level of assets listed. Willful misconduct is not a reason for higher accountability. It should consider the normal amount of risk associated with the assets.

Category	Description	Possible Score
1.	<i>Uses</i> tools and/or equipment on the job in multiple locations or has custody of small amounts of cash, OR <i>makes</i> recommendations for the expenditure of small amounts up to \$1000.	3
2.	<i>Has</i> custody of significant (\$1,000 to \$5,000) amounts of cash (e.g. cashiers), expensive tools/equipment OR <i>makes</i> recommendations for expending significant amounts of funds. Recommendations may be final or be subject to further review and approval.	6
3.	<i>Makes</i> recommendations for expending <i>large (over \$5,000)</i> amounts of organizational funds OR responsible for <i>very</i> expensive equipment. Recommendations are in final form or are based on research performed/ knowledge possessed by incumbents or personnel under their direction.	10

J. RESPONSIBILITY FOR CONFIDENTIAL/SENSITIVE INFORMATION

Confidential/sensitive information includes: payroll/ personnel records, student records, competitive pricing information, sensitive business plans/legal documents, counseling, medical records, grades, and/or Foundation donor records, where disclosure or misuse of information could result in *serious* consequences for the institution.

Category	Description	Possible Score
1.	<i>Occasional</i> access to and use of confidential/sensitive information is part of normal work routine.	2
2.	<i>Regular</i> access to and use of confidential/sensitive information is part of normal work routine.	4
3.	<i>Frequent</i> access to and use of confidential/sensitive information is an <i>integral</i> part of the job.	7
4.	<i>Continual</i> access to and use of information of a critical nature is an <i>integral</i> part of the job.	10

K. RESPONSIBILITY FOR THE WORK OF OTHERS

This factor includes responsibility for training others and for planning, assigning and checking their work as well as responsibility for direct supervision.

Category	Description	Possible Score
1.	No direct supervision.	0
2.	Coordination or direction of others.	4
3.	Supervisory direction/training to group of 1-5 employees performing routine work or technical/ specialized work.	12
4.	Supervisory direction/training responsibility for 6-15 employees performing routine work OR technical/ specialized work.	19
5.	Supervision to 15+ employees.	24
6.	Supervision of 1-5 students	6
7.	Supervision of 6-14 students.	9
8.	Supervision of 15+ students	12

L. RESPONSIBILITY FOR SAFETY OF OTHERS

Category	Description	Possible Score
1.	No significant responsibility for safety of others.	0
2.	Requires care while performing work, which could present a minor hazard to others.	5
3.	Requires attention to safeguarding others while performing work, which could result in injury to other workers or to the public.	10
4.	Requires <i>constant</i> close attention to how work is performed; carelessness could result in serious injury to others.	15
5.	Responsible for supervising the work of a unit involved in work which is hazardous to them or to the general public.	20

WORKING CONDITIONS

The two working conditions factors measure the extent to which the job is performed in an environment which includes adverse conditions and/or hazards. These include exposure to dust, dirt, heat, fumes, noise, vibration, wetness, hazardous materials, etc. The factor ratings should consider the frequency and nature of adverse conditions and the frequency and nature of hazards to which the employee is exposed and which cannot reasonably be avoided when performing the job. When working conditions vary with the specific work assignments such as those found in maintenance jobs, the degree selected should represent a weighted average of all the conditions encountered.

M. ADVERSE WORKING CONDITIONS

Category	Description	Possible Score
1.	No significant adverse conditions.	0
2.	Somewhat disagreeable working conditions due to <i>occasional</i> exposure to one or more of the elements listed above. May be exposed to one element continuously or several elements <i>occasionally</i> , but usually not at the same time (i.e. jobs in shops with moderate noise, oil). The job involves regular travel.	3
3.	Disagreeable working conditions where several of the above elements are <i>frequently</i> present to the extent of being disagreeable (i.e., Maintenance/Crafts jobs).	6
4.	<i>Continuous</i> and intensive exposure to several extremely disagreeable elements. Working conditions particularly disagreeable (i.e., roofing work).	10

N. HAZARDOUS WORKING CONDITIONS

Category	Description	Possible Score
1.	No significant exposure to hazards.	0
2.	<i>Occasional</i> exposure to minor injury.	6
3.	<i>Frequent</i> exposure to minor injury OR <i>occasional</i> exposure to major injury.	12

Appendix II c – Scoring Application Form – Clerical/Technical/Trades

SUMMARY

JOB TITLE:

FACTOR CATEGORY	FACTOR TITLE	SCORE
<u>SKILL</u>		
A.	EDUCATION/TRAINING	
B.	WORK EXPERIENCE	
C.	PHYSICAL SKILL & DEXTERITY	
<u>EFFORT</u>		
D.	PHYSICAL EFFORT	
E.	MENTAL EFFORT	
<u>RESPONSIBILITY</u>		
F.	RESPONSIBILITY FOR IMPACTING PERFORMANCE	
G.	RESPONSIBILITY FOR OWN WORK	
H.	RESPONSIBILITY FOR CONTACTS WITH OTHERS	
I.	RESPONSIBILITY FOR ASSETS	
J.	RESPONSIBILITY FOR CONFIDENTIAL INFORMATION	
K.	RESPONSIBILITY FOR THE WORK OF OTHERS	
L.	RESPONSIBILITY FOR THE SAFETY OF OTHERS	
<u>WORKING ENVIRONMENT</u>		
M.	ADVERSE WORKING CONDITIONS	
N.	HAZARDOUS WORKING CONDITIONS	
	TOTAL POINTS	

SUMMARY

JOB TITLE:

FACTOR	FACTOR TITLE	SCORE
<u>KNOWLEDGE</u>		
A.	EDUCATION & TRAINING	
B.	WORK EXPERIENCE	
C.	MENTAL DEMANDS	
<u>OPERATING RESPONSIBILITY</u>		
D.	DIFFICULTY & COMPLEXITY OF OPERATING DECISIONS	
E.	IMPACT OF OPERATING DECISIONS ON ORGANIZATION	
<u>ADMINISTRATIVE RESPONSIBILITY</u>		
F.	DIFFICULTY & COMPLEXITY OF RESPONSIBILITIES FOR WORK OF OTHERS	
G.	SCOPE OF RESPONSIBILITY FOR DIRECT SUPERVISION	
<u>WORK ENVIRONMENT</u>		
H.	ADVERSE WORKING CONDITIONS	
I.	HAZARDOUS WORKING CONDITIONS	
	TOTAL POINTS	

May 7, 2007

EASTERN OREGON UNIVERSITY
Administrative Faculty, Clerical/Technical/Trades

Salary Range	Low Points	High Points	Range Low	Range Mid	Range High
AA	100	124	\$31,968	\$38,361	\$46,033
BB	125	149	\$32,847	\$39,416	\$47,299
CC	150	174	\$33,750	\$40,500	\$48,600
DD	175	199	\$34,678	\$41,614	\$49,937
EE	200	224	\$35,632	\$42,758	\$51,310
FF	225	249	\$36,612	\$43,934	\$52,721
GG	250	274	\$37,618	\$45,142	\$54,171

Rebecca Bordreaux, CCP, CBP, CPHR

May 7, 2007

EASTERN OREGON UNIVERSITY
Administrative Faculty, Management/Professional

Salary Range	Low Points	High Points	Range Low	Range Mid	Range High
A	375	449	\$26,667	\$32,000	\$38,400
B	450	524	\$29,333	\$35,200	\$42,240
C	525	599	\$32,267	\$38,720	\$46,464
D	600	674	\$35,493	\$42,592	\$51,110
E	675	749	\$39,043	\$46,851	\$56,221
F	750	824	\$42,947	\$51,536	\$61,844
G	825	899	\$47,242	\$56,690	\$68,028
H	900	974	\$51,966	\$62,359	\$74,831
I	975	1049	\$57,162	\$68,595	\$82,314
J	1050	1124	\$62,879	\$75,454	\$90,545

Rebecca Bordreaux, CCP, CBP, CPHR

Appendix IV – Timely Notice

EASTERN OREGON UNIVERSITY

Timely Notice for Administrative Faculty Fixed Term

APPLICABILITY: All administrative faculty of Eastern Oregon University on fixed-term appointments.

A fixed-term appointment is a contract of employment for a specified period of time. When fixed-term appointments for administrative faculty will not be renewed, a notice will be given at least 90 days prior to the expiration of the current contract. If the notice of non-renewal is not given at least 90 days prior to the expiration of the current contract, the contract period will be extended to provide 90 days notice.

All appointments are made subject to the provisions of the Board of Higher Education Administrative Rules, including but not limited to those related to termination of employment and patent policy.

Recommended by:

Administrative Faculty Executive Committee – 7/1/07
President's Cabinet – _____

Approved: _____
Dixie Lund, President

Date: _____

Appendix V a – Grievance Process

EASTERN OREGON UNIVERSITY Grievance Procedure for Administrative Faculty

Purpose

The purpose of this grievance procedure is to provide for open communication, which promotes the equitable resolution of employment disputes. This procedure will be construed to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that EOU complies with all applicable laws and regulations.

Scope

This procedure will apply to all EOU administrative faculty. The terms and conditions of this procedure will not lessen any employee rights under existing institutional grievance procedures. Grievances based upon alleged illegal discrimination as set forth in the “*EOU Discrimination Grievance Procedure*” are not subject to this Grievance Procedure for Administrative Faculty. Administrative Faculty employees with grievances related to discrimination are referred to that document.

Definitions

For the purposes of this grievance procedure:

1. “Grievance” means a complaint by an administrative faculty employee that the employee was wronged in connection with termination for cause or the laws, rules, policies and procedures under which EOU operates, with the exception of reappointment. The conditions of reappointment are governed by OAR 580-021-0005.
2. “Administrative faculty” is defined as employees with primary job functions in the areas of administration, services, or research (rather than in the area of classroom instruction) with the exception of the President.
3. “Days” means calendar days unless expressly designated otherwise.

Informal Resolution Process

Individuals are encouraged to pursue informal resolution of their grievance by presenting the grievance directly to their supervisor within ten (10) days from the time the grievant became aware of the act, omission, or condition, which gave rise to the grievance. The supervisor will issue a response within ten (10) days of notification of the grievance.

Formal Resolution Process

In a formal grievance resolution process, all complaints, responses and decisions must be made in writing within the specified time limits. If a decision is not issued within the designated time limit, the grievant may submit the grievance to the next step or agree to an extension of time for the issuance of a decision. Any agreement to time extension must be stated in writing. In the event the grievant also seeks resolution in another forum, EOU may elect not to proceed with the grievance process.

- a. A written grievance must be submitted to the grivet’s immediate supervisor within thirty (30) days of the grievant first learning of the alleged act, omission, or condition this gave rise to the grievance. Should the employee engage in the “Informal Resolution Process” set forth above; this thirty (30) day period may be extended by the employee’s supervisor; however, this extension may not exceed a total of ten (10) days beyond receipt of the supervisor’s informal resolution response. The supervisor will issue a written decision to the grievant within fourteen (14) days of receipt of the written grievance.

- b. Should the grievant be dissatisfied with the decision of the supervisor, the grievant may appeal that decision to the appropriate Vice President. Such an appeal must be filed within ten (10) days of the date of mailing of the supervisor’s response. The Vice President may delegate responsibility for investigation of the grievance to a third party who will present written findings and recommendations to the Vice President. In either event, the Vice President will issue a written decision to the grievant within fourteen (14) days of the Vice President’s receipt of the appeal.

- c. Should the grievant be dissatisfied with the determination of the Vice President, an appeal may be filed with the President. Such an appeal must be filed within ten (10) days of the date of mailing of the Vice President’s decision. The President may conduct a review on the record and/or supplement the record in the manner deemed appropriate and necessary by the President, in the President’s sole discretion, in reaching a determination. The President may delegate authority and/or action in the process of resolving the grievance. The President will issue a written decision to the grievant, the Vice President and the supervisor/department head no later than thirty (30) days from the original date of the submission of the grivet’s appeal to the President. The decision of the President will be final.

Recommended:

Administrative Faculty Executive Committee – 7/1/07
President’s Cabinet _____

Approved: _____ Date: _____
Dixie Lund, President -

Appendix V b – Grievance Form

Appendix A
Grievance Form

Name(s) of Grievant: _____

Grievant's Home address and phone number: _____

Campus Address: _____ Campus Phone Number: _____

Campus Email: _____

STEP ONE – Informal Resolution:

- Present to the supervisor
- Copy sent to the Administrative Faculty Executive Committee Chair
- Human Resource

Please provide a brief description of the grievance and date(s) of the alleged violation:

STATEMENT:

Remedy sought:

Grievant's Signature: _____ Filing Date: _____

Filed with: _____

Employer's Response (Please attach additional pages if necessary, and return to grievant in a timely manner):

Appendix B

Grievance Review

- Having been denied a satisfactory resolution or having not been responded to in a timely manner at Step One, I hereby move the grievance to Step Two of the grievance procedure for review by the appropriate Vice President. Please schedule a meeting with me to discuss resolution of this matter within 10 days from today's date, _____
[PRINT DATE].**

Appropriate Vice President Response [Attach additional pages if necessary]

- Having been denied a satisfactory resolution or having not been responded to in a timely manner at Step Two, I hereby move the grievance to Step Three of the grievance procedure for review by the President. Please schedule a meeting with me to discuss resolution of this matter within 10 days from today's date, _____ [PRINT DATE].**
- Having been denied a satisfactory resolution or having not been responded to in a timely manner at Step Three, I hereby request review by the Chancellor of the Oregon University System. Please**

President's Response [Attach additional pages if necessary]

schedule a meeting with me within 10 days from today's date, _____ [PRINT DATE].

Signed: _____



Performance Evaluation

Administrative Faculty

The performance evaluation process is designed to enable the employee and supervisor to engage in frequent, positive and productive communication.

A primary role of the supervisor in this process is that of mentor. Although the definition of performance management requires a joint effort between supervisor and employee, the leadership role in achieving quality performance is the responsibility of the supervisor.

The supervisor will provide the employee an assessment of his/her performance for each major job responsibility and associated expectations. The assessment will communicate if the employee has met, exceeded, or failed to meet the stated responsibilities and expectations. The supervisor will outline where or how the employee has exceeded expectations. If the employee has not met assigned responsibilities and expectations, the supervisor will provide clear written feedback regarding deficiencies and requirements for improved performance.

Employee: Complete the front page; Part 1, self evaluation; Part IV, Additional Accomplishments; and Part V, employee identified goals.

Supervisor: Complete Part 1, supervisor evaluation; Part II, Performance Factors; Part III, Overall Supervisor Evaluation; and Part V, Supervisor Identified Goals.

Due in the Office of Human Resources: April 30th

Employee Name:

Position Title:

Department/Unit:

Supervisor Name & Title:

Review Period:

From:

To:

PART II. PERFORMANCE FACTORS (Circle appropriate number for each factor) To be completed by supervisor

Part 2 is to be used in preparation of performance appraisals for administrative faculty employees. Comments should be made about each of the general categories listed. The list of suggested indicators provides examples of the kind of measurements, which can be used to assess that aspect of performance. These examples are not intended to include all possible indicators. The numerical ratings given are intended to reflect the supervisor's overall assessment of performance in a category. *The ratings are also intended to be reflective of the accomplishment of goals and objectives during the appraisal period.*

- Rating Scale: *5 = Outstanding, far exceeds standards in all major areas*
4 = Highly effective, exceeds standards in some areas
3 = Satisfactory, meets standards
2 = Below standards and needs improvement
1 = Fails to meet requirements in major areas
NA = Not applicable

NOTE: Fractional increments of .25 may be used for scoring, e.g. 3.25, 3.5, 3.75, etc.

<u>Position Knowledge</u>
Rating:
Comments:
<u>Professionalism</u>
Rating:
Comments:
<u>Program Management, Problem Solving & Organizational Skills</u>
Rating:
Comments:
<u>Human Resource Management & Team Interaction</u>
Rating:
Comments:
<u>Communication</u>
Rating:
Comments:

<u>Financial Management & Control</u>
Rating:
Comments:
<u>Service to the University</u>
Rating:
Comments:
<u>Professional Development & Continuing Growth</u>
Rating:
Comments:
Part II Average:

PART III. OVERALL SUPERVISOR EVALUATION

Total Scores with Average:

Part I (Supervisor only)	Avg. Score	0.00
Part II	Avg. Score	
FINAL	Total Average Score	0.00

Outstanding Highly Effective Satisfactory Needs improvement Fails to meet requirements

PART IV. ADDITIONAL ACCOMPLISHMENTS – Completed by employee
 (These are duties the employee accomplished outside their job description)

OTHER SERVICE

1. Supervisory/Program Management: responsibilities and employee development, if applicable (e.g., Supervisory: annual evaluation(s) completed for all employees, training opportunities provided, etc.)

2. Community Service: (leadership and service to community, special honors, professional activities, committee assignments, training, civic service)
3. Institutional Service: (leadership and service to campus—promotion of university mission, affirmative action goals, strategic planning, outreach, etc.)
4. Professional Development Activities:

PART V. GOALS AND FOCUS AREAS FOR NEXT YEAR INCLUDING PROFESSIONAL DEVELOPMENT.

a. Employee identified:

b. Supervisor identified:

PART VI. REVIEW OF POSITION DESCRIPTION

Position description dated: _____

- Accurately reflects the current duties of the position;
- Will be revised and sent to Human Resources.

Supervisor Signature

Date

Employee Signature

Date

Employee's signature confirms only that the supervisor has discussed and given a copy of the material to the employee. The employee's signature does not indicate agreement or disagreement with the contents of this material.