Unit Missions

🎖 HR Mission Statement

Mission statement
"To contribute to Delta State University's strategic and operating success, and enhance the quality of work for all our employees."

Human Resource Foundation Principles

- Understand the business environment in which we perform
- Protect the dignity of our employees
- Demonstrate a true service orientation
- Pursue innovative approaches to human resource management
- Practice teamwork and mutual support within the human resource function
- Demonstrate principled leadership
- Act with integrity and high ethical standards.

Human Resource Strategic Plan

- Ensure a working environment that emphasizes open communication, respect for the individual, and a healthy balance between work, personal, and family life; and a work environment which ensures that employees derive a sense of accomplishment, contribution, and pride from their association with Delta State University.
- Establish a culture that values individual diversity, and emphasizes developing employees and their leadership capabilities.

Related Items
There are no related items.

User Outcomes

HR 01: UO Timely Processing of Job Postings
Start: 7/1/2013
End: 6/30/2014

User Outcome
Job postings will be processed within two business days from the creation of a job positing to the time Human Resources receives approval to post an announcement. With the job posting automated will enhance institutional effectiveness and to assure high-quality, diverse faculty and staff are recruited.

Data Collection (Evidence)

- Data collection will begin each new fiscal year and will be analyze three to four times a year to ensure positions are posted within two days from date of approval.
- Modifications will be made and research will be conducted to determine why job postings are not processed within two business days and documented accordingly.
- PeopleAdmin will record when a job is initiated to the time it is posted.

Results of Evaluation

Use of Results and Recommendations

Related Items
There are no related items.

HR 02: UO Timely Processing of Employment Action Forms
Start: 7/1/2013
End: 6/30/2014

User Outcome
Employment Action Forms (EAF) forms are processed within three business days from receipt. By processing Employment Action Forms within three days will enhance institutional effectiveness and to assure high-quality, diverse faculty and staff are recruited.

Data Collection (Evidence)

- Excel will be used to record the date the EAF form is received and the date it is processed. Excel will calculate the number of days to process an EAF form.
- Data collection will begin each new fiscal year and will be analyze three to four times a year to ensure Employment Actions Forms (EAF) are processed within three days from date of approval.

- Modifications will be made and research will be conducted to determine why Employment Actions Forms (EAF) are not processed within three business days and documented accordingly.

Results of Evaluation

885 (94.86%) EAFs were processed on the same day of receipt or when eligible to process

48 (5.14%) EAFs were processed within 1 day of receipt or when eligible to process

933 EAF forms were processed from July 2013 - June 2014.

- Tracking Forms 13-14

Use of Results and Recommendations

Results show that 100% EAF forms were processed within 3 days of receipt or when they became eligible for processing. Results show that Human Resources is dedicated to ensure all status changes and new employees are processed timely and efficiently. With the addition of the Employment and Benefits Administrator processing the EAF forms, the number of processing days have been reduced. Human Resources will continue to process EAF forms that are submitted before the payroll deadline within three business days to ensure that the employee(s) is/are timely paid and/or changes to the employees' accounts are reflected within a particular payroll cycle. Continuous trainings will be provided to department heads on the proper paperwork needed in order to process the EAF forms correctly. Delays in processing forms are due to incorrect paperwork or no paperwork, such as I-9 forms, tax forms, etc. being submitted with the EAF.

Related Items

There are no related items.

Unit Goals

HR 2014_01: Electronic Action Forms

Start: 7/1/2013
End: 6/30/2014

Unit Goal
Implement Electronic Employment Action Forms to increase the workload efficiency and data integrity.

Evaluation Procedures
The Human Resources staff will build and test EPAFs to meet the various payroll actions needed to employ individuals, change status on current employees, pay overloads and adjuncts, and terminate employees. Human Resources will create a test environment before rolling the product out to selective campus departments.

Actual Results of Evaluation
Training for Human Resource employees were held during October, November and December 2013. Ellucian conducted the trainings.

Use of Evaluation Results
EPAFs will be developed and tested during the calendar year 2014 with an implementation date of 2015.

Related Items
SP3.Ind10: Personnel Training -- HR and other
SP4.Ind08: Campus Efficiencies
SP4.Ind11: Process manuals

HR 2014_02: Review of University Employment Policies

Start: 7/1/2013
End: 6/30/2014

Unit Goal
Review and update the Employment section of the University Policies webpages and develop new policies to address issues on campus.

Evaluation Procedures
Human Resources will develop, review, and maintain ready access to well-developed and understandable university policies in relation to employment issues. Each policy will be reviewed to ensure compliance with university procedures and federal and state laws.

Actual Results of Evaluation
During the FY2014 the following policies were updated or created:

- Faculty Merit Pay
- Staff Emeritus Policy
- Administrative Structure Policy
- Family Medical Leave Act and National Defense Authorization Act Policy
- FERPA Policy
- Harassment Policy
- Responding to Employment Verifications and Reference Checks
- Years of Service Policy
- Employment of Foreign Nationals
- Emeritus Status - Staff Policy
- Adjunct Faculty Policy
- Additional Compensation Pay Policy
- Awards - Staff Policy
- Rights and Responsibilities - Faculty Policy
- Alcohol Policy
- Faculty Positions Policy

Use of Evaluation Results
Policies that are maintained and updated will be easy to read and understand, support the university's mission, provide faculty, staff, and students with clear, concise guidelines, document how the university conducts business, and achieve accountability by identifying the offices responsible for policies.

University policies will be presented in a common format, formally approved by Cabinet, maintained centrally and accessible to all interested parties, linked electronically to procedures for implementing the policy, and keep current within the framework of an organized system of change control.

Related Items
SP4.Ind02: Audits
SP4.Ind07: Website
SP4.Ind08: Campus Efficiencies
SP4.Ind10: Data Integrity

HR 2014_03: Affirmative Action Plan
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Update Affirmative Action Plan.

Evaluation Procedures
The Affirmative Action Plan will be updated with the required components consisting of the veterans, individuals with disabilities, minorities and female

information. An Affirmative Action website will be developed and communication to all employees to ensure compliance with the Plan.

Actual Results of Evaluation
Data is being compiled for the AAP and will be analyzed during FY2014. The AAP report will be generated and posted to the DSU website.

Use of Evaluation Results
The Affirmative Action Plan will be used to determine which employee classes are underrepresented, and a plan will be developed to address the underrepresented categories.

Related Items
SP2.Ind02: Retention
SP3.Ind05: Retention of personnel
SP3.Ind06: Diversity
SP5.Ind05: Diversity initiatives

SP5: Improve the quality of life for all constituents

HR 2014_04: Recruit, Retain, Diverse Employees
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Human Resources will seek to assist departments in their efforts to recruit, retain and develop a diverse faculty and staff who possess the core competencies needed for personal and institutional success.

Evaluation Procedures

- Development of strategies to retain quality faculty and staff; increase diverse publications for job postings; and, increase percentage of minority faculty by 21 percent by end of FY 14.
- Treat every employment decision as an opportunity to hire or promote.
- Review Delta State University's Affirmative Action Plan to ensure recruitment and promotion efforts are in compliance with the stated affirmative action goals and assisting managers with good faith efforts toward achieving affirmative action goals and objectives.
- Develop tools and techniques that managers and administrators can use to assess and improve their efforts to recruit, hire, train, promote, and retain individuals from diverse groups.
- The Human Resources' website is updated with comprehensive information regarding recruiting and retaining minorities for compliance with Affirmative Action.

Actual Results of Evaluation
Minority employees increased/decreased in the table below.

Fall 2013	FT Fac	PT Fac	FT Staff	PT Staff	Total	% Minority		Grad Asst	Total w/GA	% Minority w/GA
Minorities	32	11	111	16	170	27.69%		24	194	28.61%
Total	183	78	308	45	614			64	678	

Overall, minority employees increased by .11% for faculty and staff and decreased by .09% with graduate assistants

- FY2014 Annual Report Data Diversity

Use of Evaluation Results
Actively pursue minority in diverse publications by publicizing job announcements through under-represented communities, diverse agencies (historically minority schools), diverse publications and online venues that target under-represented applicants. Seek suggestions from department/chairs and deans for minority recruiting in the respective discipline. Actively use Human Resources' Facebook page to post job positions,

Continue discussion of creating a Chief Diversity Officer position and a Diversity Department to assist with increasing diversity and providing diversity education for faculty and staff.

Related Items
SP3.Ind01: Faculty and staff hiring
SP3.Ind05: Retention of personnel
SP3.Ind06: Diversity

HR 2014_05: HR Procedure Manual and Data Integrity
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Develop a Human Resources procedure manual for data entry, office functions, data and integrity standards, and processes. Provide training for employees for Banner data entry.

Evaluation Procedures

The Human Resources staff will detail each job function and create a manual in order to create better efficiency within the office. Written data and integrity standards will be created to ensure information entered into Banner is in a consistent manner.

Actual Results of Evaluation

Due to workload, litigations, compensation study, and other projects and trainings, a procedure and data integrity manual was not created. User manuals were created to assist end users with leave time entry, PeopleAdmin, and recruiting and selection employees.

- PHATIME_instructions_2013
- SelectionInterviewGuide13
- USER GUIDE-REvised

Use of Evaluation Results

An office procedure and data integrity manual will be emphasized in FY 2015.

Related Items

SP4.Ind10: Data Integrity
SP4.Ind11: Process manuals

HR 2014_06: Training and Services

Start: 7/1/2013
End: 6/30/2014

Unit Goal

Determine the services and trainings employees would like Human Resources to provide and design/present the training program.

Evaluation Procedures

Conduct a survey prepared by Institutional Research and Planning to determine trainings and services needed. Human Resources will research and present the various trainings to employees. Training manuals will be provided.

Actual Results of Evaluation

A survey was administered by Institutional Research and Planning in March 2014. Respondents indicated a greater need for training on individual retirement planning, financial planning, FMLA, health insurance program, workman's compensation, and benefits questions and answer sessions.

Attached are the results to the survey. Overall Human Resources received a positive response to the services and professionalism of the HR staff.

- HR Satisfaction Spring 2014
- HR Satisfaction Survey_Other_Spring 2014
- HR Satisfaction Survey_Staff_Spring 2014
- HR Satisfaction_Faculty_ Spring 2014

Use of Evaluation Results
Human Resources provided improved communication and benefit services to the campus and is viewed as a strategic partner. Trainings were held on workman's compensation, Family Medical Leave Act, and the types of leave offered to employees.

Attached is the PowerPoint presentation.

- Timekeepers Power Point presentation

Related Items
SP3.Ind04: Technology training
SP3.Ind10: Personnel Training -- HR and other

HR 2014_07: Classification and Compensation Plan
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Implement a classification and compensation plan for faculty and staff.

Evaluation Procedures
Human Resources and the University administration and Leadership committee will review the data presented from the Centre Group. Meetings will be held to explain the compensation plan and the grade level structure. Job descriptions and grade levels will be communicated to all employees affected. Cabinet will create a plan to implement the recommended changes to the new salary structures.

Actual Results of Evaluation
The Classification and Compensation Study was implemented during FY 2014. Letters were sent to all faculty and staff detailing the new grade level, grade level scale, and exempt status. The Job Evaluation Committee was formed to evaluate and assign grade levels to new and updated positions. The committee is comprised from representatives from across the campus and divisions.

Attached is the Job Evaluation manual, job grade level scales, job evaluation committee design, and other relative documents.

- Grade Level Scales
- JE Level_Factor_Points

- JE Results 11-13-13
- Job Evaluation Committee Design
- Job Evaluation Guide 6-5-13

Use of Evaluation Results

The Classification and Compensation Study will assist in hiring and recruiting employees to DSU. This study will ensure that employees are being paid according to market value. The plan details the salary structure for faculty and staff to reach their minimums of the salary range associate with their position. DSU will implement a plan to move affected employees who fall below the minimum or the living wage to their new proposed level.

- Final Rpt 1-4-13
- Salary Administration Desk Reference

Related Items
SP3.Ind01: Faculty and staff hiring
SP3.Ind02: Salary
SP3.Ind05: Retention of personnel
SP3.Ind06: Diversity

Section IV.a

Brief Description

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.b
Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.d

Economic Development Initiatives and Progress

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit
Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)
Noteworthy activities and accomplishments

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.d

Position(s) requested/replaced with justification

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section VI.b

Recommended Changes for the Coming Year

Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

	Date Received	Date Processed	# of Days to Process
T Norman (redistr)	3-Jul-2013	3-Jul-2013	0.00
J D McCormick (promo)	3-Jul-2013	3-Jul-2013	0.00
A Mondy (temp)	19-Jul-2013	19-Jul-2013	0.00
B Gilbert (raise)	19-Jul-2013	19-Jul-2013	0.00
M Fair (raise)	19-Jul-2013	19-Jul-2013	0.00
M Cunningham (SS)	19-Jul-2013	19-Jul-2013	0.00
S Layman (SS)	19-Jul-2013	19-Jul-2013	0.00
J Robinson (SS)	19-Jul-2013	19-Jul-2013	0.00
D Prather (ss)	19-Jul-2013	19-Jul-2013	0.00
S Loper (PT)	26-Jul-2013	26-Jul-2013	0.00
S. Freeman (term)	29-Jul-2013	29-Jul-2013	0.00
J. Adams (adjunct)	29-Jul-2013	29-Jul-2013	0.00
A. Barton (term)	29-Jul-2013	29-Jul-2013	0.00
D Taylor (term)	29-Jul-2013	29-Jul-2013	0.00
A Jones (term)	29-Jul-2013	29-Jul-2013	0.00
C Williams (term)	29-Jul-2013	29-Jul-2013	0.00
H Logan (nh pt)	29-Jul-2013	29-Jul-2013	0.00
A McCallum (nh pt)	29-Jul-2013	29-Jul-2013	0.00
E Yanes (nh pt)	29-Jul-2013	29-Jul-2013	0.00
A Havard (nh)	30-Jul-2013	30-Jul-2013	0.00
C Serrano-Garcia (pt)	1-Aug-2013	1-Aug-2013	0.00
ML Barlow	1-Aug-2013	1-Aug-2013	0.00
E Holecek (term)	1-Aug-2013	1-Aug-2013	0.00
D Covington (term)	1-Aug-2013	1-Aug-2013	0.00
M Powell (term)	1-Aug-2013	1-Aug-2013	0.00
J Grose (term)	1-Aug-2013	1-Aug-2013	0.00
R Freelon (term)	2-Aug-2013	2-Aug-2013	0.00
A. Cowins (term)	2-Aug-2013	2-Aug-2013	0.00
L. McDowell (promo)	5-Aug-2013	5-Aug-2013	0.00
G. Redlin (term)	5-Aug-2013	5-Aug-2013	0.00
C. Snow (overload)	6-Aug-2013	6-Aug-2013	0.00
T. Liddell (new hire)	6-Aug-2013	6-Aug-2013	0.00
C. Beach (new hire)	6-Aug-2013	6-Aug-2013	0.00
K. Trotter (promo)	6-Aug-2013	6-Aug-2013	0.00
C. Clemons (increase)	6-Aug-2013	6-Aug-2013	0.00
M. Pentecost (promo)	6-Aug-2013	6-Aug-2013	0.00
M. mabus (new hire)	12-Aug-2013	12-Aug-2013	0.00
C. Jones (new hire)	12-Aug-2013	12-Aug-2013	0.00
G. Meador (reappt)	12-Aug-2013	12-Aug-2013	0.00
S. Groh (ssII instructor)	12-Aug-2013	12-Aug-2013	0.00
C. Jurgenson (new hire)	12-Aug-2013	12-Aug-2013	0.00
J. Overstreet (leave without pay)	12-Aug-2013	12-Aug-2013	0.00
T. Alvarez (adjunct)	12-Aug-2013	12-Aug-2013	0.00
J Ware (term)	13-Aug-2013	13-Aug-2013	0.00
E Pounds (term)	13-Aug-2013	13-Aug-2013	0.00

C Oleis (nh)	13-Aug-2013	13-Aug-2013	0.00
J Roberson (term)	13-Aug-2013	13-Aug-2013	0.00
D Herman (term)	13-Aug-2013	13-Aug-2013	0.00
R Doyle (NH)	13-Aug-2013	13-Aug-2013	0.00
J. Wilson (newhire)	16-Aug-2013	16-Aug-2013	0.00
J Baxley (nh)	19-Aug-2013	19-Aug-2013	0.00
K Thomas (nh)	19-Aug-2013	19-Aug-2013	0.00
A Gorman (term)	19-Aug-2013	19-Aug-2013	0.00
B. Pickens (new hire)	19-Aug-2013	19-Aug-2013	0.00
A. Bridges (elearning)	19-Aug-2013	19-Aug-2013	0.00
H. Johnson (overload)	19-Aug-2013	19-Aug-2013	0.00
E. Mallette (overload)	19-Aug-2013	19-Aug-2013	0.00
C. Riddle (overload)	19-Aug-2013	19-Aug-2013	0.00
K. Trotter (overload)	19-Aug-2013	19-Aug-2013	0.00
C. Bishop (overload)	20-Aug-2013	20-Aug-2013	0.00
M. Ewing (new hire)	20-Aug-2013	20-Aug-2013	0.00
B. Wilder (term)	20-Aug-2013	20-Aug-2013	0.00
S. Johnson (new hire)	20-Aug-2013	20-Aug-2013	0.00
L. Stringfellow (labor dist)	20-Aug-2013	20-Aug-2013	0.00
M. Funderburk (temp)	20-Aug-2013	20-Aug-2013	0.00
I. Nesbit (adjunct)	21-Aug-2013	21-Aug-2013	0.00
F. Janoush (new hire)	21-Aug-2013	21-Aug-2013	0.00
R. Houston (adjunct)	21-Aug-2013	21-Aug-2013	0.00
M. Norwood (adjunct)	21-Aug-2013	21-Aug-2013	0.00
B. Davis (degree)	21-Aug-2013	21-Aug-2013	0.00
E. Schmidt (adjunct)	21-Aug-2013	21-Aug-2013	0.00
A. Herrod (dist chg)	23-Aug-2013	23-Aug-2013	0.00
D. Seals 9dist chg)	23-Aug-2013	23-Aug-2013	0.00
E. newman (dist chg)	23-Aug-2013	23-Aug-2013	0.00
J. Grantham (dist chg)	23-Aug-2013	23-Aug-2013	0.00
K. Davis (return from leave)	26-Aug-2013	26-Aug-2013	0.00
S. Drury (title change)	26-Aug-2013	26-Aug-2013	0.00
D. Cook (adjunct)	26-Aug-2013	26-Aug-2013	0.00
M. Smith (overload)	28-Aug-2013	28-Aug-2013	0.00
E. Sarcone (overload)	28-Aug-2013	28-Aug-2013	0.00
D. Mithcell (Faculty Senate Chair)	28-Aug-2013	28-Aug-2013	0.00
K. Swain (dual enrollment)	28-Aug-2013	28-Aug-2013	0.00
D. Shive (dual enrollment)	28-Aug-2013	28-Aug-2013	0.00
D. Watts (adjunct)	28-Aug-2013	28-Aug-2013	0.00
S. Layman (adjunct)	28-Aug-2013	28-Aug-2013	0.00
B. Horton (adjunct)	28-Aug-2013	28-Aug-2013	0.00
J. Phillips (overload)	29-Aug-2013	29-Aug-2013	0.00
M. Matthews (add duties)	29-Aug-2013	29-Aug-2013	0.00
R. Doyle (title change)	29-Aug-2013	29-Aug-2013	0.00
T. Buckley (adjunct)	29-Aug-2013	29-Aug-2013	0.00
C. Charles (overload)	3-Sep-2013	3-Sep-2013	0.00
D. schattner (overload)	3-Sep-2013	3-Sep-2013	0.00

J. Farris (adjunct)	3-Sep-2013	3-Sep-2013	0.00
R. Batts (adjunct)	3-Sep-2013	3-Sep-2013	0.00
T. Taylor (overload)	3-Sep-2013	3-Sep-2013	0.00
C. Snow (overload)	3-Sep-2013	3-Sep-2013	0.00
B. Burgos (overload)	3-Sep-2013	3-Sep-2013	0.00
M. Shultz (overload)	3-Sep-2013	3-Sep-2013	0.00
C. Tibbs (overload)	3-Sep-2013	3-Sep-2013	0.00
D. Shuttlesworth (overload)	3-Sep-2013	3-Sep-2013	0.00
T. Simmons (overload)	3-Sep-2013	3-Sep-2013	0.00
B. Pickens (overload)	3-Sep-2013	3-Sep-2013	0.00
S. Drury (overload)	3-Sep-2013	3-Sep-2013	0.00
S. Polk (title change)	3-Sep-2013	3-Sep-2013	0.00
J. Tomek (overload)	3-Sep-2013	3-Sep-2013	0.00
G. Beals (overload)	3-Sep-2013	3-Sep-2013	0.00
D. Byas (adjunct)	3-Sep-2013	3-Sep-2013	0.00
R. Muns (adjunct)	3-Sep-2013	3-Sep-2013	0.00
R. Grierson (adjunct)	3-Sep-2013	3-Sep-2013	0.00
T. Davis (overload)	4-Sep-2013	4-Sep-2013	0.00
M. Dalrymple (overload)	4-Sep-2013	4-Sep-2013	0.00
B. Marchant (overload)	4-Sep-2013	4-Sep-2013	0.00
m. jones (overload)	4-Sep-2013	4-Sep-2013	0.00
D. Myers (overload)	4-Sep-2013	4-Sep-2013	0.00
C. Dalrymple (overload)	4-Sep-2013	4-Sep-2013	0.00
L. Fadiga-Stewart (overload0	4-Sep-2013	4-Sep-2013	0.00
M. Jones (adjunct)	4-Sep-2013	4-Sep-2013	0.00
B. Becker (overload)	4-Sep-2013	4-Sep-2013	0.00
G. Lee (overload)	4-Sep-2013	4-Sep-2013	0.00
D. Mitra (overload)	4-Sep-2013	4-Sep-2013	0.00
M. Smith (overload)	4-Sep-2013	4-Sep-2013	0.00
C. Westmoreland (overload)	4-Sep-2013	4-Sep-2013	0.00
L. Santucci (adjunct)	4-Sep-2013	4-Sep-2013	0.00
K. White (adjunct)	4-Sep-2013	4-Sep-2013	0.00
G. Brister (adjunct)	5-Sep-2013	5-Sep-2013	0.00
R. Martin (adjunct)	5-Sep-2013	5-Sep-2013	0.00
V. Bolden (adjunct)	5-Sep-2013	5-Sep-2013	0.00
J. Robinson (adjunct)	5-Sep-2013	5-Sep-2013	0.00
J. Dallas (adjunct)	5-Sep-2013	5-Sep-2013	0.00
M. Johansen (adjunct)	5-Sep-2013	5-Sep-2013	0.00
N. Ryals (adjunct)	5-Sep-2013	5-Sep-2013	0.00
M. Lishman (adjunct)	5-Sep-2013	5-Sep-2013	0.00
J. Roach (adjunct)	5-Sep-2013	5-Sep-2013	0.00
R. Woods (adjunct)	5-Sep-2013	5-Sep-2013	0.00
C. Washer (adjunct)	5-Sep-2013	5-Sep-2013	0.00
R. Waller (dual enroll)	5-Sep-2013	5-Sep-2013	0.00
L. Delas (dual enroll)	5-Sep-2013	5-Sep-2013	0.00
L. Fitts (dual enroll)	5-Sep-2013	5-Sep-2013	0.00
T. Boschert (adjunct)	5-Sep-2013	5-Sep-2013	0.00

A. Marie Pate (adjunct)	5-Sep-2013	5-Sep-2013	0.00
T Killingsworth (promo)	30-Aug-2013	30-Aug-2013	0.00
I Western (promot)	30-Aug-2013	30-Aug-2013	0.00
J Kelly (promo)	30-Aug-2013	30-Aug-2013	0.00
L McGaha (temp)	30-Aug-2013	30-Aug-2013	0.00
S Momotaz (nh)	15-Aug-2013	15-Aug-2013	0.00
G Killingsworth (nh)	12-Aug-2013	12-Aug-2013	0.00
L McGee (nh)	16-Aug-2013	16-Aug-2013	0.00
J Carodine (nh)	1-Aug-2013	1-Aug-2013	0.00
A Mondy (temp)	1-Aug-2013	1-Aug-2013	0.00
S Powell (temp)	1-Aug-2013	1-Aug-2013	0.00
R Thomas (temp)	1-Aug-2013	1-Aug-2013	0.00
V Washington (temp)	1-Aug-2013	1-Aug-2013	0.00
C Taylor (temp)	1-Aug-2013	1-Aug-2013	0.00
R Rich (temp)	1-Aug-2013	1-Aug-2013	0.00
D Wright (temp)	21-Aug-2013	21-Aug-2013	0.00
T Cooks (term)	16-Aug-2013	16-Aug-2013	0.00
E Summers (temp)	20-Aug-2013	20-Aug-2013	0.00
W millican (temp)	20-Aug-2013	20-Aug-2013	0.00
O Pyron (temp)	16-Aug-2013	16-Aug-2013	0.00
E Caston (temp)	12-Sep-2013	12-Sep-2013	0.00
M Ward (nh)	12-Sep-2013	12-Sep-2013	0.00
S Ware (NH)	12-Sep-2013	12-Sep-2013	0.00
G. jennings (overload)	13-Sep-2013	13-Sep-2013	0.00
S. Lamb (overload)	13-Sep-2013	13-Sep-2013	0.00
J. Billingsley (overload)	13-Sep-2013	13-Sep-2013	0.00
G. jennings (overload)	13-Sep-2013	13-Sep-2013	0.00
M. Dalrymple (overload)	13-Sep-2013	13-Sep-2013	0.00
L. Alyward (overload)	13-Sep-2013	13-Sep-2013	0.00
M. Matthews (overload)	13-Sep-2013	13-Sep-2013	0.00
A McMath (term)	18-Sep-2013	18-Sep-2013	0.00
S Chow (redistrib)	19-Sep-2013	19-Sep-2013	0.00
M. Bouler (dual enrollment)	13-Sep-2013	13-Sep-2013	0.00
B. Gordon (dual enrollment)	13-Sep-2013	13-Sep-2013	0.00
J. Robinson (dual enrollment)	13-Sep-2013	13-Sep-2013	0.00
J. Jackson (DMI)	13-Sep-2013	13-Sep-2013	0.00
C. Denson (overload)	13-Sep-2013	13-Sep-2013	0.00
S. Polk (overload)	13-Sep-2013	13-Sep-2013	0.00
M. Vannamen (overload)	13-Sep-2013	13-Sep-2013	0.00
L. Pazzani (overload)	13-Sep-2013	13-Sep-2013	0.00
E. Blackwell (overload)	13-Sep-2013	13-Sep-2013	0.00
D. Hebert (overload)	13-Sep-2013	13-Sep-2013	0.00
C. Cooper (adjunct)	13-Sep-2013	13-Sep-2013	0.00
G. Williams (overload)	13-Sep-2013	13-Sep-2013	0.00
J. Phillips (overload)	13-Sep-2013	13-Sep-2013	0.00
L. Pazzani (overload)	13-Sep-2013	13-Sep-2013	0.00
S. Simpson (adjunct)	13-Sep-2013	13-Sep-2013	0.00

T. Houston (adjunct)	13-Sep-2013	13-Sep-2013	0.00
A. Giamalva (job chg)	13-Sep-2013	13-Sep-2013	0.00
L. Byrd (overload)	13-Sep-2013	13-Sep-2013	0.00
B. Dumas (term bw)	13-Sep-2013	13-Sep-2013	0.00
A. Powers (overload)	13-Sep-2013	13-Sep-2013	0.00
D. Thomas (overload)	13-Sep-2013	13-Sep-2013	0.00
H. Moore (overload)	13-Sep-2013	13-Sep-2013	0.00
T. Parrish (overload)	13-Sep-2013	13-Sep-2013	0.00
C. Cummins (overload)	13-Sep-2013	13-Sep-2013	0.00
M. Routman (adjunct)	15-Sep-2013	15-Sep-2013	0.00
B. Lester (adjunct)	15-Sep-2013	15-Sep-2013	0.00
D. Prather (adjunct)	15-Sep-2013	15-Sep-2013	0.00
V. Dorsey (adjunct(	15-Sep-2013	15-Sep-2013	0.00
E. Bunn (dual enrollment)	15-Sep-2013	15-Sep-2013	0.00
D. Wilson (adjunct)	15-Sep-2013	15-Sep-2013	0.00
H. DeFoor (adjunct)	15-Sep-2013	15-Sep-2013	0.00
E. Atchison (adjunct)	15-Sep-2013	15-Sep-2013	0.00
A. Ellis (adjunct)	15-Sep-2013	15-Sep-2013	0.00
G. Freeman-Morris (adjunct)	15-Sep-2013	15-Sep-2013	0.00
S. Bowen (adjunct)	15-Sep-2013	15-Sep-2013	0.00
C. Caldwell (adjunct)	18-Sep-2013	18-Sep-2013	0.00
J. Winford (reappt)	18-Sep-2013	18-Sep-2013	0.00
D. Johnson (overload	18-Sep-2013	18-Sep-2013	0.00
B. Oleis (overload)	18-Sep-2013	18-Sep-2013	0.00
C. Johnson (promo)	18-Sep-2013	18-Sep-2013	0.00
C. Dickerson (adjunct)	18-Sep-2013	18-Sep-2013	0.00
S. Dorman (adjunct)	18-Sep-2013	18-Sep-2013	0.00
E. Jenkins (adjunct)	18-Sep-2013	18-Sep-2013	0.00
B. Bufkin (adjunct)	18-Sep-2013	18-Sep-2013	0.00
C. Wood (overload)	18-Sep-2013	18-Sep-2013	0.00
R. Hochradel (overload)	18-Sep-2013	18-Sep-2013	0.00
C. Wood (overload)	18-Sep-2013	18-Sep-2013	0.00
S. Spragins (adjunct)	18-Sep-2013	18-Sep-2013	0.00
L. Russell (adjunct)	18-Sep-2013	18-Sep-2013	0.00
L. Pambianchi (adjunct)	18-Sep-2013	18-Sep-2013	0.00
C. Walker (adjunct)	18-Sep-2013	18-Sep-2013	0.00
R. Harrell (adjunct)	18-Sep-2013	18-Sep-2013	0.00
D. Matthews (adjunct)	18-Sep-2013	18-Sep-2013	0.00
D. Matthews (adjunct)	18-Sep-2013	18-Sep-2013	0.00
D. Ezell (adjunct)	18-Sep-2013	18-Sep-2013	0.00
D. Ezell (adjunct)	18-Sep-2013	18-Sep-2013	0.00
M. Cunningham (adjunct)	18-Sep-2013	18-Sep-2013	0.00
M. McNeece (adjunct)	18-Sep-2013	18-Sep-2013	0.00
T. Brooks (overload)	18-Sep-2013	18-Sep-2013	0.00
N. Batchelor	18-Sep-2013	18-Sep-2013	0.00
N. Finklea	18-Sep-2013	18-Sep-2013	0.00
L. Bridges (adjunct)	19-Sep-2013	19-Sep-2013	0.00

H. Miller	19-Sep-2013	19-Sep-2013	0.00
B. lamb (adjunct)	19-Sep-2013	19-Sep-2013	0.00
J. Harper (overload)	19-Sep-2013	19-Sep-2013	0.00
A. Kukawa (overload)	19-Sep-2013	19-Sep-2013	0.00
A. Kukawa (overload)	19-Sep-2013	19-Sep-2013	0.00
K. Mayers (dual enroll)	19-Sep-2013	19-Sep-2013	0.00
G. Medlock (dual enroll)	19-Sep-2013	19-Sep-2013	0.00
E. Lambert (adjunct)	19-Sep-2013	19-Sep-2013	0.00
G. seneff (adjunct)	19-Sep-2013	19-Sep-2013	0.00
J. Phillips (adjunct)	19-Sep-2013	19-Sep-2013	0.00
B. Finke (dual enroll)	19-Sep-2013	19-Sep-2013	0.00
D. Fioranelli (adjunct)	18-Sep-2013	18-Sep-2013	0.00
A. Stocks (adjunct)	18-Sep-2013	18-Sep-2013	0.00
D. McPherson (adjunct)	18-Sep-2013	18-Sep-2013	0.00
W Bruce (nh)	23-Sep-2013	23-Sep-2013	0.00
S Moore (nh)	24-Sep-2013	24-Sep-2013	0.00
C Cherry (term)	25-Sep-2013	25-Sep-2013	0.00
C Beicker(pt)	23-Sep-2013	23-Sep-2013	0.00
K. Hawkins (new hire)	4-Oct-2013	4-Oct-2013	0.00
S. Polk	4-Oct-2013	4-Oct-2013	0.00
R. Turner (term)	4-Oct-2013	4-Oct-2013	0.00
J. Kelley (new hire)	4-Oct-2013	4-Oct-2013	0.00
S. Chow (reappt)	7-Oct-2013	7-Oct-2013	0.00
D. Triplett (hall director)	7-Oct-2013	7-Oct-2013	0.00
J. Cole (new hire)	8-Oct-2013	8-Oct-2013	0.00
H. Miller (dist chg0	9-Oct-2013	9-Oct-2013	0.00
L. Aylward (dist chg)	9-Oct-2013	9-Oct-2013	0.00
L. Brown (dist chg)	9-Oct-2013	9-Oct-2013	0.00
A. Kukawa (overload)	10-Oct-2013	10-Oct-2013	0.00
C. Bounds (adjunct)	10-Oct-2013	10-Oct-2013	0.00
A. Hudson (term)	18-Oct-2013	18-Oct-2013	0.00
A. Hudson (reappt)	18-Oct-2013	18-Oct-2013	0.00
T. Norman (term)	18-Oct-2013	18-Oct-2013	0.00
T. Norman (reappt)	18-Oct-2013	18-Oct-2013	0.00
B. Oleis (org change overload)	22-Oct-2013	22-Oct-2013	0.00
C Murrah (term)	23-Oct-2013	23-Oct-2013	0.00
R Stewart (term)	23-Oct-2013	23-Oct-2013	0.00
D Tanner (pt)	23-Oct-2013	23-Oct-2013	0.00
G Bailey (nh)	23-Oct-2013	23-Oct-2013	0.00
P Krasner (term)	23-Oct-2013	23-Oct-2013	0.00
R Campbell (promo)	23-Oct-2013	23-Oct-2013	0.00
W Carter (nh)	23-Oct-2013	23-Oct-2013	0.00
T Wetzel (term)	23-Oct-2013	23-Oct-2013	0.00
A Mondy (temp)	23-Oct-2013	23-Oct-2013	0.00
M Fleming (term)	23-Oct-2013	23-Oct-2013	0.00
J Roberson (nh pt)	23-Oct-2013	23-Oct-2013	0.00
E Barnes (term)	23-Oct-2013	23-Oct-2013	0.00

M Kortz (nh)	23-Oct-2013	23-Oct-2013	0.00
S Loper (nh temp)	23-Oct-2013	23-Oct-2013	0.00
E Hunter (term)	23-Oct-2013	23-Oct-2013	0.00
C Beicker (pt nh)	23-Oct-2013	23-Oct-2013	0.00
K Hawkins (pt nh)	23-Oct-2013	23-Oct-2013	0.00
A Brinkley (promo)	23-Oct-2013	23-Oct-2013	0.00
T. Davis (promotion)	25-Oct-2013	25-Oct-2013	0.00
K Bullock (nh)	29-Oct-2013	29-Oct-2013	0.00
K Edwards (temp nh)	31-Oct-2013	31-Oct-2013	0.00
M. Phillips (term)	4-Nov-2013	4-Nov-2013	0.00
J. marshall (term)	4-Nov-2013	4-Nov-2013	0.00
T Smith (nh)	4-Nov-2013	4-Nov-2013	0.00
K. Hawkins (term)	5-Nov-2013	5-Nov-2013	0.00
J. Armstrong (title chg)	5-Nov-2013	5-Nov-2013	0.00
T. Brooks (reappt)	5-Nov-2013	5-Nov-2013	0.00
K Stevenson (temp)	7-Nov-2013	7-Nov-2013	0.00
V Washington (temp)	7-Nov-2013	7-Nov-2013	0.00
K Grant (pt)	12-Nov-2013	12-Nov-2013	0.00
V Belford (nh)	12-Nov-2013	12-Nov-2013	0.00
L Ferrel (nh)	12-Nov-2013	12-Nov-2013	0.00
Y Stallings (nh)	12-Nov-2013	12-Nov-2013	0.00
L Smith (nh)	12-Nov-2013	12-Nov-2013	0.00
G Killingsworth (term)	14-Nov-2013	14-Nov-2013	0.00
J Lee (temp)	14-Nov-2013	14-Nov-2013	0.00
J Montgomery (term)	15-Nov-2013	15-Nov-2013	0.00
E Hunter (term)	18-Nov-2013	18-Nov-2013	0.00
M Barlwo (term)	18-Nov-2013	18-Nov-2013	0.00
E. Woodall (nh)	18-Nov-2013	18-Nov-2013	0.00
S Fava (term)	21-Nov-2013	21-Nov-2013	0.00
K Peyton (term)	21-Nov-2013	21-Nov-2013	0.00
D Moore (term)	21-Nov-2013	21-Nov-2013	0.00
E Woodall (term)	2-Dec-2013	2-Dec-2013	0.00
R. Dilmore (apt mgr term)	3-Dec-2013	3-Dec-2013	0.00
J. Shelton (apt mgr appt)	3-Dec-2013	3-Dec-2013	0.00
M Parker (term)	3-Dec-2013	3-Dec-2013	0.00
P Krasner (term)	3-Dec-2013	3-Dec-2013	0.00
L Arrington (temp)	4-Dec-2013	4-Dec-2013	0.00
S. Momotaz	5-Dec-2013	5-Dec-2013	0.00
T. Rayburn (term)	5-Dec-2013	5-Dec-2013	0.00
D jackson (term)	5-Dec-2013	5-Dec-2013	0.00
L. Brown (dist chg)	11-Dec-2013	11-Dec-2013	0.00
H. Miller (dist chg0	11-Dec-2013	11-Dec-2013	0.00
L. Aylward (dist chg)	11-Dec-2013	11-Dec-2013	0.00
E. Mallette (overload)	13-Dec-2013	13-Dec-2013	0.00
D. Johnson (overload	13-Dec-2013	13-Dec-2013	0.00
C. Riddle (overload)	13-Dec-2013	13-Dec-2013	0.00
K. Trotter (overload)	13-Dec-2013	13-Dec-2013	0.00

A Mondy (temp)	1-Jan-2014	1-Jan-2014	0.00
S Smith (term)	6-Jan-2014	6-Jan-2014	0.00
C Garcia (term)	6-Jan-2014	6-Jan-2014	0.00
G Nichols (term)	6-Jan-2014	6-Jan-2014	0.00
A Mitcham (nh)	6-Jan-2014	6-Jan-2014	0.00
J Christian (nh)	6-Jan-2014	6-Jan-2014	0.00
C Barnes (pt)	8-Jan-2014	8-Jan-2014	0.00
M. Jones (intersession)	7-Jan-2014	7-Jan-2014	0.00
L. Delas (dual enroll)	7-Jan-2014	7-Jan-2014	0.00
B. Gordon (dual enrollment)	7-Jan-2014	7-Jan-2014	0.00
M. Bouler (dual enrollment)	7-Jan-2014	7-Jan-2014	0.00
K. Swain (dual enrollment)	7-Jan-2014	7-Jan-2014	0.00
E. Atchison (intersession)	7-Jan-2014	7-Jan-2014	0.00
C. Westmoreland (intersession	7-Jan-2014	7-Jan-2014	0.00
J. Adams (adjunct)	8-Jan-2014	8-Jan-2014	0.00
S. Kaplan (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
J. Robinson (intersession)\	8-Jan-2014	8-Jan-2014	0.00
K. Mayers (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
J. Robinson (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
D. Shive (dual enrollment)	8-Jan-2014	8-Jan-2014	0.00
G. Medlock (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
E. Bunn (dual enrollment)	8-Jan-2014	8-Jan-2014	0.00
C. Huber (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
R. Gainspoletti (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
R. Gainspoletti (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
B. Finke (dual enroll)	8-Jan-2014	8-Jan-2014	0.00
N. Riding (intersession)	8-Jan-2014	8-Jan-2014	0.00
A. Bridges (intersession)	8-Jan-2014	8-Jan-2014	0.00
C. Snow (intersession)	8-Jan-2014	8-Jan-2014	0.00
B. Pickens (intersession)	8-Jan-2014	8-Jan-2014	0.00
S. Drury (intersession)	8-Jan-2014	8-Jan-2014	0.00
B. Moorman (term)	8-Jan-2014	8-Jan-2014	0.00
T. Brooks (intersession)	8-Jan-2014	8-Jan-2014	0.00
T. Harbin (intersession)	8-Jan-2014	8-Jan-2014	0.00
B. Horton (adjunct)	9-Jan-2014	9-Jan-2014	0.00
C. Sledge (adjunct)	9-Jan-2014	9-Jan-2014	0.00
D. Watts (adjunct)	9-Jan-2014	9-Jan-2014	0.00
S Schuchaskie (pt)	9-Jan-2014	9-Jan-2014	0.00
T Haynes (pt)	9-Jan-2014	9-Jan-2014	0.00
L Wood (pt)	9-Jan-2014	9-Jan-2014	0.00
D. Shawhan (adjunct)	21-Jan-2014	21-Jan-2014	0.00
J. Bentley (interim Chair)	21-Jan-2014	21-Jan-2014	0.00
M. Matthews (intersession)	21-Jan-2014	21-Jan-2014	0.00
J. Harper (overload)	21-Jan-2014	21-Jan-2014	0.00
A. Kukawa (overload)	21-Jan-2014	21-Jan-2014	0.00
A. Kukawa (overload)	21-Jan-2014	21-Jan-2014	0.00
M. Smith (overload)	21-Jan-2014	21-Jan-2014	0.00

R. Houston (adjunct)	21-Jan-2014	21-Jan-2014	0.00
E. Sarcone (overload)	21-Jan-2014	21-Jan-2014	0.00
K. Trotter (overload)	21-Jan-2014	21-Jan-2014	0.00
D. Johnson (overload	21-Jan-2014	21-Jan-2014	0.00
D. Johnson (no extra hours)	21-Jan-2014	21-Jan-2014	0.00
C. Tibbs (overload)	21-Jan-2014	21-Jan-2014	0.00
S. Nelson (term GIS pos)	21-Jan-2014	21-Jan-2014	0.00
R. Poe (distribution chg)	21-Jan-2014	21-Jan-2014	0.00
T. Buckley (adjunct)	21-Jan-2014	21-Jan-2014	0.00
S. Akimova (adjunct)	21-Jan-2014	21-Jan-2014	0.00
W. Stewart (adjunct)	21-Jan-2014	21-Jan-2014	0.00
D. McPherson (adjunct)	21-Jan-2014	21-Jan-2014	0.00
T. Alvarez (adjunct)	21-Jan-2014	21-Jan-2014	0.00
S. Layman (adjunct)	21-Jan-2014	21-Jan-2014	0.00
R. McKinney (adjunct0	21-Jan-2014	21-Jan-2014	0.00
J. Winford (term)	21-Jan-2014	21-Jan-2014	0.00
B. Burgos (overload)	22-Jan-2014	22-Jan-2014	0.00
D. Hebert (overload)	22-Jan-2014	22-Jan-2014	0.00
M. Smith (overload)	22-Jan-2014	22-Jan-2014	0.00
S. Paulson (overload)	22-Jan-2014	22-Jan-2014	0.00
J Parks (term)	22-Jan-2014	22-Jan-2014	0.00
R. Waller (dual enroll)	22-Jan-2014	22-Jan-2014	0.00
P. King (adjunct)	22-Jan-2014	22-Jan-2014	0.00
R. Gainspoletti (dual enroll)	22-Jan-2014	22-Jan-2014	0.00
D Smith (term)	22-Jan-2014	22-Jan-2014	0.00
V. Washington (term)	22-Jan-2014	22-Jan-2014	0.00
E Sims (nh)	22-Jan-2014	22-Jan-2014	0.00
J Roberson (nh)	22-Jan-2014	22-Jan-2014	0.00
K Williams (nh)	22-Jan-2014	22-Jan-2014	0.00
D Allen (trans dept)	22-Jan-2014	22-Jan-2014	0.00
A Laurenzo (pt)	22-Jan-2014	22-Jan-2014	0.00
J. Burks (adjunct)	1/27/2014	1/27/2014	0.00
M. DeWeece (intern)	1/27/2014	1/27/2014	0.00
D. Tanner	1/27/2014	1/27/2014	0.00
B Thomas (nh)	1/27/2014	1/27/2014	0.00
B. lamb (adjunct)	2/3/2014	2/3/2014	0.00
L. Santucci (adjunct)	2/3/2014	2/3/2014	0.00
D. schattner (overload)	2/3/2014	2/3/2014	0.00
D. Myers (overload)	2/3/2014	2/3/2014	0.00
G. Jordan (adjunct)	2/3/2014	2/3/2014	0.00
m. jones (overload)	2/3/2014	2/3/2014	0.00
M. Dalrymple (overload)	2/3/2014	2/3/2014	0.00
C. Dalrymple (overload)	2/3/2014	2/3/2014	0.00
J. Alvarez (overload)	2/3/2014	2/3/2014	0.00
D. Martinez (overload0	2/3/2014	2/3/2014	0.00
K. Mansell (adjunct)	2/3/2014	2/3/2014	0.00
B. Bufkin (adjunct)	2/4/2014	2/4/2014	0.00

S. Dorman (adjunct)	2/4/2014	2/4/2014	0.00
L. Bridges (adjunct)	2/4/2014	2/4/2014	0.00
G. Brister (adjunct)	2/4/2014	2/4/2014	0.00
R. Grierson (adjunct)	2/4/2014	2/4/2014	0.00
J. Roach (adjunct)	2/4/2014	2/4/2014	0.00
Carrie-Grace Washer (adjunct)	2/4/2014	2/4/2014	0.00
W. Moses (adjunct)	2/4/2014	2/4/2014	0.00
J. Billingsley (overload)	2/4/2014	2/4/2014	0.00
E. Howell (overload)	2/4/2014	2/4/2014	0.00
N. Adams (new hire)	2/4/2014	2/4/2014	0.00
L. Pazzani (overload)	2/5/2014	2/5/2014	0.00
V. Brock (overload)	2/5/2014	2/5/2014	0.00
G. jennings (overload)	2/5/2014	2/5/2014	0.00
J. McNair (overload)	2/5/2014	2/5/2014	0.00
G. Lee (overload)	2/5/2014	2/5/2014	0.00
C. Westmoreland (overload)	2/5/2014	2/5/2014	0.00
D. Ezell (adjunct)	2/5/2014	2/5/2014	0.00
D. johnson (overload)	2/5/2014	2/5/2014	0.00
A. Stocks (adjunct)	2/5/2014	2/5/2014	0.00
K. Shaffer (adjunct)	2/5/2014	2/5/2014	0.00
M. Routman (adjunct)	2/5/2014	2/5/2014	0.00
M. Dalrymple (overload)	2/5/2014	2/5/2014	0.00
A. Kukawa (overload)	2/5/2014	2/5/2014	0.00
M. Mounce (overload)	2/5/2014	2/5/2014	0.00
D. Shuttlesworth (overload)	2/5/2014	2/5/2014	0.00
A. Havard (adjunct)	2/5/2014	2/5/2014	0.00
J. Dallas (adjunct)	2/5/2014	2/5/2014	0.00
I. Nesbit (adjunct)	2/5/2014	2/5/2014	0.00
E. Lambert (adjunct)	2/5/2014	2/5/2014	0.00
W. Wood (adjunct)	2/6/2014	2/6/2014	0.00
T. Russell (adjunct)	2/6/2014	2/6/2014	0.00
J. McNair (adjunct)	2/6/2014	2/6/2014	0.00
P. mitchell (dual enroll)	2/6/2014	2/6/2014	0.00
V. Dorsey (adjunct(	2/6/2014	2/6/2014	0.00
M. Cunningham (adjunct)	2/6/2014	2/6/2014	0.00
J. Canevaro (dual enroll)	2/6/2014	2/6/2014	0.00
R. Martin (adjunt)	2/6/2014	2/6/2014	0.00
R. Woods (adjunct)	2/6/2014	2/6/2014	0.00
B. Lester (adjunct)	2/6/2014	2/6/2014	0.00
K. White (adjunct)	2/6/2014	2/6/2014	0.00
H. DeFoor (adjunct)	2/6/2014	2/6/2014	0.00
K. Rushing (adjunct)	2/6/2014	2/6/2014	0.00
D Enriquez (term)	2/14/2014	2/14/2014	0.00
L Lewis (term)	2/14/2014	2/14/2014	0.00
M Gillespie (term)	2/14/2014	2/14/2014	0.00
L Sanders (term)	2/14/2014	2/14/2014	0.00
T Carter (term)	2/14/2014	2/14/2014	0.00

W millican (term)	2/14/2014	2/14/2014	0.00
D Tanner (ft)	2/17/2014	2/17/2014	0.00
A Mondy (nh)	2/17/2014	2/17/2014	0.00
G. Williams (overload)	2/17/2014	2/17/2014	0.00
M. Jones (adjunct)	2/17/2014	2/17/2014	0.00
G. jennings (overload)	2/17/2014	2/17/2014	0.00
D. Kim (overload)	2/17/2014	2/17/2014	0.00
V. Brock (overload)	2/17/2014	2/17/2014	0.00
P. Laws (term)	2/18/2014	2/18/2014	0.00
E. Blackwell (overload)	2/19/2014	2/19/2014	0.00
A. Shetley (term)	2/20/2014	2/20/2014	0.00
D. Moore (adjunct)	2/21/2014	2/21/2014	0.00
B. Davis (term0	2/21/2014	2/21/2014	0.00
J Weick (term)	2/24/2014	2/24/2014	0.00
D. Serio (retirement)	3/3/2014	3/3/2014	0.00
B. Herbison (retirement)	3/3/2014	3/3/2014	0.00
Y. Zhang (overload)	3/3/2014	3/3/2014	0.00
A. Mondy (leave without pay)	3/3/2014	3/3/2014	0.00
M. Ruth Phillips (Title change)	3/3/2014	3/3/2014	0.00
S Gorden (term)	3/3/2014	3/3/2014	0.00
P Boswell (term)	3/7/2014	3/7/2014	0.00
C. Rocconi (promo)	3/7/2014	3/7/2014	0.00
T. Brooks (overload)	3/7/2014	3/7/2014	0.00
S. Ashley (overload)	3/7/2014	3/7/2014	0.00
R. Watkins (term)	3/12/2014	3/12/2014	0.00
M Collins (add duties)	3/17/2014	3/17/2014	0.00
W. Stevens (nh)	3/16/2014	3/16/2014	0.00
A Hudson (pt)	3/18/2014	3/18/2014	0.00
L Butler (nh)	3/20/2014	3/20/2014	0.00
C Hildebrant (term)	3/21/2014	3/21/2014	0.00
Y Stallings (term)	3/21/2014	3/21/2014	0.00
B Osborne (nh pt)	3/24/2014	3/24/2014	0.00
H Bolden (NH)	4/1/2014	4/1/2014	0.00
L Johnson (nh)	4/1/2014	4/1/2014	0.00
M Burton (promo)	4/1/2014	4/1/2014	0.00
E Garcia (term)	4/4/2014	4/4/2014	0.00
M Evans (nh)	4/8/2014	4/8/2014	0.00
T Davis (add. Duties)	4/11/2014	4/11/2014	0.00
K Rassch (add. Duties	4/11/2014	4/11/2014	0.00
S Chow (nh)	4/11/2014	4/11/2014	0.00
T Harbin (add. Duties)	4/11/2014	4/11/2014	0.00
M Collins (Term)	4/11/2014	4/11/2014	0.00
B Lamb (add duites	4/14/2014	4/14/2014	0.00
K Bell (add duties)	4/14/2014	4/14/2014	0.00
K White (add duties)	4/14/2014	4/14/2014	0.00
John Thigpen (term)	4/14/2014	4/14/2014	0.00
Holly Graham (term)	4/14/2014	4/14/2014	0.00

S Chow (term)	4/16/2014	4/16/2014	0.00
B Adams (add comp)	4/16/2014	4/16/2014	0.00
J Grantham (add comp)	4/16/2014	4/16/2014	0.00
K johnson (add comp)	4/16/2014	4/16/2014	0.00
A Greer (add comp)	4/21/2014	4/21/2014	0.00
A Harris (add comp)	4/21/2014	4/21/2014	0.00
Tiffany Davis (add Comp)	4/21/2014	4/21/2014	0.00
A Benson (add Comp)	4/21/2014	4/21/2014	0.00
D Tabor (add comp)	4/21/2014	4/21/2014	0.00
W Bruce (add comp)	4/21/2014	4/21/2014	0.00
R Thomas (add comp)	4/21/2014	4/21/2014	0.00
M Fleming (temp employ)	4/21/2014	4/21/2014	0.00
R Becker (add comp)	4/21/2014	4/21/2014	0.00
G Jenkins (NH)	4/21/2014	4/21/2014	0.00
G Nelson (pt nh)	4/21/2014	4/21/2014	0.00
G McKinney (nh)	4/21/2014	4/21/2014	0.00
J Brown (add comp)	4/22/2014	4/22/2014	0.00
R Goss III	4/23/2014	4/23/2014	0.00
M Gann (term)	4/28/2014	4/28/2014	0.00
J Bowen (ret)	4/30/2014	4/30/2014	0.00
B Lindsey (promo)	4/29/2014	4/29/2014	0.00
D Fitzgerald (term)	4/29/2014	4/29/2014	0.00
S Moore (term)	4/29/2014	4/29/2014	0.00
N Glaser (term)	4/29/2014	4/29/2014	0.00
H Mitchell (pt nh)	5/1/2014	5/1/2014	0.00
M Dorsey (term)	4/30/2014	4/30/2014	0.00
E Summers (temp)	4/30/2014	4/30/2014	0.00
C Renteria (temp)	4/30/2014	4/30/2014	0.00
J Cartwright (term)	4/30/2014	4/30/2014	0.00
S Phillips (nh)	4/30/2014	4/30/2014	0.00
A Robertson (nh)	5/1/2014	5/1/2014	0.00
G Korb (nh)	5/1/2014	5/1/2014	0.00
S Henderson (transfer)	5/5/2014	5/5/2014	0.00
S Marquez (pt)	5/5/2014	5/5/2014	0.00
A Benson (add Comp)	5/5/2014	5/5/2014	0.00
A Harris (add comp)	5/5/2014	5/5/2014	0.00
J Dillard (nowell award)	5/5/2014	5/5/2014	0.00
M Buchanan (Kossman)	5/5/2014	5/5/2014	0.00
D Tabor (add comp)	5/5/2014	5/5/2014	0.00
D Tanner (add comp)	5/5/2014	5/5/2014	0.00
D Tanner (add comp)	5/5/2014	5/5/2014	0.00
M Barnes (add comp)	5/5/2014	5/5/2014	0.00
L Prickard (add comp)	5/5/2014	5/5/2014	0.00
V Webb (add comp)	5/5/2014	5/5/2014	0.00
D McPherson (add comp)	5/5/2014	5/5/2014	0.00
L Cope (add comp)	5/5/2014	5/5/2014	0.00
D Hebert (add comp)	5/5/2014	5/5/2014	0.00

M Kukawa (add comp)	5/5/2014	5/5/2014	0.00
K selby (add comp)	5/5/2014	5/5/2014	0.00
F Janous (term)	5/5/2014	5/5/2014	0.00
G Nelson (ftime)	5/6/2014	5/6/2014	0.00
F Sington (NH)	5/6/2014	5/6/2014	0.00
R Daniels (term)	5/7/2014	5/7/2014	0.00
S Brown (term)	5/7/2014	5/7/2014	0.00
M Ewing (add comp)	5/7/2014	5/7/2014	0.00
A Mitchell (add Comp)	5/7/2014	5/7/2014	0.00
S Lamb (add Comp)	5/7/2014	5/7/2014	0.00
M Merryday (add comp)	5/7/2014	5/7/2014	0.00
S Collins (add Comp)	5/7/2014	5/7/2014	0.00
T Simmons (add comp)	5/7/2014	5/7/2014	0.00
V Hartley (add comp)	5/7/2014	5/7/2014	0.00
E Schmidt (add Comp)	5/7/2014	5/7/2014	0.00
M Torres (add comp)	5/7/2014	5/7/2014	0.00
E Vaughn (add comp)	5/7/2014	5/7/2014	0.00
C Lewis (add Comp)	5/12/2014	5/12/2014	0.00
M Barnes (add comp)	5/12/2014	5/12/2014	0.00
K Olson (term)	5/12/2014	5/12/2014	0.00
D Hughes (temp hire)	5/12/2014	5/12/2014	0.00
J Bowen (temp to full tm	5/12/2014	5/12/2014	0.00
S Dunning (add comp)	5/12/2014	5/12/2014	0.00
A Gorman (summer help)	5/13/2014	5/13/2014	0.00
B Adams (add comp)	5/14/2014	5/14/2014	0.00
K Coleman (temp)	5/14/2014	5/14/2014	0.00
K Herman (temp)	5/14/2014	5/14/2014	0.00
T Thompson (new hire)	5/14/2014	5/14/2014	0.00
J Walls (temp hire)	5/15/2014	5/15/2014	0.00
C Coleman (temp help)	5/15/2014	5/15/2014	0.00
K Archie (nh)	5/15/2014	5/15/2014	0.00
J Vetrano (term)	5/15/2014	5/15/2014	0.00
B Walker (retired)	5/15/2014	5/15/2014	0.00
G Clark (retired)	5/15/2014	5/15/2014	0.00
J Abide (retired)	5/15/2014	5/15/2014	0.00
K White (add duties)	5/16/2014	5/16/2014	0.00
J Grantham (add comp)	5/16/2014	5/16/2014	0.00
G Bailey (rehire)	5/16/2014	5/16/2014	0.00
S. Ashley (degree)	5/19/2014	5/19/2014	0.00
D McLemore (degree)	5/19/2014	5/19/2014	0.00
J Wilkes (degree)	5/19/2014	5/19/2014	0.00
Will McClain (nh)	5/19/2014	5/19/2014	0.00
D George (title change)	5/22/2014	5/22/2014	0.00
M Jones (title change)	5/22/2014	5/22/2014	0.00
G Jordan (title change)	5/22/2014	5/22/2014	0.00
K Pongetti (title change)	5/22/2014	5/22/2014	0.00
L Brown (pt)	5/22/2014	5/22/2014	0.00

V Rodgers (pt)	5/22/2014	5/22/2014	0.00
J Jordan (temp)	5/22/2014	5/22/2014	0.00
J Shin (add comp)	5/22/2014	5/22/2014	0.00
J Williams (add comp)	5/22/2014	5/22/2014	0.00
K Shimizu (add Comp)	5/22/2014	5/22/2014	0.00
E Jackson (temp)	5/22/2014	5/22/2014	0.00
R Carson (temp)	5/22/2014	5/22/2014	0.00
A McCallum (term)	5/22/2014	5/22/2014	0.00
S Stump (promo)	5/22/2014	5/22/2014	0.00
J Phillips (promo)	5/22/2014	5/22/2014	0.00
D Salinero (promo	5/22/2014	5/22/2014	0.00
M Mounce (promo)	5/22/2014	5/22/2014	0.00
N Hein (promo)	5/22/2014	5/22/2014	0.00
A Luciou (temp)	5/22/2014	5/22/2014	0.00
J Robinson (Inters)	5/22/2014	5/22/2014	0.00
C Westmoreland (inters)	5/22/2014	5/22/2014	0.00
A Stocks (inters)	5/22/2014	5/22/2014	0.00
E Atchinson (inter)	5/22/2014	5/22/2014	0.00
T Simmons (inter)	5/22/2014	5/22/2014	0.00
J Harbin (inters)	5/22/2014	5/22/2014	0.00
A Kukawa (inters)	5/22/2014	5/22/2014	0.00
K Swain (inters)	5/22/2014	5/22/2014	0.00
B Gordon (inters)	5/22/2014	5/22/2014	0.00
M Bouler (inters)	5/22/2014	5/22/2014	0.00
L Delas (inters)	5/22/2014	5/22/2014	0.00
K Mayers (inters)	5/22/2014	5/22/2014	0.00
P Mitchell (inters)	5/22/2014	5/22/2014	0.00
C Huber (inters)	5/22/2014	5/22/2014	0.00
R Gainspoletti (inters)	5/22/2014	5/22/2014	0.00
D Shive (inters)	5/22/2014	5/22/2014	0.00
E Bunn (inters)	5/22/2014	5/22/2014	0.00
G Beals (inters)	5/22/2014	5/22/2014	0.00
G Beals (off campus cret)	5/22/2014	5/22/2014	0.00
J Marshall (off campus cre)	5/22/2014	5/22/2014	0.00
D Midlick (ad comp)	5/23/2014	5/23/2014	0.00
M Kinnison (add comp)	5/23/2014	5/23/2014	0.00
S Russell (add comp)	5/23/2014	5/23/2014	0.00
D Midlick (ad comp)	5/23/2014	5/23/2014	0.00
C Richardson (add comp)	5/23/2014	5/23/2014	0.00
J Boone (add comp)	5/23/2014	5/23/2014	0.00
S Dunning (add comp)	5/23/2014	5/23/2014	0.00
D Murray (add comp)	5/23/2014	5/23/2014	0.00
S Waggner (add comp)	5/23/2014	5/23/2014	0.00
R Batts (add comp)	5/23/2014	5/23/2014	0.00
D Hersey/temp)	5/23/2014	5/23/2014	0.00
J Grishby (nh)	5/23/2014	5/23/2014	0.00
L King (term)	5/23/2014	5/23/2014	0.00

J Gorton (term)	5/23/2014	5/23/2014	0.00
W. Cooper (term)	5/23/2014	5/23/2014	0.00
D Davis (nh)	5/28/2014	5/28/2014	0.00
M Torres (temp)	5/28/2014	5/28/2014	0.00
C Cole (nh)	5/28/2014	5/28/2014	0.00
J W Robinson (tfa pt)	5/28/2014	5/28/2014	0.00
J Kelley (term)	5/28/2014	5/28/2014	0.00
W Chapman (temp)	5/28/2014	5/28/2014	0.00
A Luciou (temp)	5/28/2014	5/28/2014	0.00
C Renteria (temp)	5/29/2014	5/29/2014	0.00
P Boswell (term)	5/29/2014	5/29/2014	0.00
P Brown (term)	5/29/2014	5/29/2014	0.00
C Butler (term)	5/29/2014	5/29/2014	0.00
M Buchanan (term)	5/29/2014	5/29/2014	0.00
B Herbisn (term)	5/29/2014	5/29/2014	0.00
D Serio (term)	5/29/2014	5/29/2014	0.00
J Roberson (term)	5/29/2014	5/29/2014	0.00
C Dalrymple (title change)	6/2/2014	6/2/2014	0.00
C Beaty (nh)	6/2/2014	6/2/2014	0.00
U Burnett (temp)	6/3/2014	6/3/2014	0.00
S Zengaro (promo)	6/3/2014	6/3/2014	0.00
D Mitchell (promo)	6/3/2014	6/3/2014	0.00
B Hays (title change)	6/3/2014	6/3/2014	0.00
C Lewis (add Comp)	6/5/2014	6/5/2014	0.00
V Bingham (add comp)	6/5/2014	6/5/2014	0.00
J Canevaro (add Comp)	6/5/2014	6/5/2014	0.00
G Medlock (add comp)	6/5/2014	6/5/2014	0.00
J Robinson (add comp)	6/5/2014	6/5/2014	0.00
H Butler (term)	6/5/2014	6/5/2014	0.00
I Barger (temp nh)	6/5/2014	6/5/2014	0.00
S Hall (temp nh)	6/5/2014	6/5/2014	0.00
G Hudson (term)	6/5/2014	6/5/2014	0.00
N Nielsen (nh)	6/5/2014	6/5/2014	0.00
S Chow (tranf new dept)	6/12/2014	6/12/2014	0.00
E Butler (nh)	6/16/2014	6/16/2014	0.00
M McClain (nh)	6/16/2014	6/16/2014	0.00
M Barnes (add comp)	6/16/2014	6/16/2014	0.00
L Pazzani (SSI)	6/16/2014	6/16/2014	0.00
D. Bradshaw (promo)	6/17/2014	6/17/2014	0.00
D. Tharp (promo)	6/17/2014	6/17/2014	0.00
R. Chambers (promo)	6/17/2014	6/17/2014	0.00
E. Sarcone(SSI)	6/17/2014	6/17/2014	0.00
N. Robinson (reappointment)	6/17/2014	6/17/2014	0.00
L. Ross (reappointment)	6/17/2014	6/17/2014	0.00
D. Johnson (SSI)	6/17/2014	6/17/2014	0.00
M. Matthews (SSI)	6/17/2014	6/17/2014	0.00
G. Zhao (SSI)	6/17/2014	6/17/2014	0.00

E. Newman (promo)	6/17/2014	6/17/2014	0.00
J. Grantham (reappointment)	6/17/2014	6/17/2014	0.00
C Beach (raise)	6/17/2014	6/17/2014	0.00
L Owens (raise)	6/17/2014	6/17/2014	0.00
G Evans (nh)	6/18/2014	6/18/2014	0.00
C Roden (nh)	6/17/2014	6/17/2014	0.00
R Chisolm (raise	6/19/2014	6/19/2014	0.00
K Bullock (raise)	6/19/2014	6/19/2014	0.00
T Colbert (change title)	6/19/2014	6/19/2014	0.00
L Morgan (okra camp	6/20/2014	6/20/2014	0.00
A Ray OKRA Camp	6/20/2014	6/20/2014	0.00
A McMath (rehire)	6/23/2014	6/23/2014	0.00
B Jones (term)	6/23/2014	6/23/2014	0.00
W Bryer (OKRA)	6/23/2014	6/23/2014	0.00
N Riding (add comp)	6/23/2014	6/23/2014	0.00
J Williams (add comp)	6/23/2014	6/23/2014	0.00
M Phillips (redist)	6/23/2014	6/23/2014	0.00
J Bowler (camp codir)	6/23/2014	6/23/2014	0.00
N Balderston (baskt camp)	6/23/2014	6/23/2014	0.00
K Murchison (art)	6/23/2014	6/23/2014	0.00
C Tubbs (art)	6/23/2014	6/23/2014	0.00
E Long (art)	6/23/2014	6/23/2014	0.00
A Laurenzo (art)	6/23/2014	6/23/2014	0.00
N Hein (art)	6/23/2014	6/23/2014	0.00
R Douglas (art)	6/23/2014	6/23/2014	0.00
P Brown (art)	6/23/2014	6/23/2014	0.00
H Mitchell (art)	6/23/2014	6/23/2014	0.00
S Loper (art)	6/23/2014	6/23/2014	0.00
L Blessitt (redist)	6/23/2014	6/23/2014	0.00
S Polk (redist)	6/23/2014	6/23/2014	0.00
C Thompson (redist)	6/23/2014	6/23/2014	0.00
E Overstreet (redist)	6/23/2014	6/23/2014	0.00
R Batts (add comp)	6/23/2014	6/23/2014	0.00
C McMinn (add comp)	6/23/2014	6/23/2014	0.00
J Phillips (add comp)	6/23/2014	6/23/2014	0.00
S Waggner (add comp)	6/23/2014	6/23/2014	0.00
M Kinnison (add comp)	6/23/2014	6/23/2014	0.00
E Washington (term)	6/25/2014	6/25/2014	0.00
K Murchison (art)	6/25/2014	6/25/2014	0.00
H Mitchell (art)	6/25/2014	6/25/2014	0.00
A Laurenzo (art)	6/25/2014	6/25/2014	0.00
T Rucker (art)	6/25/2014	6/25/2014	0.00
C Coleman (art)	6/25/2014	6/25/2014	0.00
J Miller (art)	6/25/2014	6/25/2014	0.00
L Curry(ret)	6/25/2014	6/25/2014	0.00
R Boyd (title change)	6/25/2014	6/25/2014	0.00
C Abraham (title change)	6/25/2014	6/25/2014	0.00

B Bays (title change)	6/25/2014	6/25/2014	0.00
M Fulwider (title change)	6/25/2014	6/25/2014	0.00
C Harris (title chng/raise)	6/25/2014	6/25/2014	0.00
T Griffin (rehire)	6/26/2014	6/26/2014	0.00
D Lucas (nh)	6/26/2014	6/26/2014	0.00
D Hebert (ssii)	6/26/2014	6/26/2014	0.00
L Aylward (rehire)	6/26/2014	6/26/2014	0.00
H Miller (chng dist)	6/26/2014	6/26/2014	0.00
T Jackson (nh)	6/26/2014	6/26/2014	0.00
S Polk (add comp)	6/26/2014	6/26/2014	0.00
E Newman (add comp)	6/26/2014	6/26/2014	0.00
H Byrd (add comp)	6/26/2014	6/26/2014	0.00
M Evabs (add comp)	6/26/2014	6/26/2014	0.00
R Becker (add comp)	6/26/2014	6/26/2014	0.00
L Lewis (degree)	6/30/2014	6/30/2014	0.00
M Johnson (rehire)	6/30/2014	6/30/2014	0.00
M McClain (add comp)	6/30/2014	6/30/2014	0.00
J Byrd (SS)	6/16/2014	6/16/2014	0.00
H Byrd (SS)	6/16/2014	6/16/2014	0.00
B Campbell (SS)	6/16/2014	6/16/2014	0.00
Scollins (SS)	6/16/2014	6/16/2014	0.00
J Craven (SS)	6/16/2014	6/16/2014	0.00
M Cunningham (SS)	6/16/2014	6/16/2014	0.00
D Ezell (SS)	6/16/2014	6/16/2014	0.00
S Farris (SS)	6/16/2014	6/16/2014	0.00
D Fioranelli (SS)	6/16/2014	6/16/2014	0.00
M Fortune (SS)	6/16/2014	6/16/2014	0.00
T Harbin (SS)	6/16/2014	6/16/2014	0.00
J Harper (SS)	6/16/2014	6/16/2014	0.00
V Hartley (SS)	6/16/2014	6/16/2014	0.00
C Harris (SS)	6/16/2014	6/16/2014	0.00
D Hebert (SS)	6/16/2014	6/16/2014	0.00
A Herrod (SS)	6/16/2014	6/16/2014	0.00
R Hochradel (SS)	6/16/2014	6/16/2014	0.00
E Howell (SS)	6/16/2014	6/16/2014	0.00
C Jackson (SS)	6/16/2014	6/16/2014	0.00
G Jennings (SS)	6/16/2014	6/16/2014	0.00
C Johnson (SS)	6/16/2014	6/16/2014	0.00
S Johnson (SS)	6/16/2014	6/16/2014	0.00
M Jones (SS)	6/16/2014	6/16/2014	0.00
M Jones (SS)	6/16/2014	6/16/2014	0.00
W Katembe (SS)	6/16/2014	6/16/2014	0.00
A Kukawa (SS)	6/16/2014	6/16/2014	0.00
M Keykendall (SS)	6/16/2014	6/16/2014	0.00
G Lee (SS)	6/16/2014	6/16/2014	0.00
N Lelek (SS)	6/16/2014	6/16/2014	0.00
M Lishman (SS)	6/16/2014	6/16/2014	0.00

J Long (SS)	6/16/2014	6/16/2014	0.00
J Magee (SS)	6/16/2014	6/16/2014	0.00
M Mathews (SS)	6/16/2014	6/16/2014	0.00
J McCormick (SS)	6/16/2014	6/16/2014	0.00
T MCKinney (SS)	6/16/2014	6/16/2014	0.00
M McNeece (SS)	6/16/2014	6/16/2014	0.00
M Merryday (SS)	6/16/2014	6/16/2014	0.00
D Mitchell (SS)	6/16/2014	6/16/2014	0.00
C Montgomery (SS)	6/16/2014	6/16/2014	0.00
R Morris (SS)	6/16/2014	6/16/2014	0.00
A Pate (SS)	6/16/2014	6/16/2014	0.00
B Pickens (SS)	6/16/2014	6/16/2014	0.00
D Prather (SS)	6/16/2014	6/16/2014	0.00
J Robinson (SS)	6/16/2014	6/16/2014	0.00
J Roach (SS)	6/16/2014	6/16/2014	0.00
L Russell (SS)	6/16/2014	6/16/2014	0.00
T Russell (SS)	6/16/2014	6/16/2014	0.00
A Sanders (SS)	6/16/2014	6/16/2014	0.00
E Sarcone (SS)	6/16/2014	6/16/2014	0.00
D Schattner (ss)	6/16/2014	6/16/2014	0.00
E Schmidt (SS)	6/16/2014	6/16/2014	0.00
K Shaffer (SS)	6/16/2014	6/16/2014	0.00
A Sharma (SS)	6/16/2014	6/16/2014	0.00
D Shawhan (SS)	6/16/2014	6/16/2014	0.00
T Simmons (SS)	6/16/2014	6/16/2014	0.00
M Smith (SS)	6/16/2014	6/16/2014	0.00
J Smithpeters (SS)	6/16/2014	6/16/2014	0.00
C Snow (SS)	6/16/2014	6/16/2014	0.00
J Speakes (SS)	6/16/2014	6/16/2014	0.00
W Stewart (SS)	6/16/2014	6/16/2014	0.00
T Taylor (SS)	6/16/2014	6/16/2014	0.00
D Thomas (SS)	6/16/2014	6/16/2014	0.00
E Tibbs(SS)	6/16/2014	6/16/2014	0.00
M VanNamen (SS)	6/16/2014	6/16/2014	0.00
C Washer (SS)	6/16/2014	6/16/2014	0.00
T Watkins (SS)	6/16/2014	6/16/2014	0.00
J Wilson (SS)	6/16/2014	6/16/2014	0.00
C Wood (SS)	6/16/2014	6/16/2014	0.00
E Youssef (SS)	6/16/2014	6/16/2014	0.00
Y Zhang (SS)	6/16/2014	6/16/2014	0.00
G Zhae (SS)`	6/16/2014	6/16/2014	0.00
D Schattner (SS)	6/16/2014	6/16/2014	0.00
B Becker (SS)	6/16/2014	6/16/2014	0.00
J Brown (SS)	6/16/2014	6/16/2014	0.00
D kim (SS)	6/16/2014	6/16/2014	0.00
J Kandies (SS)	6/16/2014	6/16/2014	0.00
S Lamb (SS1)	6/16/2014	6/16/2014	0.00

E McKnight (SS1)	6/16/2014	6/16/2014	0.00
G Meador (SSI II)	6/16/2014	6/16/2014	0.00
D Mitra (Ssi)	6/16/2014	6/16/2014	0.00
L Pazzani (SSI)	6/16/2014	6/16/2014	0.00
C Westmoreland (SS)	6/16/2014	6/16/2014	0.00
V Webster (SS)	6/16/2014	6/16/2014	0.00
E Atchison (SSI)	6/16/2014	6/16/2014	0.00
J Cox (SSI II)	6/16/2014	6/16/2014	0.00
A Ellis (SSI)	6/16/2014	6/16/2014	0.00
G Morris (SSI)	6/16/2014	6/16/2014	0.00
J Reed (SS I II)	6/16/2014	6/16/2014	0.00
A Blanton (SSII I)	6/16/2014	6/16/2014	0.00
R Howsen (SS I II)	6/16/2014	6/16/2014	0.00
MK DeWeese (add comp)	6/16/2014	6/16/2014	0.00
R Doyle (add comp)	6/16/2014	6/16/2014	0.00
G Brister (SS)	6/16/2014	6/16/2014	0.00
B Lamb (add duites	6/16/2014	6/16/2014	0.00
D Schattner (add comp)	6/16/2014	6/16/2014	0.00
K White (add duties)	6/16/2014	6/16/2014	0.00
C Boettcher (degree)	6/16/2014	6/16/2014	0.00
B Latham (retired)	6/16/2014	6/16/2014	0.00
T Calvin (new fund)	6/16/2014	6/16/2014	0.00
L Phillips (term)	6/16/2014	6/16/2014	0.00
J Tiftickjian (title change)	6/16/2014	6/16/2014	0.00
E yanes (term)	6/16/2014	6/16/2014	0.00
C Boudreaux term)	6/16/2014	6/16/2014	0.00
H Logan (term)	6/16/2014	6/16/2014	0.00
J Kypke (term)	6/16/2014	6/16/2014	0.00
M Davis (volunt.)	6/16/2014	6/16/2014	0.00
L Zweber (self study)	6/16/2014	6/16/2014	0.00
L Brown (pt)	6/16/2014	6/16/2014	0.00
J Abide (SS)	6/16/2014	6/16/2014	0.00
C Abraham (SS)	6/16/2014	6/16/2014	0.00
D Allen (SS)	6/16/2014	6/16/2014	0.00
A Reza (SS)	6/16/2014	6/16/2014	0.00
J Alvare (SS)	6/16/2014	6/16/2014	0.00
L Maxwell Barnes(SS)	6/16/2014	6/16/2014	0.00
M Barnes (SS)	6/16/2014	6/16/2014	0.00
B Bays (SS)	6/16/2014	6/16/2014	0.00
A Bridges (SS)	6/16/2014	6/16/2014	0.00
V Brumfield (SS)	6/16/2014	6/16/2014	0.00
S Russell (new hire)	1-Jul-2013	2-Jul-2013	1.00
D Veiga (math tutuor)	16-Sep-2013	17-Sep-2013	1.00
E Bowler (nh)	16-Sep-2013	17-Sep-2013	1.00
D Tanner (pt)	16-Sep-2013	17-Sep-2013	1.00
L. Jefferson (term)	18-Sep-2013	19-Sep-2013	1.00
M. Gann (reappt)	1-Oct-2013	2-Oct-2013	1.00

R. Carter (newhire)	1-Oct-2013	2-Oct-2013	1.00
C Belenchia (pt)	21-Jan-2014	22-Jan-2014	1.00
J. Speakes (overload)	2/17/2014	2/18/2014	1.00
C. Cooper (adjunct)	2/17/2014	2/18/2014	1.00
J. Craven (overload	2/17/2014	2/18/2014	1.00
B. Oleis (overload)	2/17/2014	2/18/2014	1.00
A. Powers (overload)	2/17/2014	2/18/2014	1.00
J. Boone (adjunct)	2/17/2014	2/18/2014	1.00
F. Zengaro (adjunct)	2/17/2014	2/18/2014	1.00
V. Webster (overload)	2/17/2014	2/18/2014	1.00
D. Thomas (overload)	2/17/2014	2/18/2014	1.00
T. Parrish (overload)	2/17/2014	2/18/2014	1.00
S. Farris (overload)	2/17/2014	2/18/2014	1.00
S. Simpson (adjunct)	2/17/2014	2/18/2014	1.00
S. Spikes (adjunct)	2/17/2014	2/18/2014	1.00
J. Marshall (adjunct)	2/17/2014	2/18/2014	1.00
J. Marshall (adjunct)	2/17/2014	2/18/2014	1.00
J. Robinson (adjunct)	2/17/2014	2/18/2014	1.00
C. Barrett (adjunct)	2/17/2014	2/18/2014	1.00
M. McNeece (adjunct)	2/17/2014	2/18/2014	1.00
C. Dickerson (adjunct)	2/17/2014	2/18/2014	1.00
C. Cesare (adjunct)	2/17/2014	2/18/2014	1.00
E. Atchison (adjunct)	2/17/2014	2/18/2014	1.00
L. Russell (adjunct)	2/17/2014	2/18/2014	1.00
A. Ellis (adjunct)	2/17/2014	2/18/2014	1.00
K. Dorsey (adjunct)	2/17/2014	2/18/2014	1.00
G. Morris (adjunct)	2/17/2014	2/18/2014	1.00
D. Prather (adjunct)	2/17/2014	2/18/2014	1.00
D. Fioranelli (adjunct)	2/17/2014	2/18/2014	1.00
R. Harrell (adjunct)	2/17/2014	2/18/2014	1.00
M. Lishman (adjunct)	2/17/2014	2/18/2014	1.00
L. Pambianchi (adjunct)	2/17/2014	2/18/2014	1.00
K. Shaffer (adjunct)	2/17/2014	2/18/2014	1.00
C. Walker (adjunct)	2/17/2014	2/18/2014	1.00
C. Caldwell (adjunct)	2/17/2014	2/18/2014	1.00
N. Finklea (adjunct)	2/17/2014	2/18/2014	1.00
B. Hardy (adjunct)	2/17/2014	2/18/2014	1.00
t. Davis (overload0	2/17/2014	2/18/2014	1.00
G. Hays (substitute E-Learning)	2/17/2014	2/18/2014	1.00
C. Brinkley (adjunct)	2/17/2014	2/18/2014	1.00
K. Davis (adjunct)	2/17/2014	2/18/2014	1.00
A. Hudson (backpay0	2/17/2014	2/18/2014	1.00

Jul-13

Fall 2013	FT Fac	PT Fac	FT Staff	PT Staff	Total
Minorities	32	11	111	16	170
Total	183	78	308	45	614

2012	FT Fac	PT Fac	FT Staff	PT Staff	Total
Minorities	31	12	110	10	163
Total	184	77	290	40	591

2011	FT Fac	PT Fac	FT Staff	PT Staff	Total
Minorities	29	9	117	8	163
Total	184	73	317	43	617

2010	FT Fac	PT Fac	FT Staff	PT Staff	Total	% Minority
Minorities	24	8	109	13	154	24.60%
Total	186	68	314	58	626	

2009	FT Fac	PT Fac	FT Staff	PT Staff	Total	% Minority
Minorities	30	6	123	13	172	26.54%
Total	193	66	338	51	648	

2008	FT Fac	PT Fac	FT Staff	PT Staff	Total	% Minority
Minorities	28	7	134	16	185	27.09%
Total	192	65	361	65	683	

2007	FT Fac	PT Fac	FT Staff	PT Staff	Total	% Minority
Minorities	28	7	133	14	182	26.61%
Total	190	71	372	51	684	

Fall 2013 EEO	FT	FT Minorities	FT Female	FT Male	PT
1	37	3	18	19	4
2	183	32	96	87	78
3	99	28	55	44	23

4	8	1	6	2	1
5	60	12	57	3	8
6	13	1	0	13	0
7	91	66	45	46	9
8	0	0	0	0	64
Total w/GA	491	143	277	214	187
Total w/o GA	491	143	277	214	123

% Minority		Grad Asst	Total w/GA	% Minority w/GA
27.69%		24	194	28.61%
		64	678	

% Minority		Grad Asst	Total w/GA	% Minority w/GA
27.58%		29	192	28.70%
		78	669	

% Minority		Grad Asst	Total w/GA	% Minority w/GA
26.42%		16	179	26.40%
		61	678	

Grad Asst	Total w/GA	% Minority w/GA
28	182	26.07%
72	698	

Grad Asst	Total w/GA	% Minority w/GA
32	204	27.91%
83	731	

Grad Asst	Total w/GA	% Minority w/GA
31	216	28.84%
66	749	

Grad Asst	Total w/GA	% Minority w/GA
32	214	27.94%
82	766	
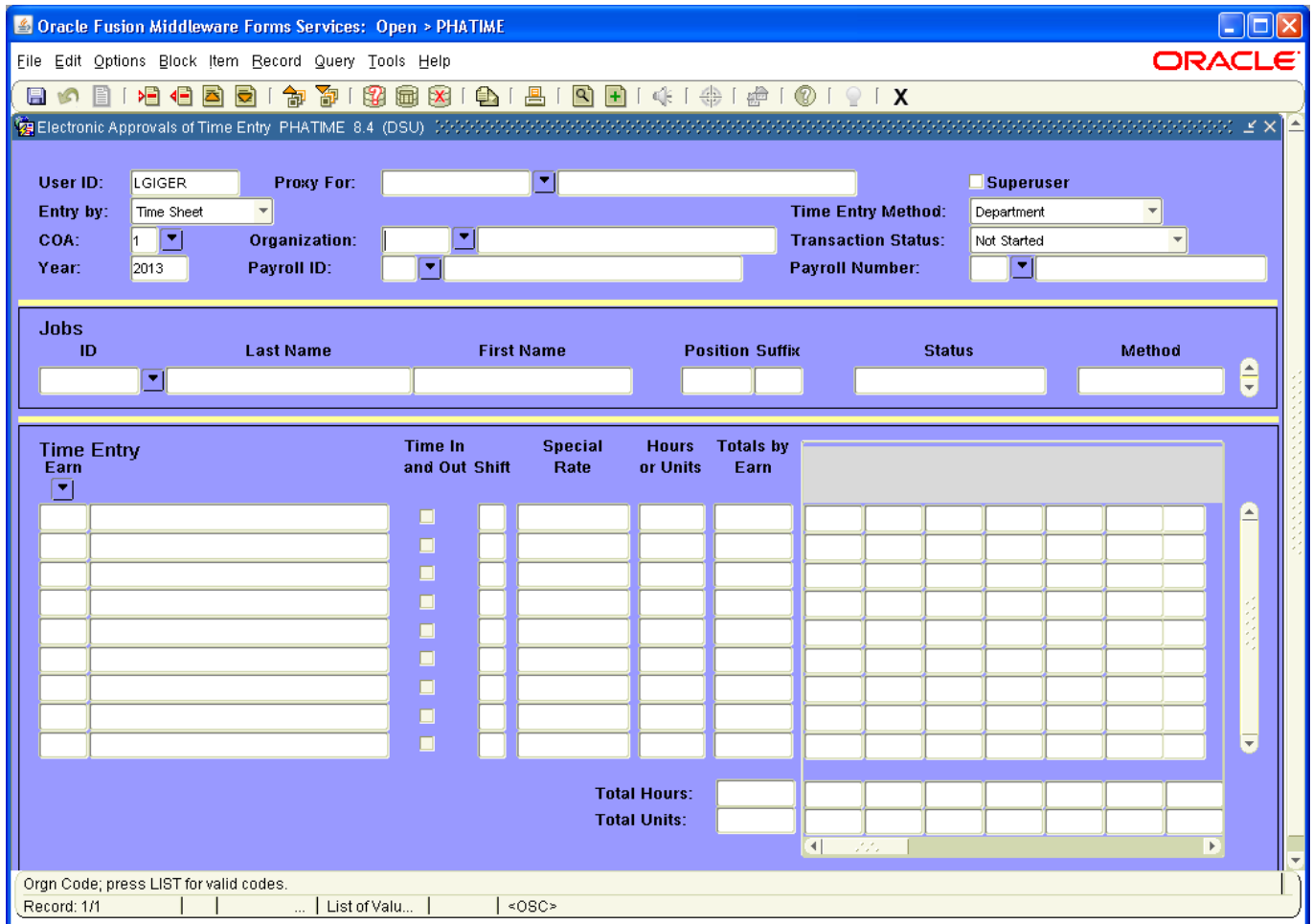
PT Minorities	PT Female	PT Male	Total
0	1	3	41
11	53	25	261
5	9	14	122

1	1	0	9
4	6	2	68
0	0	0	13
6	3	6	100
24	30	34	64
51	103	84	678
27	73	50	614

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"Developing Partnerships Within the University"

Entering
Time Sheets, Personal and Major Medical Leave
User Guide

Timekeepers:

1. Access the form **PHATIME**. (Sample screenshot of the form below)

2. USER ID: Name should be your user id or user name.

3. PROXY FOR:
    1. Proxies are used for alternative users. If another colleague has indicated that you can be proxy for them in the event they are unable to enter time, select the name of the user by clicking the drop down box. Proxies can be set-up through Employee Self Service.
    2. If two or more employees share the same organization code, then each user will need to be a proxy of one another.

4. ENTRY BY: Choose from the drop down box of either Timesheet or Leave Report. Usually this selection will be **TIMESHEET**.

5. TIME ENTRY METHOD: **DEPARTMENT**

6. COA: **1**

7. ORGANIZATION: Enter the department's organization code for which you are entering time or personal/major medical leave.

8. TRANSACTION STATUS: Usually the selection will be NOT STARTED and ALL NOT STARTED. Other options include:

    - Not Started: Timesheets and leave records that have not been extracted for entry.
    - In Progress: Timesheets and leave records that have been pulled to enter leave and hours worked.
    - Pending: Timesheets and leave records that have not been submitted for approval
    - Returned for Correction: The supervisor has returned the timesheet to the timekeeper for correction. The supervisor will need to send an email to the timekeeper to inform him/her of the changes needed.
    - Completed: Timesheets and leave records approved
    - Error: Timesheets and leave records that have errors

9. Enter Year: **2013**

10. Payroll Id and Payroll Number: (Tables Below)
    1. **M1** – Employees paid over 12 months or employed on 12 month appointments.

Payroll ID	Payroll No.	Month
M1	1	January
M1	2	February
M1	3	March
M1	4	April
M1	5	May
M1	6	June
M1	7	July
M1	8	August
M1	9	September
M1	10	October
M1	11	November
M1	12	December

2. **M2** – Employees paid over 9 months:

Payroll ID	Payroll No.	Month
M2	1	January
M2	2	February
M2	3	March
M2	4	April
M2	5	May
M2	6	September
M2	7	October
M2	8	November
M2	9	December

c. **BW** (Bi-weekly) – Hourly Employees

Payroll Number: There are usually 26 pay periods for a calendar year. Below is the list of remaining bi-week payroll periods for 2013.

Payroll ID	Payroll No.	Start Date	End Date
BW	12	May 24, 2013	June 6, 2013
BW	13	June 7, 2013	June 20, 2013
BW	14	June 21, 2013	July 4, 2013
BW	15	July 5, 2013	July 18, 2013
BW	16	July 19, 2013	August 1, 2013
BW	17	August 2, 2013	August 15, 2013
BW	18	August 16, 2013	August 29, 2013
BW	19	August 30, 2013	September 12, 2013
BW	20	September 13, 2013	September 26, 2013
BW	21	September 27, 2013	October 10, 2013
BW	22	October 11, 2013	October 24, 2013
BW	23	October 25, 2013	November 7, 2013
BW	24	November 8, 2013	November 21, 2013
BW	25	November 22, 2013	December 5, 2013
BW	26	December 6, 2013	December 19, 2013

(Sample PHATIME screenshot below)
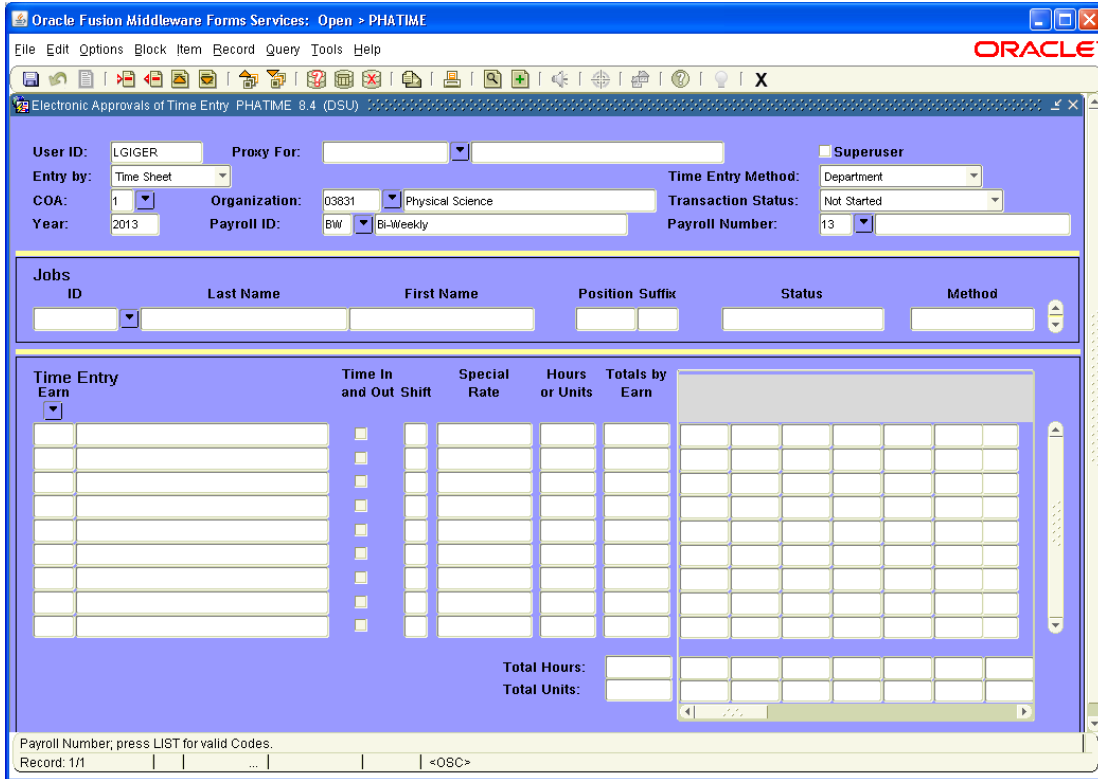
11. There are two ways to open a time sheet:
    1. To open a timesheet for an individual:
        i. After entering the payroll number, hit **TAB** and a box should appear. Enter the employees 900 number and click OK. (Screen shot below)
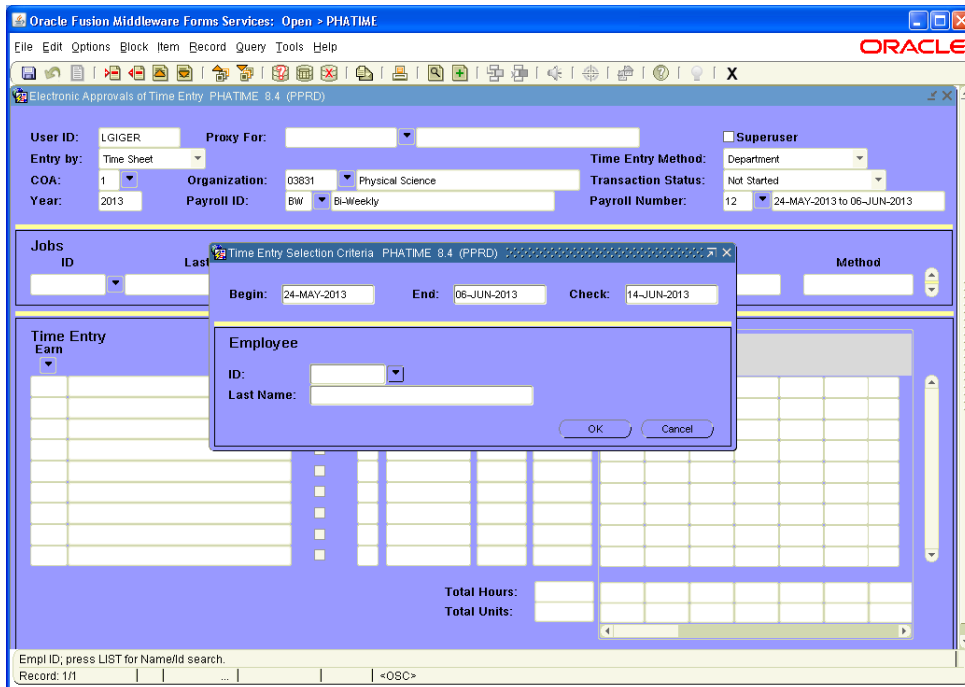
2. To extract a department's timesheets, click on the **JOBS ID** field. A box will appear and click **YES** to begin extracting time for entry. This will open the timesheet and pull the employees' records to start entering hours worked for bi-week and personal and major medical leave for monthly employees. (Screen Shot below)
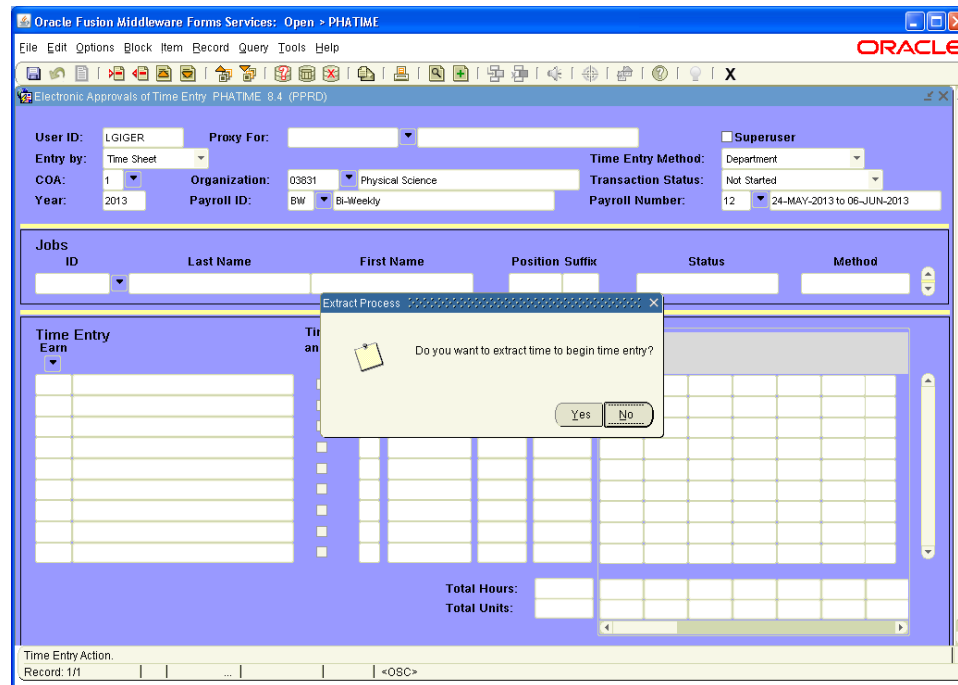
12. Scroll through the list by using your up and down arrow keys or use the drop down arrow to select the individual to enter personal and major medical leave or hours worked. (Sample screen shot below)
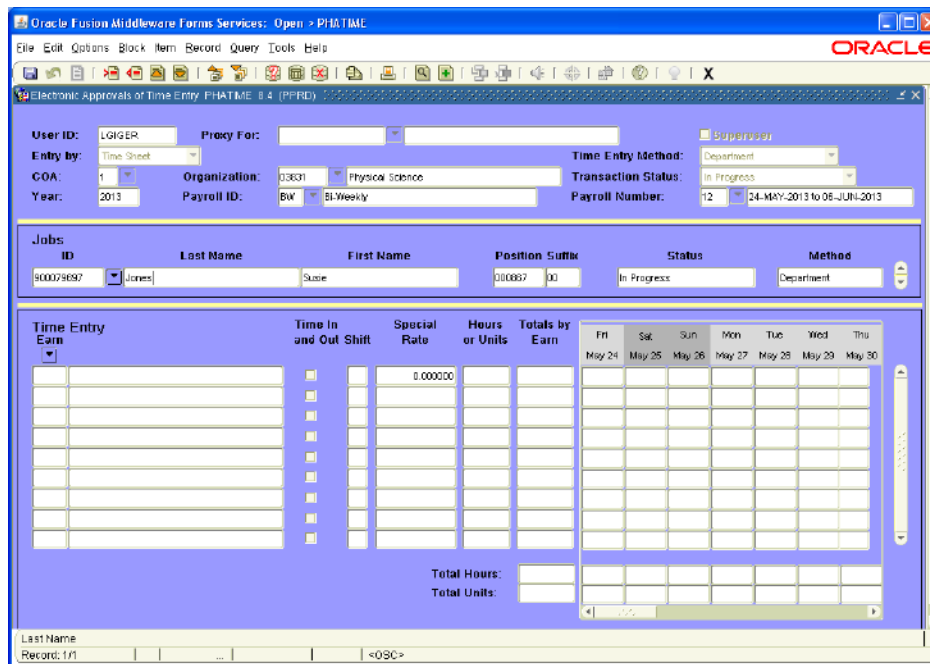
When timesheets are extracted, Banner will verify if any timesheet have errors. To view the errors, click **OPTIONS** and then **VIEW ERRORS**. This form will tell you which employees have errors and the reason. (Screen shot below).
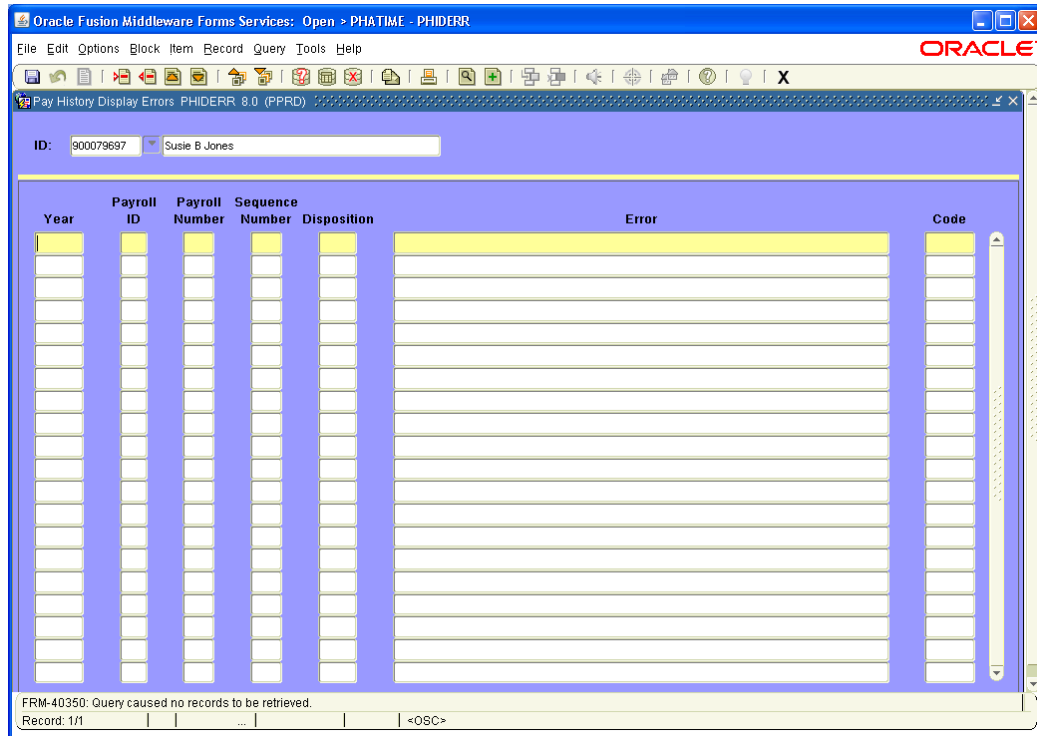
TIME ENTRY

Bi-Weekly:

1. Select the employee to enter the actual number of hours worked each day.
2. **CTRL Page Down**
3. Use the following codes under the **EARN** field to enter hours:

   1. REG: regular hours worked each day
   2. PLT: personal leave time
   3. MMP: major medical leave time
   4. OT: Overtime

   (Screen shot below)
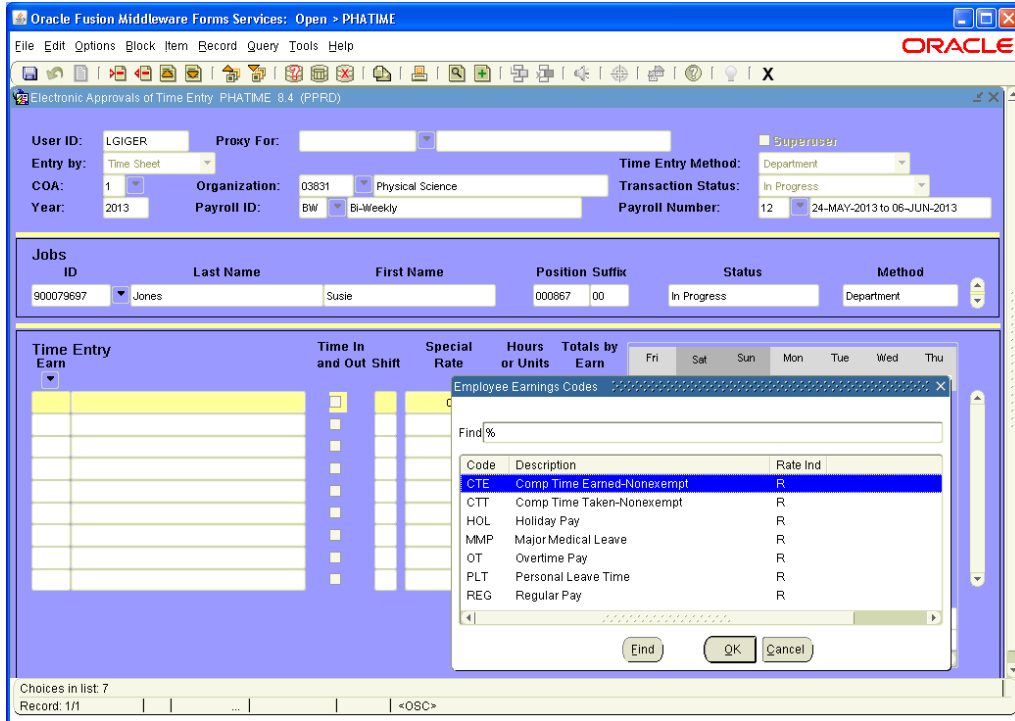
(Above) Sample screen shot of the types of earn codes that can be entered on a bi-weekly payroll.

4. Tab to the correct day to begin entering the hours worked each day (bi-weekly) and hours taken for PERS and MMED (bi-weekly, staff, and faculty). Sample screen shot below.

5. Click on **SAVE.**
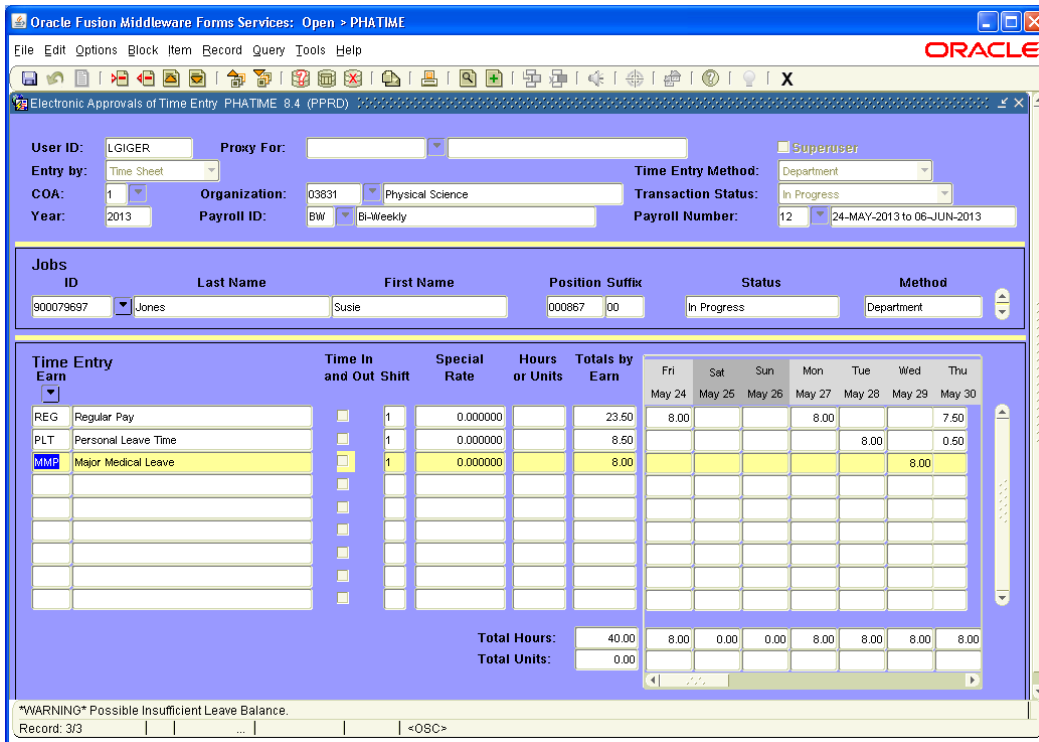
(Above) Sample screen shot of bi-weekly payroll where regular earnings, personal and major medical leave time are entered.

(Above) Continuation of the bi-weekly payroll of where regular earnings, personal and major medical leave time are entered.

(Above) Continuation of the bi-weekly payroll of where regular earnings, personal and major medical, and overtime are entered.

(Above) Continuation of the bi-weekly payroll of where regular earnings, personal and major medical, holiday and overtime are entered.

6. Once all time has been entered, click on **OPTIONS.** A list of available actions are:
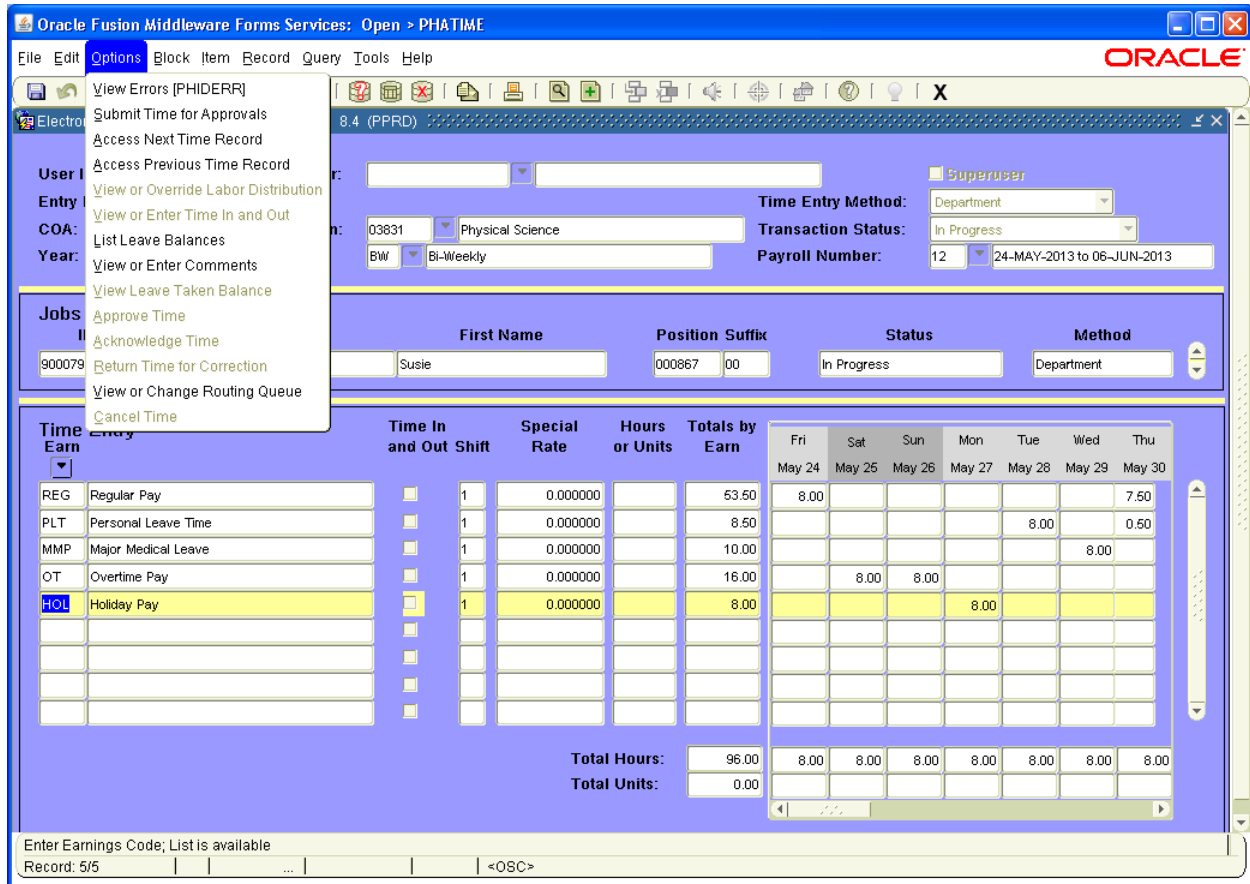
a. **View Errors:** This action allows the timekeeper to view errors when extracting timesheets

b. **Submit Time for Approval:** All timesheets must be submitted for approval before the supervisor can approve time. Each timesheet must be submitted individually.

c. **Access Next Time Record:** Allows the timekeeper to access the next employee's record.

d. **Access Previous Time Record:** Allows the timekeeper to access the previous employee's record.

e. **List Leave Balances:** Shows the amount of leave time an employee has earned. (Screen shot available)

f. <u>View or Enter Comments:</u> This form is used for the timekeeper to enter comments to the supervisor about a particular timesheet. If the **CONFIDENTIAL** box is checked, then the comments cannot be seen by the employee over the web. Anyone within BANNER itself, can see the comments if this box is checked. Comments must be added before the supervisor approves. If a comment is needed, then the supervisor will need to return for correction in Employee Self Service.

g. <u>View or Change Routing Queue:</u> This form allows the timekeeper to view the next approval level. Timekeepers do not have access to change routing queues.

5. **FINAL STEP:**

Click on **OPTIONS** and choose **SUBMIT TIME FOR APPROVALS.**

Each individual employee must be for submitted for approval. Batch submissions are not possible.

NOTE: ONCE THE TIMESHEET HAS BEEN SUBMITTED FOR APPROVAL, NO CHANGES OR COMMENTS CAN BE ADDED TO THE EMPLOYEE'S TIMESHEET.

Unapproved/Unsubmitted Time Process:

Payroll will approve all "submitted but not approved" timecards. "In Progress" timesheets will be moved from "In Progress" to "Submitted" by the superuser (Payroll/Human Resources). All timesheets and personal and major medical leave time must be approved prior to the following payroll schedules:

Bi-weekly: Monday after the payroll ends by 10:00 a.m.

Below is the timesheet schedule for the remainder of 2013.

Bi-weekly

Payroll ID	Payroll No.	Start Date	End Date	Timesheet Opens	Timesheet Closes	Time
BW	12	May 24, 2013	June 06, 2013	May 24, 2013	June 10, 2013	10:00 a.m.
BW	13	June 7, 2013	June 20, 2013	June 7, 2013	June 24, 2013	10:00 a.m.
BW	14	June 21, 2013	July 4, 2013	June 21, 2013	July 8, 2013	10:00 a.m.
BW	15	July 5, 2013	July 18, 2013	July 5,2013	July 22, 2013	10:00 a.m.
BW	16	July 19, 2013	August 1, 2013	July 19, 2013	August 5, 2013	10:00 a.m.
BW	17	August 2, 2013	August 15, 2013	August 2, 2013	August 19, 2013	10:00 a.m.
BW	18	August 16, 2013	August 29, 2013	August 16, 2013	August 30, 2013	5:00 p.m.
BW	19	August 30, 2013	September 12, 2013	August 30, 2013	September 16, 2013	10:00 a.m.
BW	20	September 13, 2013	September 26, 2013	September 13, 2013	September 30, 2013	10:00 a.m.
BW	21	September 27, 2013	October 10, 2013	September 27, 2013	October 14, 2013	10:00 a.m.
BW	22	October 11, 2013	October 24, 2013	October 11, 2013	October 28, 2013	10:00 a.m.
BW	23	October 25, 2013	November 7, 2013	October 25, 2013	November 11, 2013	10:00 a.m.
BW	24	November 8, 2013	November 21, 2013	November 8, 2013	November 25, 2013	10:00 a.m.
BW	25	November 22, 2013	December 5, 2013	November 22, 2013	December 9, 2013	10:00 a.m.
BW	26	December 06, 2013	December 19, 2013	December 06, 2013	December 16, 2013	5:00 p.m.

Time Entry for Monthly Payrolls:

1. Access the form **PHATIME**.
2. Repeat Steps 2-12 from above.
3. Select the employee to enter the actual number of hours worked each day.
4. Use the following codes to enter hours:
   a. FMED – Faculty Medical Leave (9 month faculty)
   b. PERS – Personal Leave Time for Staff and 12 month faculty
   c. MMED – Major Medical Leave Time for Staff and 12 month faculty
   d. CTE – Comp Time Earned: This earn code is used for employees who earn compensatory time. The number of hours worked in excess of 40 hours would be recorded on the day in which the overtime occurred.
   e. CTT – Comp Time Taken: This earn code is used when an employee has earned compensatory time and wishes to use this type of time in lieu of personal and/or major medical leave time.
5. Tab to the day to enter the hours taken for FMED, PERS and MMED.
6. Click on **SAVE.**

Sample Screen Shots

(Above) PHATIME with M1 as payroll ID screen shot
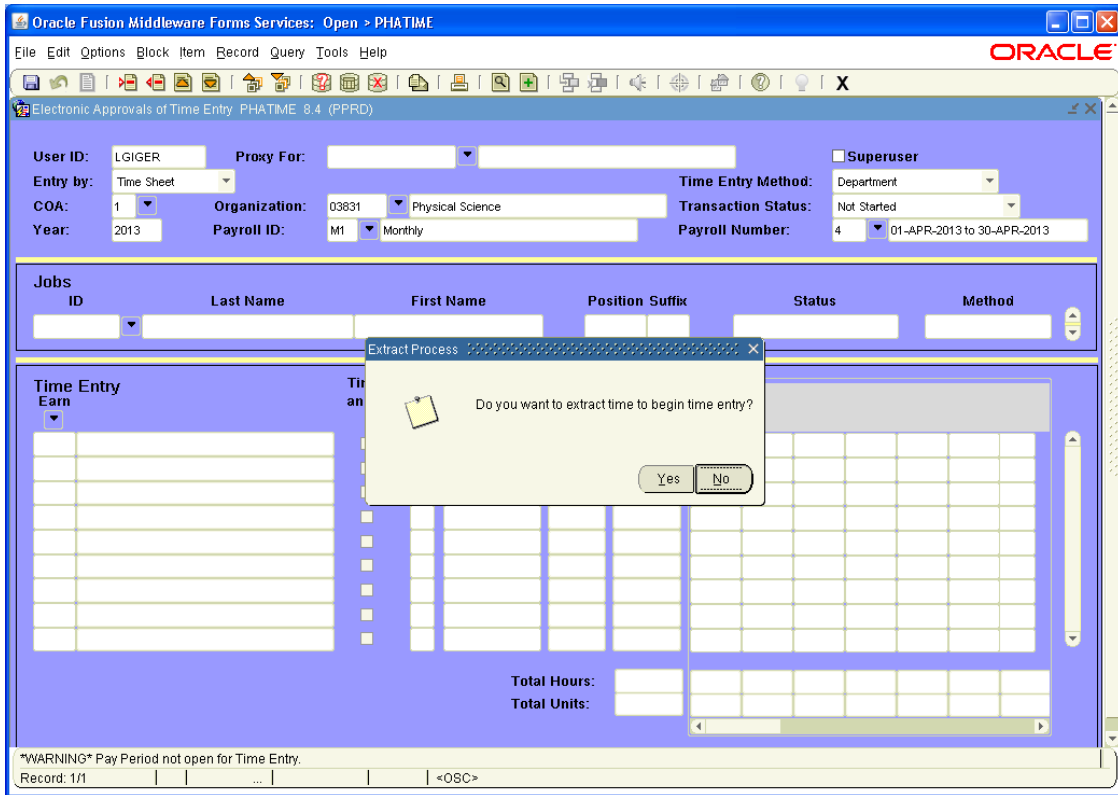
(Above) Extracting time entry on M1 payroll
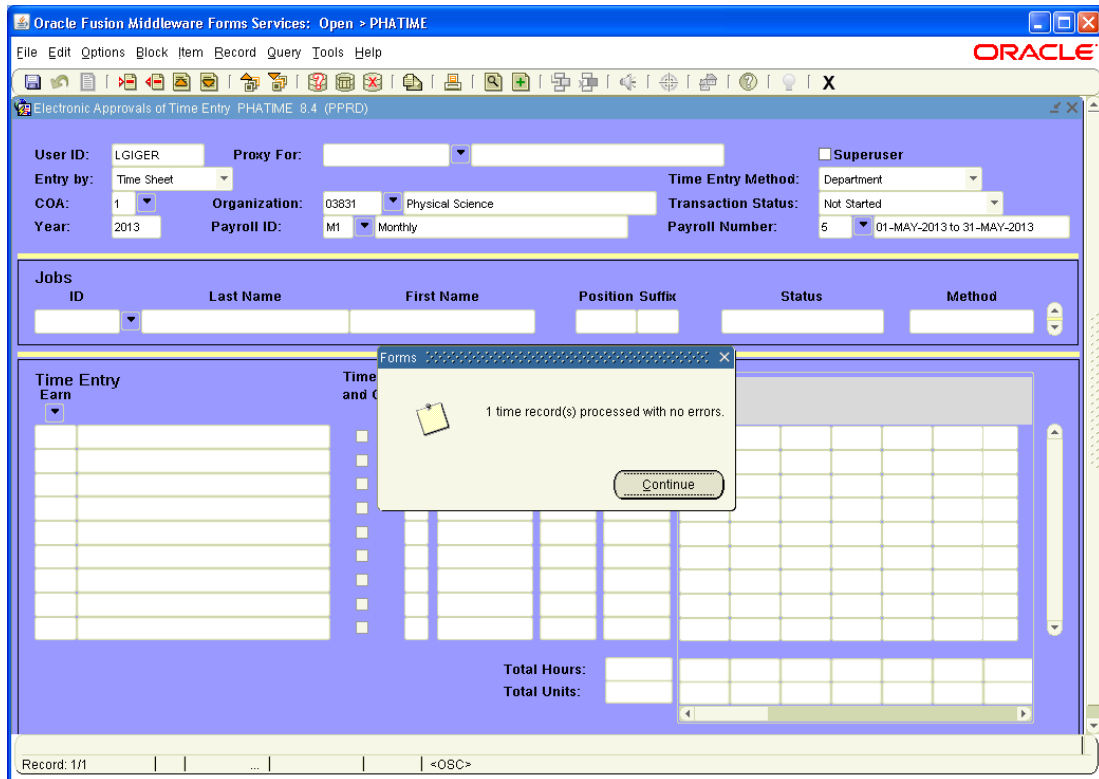
(Above) Sample screen shot of message showing how many records were processed with no errors.
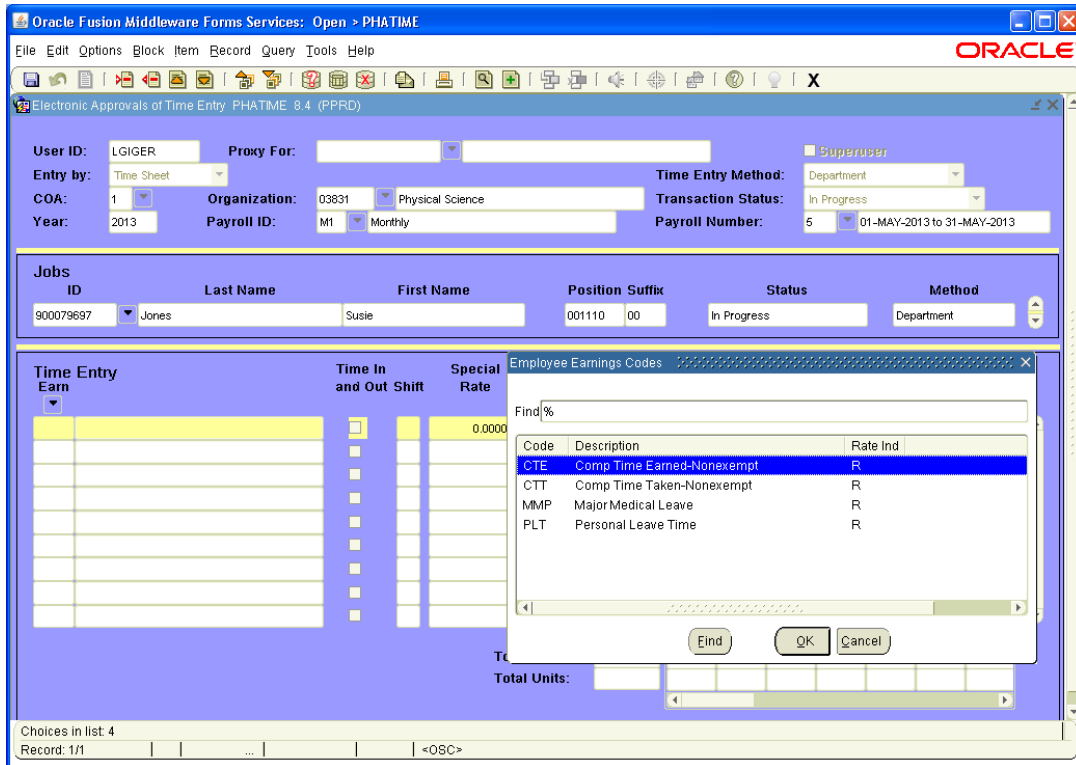
(Above) Listing of valid earn codes for M1 payroll. Actual number of hours worked per day do not need to be enter for M1 and M2 payrolls. Only personal and major medical hours taken are entered.
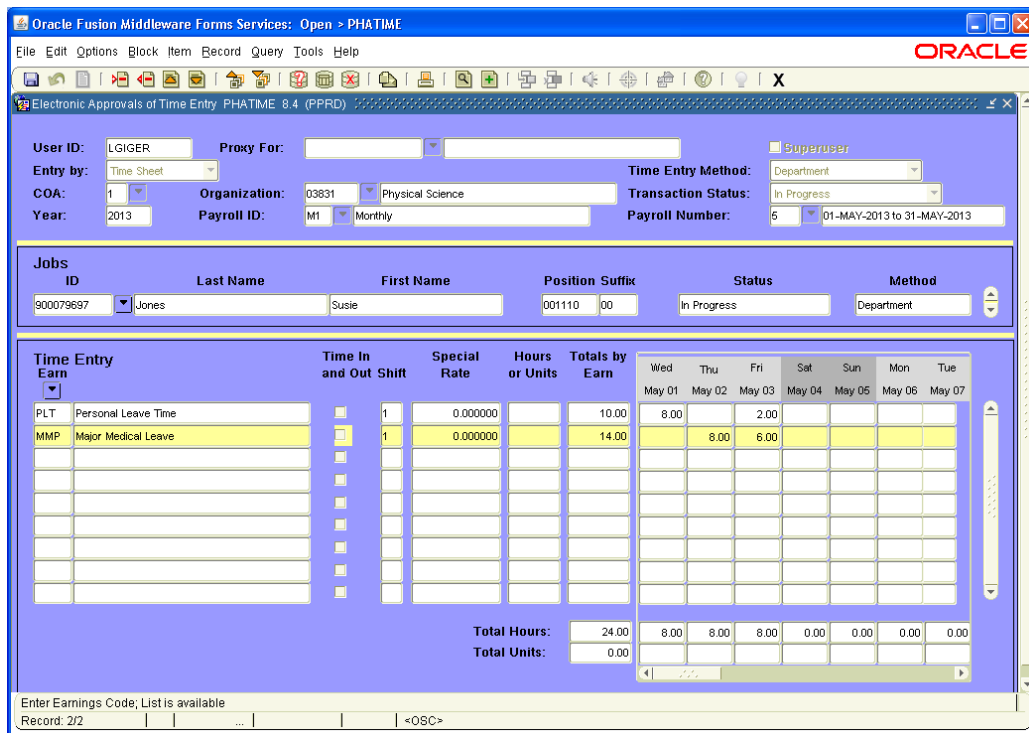
(Above) Sample screen shot of entering personal and major medical leave hours taken for faculty and staff.

(Above) Sample screen shot of entering personal, major medical leave hours, comp time earned, and comp time taken for faculty and staff.

6. Once all time has been entered, click on **OPTIONS.** This will list the type of actions available.

    a. <u>View Errors:</u> This action allows the timekeeper to view errors extracting timesheets

    b. <u>Submit Time for Approval:</u> All timesheets must be submitted for approval before the supervisor can approve time.

    c. <u>Access Next Time Record:</u> Allows the timekeeper to access the next employee's record.

    d. <u>Access Previous Time Record:</u> Allows the timekeeper to access the previous employee's record.

    e. <u>List Leave Balances:</u> Shows the amount of leave time an employee has earned. (Screen shot available)

    f. <u>View or Enter Comments:</u> This form is used for the timekeeper to enter comments to the supervisor about a particular timesheet. If

the **CONFIDENTIAL** box is checked, then the comments cannot be seen by the employee over the web. Anyone within BANNER itself, can see the comments if this box is checked. Comments must be added before the supervisor approves. If a comment is needed, then the supervisor will need to return for correction in Employee Self Service.

g. View or Change Routing Queue: This form allows the timekeeper to view the next approval level. Timekeepers do not have access to change routing queues.

7. FINAL STEP:

Click on **OPTIONS** and choose **SUBMIT TIME FOR APPROVALS.**

Note: Each individual employee must be for submitted for approval. Batch submissions are not allowed.

NOTE: ONCE THE TIMESHEET HAS BEEN SUBMITTED FOR APPROVAL, NO CHANGES OR COMMENTS CAN BE ADDED TO THE EMPLOYEE'S TIMESHEET.

Unapproved/Unsubmitted Time Process:

Payroll will approve all "submitted but not approved" timecards. "In Progress" timesheets will be moved from "In Progress" to "Submitted" by the superuser (Payroll/Human Resources). All timesheets and personal and major medical leave time must be approved prior to the following payroll schedules:

Monthly: eight (8) days prior to the last working day of the month by 12:00 noon.

Below is the timesheet schedule for the remainder of 2013.

Monthly

M1 PAYROLL

Payroll No.	Payroll ID	Timesheet Opens	Timesheet Closes	Time
6	M1	June 1, 2013	June 21, 2013	12:00 noon
7	M1	July 1, 2013	July 24, 2013	12:00 noon
8	M1	August 1, 2013	August 23, 2013	12:00 noon
9	M1	September 1, 2013	September 23, 2013	12:00 noon
10	M1	October 1, 2013	October 24, 2013	12:00 noon
11	M1	November 1, 2013	November 20, 2013	12:00 noon
12	M1	December 1, 2013	December 13, 2013	12:00 noon

M2 PAYROLL

Payroll No.	Payroll ID	Timesheet Opens	Timesheet Closes	Time
6	M2	September 1, 2013	September 23, 2013	12:00 noon
7	M2	October 1, 2013	October 24, 2013	12:00 noon
8	M2	November 1, 2013	November 20, 2013	12:00 noon
9	M2	December 1, 2013	December 13, 2013	12:00 noon

Delta State University
Human Resource Management
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"Developing Partnerships Within the University"

<u>APPROVERS</u>

Timesheets, personal and major medical leave time is approved through Employee Self Service accessible through DSU Online Services.

Logging Into Employee Self Service

1. Access Internet Explorer.
2. Click on **myDSU** (upper right-hand corner)
3. Click on **Login** to DSU Online Services
4. Log into DSU Online Services using your 900 number and password. Your initial password is your birthday in the form of MMDDYY for those who have not accessed DSU Online Services.
5. Click on **Employee Services.**
6. Click on **Timesheets**

TIME SHEET

1. Click the circle to **APPROVE OR ACKNOWLEDGE TIME**. Click on **Select**.
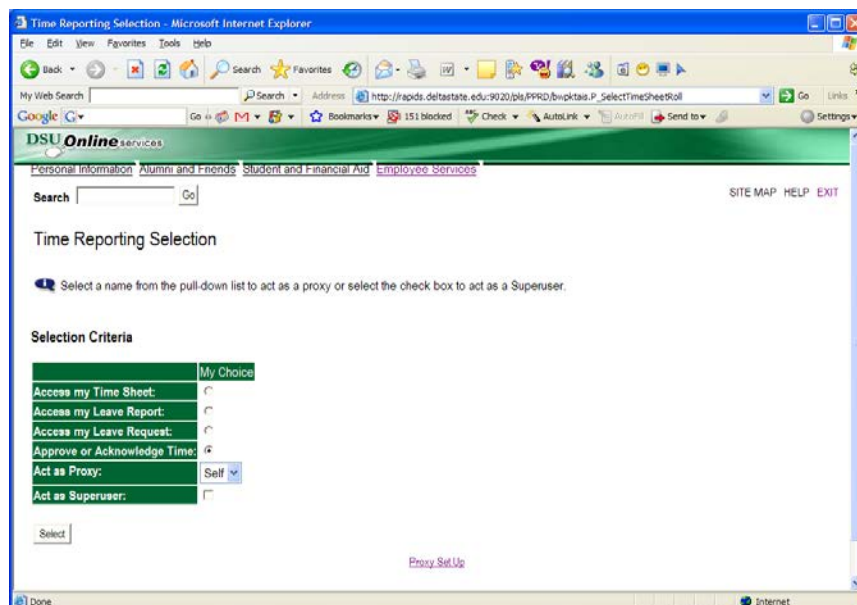
2. Time Sheets:
    a. Select the department to approve time and click on the appropriate pay period (BW, M1, or M2)

    b. Sort Order: Click on the circle beside **SORT EMPLOYEES' RECORDS BY STATUS THEN BY NAME.**

    c. Click **Select**
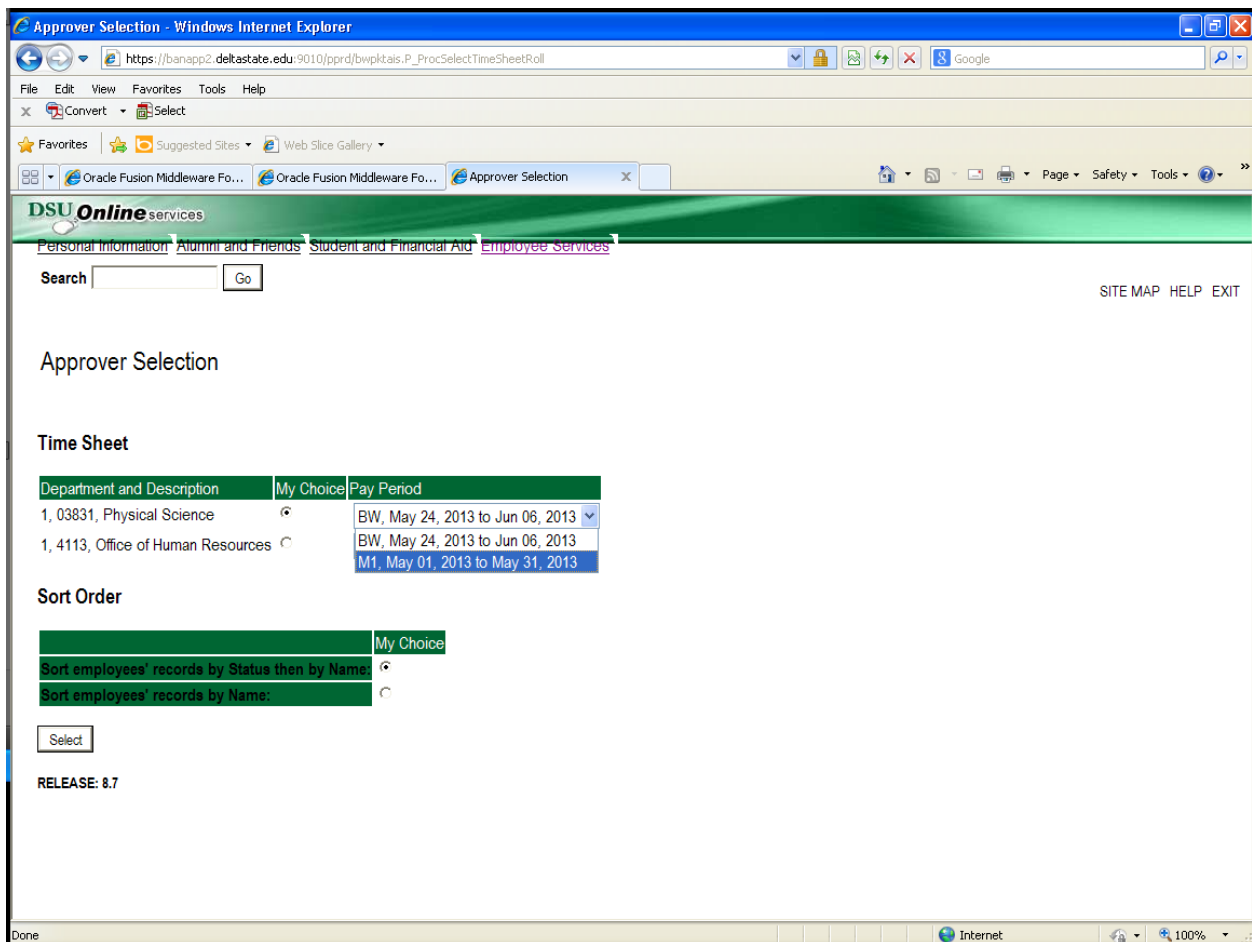
3. Department Summary

   a. Click on the employee's name to view timesheet
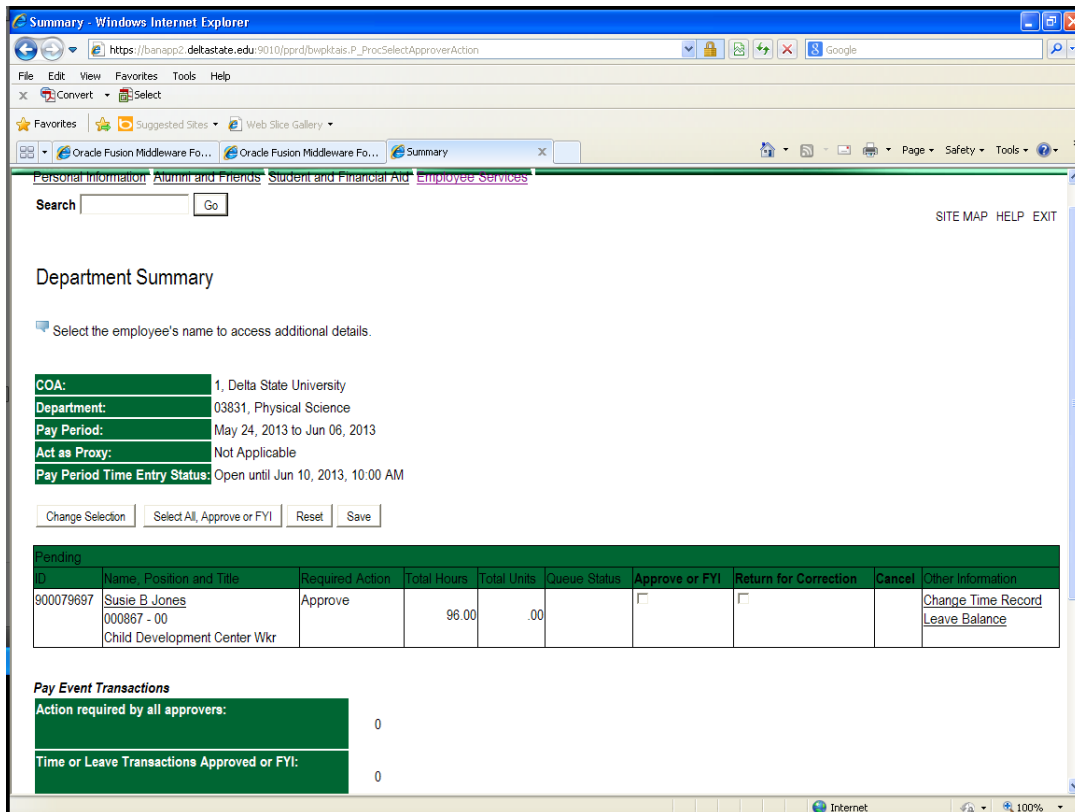
   b. View the timesheet and choose from the following options.
      1. <u>Previous Menu</u> – This option will take you back to the previous menu or screen.
      2. <u>Approve</u> – This option will approve the timesheet.
      3. <u>Return for Correction</u> – This option will return the timesheet to the timekeeper to make corrections or changes to an employee's record.
      4. <u>Change Record</u> – This option will allow the supervisor to change an employee's timesheet instead of returning it to the timekeeper for correction.
      5. <u>Delete</u> – This option will delete the timesheet from payroll.
      6. <u>Add Comment</u> – This option allows the supervisor to add a comment to an employee's timesheet for the employee to review.
      7. <u>Next</u> – This option takes the supervisor to the next employee timesheet.

(Screen shot below)

c. To make changes to an employee's timesheet:
1. Click the button **Change Record.** Select the link under a date to enter hours or change hours. Select Next or Previous to navigate within the period. Click on either the **hours** to change or click on **Enter Hours.**

2. Enter the number of hours in the **"Hours"** field (See screen shot below).

3. Click on **Save.**

(Above) Overtime hours were entered for June 1, 2013.

d. Adding comments to an employee's timesheet.

1. Click on the **Comment** button. A sample screen shot is below. Enter or edit comments until the timesheet has been submitted for approval. The supervisor can also mark the Comment Confidential indicator to retain confidentiality.
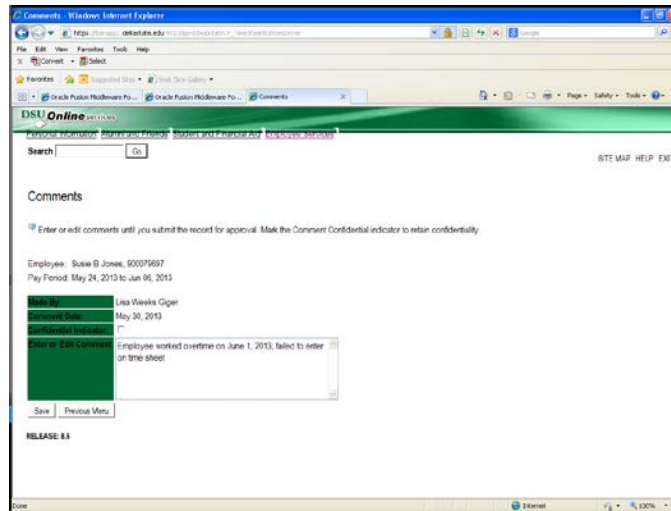
2. Enter the comment.
3. Click on **SAVE.**
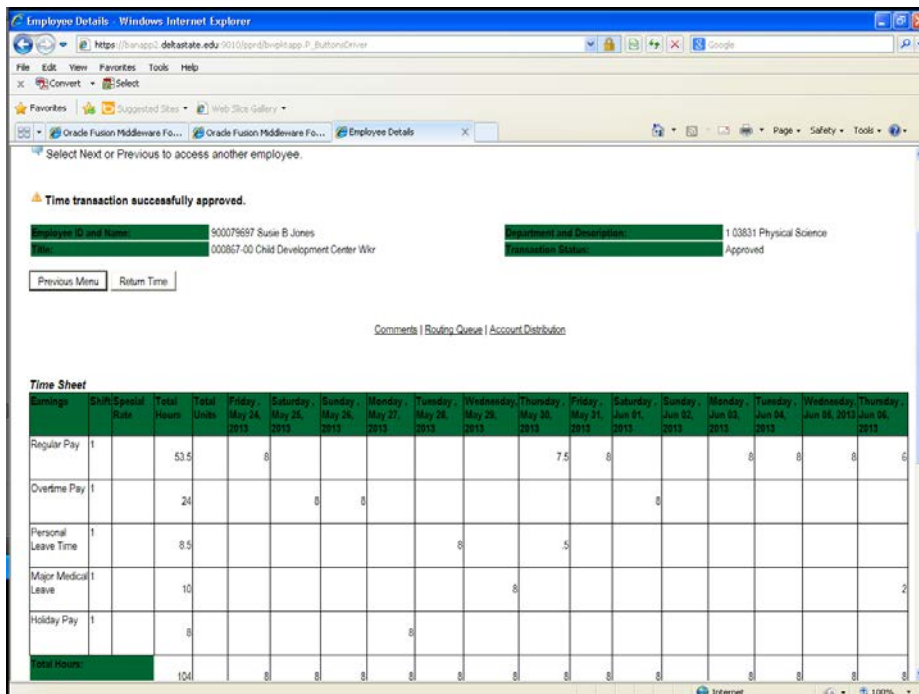
4. APPROVE THE TIMESHEET

Click on the **APPROVE** button to approve the employee's timesheet. Below is a screen shot showing the timesheet has been approved.

Below is a screen shot of an approved time sheet.

!!VERY IMPORTANT!!
IF A SUPERVISOR DOES NOT APPROVE A TIMESHEET FOR A BI-WEEKLY EMPLOYEE, THEN THAT EMPLOYEE WILL NOT RECEIVE A PAYCHECK FOR THE PAYROLL PERIOD.

SETTING UP PROXIES

Proxy Set-up

Proxies are used in the event the supervisor or the approver is not able to approve timesheets, personal and/or major medical leave time. The supervisor can choose an employee to act as his/her proxy to approve time.

1. In Banner, enter **NTRPROX**. (See screen shot below)

2. Click in the box label "Proxy" and search for your proxy's username or enter the username

3. Click **SAVE.**
4. To remove a proxy, hold down the **SHIFT KEY +F6 KEY.**

Below is the link to the test database for DSU Online Services (Employee Self Service)

https://banapp2.deltastate.edu:9010/pprd/twbkwbis.P_GenMenu?name=homepage

Test Database for BANNER

PPRD

Be sure you are in the test databases before entering any information in BANNER and approving time through Employee Self Service

DELTA STATE UNIVERSITY

Human Resource Management

Recruitment and Hiring Guide

Recruitment and Hiring Guidelines

The Diversity Task Force has recommended the following mission statement for consideration in all hiring.

In the pursuit of academic excellence, Delta State University is committed to creating and maintaining an inclusive academic community that fosters productive intellectual exchange while bridging gaps in the differences in the human experience. DSU's goal is to encourage the contributions of each individual in its learning community by providing venues for multicultural education and training in an environment of mutual respect. Through the recruitment and retention of a diverse student body, faculty, and staff, Delta State exemplifies its understanding and appreciation of the individual fabric that creates the rich tapestry our global community.

By the time candidates reach the selection interview process, they have been screened and must meet or exceed the minimum requirements for the position. The purpose of the selection interview should be to ***collect additional information on the candidate's job-related knowledge, skills, and abilities*** that should be helpful in selecting the individual most likely to succeed on the job.

Interviewing candidates for a job vacancy is a very important task. Properly conducted interviews can insure that Delta State University will select the candidate who can best fulfill the responsibilities of a position. This guide is designed to provide some of the essential elements of successful selection interviewing.

Recruitment and Hiring Planning

Successful selection starts with a conscious and deliberate hiring plan that considers the University's objectives for both excellence and diversity. Having a plan provides direction for reaching a nondiscriminatory selection decision by laying out the foundation for an open and consistent set of procedures. Elements of the selection plan include:

- a position description of the job responsibilities, duties and specification that has been supported by a current job analysis.
- a recruitment plan showing sourcing activities that would result in a skilled diverse pool.
- a nondiscriminatory selection process using clear measurable selection standards and a structured interview format conducted by well-informed interviewer(s).
- a willingness to invest resources (money, time and staff) to hire the right person for the job.

The goal of the interview is to gain the information needed to assess which candidate best meets the requirements of a position. By planning ahead and having a list of standard interview questions for each candidate you will insure that:

- you obtain critical job-related information,
- each candidate is treated fairly, and
- unconscious biases are minimized.

The cardinal rule: **Keep questions and request of information <u>job-related</u>.**

Recruitment and Hiring Format

1. Establish Rapport. Your first role is that of host. A warm greeting and a suitable introduction will help establish rapport and help create a pleasant atmosphere. A friendly exchange of comments creates an atmosphere that allows communication to develop more freely and rapidly than it would otherwise.

2. Explain purpose, set agenda. This will help put the candidate at ease by letting them know what is about to occur. It also puts **you** in control of the interview. Provided is a sample to explain the "road-map" to the candidate:

Let me go over the agenda with you for today. We will have an hour for our meeting. We will begin by asking questions about your work experience. We will be concentrating on your work experience, knowledge and skills. As much as possible, please provide specific examples. So that we will not forget, we will take notes as we talk. Later, we will provide you with an opportunity to ask any questions you may have about the job or DSU and provide us with any additional information.

3. Gather information. *Listen, listen and listen!* Ideally, the interviewer should talk no more than 20% of the time. The keys to effective interviewing are careful listening combined with good use of questions and comments. Remember that as long as you are talking, you are not learning about the candidate.

4. Description of job. A detailed description of specific duties should probably be saved until this stage of the interview. Describing the job in detail before this stage may inadvertently coach the candidate on how he/she should present his/her capabilities.

5. Answer questions from candidate and allow additional information. This stage lets the candidate gain the information he/she needs about the position and Delta State University. As a courtesy, ask:
- *"Is there anything else you would like to add or tell us about your qualifications?"*
- *"Is there anything else about Delta State or the position you would like know?"*
- *"What else should I know about your qualifications for this job?"*

6. Conclude the interview. Simply thank the candidate for their time. Outline what will happen next. Give the candidate a timeframe by which you plan to have completed the selection process.

Interview Questions

When conducting job interviews, it is important to ask questions not only about an applicant's job knowledge and skills, but also of past work experiences. In particular, it is valuable to gather information in order to know how the applicant performed in certain work situations. The applicant's past actions will often predict how s/he will respond in similar future situations.

This information is important because how an employee performs is as critical as what the responsibilities are in the actual job. Identifying and assessing performance competencies will contribute to the overall success of selecting the right candidate for the position.

Prior to asking the interview questions, it is recommended to begin the interview with general introductory questions. The following are offered only as suggestions:

1. "I have reviewed your resume/application but would like to ask you to begin by giving me an overview of your education and experience as they relate to this position and why you are interested in this position."
2. "Before we begin with specific questions regarding this position, provide me (or the committee) with an overview of your past jobs highlighting the employment dates of the universities/organizations you worked for and your job duties"(candidate should not have resume in hand, s/he should be able to recite from memory. If there are any gaps in employment, inquire about the situation).

Job Competency. Job competencies are key behaviors required for excellent performance. These competencies can assist an interviewer in evaluating the candidate against job qualifications. The Human Resource Department has identified three (3) core competencies that accommodate most positions:

- **Job Effectiveness**;
- **Making People Matter**; and
- **Organizational Success**.

Under each core competency are additional competency components. Utilize as many components as needed to allow you to effectively evaluate the candidate's qualifications to the specific job position being sought.

Sample questions for each competency are included in the appendix of this document on pages 9 - 26.

Legal Issues to Consider

Various federal and state laws regulate the type of questions a prospective employer can ask a candidate. Acting on behalf of Delta State University, your focus must be: **"What do I need to know to decide whether this person can perform the functions of the job?"**

Discrimination problems usually develop not from the intent of the question, but rather from how it is asked. It is very legitimate to seek information regarding possible problems arising from job-related requirements. The laws are not intended to prohibit Delta State University from obtaining information about applicants as long as the questions do not elicit information that could be used for discriminatory purposes. Discrimination complaints often are filed because candidates do not see questions as being job-related, even if they really are.

Example: *When interviewing a female candidate for a recruiter position that requires frequent overnight travel, you have every right to be concerned about the candidate meeting the job requirements. However, if your concern leads you to ask questions about the candidate's child or child-care arrangements, your questions are illegal. The same information can be obtained legally by asking the following question*: "This position requires overnight travel two or three days a week during the spring term. Do you see any problems in meeting this job requirement?" *The advantage is that this question avoids any illegal issues while still extracting the desired information.*

Sample legal questions are included in the appendix of this document on pages 27 – 30.

Reference Checks

Always check references of your top candidates regardless of your impressions of the person's qualifications. A mistake is costly in time, energy, and money - take the time to check references before making a job offer.

Reference checking is an essential part of the selection process. References provide valuable information about a candidate's performance, helps you rank candidates, and assists in making your final decision. After completing all interviews, and prior to making a hiring decision and commitment, check the references of the final candidate(s). The following guidelines are offered to assist you in this process:

- You should state during the interview with a job applicant that references _will be checked_. Do not only rely on letters of reference or personal references provided by the applicant.
- A telephone reference check takes less time than a written reference check and usually more information is gained. Forms may not uncover negative information and employers may hesitate to put into writing what they may say in a conversation.
- The hiring supervisor is usually the best one to make the call because he/she is most familiar with the information obtained from the candidate and the responsibilities of the job.
- Supervisors should be prepared with a written list of job-related questions and _be consistent_ in the questions asked.
- When calling a candidate's reference, identify yourself and tell the reference about the position for which the candidate is being considered.
- To gain as much information as possible let the reference speak without interrupting. If the reference pauses in the conversation, it may mean he/she has other information they are hesitant to share. Get them to talk about everything that would be helpful, but only ask for information that will be used in the hiring decision.
- Ask only job-related questions and document all answers. Avoid questions that can be answered "yes" or "no." Ask for specific information - "Tell me about this person's attendance and punctuality."
- If the reference is reluctant to provide information, ask if he/she will verify the information read from the candidate's resume or employment application.
- _One of the most important questions to get answered is if there is any reason the organization would not rehire the individual._
- Check multiple references whenever possible.

Check references **after** you have interviewed the candidate. Checking references before the interview can create false expectations and affect your ability to evaluate the applicant's qualifications objectively. This includes Delta State University references.

   Again, advise the candidate in the interview process that you will be checking references.

Search committees and all administrators responsible for reviewing and approving hiring recommendations should be particularly mindful of the need to conduct appropriate and thorough reference checks of any recommended job candidate. This should include, at a minimum, whenever possible, direct contact with the immediate supervisor of the recommended candidate in his or her previous place of employment. For many executive, administrative, and professional positions, contacting the next higher level of supervisor is also advisable.

Reference checks can reveal information about a candidate's behavior with prior employers, which could be critical to your decision, regardless of the candidate's skills, knowledge, and abilities. Failure to check references can also have serious legal consequences for Delta State University. If an employee engages in violent, harmful behavior similar to that which occurred during previous employment, and which would have been revealed in a reference check, Delta State University can be held legally responsible for "negligent hiring."

Summary

All search committees will have a member of Human Resources staff or a Human Resource trained individual in the expectations as outlined in the search committee document. Because the university depends on the quality and talent of its employees, hiring decisions are among the most important choices you make. Delta State University is committed to recruiting, selecting, developing, and retaining a qualified and diverse workforce to promote and support the university's mission. At each stage of the employment process, from determining staffing needs through recruitment, interviewing, and selection, you have opportunities to make choices that will result in the effective management of this institution.

The Human Resources Department is available to advise and assist you in making these choices, but in the end, you are the person who knows which candidate best meets your needs.

Remember, it's important to:
- continue to value diversity in the workplace at all levels;
- comply with Equal Employment Opportunity and other federal employment laws and regulations;
- plan your staffing needs well in advance;
- recruit a qualified and diverse applicant pool, including targeted outreach to underutilized groups; interview the top candidates fairly and equitably; and *select the best-qualified person for the position.*

DELTA STATE UNIVERSITY

Recruitment and Hiring Guide

Appendix

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DELTA STATE UNIVERSITY

Recruitment and Hiring Guide
Appendix - Reference Materials/Forms

Job Competencies – Permissible Questions/Inquiries

Organizational Success
Making People Matter
Job Effectiveness
Academic & Administrative Supervision Positions

Legal Issues - Permissible Questions/Inquiries

Relatives/Family/Marital Status	Citizenship
Residence	National Origin/Ancestry
Pregnancy	Race or Color
Physical Health	Religion
Name	Organizations
Sex	Military
Age	Height & Weight
Education	Arrests & Convictions

Forms

Sample Interview Guide
Reference Check Release Form
Reference Checking Form
Documentation Checklist
Letter of Offer – Faculty
Letter of Offer – Executive, Administrative, Managerial, and Other Professional Staff
Letter of Offer – Support Staff Employee
Search Committee Code of Ethics

Job Competencies

Organizational Success

- ♦ Teamwork/Cooperation (within and across units)
- ♦ Customer Orientation
- ♦ Commitment to Continuous Quality/Process Improvement
- ♦ Creativity/Innovation
- ♦ Flexibility/Adaptability to Change
- ♦ Continuous Learning/Development
- ♦ Displays Vision
- ♦ Leadership/Initiative

Making People Matter

- ♦ Respect for Others
- ♦ Interpersonal Skills
- ♦ Supports Diversity and Understands Related Issues
- ♦ Honesty/Fairness
- ♦ Builds Trust
- ♦ Recognizes Others' Achievements/Contributions
- ♦ Understands Others' Perspectives
- ♦ Resolves Conflicts Constructively
- ♦ Positive Attitude

Job Effectiveness

- ♦ Planning/Organization
- ♦ Problem Solving/Judgement
- ♦ Makes Effective Decisions
- ♦ Takes Responsibility
- ♦ Achieves Results
- ♦ Communicates Effectively
- ♦ Dependability/Attendance
- ♦ Job/Organizational Knowledge
- ♦ Productivity

Academic & Administrative Supervision Positions

- ♦ Coaches/Counsels/Evaluates Staff
- ♦ Enables and Empowers Staff
- ♦ Identifies Areas for and Supports Employee Development Opportunities
- ♦ Encourages Teamwork and Group Achievement
- ♦ Strives to Achieve Diverse Staff at all Levels
- ♦ Leads Change/Achieves Support of Objectives
- ♦ Understands Diversity Issues and Creates Supportive Environment for Diverse Employees

The indicators of competency allow interviewers to integrate the knowledge, skills, attitudes, and actions that distinguish excellent performers. The indicators are provided in order to achieve consistency of understanding across the university and to enhance discussions about work performance factors.

Job Effectiveness

1. Planning/Organization

Questions to Ask

o Give me a specific example of a time when you did not meet a deadline. How did you handle it?

o Using a specific example of a project, tell me how you kept those involved informed of the progress.

o Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me two examples that illustrate this.

o Name one of your best accomplishments, including where the assignment came from, your plans in carrying it out, how you eventually did carry it out, and any obstacles you overcame.

o Of your current assignments, which do you consider to have required the greatest amount of effort with regard to planning/organization? How have you accomplished this assignment? Tell me how you handled it. How would you assess your effectiveness?

Indicators of Competency

o Establishes priorities that address the details and timelines needed to achieve the intended results;

o Focuses on end result;

o Is flexible and utilizes resources;

o Updates staff regularly and communicates plans to those involved;

o Ensures projects are being completed according to plan and reevaluates if necessary.

2. Problem Solving/Judgment

Questions to Ask

o Describe an instance when you had to think quickly to free yourself from a difficult situation.

o Give me a specific example of a time when you used good judgment and logic in solving a problem.

o Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?

o How do you go about solving problems at work?

o Tell me about a specific time when you eliminated or avoided a potential problem before it happened.

o What types of problems do you most enjoy tackling? Give me some examples of such problems you faced. What did you enjoy about them?

o What types of problems do you least enjoy tackling? Give me some examples of such problems you faced. What was it about the problems that you least enjoyed?

o To whom did you turn for help the last time you had a major problem and why did you choose that person?

- o In some aspects of work - it is important to be free of error. Can you describe a situation where you have tried to prevent errors? What did you do? What was the outcome?

Indicators of Competency
- o Analyzes and solves problems by dealing with facts and not by blaming others;
- o Seeks involvement from diverse perspectives and areas of the department and university "stakeholders" to solve problems;
- o Understands the university and the affect decisions have on other parts of the institution;
- o Proactively anticipates and addresses concerns of students, staff, faculty, Cabinet, and the general public;
- o Formulates alternative/creative solutions to problems;
- o Resolves sensitive issues without making the situation worse;
- o Provides advice and/or information to individuals and department in a timely manner;
- o Makes timely decisions with quality outcomes.

3. **Makes Effective Decisions**
   Questions to Ask
   - o Tell me about a decision you made but wish you had done differently.
   - o Tell me about an experience in which you had a limited amount of time to make a difficult decision. What was the decision and the outcome/result of your decision?
   - o Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
   - o Tell me about a time when you had to make an unpopular decision.
   - o Discuss an important decision you have made regarding work. What factors influenced your decision?
   - o In a current job task, what steps do you go through to ensure your decisions are correct/effective?

   Indicators of Competency
   - o Gathers information on an issue, impartially considering all sides and makes logical decisions that are clear;
   - o Evaluates positive and negative alternatives within time and resource constraints;
   - o Uses agreed upon criteria for decision-making rather than hidden agendas;
   - o Delegates decision-making responsibility when appropriate;
   - o Considers the total organization when making decisions;
   - o Keeps the department's long-term goals in mind when addressing short-term issues and problems.

4. **Takes Responsibility**
   Questions to Ask
   - o Give me an example of something you've done in previous jobs that demonstrate your willingness to work hard.
   - o What is the biggest error in judgment or failure you have made in a previous job? Why did you make it? How did you correct the problem?
   - o Tell me about a time when your supervisor criticized your work. How did you respond?

- Tell me about a time when you took responsibility for an error and were held personally accountable.

Indicators of Competency
- Follows-through on commitments;
- Only makes promises that can be kept;
- Acts like an "owner", taking care of the needs of the department;
- Takes responsibility for actions, results, and mistakes;
- Is willing to accept additional responsibility or authority.

5. **Achieves Results**
   Questions to Ask
   - Describe a situation in which you were able to use persuasion to successfully convince someone to approach things your way.
   - Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
   - What projects were accomplished during your previous job? How were these accomplished?
   - What experiences did you have when meeting deadlines for project completion? Explain.
   - Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me an example or two that illustrate this.
   - What do you consider your greatest accomplishments in your current/previous position?

   Indicators of Competency
   - Gets the job done by doing whatever it takes, within an appropriate time frame;
   - Handles and delivers multiple projects simultaneously;
   - Implements plans and makes mid-course changes when necessary to achieve goals;
   - Sets daily, weekly, monthly, quarterly and annual project goals, creating specific plans to meet them;
   - Shows persistence in overcoming obstacles;
   - Ensures follow-through to desired results.

6. **Communicates Effectively**
   Questions to Ask
   - Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
   - Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have agreed with your perspective.
   - Give me a specific example of a time when you had to handle an angry "customer". What was the problem and what was the outcome?
   - Tell me about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.
   - How do you make your feelings known when you disagree with the views of your staff or peers in your department?

- o What have you done to improve your verbal communication skills?
- o What have you done to improve your listening skills?
- o Tell me how you kept your supervisor advised of the status on projects.

Indicators of Competency
- o Communicates in an open, candid and consistent manner;
- o Explains concepts and procedures clearly and completely while maintaining attention and interest;
- o Shows tact, diplomacy, and sensitivity in dealing with ethnic/gender issues in verbal and written communications;
- o Keeps individuals well informed of key university/organizational issues/needs and issues that may affect them;
- o Keeps others informed on the status of assigned work;
- o Delivers information effectively in a variety of settings including one-on-one, department meeting setting, and university-wide presentations;
- o Delivers information effectively in a variety of formats including letters, memos, analytical reports, and decision documents.

7. Dependability/Attendance
Questions to Ask
- o Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- o We all face times when issues pull us away from work responsibilities. If possible, tell me about a time when your dependability or attendance was challenged. How did you handle it and/or remain accountable or involved in work? How long did the situation last?

Indicators of Competency
- o Is available for work on a consistent and timely basis with infrequent unplanned absences;
- o Completes work in a timely manner;
- o Meets commitments with minimal oversight;
- o Meets commitments with others;
- o Conscientious, accurate, and reliable when performing/completing job tasks.

8. Job/Organizational Knowledge
Questions to Ask
- o Describe how your position contributes to your organization's/university's goals. What are the goals and/or mission?
- o Tell me how you keep your job knowledge current with the on-going changes in your field of study/discipline/expertise and/or industry.

Indicators of Competency
- o Understands how to get things done in the organization/university;
- o Possesses knowledge and skills necessary to perform job;
- o Defines resources and actions to achieve objectives within constraints;
- o Builds effective networks and alliances inside and outside the university, which benefit the department/university.

9. Productivity

Questions to Ask

- o Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
- o Tell me about a time when you had to complete multiple tasks/projects within a tight timeline.
- o Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- o Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- o Give me two examples of things you've done in previous jobs that demonstrate your willingness to work hard.
- o Describe a course, project, or work experience that was complex. What kind of follow-up did you undertake? How much time was spent on unexpected difficulties?

Indicators of Competency

- o Focuses time and resources on activities that will yield the greatest benefit;
- o Gets work done within a given time frame;
- o Sets realistic personal goals and work plans that are consistent with the academic and "business" needs and strategies of the department;
- o Works effectively under pressure – balances multiple objectives;
- o Obtains information and utilizes resources effectively.

10. Respect for Others
Questions to Ask
- o Tell me about a time when you had to resolve a difference of opinion with a co-worker/peer/customer/supervisor. How do you feel you showed respect?
- o Tell me about a time when you needed to give feedback to a co-worker with an emotional or sensitive problem. Without specifics, what was the outcome?
- o Describe the way you handled a specific problem involving others with differing values, ideas and beliefs in your current/previous job.

Indicators of Competency
- o Treats all people with dignity;
- o Demonstrates compassion, consideration, and caring;
- o Believes/assumes the best in others;
- o Demonstrates care for health and safety of others;
- o Values contributions of others;
- o Works to build others' value with positive impact to all;
- o Speaks up on behalf of others when differences are not respected.

11. Interpersonal Skills
Questions to Ask
- o Give me a specific example of a time when you had to address an angry customer. What was the problem and what was the outcome?
- o Tell me about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was your role? What was the long-term impact of working with this person?
- o Describe a work situation that required you to really listen and display compassion to a peer/co-worker.
- o Describe the way you handled a specific problem involving people in your last job.

Indicators of Competency
- o Attentive to and understands the views of others;
- o Demonstrates an awareness of own style and how it affects others, and makes adjustments as necessary;
- o Resolves interpersonal problems in the workplace;
- o Responds positively to constructive suggestions;
- o Displays objectivity in assessing situations;
- o Develops and maintains positive work relationships with others.

12. Supports Diversity and Understands Related Issues
Questions to Ask
- o Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective.
- o What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?

- o Can you recall a time when a person's cultural background affected your approach to a work situation?
- o Tell me about a time that you successfully adapted to a culturally different environment.
- o Tell me about a situation in which you had to separate the person from the issue when working to resolve differences?
- o How have you taken responsibility/accountability for an action that may have been offensive to the recipient?
- o Tell me about a time that you had adapted your style in order to work effectively with those who were different from you.
- o How have you reacted to conversations between co-workers that were clearly offensive to non-participants?
- o How have you made your voice heard in a predominantly male or female-dominated environment?
- o What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?

Indicators of Competency
- o Establishes and maintains effective working relationships with people from diverse backgrounds;
- o Realizes differences in people as opportunities to learn;
- o Contributes to an environment where differences are valued and encouraged.

13. Honesty/Fairness
Questions to Ask
- o Tell me about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.
- o Tell me about a tough decision you made. What steps, thought processes, and considerations did you take to make an objective decision?

Indicators of Competency
- o Sets an example by consistently modeling high standards of performance, honesty, and integrity;
- o Is willing to change his/her mind when given new information;
- o Makes sure all ideas receive fair consideration.

14. Builds Trust
Questions to Ask
- o Think of a situation where you distrusted a co-worker/supervisor, resulting in tension between you. What steps did you take to improve the relationship?
- o If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
- o Give me examples of how your have acted with integrity ("walked the talk") in your job/work relationship.
- o Tell me about a time when you had to give feedback to an employee who displayed a lack of professionalism in their work relationships. What did you say? What was the outcome?
- o Trust requires personal accountability. Can you tell me about a time when you chose to trust someone? What was the outcome?

o Tell me about a time when you had to give the "benefit of the doubt" to a co-worker/supervisor. What was the outcome?
o Give me an example of when you "went to the source" to address a conflict. Do you feel trust levels were improved as a result?

Indicators of Competency
o Actions support his/her words;
o Maintains a reputation for honesty, candor, confidentiality, fairness and reliability;
o Protects the interests of people who aren't present;
o Judges substance, not image;
o Follows-up on commitments made in a timely, accurate and complete basis;
o Makes position clear on difficult issues.

15. Recognizes Others' Achievements/Contributions
Questions to Ask
o Give me an example of how you and your staff/peers have celebrated success in the past. What was the occasion?
o Tell me about a time when you were able to provide a co-worker/employee with recognition for the work they performed. What did you do?
o What consistent methods do you use to ensure that co-workers feel valued for their contributions?

Indicators of Competency
o Promotes systems and processes that encourage and reward the development of people at all levels of the organization;
o Says "thank you" and "great job" on a regular basis;
o Recognizes and/or rewards others for their contributions and commitment.

16. Understands Others' Perspectives
Questions to Ask
o Gaining the cooperation of others can be difficult. Give a specific example when you had to do that.
o Tell me about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was the difference in ideas? What was the outcome? What was the long-term impact on your ability to get things done working with this person?
o Tell me about a time when you felt your department was under too much pressure. What did you do about it?

Indicators of Competency
o Puts his/herself in "another's position" and demonstrates compassion, consideration, and caring;
o Understands all points of view with empathy.

17. Resolves Conflicts Constructively
Questions to Ask
o Give me an example of a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective.

- Tell me about a time when you and your previous supervisor disagreed but you still found a way to get your point across.
- Describe a time when you facilitated a creative solution to a problem between co-workers.
- Tell me about a recent success you had with an especially difficult peer/co-worker.
- Thinking of the most difficult person you have had to deal with, describe an interaction that illustrates that difficulty. Tell me about the last time you dealt with him/her? How did you handle the situation?
- Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions.

Indicators of Competency
- Acknowledges personal responsibility in conflict situations;
- Directly communicates with persons involved in disagreements;
- Effectively manages conflict;
- Identifies and constructively addresses disagreements which undermine performance;
- Encourages people to bring difficult issues into the open;
- Uses the strength of the facts, rather than the loudness of argument;
- Resolves differences between people using persuasion, diplomacy and logic;
- Keeps conflict resolution professional and not personal;
- Manages conflict with others in ways that preserve good relations;
- Offers open exploration of differing ideas and solutions within the department.

18. Positive Attitude
Questions to Ask
- What 3 specific things about your last job gave you the most satisfaction? Why?
- What have you done in your last job that makes you feel proud?
- Please think back to a time when setting a positive example had the most beneficial impact on people you worked with. How did you determine that a strong example was needed? What was the effect on the staff?
- Tell me about a time when you needed to address an employee's attitude. What did you say to that person? What was the outcome?
- Describe your best boss. Describe your worst boss.

Indicators of Competency
- Creates a "can-do" climate;
- Approaches others in a pleasant, happy and upbeat manner;
- Maintains enthusiasm despite criticism of ideas;
- Demonstrates support to unit/University mission;
- Demonstrates an "I care" attitude.

Organizational Success
Permissible Questions/Inquiries

19. Teamwork/Cooperation (within and across departments)
Questions to Ask
o Gaining the cooperation of others can be difficult. Give a specific example of when you had to do that, and what challenges you faced. What was the outcome? What was the long-term impact on your ability to work with this person?
o Please give me your best example of working cooperatively as a department member to accomplish an important goal. What was the goal or objective? What was your role in achieving this objective? To what extent did you interact with others/peers on this project?
o Tell me about a time when your co-workers gave you feedback about your actions. How did you respond? What changes did you make?
o Describe a project you were responsible for that required a lot of interaction with people over a long period of time.
o How have you recognized and rewarded a "team player" in the past? What was the situation?
o Tell me about a course, work experience, or extracurricular activity where you had to work closely with others. How did it go? How did you overcome any difficulties?

Indicators of Competency
o Openly shares information, knowledge and expertise with the department and co-workers;
o Cooperates with other department members to achieve the workgroup's goals;
o Appropriately gives and is open to feedback from department co-workers;
o Puts accomplishing the interests of the university/department ahead of accomplishing individual goals;
o Actively works to remove barriers to team effectiveness;
o Utilizes co-worker/peers' skills to accomplish goals.

20. Customer Orientation
Questions to Ask
o Give me a specific example of a time when you had to address an angry "customer" (student, staff, faculty, etc...). What was the problem and what was the outcome? How would you assess your role in defusing the situation?
o Give me an example of when you initiated a change in process or operations in response to faculty, staff, or student ("customer") feedback.
o Tell me about an initiative or information dissemination you developed. How did it meet the "customer's" need(s)?

Indicators of Competency
o Insists and/or provides high quality service for internal and external customers;
o Demonstrates customer focus by seeking out, understanding, and responding to the needs of both internal and external customers;
o Responds to customers' needs, questions and concerns in an accurate, effective, and timely manner; develops effective partnerships with customers;
o Effectively works with upset customers, solving their problems;

21. Commitment to Continuous Quality/Process Improvement

Questions to Ask

- o Tell me about a suggestion you made to improve the way job processes and/or operations worked. What was the result?
- o Tell me about one of your workplace improvements that another department now uses.
- o Give me an example when you initiated a change in process or operations.
- o In your last job, what problems did you identify that had previously been overlooked? Were changes made? Who supported the changes as a result of your ideas?
- o Describe something you have implemented at work. What were the steps you used to implement this?

Indicators of Competency

- o Identifies and implements new processes and initiatives that help the customer (faculty, staff, student, public, etc…) and department accomplish its goals;
- o Translates ideas into specific tasks/actions to improve operations;
- o Actively seeks and suggests better ways of getting the job done, and learns from both successes and failures;
- o Creatively applies and actively shares expertise and best practices with other departments.

22. Creativity/Innovation

Questions to Ask

- o Describe the most significant or creative presentation/idea that you developed/implemented.
- o Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
- o Tell me about a time when you created a new process or program that was considered risky. What was the situation and what did you do?
- o Can you give me an example of how you have been creative in completing your responsibilities?
- o Can you think of a situation where innovation was required at work? What did you do in this situation?

Indicators of Competency

- o Injects originality into daily work through research, personal knowledge, and networking relationships;
- o Thinks "outside the box";
- o Brainstorms and encourages new ideas and solutions;
- o Takes appropriate risks.

23. Flexibility/Adaptability to Change

Questions to Ask

- o By providing examples, demonstrate that you can adapt to a wide variety of people, situations and/or environments.
- o What do you do when priorities change quickly? Give me one example of when this happened.

- Tell me about a decision you made while under a lot of pressure.
- Tell me about a specific time when you were given new information that affected a decision that you had already made.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- When was the last time you felt pressure on a job? How did the situation come about? How did you react? What made you decide to handle it that way? What effect, if any, did this have on your other responsibilities?
- What are some of the things your last employer could have done to keep you?

Indicators of Competency
- Displays flexibility and openness in daily work and encourages others to stay open to change, improvements, etc.;
- Adapts own attitudes and behavior to work effectively with different people and situations;
- Accepts and readily adapts to changing priorities, better ideas, strategies, procedures, and methods;
- Maintains work effectiveness in new situations.

24. Continuous Learning/Development
Questions to Ask
- Describe a decision you made or a situation that you would have handle differently if you had to do it over again.
- When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? Can you give me an example?
- Tell me about a time when your supervisor/co-workers gave you feedback about your work/actions. What did you learn about yourself?
- What have you done to further your own professional development in the last 5 years?
- Tell me about a job that you had which required you to learn new things.
- Tell me about a recent job or experience that you would describe as a real learning experience. What did you learn from the job or the experience?
- Tell me about a time when you were asked to complete a difficult assignment even though the odds were against you. What did you learn from that experience?
- Discuss the highlights of your most recent educational experience. Did you accomplish any special achievements? What were your most difficult challenges?
- I noticed on your resume that you attended _____ training program. Please describe the training program. How have you applied what you learned to your current job?

Indicators of Competency
- Takes the initiative to learn new skills that would benefit the position and operational objectives;
- Takes ownership of own professional development;
- Learns from and seeks others' ideas and perspectives;
- Acts as a mentor and/or encourages other employees to improve and develop individual skills;
- Seeks feedback on performance;

- o Considers, evaluates, and incorporates others' suggestions about their own performance;
- o Continuously looks for new or nontraditional ideas to improve personal, department and university operational effectiveness.

25. Displays Vision
Questions to Ask
- o Describe what steps/methods you have used to define/identify a vision for your unit/position.
- o In your current or former position, what were your short and long-term goals? How long ago did you set them? Who else was involved in setting them? Which ones were achieved?
- o How do you see your job relating to the overall goals of your present/previous organization?
- o Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.

Indicators of Competency
- o Thinks and considers possible future change;
- o Helps provide a clear customer-focused sense of direction for the department and co-workers to support the university's vision;
- o Develops and/or explains strategic action plans for practical use;
- o Inspires and energizes others to commit to vision;
- o Develops and refines vision to reflect constant and accelerating change impacting DSU.

26. Leadership/Initiative
Questions to Ask
- o What are 3 effective leadership qualities you think are important. How have you demonstrated these qualities in your past/current position?
- o Describe a situation in which you were able to use persuasion to successfully convince someone to approach things your way. What level was the person you had to persuade?
- o What risks did you take in your present/previous job? Tell me about it.
- o Tell me about your efforts to "sell" a new idea to your supervisor.
- o Describe a leadership situation that you would handle differently if you had it to do over again.
- o What one experience proved to you that you would be a capable manager?
- o What have you done to develop the skills of your staff?
- o Tell me about a time when you were able to provide a co-worker with recognition for the work they performed. What did you do?
- o Tell me about a time when you reached out for additional responsibility.
- o What have you done in your present/previous job that goes beyond what was required?

Indicators of Competency
- o Views him/herself as part of the DSU "team", not above it;
- o Is flexible and easy to approach;
- o Builds positive working relationships with all staff;
- o Provides recognition;
- o Develops staff;
- o Has personal credibility and high integrity;
- o Utilizes internal organizational resources effectively;
- o Anticipates and plans for future developments;
- o Tackles difficult problems and decisions, when appropriate;
- o Handles pressure and stress appropriately.

27. Coaches/Counsels/Evaluates Staff

Questions to Ask

o Give me an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used?
o Tell me about a specific time when you had to handle a tough morale problem.
o Tell me about a time when you had to take disciplinary action with someone you supervised.
o Tell me about a time when you had to tell a staff member that you were dissatisfied with his or her work.
o Tell me about a time when you had to handle a highly emotional employee.
o Discuss a work situation in which you felt you successfully directed the work of others.
o Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?

Indicators of Competency

o Employs a leadership style based on assessing the needs of individuals;
o Addresses individual needs through coaching and teaching to improve learning and enhance performance;
o Provides productive feedback to employees, co-workers and senior management in a timely, direct and supportive manner;
o Coaches others on how to anticipate, define and solve problems;
o Openly shares information and resources;
o Evaluates performance regularly, accurately and fairly;
o Monitors staff work and follows-up appropriately;
o Deals with performance problems directly, fairly, and in a timely manner, providing current, complete and practical positive or corrective feedback.

28. Identifies Areas and Supports Employee Development Opportunities

Questions to Ask

o What have you done to develop the skills of your staff? How many of your employees have received training (any form) during the past year?
o What were the specific topic areas? Did they ask for the training or did your suggest it to them?
o Tell me about a specific development plan that you created and carried out with one or more of your employees. What was the specific situation? What were the components of the development plan? How long was the time frame from start to finish? What was the outcome?

Indicators of Competency

o Provides information, tools, resources, and opportunities to help others improve their abilities;
o Helps employees identify areas for development;

- Supports appropriate employee development opportunities;
- Gives people challenging assignments to develop their capabilities;
- Promotes systems and processes that encourage and reward the development of people at all levels of the organization.

29. Encourages Teamwork and Group Achievement

Questions to Ask

- Please tell me about your most successful attempt to encourage others to take action and get the job done. What led you to take these actions?
- Exactly how do you encourage others to take action or responsibility? What has the result of your efforts? Did anyone comment on your actions? Who? What was said? How often have you taken this type of action in the past six months?
- Tell me about a time when you needed to have co-workers working on a project who normally have different work styles/ideas. How did you pull them together?

Indicators of Competency

- Creates a high performance work environment where others pull together to complete tasks;
- Encourages team members to discover the best ways to perform their jobs effectively;
- Actively promotes functional as well as cross-functional teams;
- Empowers teams to achieve goals by providing resources, training, responsibility and authority;
- Holds teams accountable for performance;
- Shares successes with team members;
- Monitors and evaluates team success and difficulty, and provides productive feedback.

30. Leads Change/Achieves Support of Objectives

Questions to Ask

- Tell me about a time when you were responsible for hiring and orientating a new employee. What did you do to help them adjust?
- Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?
- Give me an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward.

Indicators of Competency

- Helps employees quickly and effectively understand and adjust to new roles, challenges and changes in the University environment and in their jobs;
- Stays up-to-date on key trends, and opportunities;
- Initiates change instead of reacting to external pressures for change;
- Makes sure technical/functional decisions are based on department priorities;
- Uses available resources (people, funds, time, material, support) and coordinates/manages these components, including those outside the institution.

31. Enables and Empowers Staff

Questions to Ask
- o Tell me about a time when you needed to delegate parts of a large assignment. How did you decide distribution? What problems occurred? What was the outcome?
- o What specific information do/did you share with your staff, how often and why?
- o Give me an example of how you empower staff to make independent decisions.
- o Tell me about the expectations you create for staff. What are they? What factors do you consider in setting/communicating expectations?

Indicators of Competency
- o Provides information and resources so staff can function independently;
- o Enables staff to take appropriate risks;
- o Encourages and promotes decision making and accountability at all levels;
- o Organizes and structures work for others in a manner that encourages ownership and accountability.

32. Strives to Achieve a Supportive Environment for Diverse Staffing

Questions to Ask
- o Give me a specific example of how you have helped create an environment where differences are valued, encouraged and supported.
- o Tell me about the specific talents and contributions of your team/staff and how you have utilized these qualities to increase the effectiveness of the unit.
- o What have you done to support diversity in your unit?

Indicators of Competency
- o Creates an environment where differences are valued, encouraged and supported;
- o Actively supports individuals for key positions regardless of differences;
- o Actively supports the development of others regardless of differences;
- o Respects the talent and unique contributions of every individual, culture and ethnic group to increase effectiveness of the unit;
- o Influences the culture in ways that value and support diversity.

Don't Be Fooled By The Following Phrases:
- "I'm a people person."
- "I believe in keeping an open door policy."
- "I'm always the one that people seem to come to with their problems."
- "I'm a goal-oriented individual."
- "I'm not happy until the work is done."
- "I approach my work with a sense of urgency."
- "I'm not the type of person to let things fall through the cracks."
- "One of my strengths is project management."
- "You could call me a team player."
- "The term 'I' is not in my vocabulary."
- "Others have told me that I'm cool under pressure."
- "I don't get frustrated easily."

Overview of Legal Issues
Permissible and Non-Permissible Questions / Inquiries

Subject: **Relatives / Family / Marital Status**
Unlawful Inquiries:
Whether the applicant is married, divorced, separated, engaged, widowed, etc.
- "What is your marital status"?
- "What is the name of your relative/spouse/children"?
- "With whom do you reside"?
- "Do you live with your parents"?
- "How old are your children"?

Permissible Inquiries:
- "What are the names of relatives already employed by Delta State University"?

Other than that specific question, NONE.

Subject: **Residence**
Unlawful Inquiries:
- Names or relationship of persons with whom applicant resides.
- Whether applicant owns or rents a home.
- "Do you live in town"?

Permissible Inquiries:
Inquiries about address to the extent needed to facilitate contacting the applicant. (A post office box is a valid address.)
- "Will you have problems getting to work at 8:00a.m?

Subject: **Pregnancy**
Unlawful Inquiries:
Any question relating to pregnancy and medical history concerning pregnancy.
- "Do you plan on having more children"?

Permissible Inquiries:
Inquiries to duration of stay on a job or anticipated absences that are made to males and females alike.
- "Do you foresee any long term absences in the future"?

Subject: **Physical Health**
Unlawful Inquiries:
Any general questions ("Do you have any handicaps"?) which would tend to divulge handicaps or health conditions which do not relate reasonably to fitness to perform the job.
- "What caused your handicap"?
- "Have you ever had any serious illnesses"?
- "Do you have any physical disabilities"?

Permissible Inquiries:
- Are you able to perform the essential functions of this job?

- Can you demonstrate how you would perform the following job-related functions? *The questions have to relate to the job.*

Subject: **Family**
Unlawful Inquiries:
Any question concerning spouse, or spouse's employment, salary, childcare, arrangements, or dependents.
- "How will your spouse feel about the amount of time you will be traveling if you get this job"?
- "What kind of childcare arrangements have you made"?

Permissible Inquiries:
Whether applicant can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirements.
- "Can you work overtime"?
- "Is there any reason why you can't be on the job at 8:00 am"?

Subject: **Name**
Unlawful Inquiries:
Any inquiry about name that would divulge marital status, lineage, ancestry, national origin or descent.
- "If your name has been legally changed, what was your former name"?

Permissible Inquiries:
Whether an applicant has worked for the company or a competitor under any other name and if so, what name. Name under which applicant is know to references if different from present name. i.e.
- "What names are you known to the references you provided us"?

Subject: **Sex**
Unlawful Inquiries:
Any inquiry.
Permissible Inquiries:
None

Subject: **Age**
Unlawful Inquiries:
Any question that tends to identify applicants age 40 or older.
Permissible Inquiries:
- "Are you 18 years of age"? *(minimum age to hire at DSU)*
- "If hired, can you furnish proof of age"?

Subject: **Education**
Unlawful Inquiries:
Any question asking specifically the nationality, racial or religious affiliation of a school.

Permissible Inquiries:
All questions related to academic, vocational or professional education of an applicant, including the names of the schools attended, degrees/diplomas received, dates of graduation and courses of study.

Subject: **Citizenship**

Unlawful Inquiries:
Whether an applicant is a citizen. Requiring a birth certificate, naturalization or baptismal certificate. Any inquiry into citizenship would tend to divulge applicant's lineage, descent, etc.

- "Are you a citizen of the US"?
- "Are your parents or spouse citizens of the US"?
- "On what dates did you, your parents or your spouse acquire US Citizenship"?
- "Are you, your parents or your spouse naturalized or native-born US citizens"?

Permissible Inquiries:
Whether applicant is prevented from lawfully employed in this country because of visa or immigration requirements. Whether applicant can provide proof of citizenship (passport), visa, and alien registration number after hiring.

- "If you are not a US citizen, do you have the legal right to remain permanently in the US"?
- "What is your visa status (if no to the previous question.)"?
- "Are you able to provide proof of employment eligibility upon hire"?

Subject: **National Origin/Ancestry**

Unlawful Inquiries:
Everything.

- "What is your nationality"?
- "How did you acquire the ability to speak, read or write a foreign language"?
- "How did you acquire familiarity with a foreign country"?
- "What language is spoken in your home"?

Permissible Inquiries:

- "What languages do you speak, read or write fluently"? (If based on a job requirement).

Subject: **Race or Color**

Unlawful Inquiries:
Any question that directly OR INDIRECTLY relates to a race or color.

Permissible Inquiries:
None

Subject: **Religion**

Unlawful Inquiries:
Any question that directly or INDIRECTLY relates to a religion.

- "What religious holidays to you observe"?
- "What is your religious affiliation"?

Permissible Inquiries:
None except "Can you work on Saturday or Sunday", and that's *only if it relevant to the job*.

Subject: **Organizations**

Unlawful Inquiries:
- "To what organizations, clubs, societies and lodges do you belong"?

Permissible Inquiries:
- "To what **PROFESSIONAL** organizations do you belong"?

(Exclude names that indicate the race, religious creed, color, national origin or ancestry of its members. These inquiries must only relate to the applicants professional qualifications).

Subject: **Military**

Unlawful Inquiries:
Any question regarding the type or condition of military discharge. Applicant's experience in other than US armed forces. A request for discharge papers.

Permissible Inquiries:
Inquiries concerning education, training or work experience in the armed forces of the United States. (Note: veterans are viewed by EEOC as a protected class).

Subject: **Height & Weight**

Unlawful Inquiries:
Any inquiries not based on actual job requirements.

Permissible Inquiries:
Inquiries about the ability to perform a certain job.

Subject: **Arrests & Convictions**

Unlawful Inquiries:
All inquiries relating to arrests.
- "Have you ever been arrested"? (Note: Arrests are **not** the same as convictions. Remember - an innocent person can be arrested).

Permissible Inquiries:
- "Have you ever been *convicted* of any crime? If so, when/where/disposition of case"?
- "Have you ever been convicted under criminal law within the past five years (excluding minor traffic violations)"?

It is permissible to inquire about convictions for acts of dishonesty or breach of trust. *Must relate to fitness to perform the job.*

Sample Interview Questions

Good interview questions can help you learn how well the candidate's previous experience and qualifications meet the requirements of the job. Some sample interview questions are:

1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume.

2. Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?

3. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?

4. How does this position fit into your overall career goals?

5. Describe the duties of your current job.

6. What is your favorite part of your current job and why is it your favorite part?

7. What are the three college courses that best prepared you for your current job?

8. What qualities or experiences make you the best candidate for this position?

9. Describe two or three major trends in your profession today.

10. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?

11. Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?

12. Discuss the committees on which you have served and the impact of those committees on the organization where you currently work.

13. Why did you choose this profession/field?

14. What new skills have you learned over the past year?

15. Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?

16. Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?

17. Describe the best boss and the worst boss you have ever had.

18. Describe your ideal job.

19. What would your coworkers or your supervisor say about you?

20. Can you describe how you go about solving problems? Please give us some examples.

21. What is the biggest conflict you have ever been involved in at work? How did you handle that situation?

22. What new programs or services would you start if offered the position?

23. Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.

24. Tell us how you would learn your new job in the absence of a formal training program.

25. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?

26. Think about a coworker from the present or past whom you admire? Why?

27. What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?

28. Can you share with us your ideas about professional development?

29. Describe some basic steps that you would take in implementing a new program.

30. What are one or two of your proudest professional accomplishments?

31. Do you have any knowledge of the unique role of a land grant university?

32. How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.

33. Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they related to organization.

34. Please tell us what you think are the most important elements of a good_____. [service, activity, product, class, etc.]

35. What professional associations do you belong to and how involved in them are you?

36. Tell us about your preferred work environment.

37. What experiences or skills will help you manage projects?

38. Tell us how you would use technology in your day-to-day job.

39. In what professional development activities have you been involved over the past few years?

40. What volunteer or social activities have helped you develop professional skills?

41. What things have you done on your own initiative to help you prepare for your next job?

42. Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?

43. What do you think most uniquely qualifies you for this position?

44. Do you have any additional information that you would like to share?

45. Do you have any questions for us?

Interview Questions to Avoid
Summary

Inquiry Area	Illegal Inquiries	Legal Inquiries
National origin/citizenship	Are you a U.S. citizen? Where were you/ your parents born? What is your "Native tongue?"	Are you authorized to work in the United States? What languages do you read, speak, or write? (This question is okay as long as it is relevant to the performance of the job.)
Marital status/ name changes/ spouse/ children	What is your marital status? Do you plan to have a family? How many kids do you have? What are your child care arrangements? Any questions relating to these issues may be construed as discriminatory, especially against women—none are job- related.	Would you be willing to relocate? Travel? Have you worked under a different name?
Affiliations	What clubs or social organizations do you belong to? What are your political and religious beliefs? This could reveal protected class information that is irrelevant.	List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Disabilities	Do you have any disabilities? Any question on general medical condition.	Are you able to perform all of the duties outlined it the job description?
Military	Were you honorably discharged from the military?	In what branch of the Armed Forces did you serve? What type of training or education did you receive in the
Race or Color	Complexion, color of skin, or other questions directly or indirectly indicating race or color.	N/A
Sex	Any question related to sexual orientation if it is not based on a bona fide occupational qualification.	N/A
Age		N/A

DELTA STATE UNIVERSITY

Human Resources Management
Professional and Administrative Exempt

RECRUITMENT AND HIRING GUIDE

Candidate's Name: _____   Date: _____

Position: _____   Interviewer: _____

Rating Scale:
1 **Less than Acceptable:** The candidate demonstrated less than enough effective competencies on this criterion.
2 **Acceptable:** The candidate demonstrated effective competencies on this criterion.
3 **More than Acceptable:** The candidate demonstrated more than enough effective competencies on this criterion.

<u>Competency:</u> Job Effectiveness   <u>Rating</u>

1. Problem Solving/Judgment   1   2   3
- Describe an instance when you had to think quickly to free yourself from a difficult situation.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- How do you go about solving problems at work?
- Tell me about a specific time when you eliminated or avoided a potential problem before it happened.
- What types of problems do you most enjoy tackling? Give me some examples of such problems you faced. What did you enjoy about them?

2. Makes Effective Decisions   1   2   3
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- Tell me about a time when you had to make an unpopular decision.
- Discuss an important decision you have made regarding work. What factors influenced your decision?
- What's the most difficult decision that you've made in the last year? What made it difficult?
- What decisions are the most difficult or easiest for you to make? Why?
- What's the best decision that you've made?

Indicators of Competency: _____
_____
_____
_____
_____
_____

<u>Competency:</u> Making People Matter   **<u>Rating</u>**

3. Builds Trust   1   2   3
- Think of a situation where you distrusted a co-worker/supervisor, resulting in tension between you. What steps did you take to improve the relationship?
- If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
- Give me examples of how your have acted with integrity ("walked the talk") in your job/work relationship.
- Tell me about a time when you had to give feedback to an employee who displayed a lack of professionalism in their work relationships. What did you say? What was the outcome?

4. Resolves Conflicts Constructively   1   2   3
- Give me an example of a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective.
- Tell me about a time when you and your previous supervisor disagreed but you still found a way to get your point across.
- Describe a time when you facilitated a creative solution to a problem between co-workers.

Indicators of Competency: _____
_____
_____
_____
_____
_____

<u>Competency:</u> Organizational Success   **<u>Rating</u>**

5. Displays Vision   1   2   3
- Describe what steps/methods you have used to define/identify a vision for your department.
- In your current or former position, what were your short and long-term goals? How long ago did you set them? Who else was involved in setting them? Which ones were achieved?
- How do you see your job relating to the overall goals of your present/previous organization?

6. Customer Orientation   1   2   3
- Give me a specific example of a time when you had to address an angry "customer" (student, staff, faculty, etc…). What was the problem and what was the outcome?
- Give me an example of when you initiated a change in process or operations in response to faculty, staff, or student ("customer") feedback.
- Tell me about an initiative or information dissemination you developed. How did it meet the "customer's" need(s)?

Indicators of Competency: _____
_____
_____
_____
_____
_____

SCORING		WEIGHT	RATING	SCORE
1.	Problem Solving/Judgment	.15	_____	_____
2.	Makes Effective Decisions	.10	_____	_____
3.	Builds Trust	.10	_____	_____
4.	Resolves Conflicts Constructively	.10	_____	_____
5.	Displays Vision	.15	_____	_____
6.	Customer Orientation	.20	_____	_____
		1.00	TOTAL SCORE	_____

DELTA STATE UNIVERSITY

Human Resource Department
Reference Checking Form

Candidate's Name_____

Reference's Name_____Title_____

Organization/University_____

Dates of Candidate's Employment: From:_____To:_____

Position(s) Held_____ Salary History_____

As a reference, you are a valuable source of information regarding various working conditions observed during your period of employment with the candidate. We hope you will be candid with your answers to the questions so we may learn from your experience. Verify that the applicant has provided permission before conducting the reference check.

1. What was (is) the nature of the candidate's work with your institution – specific duties and responsibilities? _____
_____

2. How would you describe the applicant's relationships and attitude with coworkers, subordinates (if applicable), and with superiors? _____
_____

3. Do you consider the candidate to be reliable in performing assigned tasks? Yes__ No___ . How would you describe the quantity and quality of output generated by the candidate?_____
_____

4. What were (are) the candidate's strengths and/or weaknesses on the job? _____
_____

5. Why did (is) the candidate leave (leaving) your institution (organization)? _____
_____

6. What is your overall assessment of the candidate? Would you recommend him/her for this position? Why or why not?_____
_____

7. Would this individual be eligible for rehire? Why or why not?_____
_____

8. Is there anything else *job-related* you would like to tell me about the candidate? _____
_____

The information you provided will be useful in our continuing efforts to make Delta State University a better place to work. We thank you for your candid answers to our questions and for taking time to assist us.

DELTA STATE UNIVERSITY

Recruitment and Hiring Guide
Documentation Checklist

Position Title: _____ Department: _____

The following documents are required to be compiled to document the search and selection process. Please forward the following documents to the Human Resources Department within two (2) weeks of the closing of the search. The hiring department should forward a copy of all selection documentation to Human Resources. Contact the Human Resources Department with any questions.

Checklist

- Employment Action Form (EAF)   _____

- Copy of Job Description   _____

- Original curriculum vitas, resumes, and application forms of ALL candidates   _____

- Copy of offer letter   _____

- Search Committee notes and/or records   _____

- Matrix or other evaluation tool(s) for evaluation of candidates   _____
  (*includes documents that reflect the evaluation process, including scoring mechanisms and ranking formulas*)

- Records pertaining to reference checks and any rankings which compare candidates' recommendation or reference information   _____

- Any letters of recommendation or reference   _____

- Search Committee recommendation(s) to hiring authority   _____

- Members of Search Committee (include ethnicity and sex of each member)   _____

- Acceptance or declination letters   _____

- Copy of advertisement submitted to HR – including specific publications, journals, newspapers, and web postings approved by the hiring authority   _____

_____ _____
Hiring Authority / Supervisor's Signature   Date

Date

Dear _____:

I am pleased to offer you a position as (*choose one: Instructor, Assistant Professor, Associate Professor, Professor*)
Professor of _____ in the Department of _____ at Delta State University, beginning on August (date). The
salary for this nine-month, (*choose one: tenure, tenure-track, non-tenure track*) position is $_____ payable in monthly
installments over a nine or twelve month period. This offer does not include or guarantee summer employment, but it is
frequently available.

The faculty workload consists of the teaching equivalent of twelve credit hours per semester and includes time allocated for
teaching, research, and service. Your teaching responsibilities will be _____ classes in both the fall and spring semester. Since
this is ___ credit hours, or ____ percent of the total workload, the remaining percent of your time will be devoted to scholarly
activities. This workload is subject to review and can be maintained only with measurable productivity. The most important
measure of activity is published articles in peer-reviewed journals. Research grants, presentations at professional meetings,
research reports, service contributions, and other evidence of scholarly activities are also considered.

As a faculty member at Delta State University, you will be expected to meet the highest professional standards in your
contributions to teaching, research, and service. You will be evaluated annually on your performance in these areas and that
evaluation will be the basis for decisions for future salary increases. It is our expectation that full professors will have
established national reputations in their field of expertise.

This offer is contingent upon approval by the University President. As an employee, you are expected to comply with all
federal and state laws, all policies of the Board of Trustees of State Institutions of Higher Learning and all University policies.
Delta State University policies are located at http://www.deltastate.edu/pages/2457.asp.

This offer is also contingent upon your being a United States citizen or having lawful authorization to work in the United
States for the full term of the contract. This offer will be withdrawn if you are not authorized to work at Delta State University
by the beginning date indicated above. To be tenured requires that you be a citizen of the United States or be eligible for
permanent employment in this country. This offer is contingent upon an acceptable background check prior to your first day
of work. You will be allowed to start work with continued employment contingent upon successful completion of the
background check. **(Please remove the previous two sentences regarding background screening is currently employed by
DSU).**

This offer also includes reimbursement of reasonable relocation expenses up to the amount of ½ of your monthly contract.
Any such expenses must comply with the attached University's Relocation Guidelines. **(Must leave this sentence in if
moving expenses are being reimbursed)**

It is my sincere hope that you will accept this offer to join our faculty. I believe that you have much to offer our program, and
you will achieve professional advancement and fulfillment as a member of our department. Please notify us of your
acceptance or rejection of this offer by _____. Should you decide to accept this offer, please return a signed copy of this
letter to me by the above date. If you accept this offer, please contact the Human Resources Department for new employee
information at your earliest convenience. As a new employee, you have 31 days from your hire date to enroll in selected
benefits.

Sincerely,

Name
Department Head

I am [ ] or am not [ ] actively contributing to the Public Employees' Retirement System of Mississippi with another
agency/institution at this time (check one).

_____   _____
Name   Date

cc: Office of Human Resources

Guidelines for Reimbursing Relocation Costs for New Employee

Delta State University is authorized to reimburse relocation costs for a new contractual employee using any source of funds that is not otherwise restricted for this purpose. Reimbursement of relocation costs for non-contract employees is not currently allowed. The relocation costs for contract employees must be included as an attachment to the first year contract. The new employee cannot incur financial obligations on behalf of the university but may be personally reimbursed upon presentation of a receipt(s) for costs incurred under the following guidelines.

Moving expense reimbursement requires prior approval by the respective Vice President and the Human Resources Director. There will be no reimbursement in a situation of failure to secure these approvals.

In order for a new employee to be reimbursed for moving expenses, the following steps must be completed:

- The employee must obtain at least three written quotes from professional movers from which the lowest is chosen

- The department sends the quotes to the Office of Human Resources for review and/or approval

- Once Human Resources approves, the department will contact the employee and advise them that DSU will reimburse the amount of the lowest quote not to exceed an amount equivalent to one half of one month's salary

Once the candidate has moved, he/she must provide the following documentation for reimbursement:

- Final invoice and proof of payment to moving company or rental truck company. This may be in the form of a credit card slip, printed receipt from moving company or a clear notation on the invoice that it was "paid in full".

The following moving expenses are not reimbursed by the Office of Human Resources:

- Meals and lodging expenses incurred during the move

- Transportation costs for employee and family (mileage)

- Expenses incurred for transportation of vehicles

- Moving costs for items other than household goods

- Temporary living expenses

- Car rental costs

Date

Name
Address
City, State Zip

Dear Name:

I am pleased to offer you a position as   in the Department of   at Delta State
University, beginning on   . The annual salary rate of this (<u>nine-month or twelve-month</u>) position is $ _____ payable
monthly.

This offer is contingent upon approval by the University President. As an employee, you are expected to comply with all
federal and state laws, all policies of the Board of Trustees of State Institutions of Higher Learning and all University policies.
Delta State University policies are located at <u>http://www.deltastate.edu/pages/2473.asp?manid={81775AC8-5346-4E8A-9802-
D96D73CE050F}.</u> This offer is also contingent upon your being a United States citizen or having lawful authorization to work
in the United States. This offer will be withdrawn if you are not authorized to work at Mississippi State University by the
beginning date indicated above. This offer is contingent upon successful completion of an acceptable background check.
While every effort will be made to complete the background screen prior to your first day of work, you will be allowed to start
work with continued employment contingent upon successful completion of an acceptable background check. This letter of
offer is not a contract or an offer of a contract .

Use this sentence if the administrative position also retains faculty rank: If this administrative position is converted to
faculty status without administrative responsibilities, the administrative stipend will be subtracted from your annual salary and
the position converted to a nine-month position, if appropriate.

Should you decide to accept this offer, please return a signed copy of this letter on or before Date. If you accept this offer,
Human Resources will schedule an appointment with you for new employee information. As a new employee, you have 31
days from your hire date to enroll in selected benefits.

Sincerely,

Insert Name
Insert Title

Enclosure

Approved:

_____
Dean/Director, College/Division of

_____
Offer Accepted: Title, at the salary of $, effective   .

(If funding for this position is through a grant or contract, add:)
I agree to allow the sponsoring agency access to my employment records as it is relevant to the review or audit of the project. I
understand continued employment is contingent upon the availability of funding.

_____   _____
insert name   Date

cc: Office of Human Resources

I am [ ] or am not [ ] actively contributing to the Public Employees' Retirement System of Mississippi with another
agency/institution at this time (check one).

(Letter to be used for employees working 40 hours per week)

EXAMPLE C
Support Staff Employee
Letter of Offer

Date

Name
Address
City, State Zip

Dear Name:

I am pleased to offer you a position as   in the Department of   at Delta State University, beginning on   . The salary rate for this position is $ (per year), which will be paid monthly or biweekly. *(Choose monthly or biweekly depending on if the employee is paid on a salary or hourly basis.)*

While the position we are offering is normally a 40 hour per week job with the work week beginning at 12:01 AM on Sunday and ending at 12:00 midnight on the following Saturday, you may be asked to work overtime. If you are required to work overtime, you will be compensated with overtime pay or compensatory time for hours work beyond forty (40) during the work week unless otherwise notified in writing.

As an employee, you are expected to comply with all federal and state laws, all policies of the Board of Trustees of State Institutions of Higher Learning and all University policies. Delta State University policies are located at http://www.deltastate.edu/pages/2473.asp?manid={81775AC8-5346-4E8A-9802-D96D73CE050F}.This offer is also contingent upon your being a United States citizen or having lawful authorization to work in the United States. This offer will be withdrawn if you are not authorized to work at Delta State University by the beginning date indicated above. This letter of offer is not a contract or an offer of a contract. This offer is contingent upon successful completion of an acceptable background check. While every effort will be made to complete the background screen prior to your first day of work, you will be allowed to start work with continued employment contingent upon successful completion of an acceptable background check. *(Please remove the previous two sentences regarding background screening if currently employed by MSU.)*

Should you decide to accept this offer, please return a signed copy of this letter on or before Date. *If individual is benefits eligible, i.e., employees who are regularly scheduled to work one-half time or more (50% time or greater) and whose positions are expected to be active for more than four and one-half months, please include the following sentence as part of this paragraph.*
If you accept this offer, Human Resources will schedule an appointment with you for new employee orientation at your earliest convenience. As a new employee, you have 31 days from your hire date to enroll in benefits.

Sincerely,

Insert Name
Insert Title

Approved:

_____
Dean/Director, College/Division of

Offer Accepted: Title, at the salary of $, effective   .

(If funding for this position is through a grant or contract, add:)
I agree to allow the sponsoring agency access to my employment records as it is relevant to the review or audit of the project. I understand continued employment is contingent upon the availability of funding.

_____   _____
Insert Name   Date

cc: Office of Human Resources

I am [ ] or am not [ ] actively contributing to the Public Employees' Retirement System of Mississippi with another agency/institution at this time (check one).

Date

Name
Address
City, State Zip

Dear Name:

I am pleased to offer you the intermittent position as   in the Department of   at
Delta State University, beginning on   . The rate of pay will be $ per hour or month, which
will be paid biweekly or monthly. As an intermittent employee, you are expected to comply with Regulation
36 of the Public Employees' Retirement System of Mississippi.

A normal work week begins at 12:01 AM on Sunday and ends at 12:00 midnight on the following
Saturday. If you are required to work more than 40 hours in a work week, you will be compensated with
Choose an item. during the workweek unless otherwise notified in writing.

As an employee, you are expected to comply with all federal and state laws, all policies of the Board of
Trustees of State Institutions of Higher Learning and all University policies. Delta State University policies
are located on the DSU University Policies website at http://www.deltastate.edu/pages/2457.asp. This offer
is also contingent upon your being a United States citizen or having lawful authorization to work in the
United States. This offer will be withdrawn if you are not authorized to work at Delta State University by the
beginning date indicated above. This letter of offer is not a contract or an offer of a contract. This offer is
contingent upon successful completion of an acceptable background check. While every effort will be made
to complete the background screen prior to your first day of work, you will be allowed to start work with
continued employment contingent upon successful completion of the criminal background screen. *(Please
remove the previous two sentences regarding background screening if currently employed by MSU.)*

Should you decide to accept this offer, please return a signed copy of this letter on or before Date.

Sincerely,

Insert Name
Insert Title

Approved:

_____
Dean/Director, College/Division of

Offer Accepted: Title, at the salary of $, effective   .

(If funding for this position is through a grant or contract, add:)
I agree to allow the sponsoring agency access to my employment records as it is relevant to the review or
audit of the project. I understand continued employment is contingent upon the availability of funding.

Offer Accepted:

_____   _____
Insert Name   Date

cc: Office of Human Resources

Date

Name
Address
City, State Zip

Dear Name:

I am pleased to offer you a time-limited position as _____, as a rehired retiree in the Department of ____ at Delta State University, beginning on _____ and ending on _____. The annual salary for this part-time, non tenure-track position is $ payable in monthly installments. **(As an option, you may list the per course salary amount but include the total amount to be paid for the time period of the offer.)**

As a service retiree, you will be expected to comply with Regulation 34 of the Public Employees' Retirement System of Mississippi. This is a non-benefits eligible position.

Your teaching responsibilities for the Fall and/or Spring will be Number of Classes, Name of Classes and/or Other Assigned Duties. This is   credit hours, which is   % of a full-time workload during a semester. **(Adjust as necessary for the percentage of the appointment.)** This offer is contingent upon sufficient enrollment.

This offer is contingent upon approval by the Provost and Vice President for Academic Affairs. As an employee, you are expected to comply with all federal and state laws, all policies of the Board of Trustees of State Institutions of Higher Learning and all University policies. Delta State University policies are located on the DSU University Policies website at http://www.deltastate.edu/pages/2457.asp.

This offer is also contingent upon your being a United States citizen or having lawful authorization to work in the United States. This offer will be withdrawn if you are not authorized to work at Mississippi State University by the beginning date indicated above. This letter of offer is not a contract or an offer of a contract. This offer is contingent upon successful completion of an acceptable background check. While every effort will be made to complete the background screen prior to your first day of work, you will be allowed to start work with continued employment contingent upon successful completion of an acceptable background check. **(Please remove the previous two sentences regarding background screening if currently employed by MSU).**

Please notify us of your acceptance or rejection of this offer by Date. Should you decide to accept this offer, please return a signed original of this letter to me by the above date. In addition to your acceptance, please see the attached list of required documents that must be completed prior to your employment at Delta State University.

Sincerely,

Insert Name
Department Head

Approved:

_____   _____
Insert Name   Date
Dean, College of

Offer Accepted: Instructor, Rehired Retiree,   % FTE, at the salary of $,
effective date:
I understand this offer is contingent upon sufficient enrollment.

_____   _____
Insert Name   Date

cc: Office of Human Resources

Employment Information – Rehired Faculty Retiree

The documents and completed employment forms listed below are required and must be submitted to your department/unit head prior to the first day of your employment.

1. Completed state and federal tax forms (see forms attached)

2. An I-9 form with appropriate identification must be completed prior to your initial employment date. Instructions for completing the form and lists of acceptable documents are available at: http://www.uscis.gov/files/form/i-9.pdf

3. Completed Direct Deposit Authorization Form available at: http://www.deltastate.edu/docs/human_resources/direct%20deposit_022009.doc

4. Completed Employee Information Form at: http://www.deltastate.edu/docs/human_resources/Employee%20Information%20Form.doc

5. Two letters of recommendation.

6. Completed PERS Form 4B – Certification/Acknowledgement of Reemployment of PERS Service Retiree.

Faculty and Teaching Credentials

The documents and completed form listed below are required and must be submitted to your department/unit head within five days after your employment.

- Official transcript(s) for each degree earned.

EXAMPLE F
Re-Hired Staff Retiree
Letter of Offer

Date

Name
Address
City, State Zip

Dear Name:

I am pleased to offer you the position as   in the Department of   at Delta State University, beginning on   . This is part-time (%), and the salary rate for this position is
$ per hour or monthly, which will be paid hourly or monthly. As a service retiree, you will be expected to comply with Regulation 34 of the Public Employees' Retirement System of Mississippi. This is a non-benefits eligible position.

This offer is contingent upon approval by the President. As an employee, you are expected to comply with all federal and state laws, all policies of the Board of Trustees of State Institutions of Higher Learning and all University policies. DSU University Policies are located at http://www.deltastate.edu/pages/2457.asp.
This offer is also contingent upon your being a United States citizen or having lawful authorization to work in the United States. This offer will be withdrawn if you are not authorized to work at Delta State University by the beginning date indicated above. This letter of offer is not a contract or an offer of a contract. This offer is contingent upon successful completion of an acceptable background check. While every effort will be made to complete the background screen prior to your first day of work, you will be allowed to start work with continued employment contingent upon an acceptable background check. *(Please remove the previous two sentences regarding background screening if currently employed by MSU.)*

Should you decide to accept this offer, please return a signed copy of this letter on or before Date.

Sincerely,

Insert Name
Insert Title

Approved:

_____
Dean/Director, College/Division of

_____
Choose an item.

Offer Accepted: Title, at the salary of $, effective   .

(If funding for this position is through a grant or contract, add:)
I agree to allow the sponsoring agency access to my employment records as it is relevant to the review or audit of the project. I understand continued employment is contingent upon the availability of funding.

_____   _____
Insert Name   Date

cc: Office of Human Resources

SAMPLE NON SELECTION LETTER

[Date]

Dear :

We appreciate your interest and your time in interviewing for the [Job Title] position at Delta State University. After careful consideration, however, we have selected another candidate for this position whose background and experience more closely match our needs at this time.

If you wish to pursue other employment opportunities at Delta State University, please visit the Human Resources website at https://deltastate.peopleadmin.com/ for a list of current vacancies. We would welcome your applying for any future openings that may occur in this area.

Sincerely,

[Hiring Supervisor]
Director

DELTA STATE UNIVERSITY

Search Committee Code of Ethics

Position: _____

All search committees will have a member of Human Resources staff or a Human Resource trained individual in the expectations as outlined in the search committee document.

As members of this search committee, we accept our responsibility to protect the integrity of every candidate. Accordingly, each of us pledges to adhere to these principles:

- I acknowledge that only the Chairperson is authorized to speak to the media on behalf of the institution.
- I certify that I am personally not a candidate for the position.
- I subscribe to the principle that any appearance of real or potential conflict of interest in the relationship between me and a candidate should be avoided and that its occurrence will be disclosed promptly to the committee.

I will follow the principles below for the management of information about the work of the committee. This work includes what is developed and received about candidates and their employing institutions. I understand this effort is necessary to attract excellent candidates, to avoid putting their current positions in jeopardy, and to maintain my institution's professional image. Specifically, I will adhere to the following code of responsibility, accuracy, and integrity:

- I pledge to respect the absolute confidentiality of all candidates. I will not reveal the name of or any information about any candidates before or after the committee completes its work.
- I will adhere to the highest standards of ethical and professional conduct.
- I will be fair, accurate, honest, responsible, and decent in my management of information.
- I will avoid practices that would conflict with my ability to be fair and unbiased.
- I will guard against inaccuracies, carelessness, bias, and distortion made through either emphasis or omission of information.
- I will not permit personal interests to distort or misrepresent the facts.
- I will give reports on candidates to the Chair of the Search Committee for determining their accuracy before the Chair shares the information with others.
- I understand that no code of ethics can prejudge every situation.
- I will use common sense and good judgment in applying ethical principles to search work.
- I consider the content and intent of this statement to be a matter of personal responsibility.

_____   _____
Search Committee Member   Date

_____   _____
Chair, Search Committee   Date

DELTA STATE UNIVERSITY
Faculty and Staff Recruitment

FACULTY

Tips for Conducting the Interview

Before the Interview

- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's resume, references, and other materials
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

During the Interview

- Introduce committee members
- Describe the format of the interview
- Ask open-ended information, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the applicant to ask questions
- Ask if you can check references and pursue references not listed on the resume
- Describe the remainder of the search process and the time it will take
- Thank applicant for his or her time.

After the Interview

- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

Interview Preparation Checklist

- Send Welcome Package to interviewee

FACULTY
Tips for Conducting the Interview

Interview Preparation Checklist (continued)

- Confirm travel and lodging arrangements
- Arrange transportation from airport or other location
- Arrange tour of local community (if appropriate)
- Arrange campus tour
- Arrange meeting with hiring authority
- Arrange meeting with chief executive, provost, vice president as appropriate
- Arrange meeting with any appropriate standing committee or group
- Arrange meeting with HR representative to discuss benefits
- Arrange interview by search committee
- Schedule candidate's presentation
- Schedule meals and breaks as appropriate

Sample Interview Questions for Faculty

- Describe your teaching style.
- Describe your teaching philosophy.
- What technology applications have you utilized in the classroom.
- How do you engage students, particularly in a course for non-majors?
- Share your ideas about professional development.
- In your opinion, how should the workload of a faculty member be split and into what areas?
- What changes have you brought to the teaching of _____?
- How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- What courses have you created or proposed in the past five years?
- What do you think are the most important attributes of a good instructor?
- Where would this position fit into your career development goals?
- How do you define good teaching?
- What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
- How do you feel your teaching style can serve our student population?
- In what professional development activities have you been involved over the past few years?
- What pedagogical changes do you see on the horizon in your discipline?
- How would your background and experiences strengthen this academic department?
- How do you adjust your style to the less-motivated or under-prepared student?
- Have you involved your students in your research?
- What are your current research interests?
- What books and articles have you read recently?

SUPPORT STAFF

Tips for Conducting the Interview

Before the Interview
- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's application
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

During the Interview
- Introduce committee members
- Describe the format of the interview
- Ask open-ended information, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the candidate to ask questions
- Ask if you can check references and pursue references not listed on the application
- Describe the remainder of the search process and the time it will take
- Thank candidate for his or her time

After the Interview
- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

Conducting the Background Check

When hiring, it is important to request and obtain records that help determine the accuracy of the application and assist in making the employment decision. The information obtained through reference checking is confidential and should be used for business purposes only.

Background Check Checklist
- Ask if there is anyone you should not contact and why you should not contact that person.
- Ensure that all references are individuals who have worked with the applicant in a professional capacity and are not relatives or friends of the candidate.

SUPPORT STAFF

Tips for Conducting the Interview

Background Check Checklist (continued..)

- Ensure that at least one reference is a former or current supervisor of the applicant.
- Ask the applicant if he or she is professionally acquainted with any of your school's employees.
- Ask the applicant if he or she worked under any name other than the one given you.
- Verify dates of employment, titles, and periods of time in each position.
- Verify salary (if applicable). Verify education and licenses.
- Identify strengths and weaknesses.
- Ask for copies of past performance evaluations.
- Ask references how well the applicant works with others.
- Obtain opinions about how the candidate would perform in your position.
- Ask about the applicant's work ethic.
- Ask whether the applicant was the subject of any disciplinary action.
- Ask the candidate's former supervisor if the applicant is eligible for rehire.
- Ask why the applicant left the position in question.
- Compare the information you receive with the information on the application.
- Document all reference-checking activities.

EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER PROFESSIONAL

Tips for Conducting the Interview

Before the Interview

- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's resume, references, and other materials
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

During the Interview

- Introduce committee members
- Describe the format of the interview
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- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the applicant to ask questions
- Ask if you can check references and pursue references not listed on the resume
- Describe the remainder of the search process and the time it will take
- Thank applicant for his or her time

After the Interview

- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

Interview Preparation Checklist

- Send Welcome Package to interviewee
- Confirm travel and lodging arrangements
- Arrange transportation from airport or other location
- Arrange tour of local community (if appropriate)
- Arrange campus tour
- Arrange meeting with hiring authority
- Arrange meeting with chief executive, provost, vice president as appropriate
- Arrange meeting with any appropriate standing committee or group

EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER PROFESSIONAL

Tips for Conducting the Interview

Interview Preparation Checklist (continued..)

- Arrange meeting with Office of Diversity and Equity Programs representative
- Arrange meeting with HR representative to discuss benefits
- Arrange interview by search committee
- Schedule candidate's presentation
- Schedule meals and breaks as appropriate

Sample Interview Questions

Good interview questions can help you learn how well the candidate's previous experience and qualifications meet the requirements of the job. Some sample interview questions are:

- Tell us a little more about your professional experiences, particularly those not mentioned on your resume.

- Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?

- Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?

- How does this position fit into your overall career goals?

- Describe the duties of your current job.

- What is your favorite part of your current job and why is it your favorite part?

- What are the three college courses that best prepared you for your current job?

- What qualities or experiences make you the best candidate for this position?

- Describe two or three major trends in your profession today.

- On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?

- Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?

- Discuss the committees on which you have served and the impact of those committees on the organization where you currently work.

- Why did you choose this profession/field?

- What new skills have you learned over the past year?

EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER PROFESSIONAL

Tips for Conducting the Interview

- Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?

- Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?

- Describe the best boss and the worst boss you have ever had.

- Describe your ideal job.

- What would your coworkers or your supervisor say about you?

- Can you describe how you go about solving problems? Please give us some examples.

- What is the biggest conflict you have ever been involved in at work? How did you handle that situation?

- What new programs or services would you start if offered the position?

- Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.

- Tell us how you would learn your new job in the absence of a formal training program.

- How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?

- Think about a coworker from the present or past whom you admire? Why?

- What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?

- Can you share with us your ideas about professional development?

- Describe some basic steps that you would take in implementing a new program.

- What are one or two of your proudest professional accomplishments?

- Do you have any knowledge of the unique role of a land grant university?

- How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.

- Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they related to organization.

- Please tell us what you think are the most important elements of a good _____. [service, activity, product, class, etc.]

- What professional associations do you belong to and how involved in them are you?

EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER PROFESSIONAL

Tips for Conducting the Interview

- Tell us about your preferred work environment.

- What experiences or skills will help you manage projects?

- Tell us how you would use technology in your day-to-day job.

- In what professional development activities have you been involved over the past few years?

- What volunteer or social activities have helped you develop professional skills?

- What things have you done on your own initiative to help you prepare for your next job?

- Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?

- What do you think most uniquely qualifies you for this position?

- Do you have any additional information that you would like to share?

- Do you have any questions for us?

Tips on Telephone Interviews

Planning and Arranging the Interview

- Schedule a call of no more than 30 minutes with interviewee and interviewers.
- Review interviewee's application materials.
- Prepare questions.
- Determine the order in which the interviewers will ask questions.
- Test speaker-phone and teleconferencing equipment and procedures.

Conducting the Interview

- Introduce the individuals participating in the interview and describe how the interview will be conducted.
- Ask questions pertaining to the resume (for example, questions about gaps in employment, special training, or a change of professions).
- Ask why the person is interested in leaving his or her current position.
- Ask one or two technical questions about the job.
- Ask one or two questions that will help you determine the interviewee's "fit" to your campus (for example, "What is your philosophy of _____?").
- Ask follow-up questions as appropriate.
- Ask the interviewee if he or she has any questions.
- Explain to the interviewee the next step in the selection process.
- Thank candidate for his or her time.

Conducting the Reference Check

When hiring, it is important to request and obtain records that help determine the accuracy of the application and assist in making the employment decision. The information obtained through reference checking is confidential and should be used for business purposes only.

DELTA STATE UNIVERSITY

Sample Telephone Reference Questions

Step 1: Identify your name, department or unit from Delta State University, reason for calling, and the position for which the applicant is applying for.

Step 2: Complete the table below and ask the appropriate questions related to the job.

Step 3: Sign the form and indicate the date the telephone reference was completed.

Applicant Name:			
Position Applying For:			
Person Called:			
Person's Position:			
Company:			
Phone Number:			
Dates of Employment at Previous Job:	To:		From:

1. In what capacity do you know (candidate's name)?

2. Were you his/her immediate supervisor? (If no) What is your professional relationship to this individual?

   What was the nature of his/her job?

3. How would you describe his/her performance in this position?

4. What are his/her strong and weak points?

5.   How would you describe the quality and quantity of _____'s work?

6.   Can you comment on:

     a. Attendance:

     b. Dependability:

     c. Ability to take responsibility:

     d. Ability to take instruction:

     e. Abuse of sick or vacation time:

7.   Why did he/she leave the position? Would you re-employ? Why or Why not?

8.   Is there anything else you would like to comment on regarding (applicant's) employment or job performance?

_____   _____
Signature   Date

Types of Employment

Administrative Transfer

The transfer of an employee may be made administratively from one position to another position within a unit when it is considered to be in the best interest of the University, or for better utilization of the employee's skills and abilities.

Required Forms:

1. Letter of Justification - required for all requests to include background and justification for the request. (**Must include signature lines for the appropriate channels up to the final administrative authority and the Director of Human Resources.**)

2. Job Description

3. Resume

DELTA STATE UNIVERSITY ◣

Types of Employment

Employment Requiring IHL Approval

The University adheres strictly to Board of Trustees, Institutions of Higher Learning (IHL), State of Mississippi, Policies and Bylaws policy 401.0102 , which requires Board approval of University appointments to specified positions.

IHL Board Policy 401.0102 states:

> ***DELEGATION OF AUTHORITY***
> *Acting under appropriate statutory authority, the Board of Trustees hereby empowers the Commissioner and the Institutional Executive Officers of the several institutions to make all appointments and promotions of faculty and staff except as otherwise noted below:*
>
> *a. Board approval shall be required for creation, appointment, elimination, or significant modification of the position of Vice Chancellor, Provost, Vice President, Dean, or Associate/Assistant Provost, Vice President or Vice Chancellor who supervises Deans.*
>
> *b. Board approval shall be required for the award of tenure, the final, involuntary separation of an employee to be effective during the term of an employment contract, and where applicable creation, elimination, or modification of categories of appointments as approved by the Board.*
>
> *c. Acceptance of the resignation of an employee with a written contract on behalf of the Board may be made by the Commissioner for the System Office and the Institutional Executive Officers of the several institutions.*
>
> *d. In accordance with Miss. Code. Ann., § 37-101-7, as amended, the Board delegates to the Commissioner the authority to approve the quarterly reports of employment from the several institutions.*

The effective appointment date associated with an offer of employment for any position covered by this policy must be after the date of Board approval, and is contingent upon such approval.

No public announcement of hiring decisions requiring Board approval may be made in advance of Board action.

Required paperwork for Board consideration of approval includes:

- Employment Action Form (EAF)

- Letter of Waiver Justification, if applicable

- Letter of offer endorsed by the responsible administrative channels

Types of Employment

International Employment

The International Employment information is designed to serve DSU departments in providing additional resources for work authorization, in compliance with federal laws and regulations, specifically for H1B and Permanent Residency.

H1B Information

General Information

- An H-1B visa allows an employer to temporarily employ a foreign worker in the U.S. on a non-immigrant basis in a specialty occupation. A specialty occupation requires the theoretical and practical application of a body of specialized knowledge and a bachelor's degree or the equivalent in the specific specialty sciences, medicine and health care, education, biotechnology, and business specialties, etc.

- To hire a foreign worker on an H-1B visa, the position must be a professional position that requires, at a minimum, a bachelor's degree in the field of specialization. The occupation for which the H-1B classification is sought must also normally require a bachelor's degree as a minimum for entry into the occupation.

- Under current law, an alien may be in H-1B status for a maximum period of six years (may only apply for three years at one time). After that time an alien must remain outside the United States for one year before another H-1B petition can be approved.

- Therefore, it is advantageous to the beneficiary to submit an application for permanent residency prior to the fifth [5th] year of H-1B status. By doing so, the beneficiary is able to obtain an extension of H-1B status in one year increments until the final approval of the permanent residency application.

Hiring Department Checklist - The following are the forms to be submitted to the Department of Human Resources Management to process an H1B petition.

H1B

1. Job Description

2. Letter of Offer

3. H1B Information Form

4. Attestation of Labor Condition Application

5. Visa History (**2 originals**)

6. Resume

7. Clear copy of unexpired passport to include biographical page, expiration date, and original visa stamp

8. Clear copy of I-94

9. Clear copy of transcripts

10. Clear copies of diplomas

11. Clear copies of other previous immigration documents (i.e. I-797 and/or I-20)

12. If the employee had an H1B at another employer and we are processing an H1B at DSU, pay stubs will be required for the last six months

DELTA STATE UNIVERSITY

Types of Employment

Permanent Residence Information

In order to begin the permanent residency case, the employer must conduct a recruitment procedure to determine if any qualified U. S. Citizens or Lawful Permanent Residents would be willing to accept the subject position at DSU for the salary offered. Once it is determined by the university and the employee to pursue PERM status, legal council will be obtained. Legal council will then prepare a letter of instruction which details the requirements for the PERM recruitment procedure.

In some instances, the employee would be able to submit a permanent residency case based upon a request for classification as an outstanding professor. The USCIS guidelines for the procedure are very strict, and not all employees are able to submit evidence to qualify for this classification. Legal council may review the employee's resume and material to determine the feasibility of submitting this petition to the USCIS for adjudication.

SPECIAL NOTE REGARDING LABOR CERTIFICATION EXPENSES

Please note that on May 16, 2007, the U.S. Department of Labor issued a new final regulation regarding certain anti-fraud measures related to applications for alien labor certification. Those regulations require that effective July 16, 2007, all expenses related to the preparation and filing of an application for labor certification, including attorney fees, must be borne by the employer.

Additional attorney fees will be incurred at later stages in the overall immigration process, but these will be for legal services rendered in connection with a petition and an application filed before the U.S. Citizenship and Immigration Service. Therefore these additional fees will not be affected by the USDOL regulation referred to above and these fees may be paid by you.

Any other expenses incurred in the preparation of the application for labor certification, such as advertisement costs, or other recruitment costs, and specifically those incurred on or after July 16, 2007, will be required to be paid by the employer, not the employee. The USDOL regulation also prohibits re-coupment of expenses by the employer, from the employee.

The total attorney's fee for this process is $8,000. The initial retainer is $3000, and this fee must be paid by the employer. Also, this initial retainer is non-refundable.

The second portion of attorney's fee is $2500. This fee will be due upon certification of the application for permanent employment by the U. S. Department of Labor. The balance of $2500 will due once we submit the I-485 applications and receive the I-797 filing fee receipts generated by the USCIS.

Please be advised that for each dependent family member [i.e. spouse and children] for whom we prepare an adjustment application, there will be an additional attorney's fee of $500 per person. This fee will be due prior to the preparation of the I-485 application for signature by the applicant.

All expenses will be billed at the conclusion of the case. It is further agreed to and understood by the client that the stated amount for legal fees does not include additional out-of-pocket expenses. These expenses may include, but are not limited to, the following:

Advertisements; computerized research fee; long distance telephone calls; education evaluations; translations (in-house and outside companies); postage; certified/special handling mail; filing fee(s) [filing fees are set by the BCIS and are subject to change without notice]; messenger service; fax/telex; photocopies; mileage charges; out of town trip charges; travel expenses; bank charges (returned checks).

DELTA STATE UNIVERSITY

Delta State University Citizenship and Immigration Service Agreement

H1-B Status (Maximum of 3 years)
Delta State University will pay 100% of the administrative and attorney fees for said employee.

H1-B Extension (Additional 3 years of non-immigrant status)
Delta State University will pay 100% of the administrative and attorney fees for said employee.

Permanent Residency
The fee to apply for and obtain permanent residency is $8,000.00. Delta State University will pay the initial $3,000; however, the employee is responsible to pay the remaining $5,000.00 in two installments of $2,500.00 to Walker and Ungo.

I have read and agree to the payment terms listed above.

_____
Applicant Printed Name   Date

_____
Applicant Signature   Date

_____
Human Resource Representative   Date

DELTA STATE UNIVERSITY ◣

Attestation for Labor Condition Application

I understand that a Labor Condition Application (LCA) must be filed with the U.S. Department of Labor prior to filing an H1-B petition. I certify that this department/unit will comply with the following requirements during the validity period of the H-1B petition:

- The H1-B employee will be paid the higher of either: (a) the wage/salary paid to the other DSU employees in the same occupation who have similar experience, qualifications, and responsibilities, or (b) the prevailing wage for the occupation as determined by the Mississippi Employment Security Commission.

- The employment of this H1-B non-immigrant will not adversely affect the working conditions of employees in similarly employed in the area of intended employment.

- The department of Human Resources Management will be notified immediately should the terms of the H1-B non-immigrant's employment change during the validity period of the petition.

- The reasonable cost of the H-1B non-immigrant's return trip home will be paid by the department/unit should his/her employment be terminated before the expiration of the petition's validity period.

_____
Name of Faculty Sponsor

_____
Signature of Faculty Sponsor   Date

_____
Name of Department/Unit Head

_____
Signature of Department/Unit Head   Date

DELTA STATE UNIVERSITY

Exceptions to Recruitment and Selection Procedures

(Waiver Process)

Delta State University, in accordance with federal and state law and IHL policies, is committed to providing equal opportunity in employment through nondiscriminatory open recruitment and hiring practices. Occasionally, such factors as financial constraints, program continuity, the unavailability of a reasonable number of qualified applicants, or the existence of highly specialized qualifications and requirements for a particular position, require making an exception to the University's normal employee recruitment and selection procedures.

Waiver – Types of Exceptions:

- Business or Instructional Necessity - Conducting a full recruitment effort would have a seriously negative impact on the operational effectiveness of a department/unit or would violate a formal contractual obligation of the University. The waiver request must specify the business necessity reasons and the qualifications of the recommended candidate.

- Internal Recruitment Only - Under certain circumstances, a department/unit may desire to limit a recruitment effort to qualified applicants within the University and/or hiring unit. Internal recruitment efforts will be open to all permanent DSU employees and layoff applicants exercising preferential re-hire rights. Positions restricted to internal recruitment shall follow the same recruitment, referral and selection process as an external recruitment effort.

- Qualified, Diverse Applicant Pool (from a previous posting) – A department/unit has recently conducted a full search that yielded a diverse applicant pool. A second opening in the same job title within a 60-day period would allow the department to make a selection from the original applicant pool. Human Resources will review the demographic profile of the interview pool from the prior search and the qualifications of the recommended candidate.

- Diversity Opportunities - A waiver to achieve diversity may be granted to a department /unit based upon its capacity to recruit qualified people of color and/or women candidates, where there is under-representation of people of color and/or women in the department/unit workforce profile.

Required Forms:

1. Letter of Justification to include circumstances necessitating the request, type of exception (from list above), including the title/rank/classification of the position, the identity of the candidate, and the candidate's race and gender (if applicable). Information detailing the length and terms of the appointment and how the candidate was identified should also be provided. **(Must include signature lines for the appropriate channels up to the final administrative authority, and Director of Human Resources.)**

2. Job Description, if appropriate

3.   Application for employment or resume/curriculum vitae, if appropriate

Procedure:

- The request should be submitted through the appropriate channels up to the final administrative authority for approval and forwarded to HRM for review.

- HRM will make a recommendation and send back to the final administrative authority for approval.

DELTA STATE UNIVERSITY

Posting Procedures and Hiring Checklists

Required hiring procedures and paperwork by type of hire

Regular Staff

- Definitions

    1. Regular Full-time Staff -employees who are regularly scheduled to work full-time (100%) and whose positions are expected to be active for more than four and one-half months.

    2. Part-time Staff - Employees who are regularly scheduled to work less than full-time (less than 100%) and whose positions are expected to be active for more than four and one-half months.*
    *Employees who are regularly scheduled to work one-half time or more (50% time or greater) and whose positions are expected to be active for more than four and one-half months are benefits eligible. Employees who are regularly scheduled for less than one-half time (49% or less) and whose positions are expected to be active for more than four and one-half months are not benefits eligible.

- Recruitment

    1. Positions must be filled by posting on the DSU Online Employment System or by submitting a waiver request (See Exceptions to the University's Recruitment and Selection Process).

- Posting Requirements by Type of Position (through the DSU Online Employment System)

    1. Executive/Administrative/Managerial and Other Professional (non-faculty)

        1. HRM procedures must be followed when establishing a new position or changing a vacant position.

        2. Positions must be posted for a minimum of five (5) calendar days.

        3. Executive/Administrative/Managerial positions – applicant materials must be submitted online. If materials are received by mail without submission of an online application, applicants must be contacted and asked to apply online to ensure complete search records. Applicants will not be considered without an online application.

        4. Other Professional (non-faculty positions) – A professional application is required. Applicant must submit cover letter and resume by online attachment.

    2. Support Staff

        1. HRM procedures must be followed when establishing a new position or changing a vacant position.

        2. Positions must be posted for a minimum of five (5) business days.

        3. A support staff application is required. Applicants will submit a cover letter and/or resume by online attachment, if requested by hiring department.

- Required Paperwork

  1. Employment Action Form (EAF)

  2. Copy of approved waiver, if applicable

  3. Signed Offer Letter

     1. Offer Letter - Executive, Administrative, Managerial, and Other Professional Staff

     2. Offer Letter - Support Staff Employee

  4. Salary offer approval documentation from HRM, if applicable

  5. I-9 with corresponding documentation

  6. Employee Information Form

  7. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate

  8. Online Application

  9. Resume or Curriculum Vitae, if appropriate

  10. Official transcript(s) (if the position requires a bachelor's degree or above)

  11. Verified Credentials Form - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)

      1. Related Policy: University Policy, Pre-Employment Background Checks

  12. PERS 4A Non-Covered Employment Acknowledgement Form (only if the employee's FTE is less than 50%) - unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.

  13. Direct Deposit Form

Faculty

- Definitions

    1. Regular Full-time Faculty - employees who are regularly scheduled to work full-time (100%) and whose positions are expected to be active for more than four and one-half months.

    2. Regular Part-time Faculty - Employees who are regularly scheduled to work less than full-time (less than 100%) and whose positions are expected to be active for more than four and one-half months.*
    *Employees who are regularly scheduled to work one-half time or more (50% time or greater) and whose positions are expected to be active for more than four and one-half months are benefits eligible. Employees who are regularly scheduled for less than one-half time (49% or less) and whose positions are expected to be active for more than four and one-half months are not benefits eligible.

- Recruitment

    1. Positions must be filled by posting on the DSU Online Employment System or by submitting a waiver request. (See Exceptions to the University's Recruitment and Selection Process.)

    2. Tenure-track faculty positions must be advertised in a national professional journal. An electronic or web-based national professional journal may be used.

- Posting Requirements

    1. Department is responsible for posting the position through the DSU Online Employment System, which includes the job description.

    2. Positions must be posted for a minimum of five (5) calendar days.

    3. Applicant materials must be submitted online. An application is required for applicants. If materials are received by mail without submission of an online application, applicants must be contacted and asked to apply online to ensure complete search records. Applicants will not be considered without an online application.

- Required Paperwork

    1. Employment Action Form (EAF)

    2. Approved waiver letter, if applicable.

    3. Signed Offer Letter – Faculty Positions

    4. I-9 with corresponding documentation

    5. Employee Information Form

    6. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate

7. Online Application

8. Resume or Curriculum Vitae

9. Two (2) Letters of Recommendation

10. Official transcript for each degree earned (The official transcripts must be issued by the degree-granting institutions directly to the DSU hiring department.)

11. Verified Credentials - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)

    1. Related Policy: University Policy, Pre-Employment Background Checks

12. PERS 4A Non-Covered Employment Acknowledgement Form (only if the employee's FTE is less than 50%) - unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.

13. Direct Deposit Form

Intermittent Employees

- Definition

  Employees who are regularly scheduled to work full-time or part-time on an intermittent or sporadic basis and whose positions are expected to be active for a period up to, but less than, four and one-half months or 720 hours in a fiscal year. This category includes those hired to work on temporary basis for the same period of time. Please note that if the individual is already in a covered position under the Public Employees' Retirement System (PERS), either with the same or other covered agency, they will be covered by PERS.

- Posting Requirements

  Most temporary positions are not required to be posted; however, Human Resources reserves the right to require certain temporary positions to be posted due to EEOC regulations.

- Required Paperwork

  1. Employment Action Form (EAF)

  2. Online Application (Required for non-exempt positions)

  3. Resume (Required for exempt positions)

  4. Signed Offer Letter

     1. Offer Letter - Intermittent

  5. I-9 with corresponding documentation

  6. Employee Information Form

  7. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate

  8. Verified Credentials - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)

     1. Related Policy: University Policy, Pre-Employment Background Checks

  9. PERS 4A Non-covered Employment Acknowledgement Form – unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.

  10. Direct Deposit Form

Rehired Retiree

- Definition

  Individuals who have retired from Delta State University or other State of Mississippi service. Related Policy - Public Employees' Retirement System of Mississippi Regulation 34, Reemployment After Retirement

- Posting Requirements

  1. The position will not be posted online. The link to apply to the position will be sent via the hiring department to the PERS Retiree so that an application can be submitted online.

  2. If the employee is continuing employment, the hiring department is required to send an EAF form and the PERS: 4B Certification/Acknowledgement of Reemployment of Retiree by the beginning of each fiscal year (July 1).

- Required Paperwork

  1. Employment Action Form (EAF)

  2. Online Application (Required for non-exempt positions)

  3. Resume/Curriculum Vitae (Required for exempt positions including Instructors)

  4. If Faculty, official transcript for each degree earned (The official transcripts must be issued by the degree-granting institutions directly to the DSU hiring department.)

  5. Signed Offer Letter

     1. Offer Letter - Faculty Lecturers, Rehired Retiree Lecturers

     2. Offer Letter - Rehired Retiree - Staff

  6. I-9 with corresponding documentation

  7. Employee Information Form

  8. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate

  9. Verified Credentials Form - Background Screen Authorization

     1. Related Policy: University Policy, Pre-Employment Background Checks

  10. PERS: 4B Certification/Acknowledgment of Reemployment of Retiree - using the approved title and salary listed on the EAF form must be completed and submitted at hire and each fiscal year.

  11. Direct Deposit Form

Interim Appointment

- Definition

  An employee may receive a salary increase for assuming a position on an "interim" basis. For an active, vacant position, an employee may be designated and compensated as "interim."

    o Upon completion of the interim assignment, the employee's salary shall return to the employee's regular salary plus any performance based (merit) increases earned during the interim assignment.

    o Interim assignment terms shall not exceed a period of twelve (12) months in duration. Requests for extensions must be approved by the President.

- Required Paperwork

    1. Employment Action Form (EAF)

    2. Signed Offer Letter (Interim appointments may require additional approvals by the President and/or the Institutions of Higher Learning (IHL) Board of Trustees. Please see Employment Requiring IHL Approval.)

       The appropriate offer letter should be used and modified to include the following information:

        1. Description of the interim appointment, including title and pay

        2. Duration of the interim appointment, including start date and anticipated end date

        3. Conditions affecting employment at the end of the assignment, including title and salary

        4. Conditions affecting tenure, if applicable

        5. A statement indicating whether the employee is eligible to apply for the position and participate in the search process to fill the position.

Delta State University
Human Resource Management
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"Developing Partnerships Within the University"

DEPARTMENTAL USER'S GUIDE
PeopleAdmin
Delta State University
Hiring System

Updated 5/14/2013

INTRODUCTION

Welcome to the Delta State University Recruitment System. This system was established to maintain our automated internet based system for processing requisitions and accepting applications for employment.

This system will be used to:

- Create and submit Requisitions to HR
- View Applicants to your Posting
- Notify HR of your decisions regarding the status of each applicant
- Submit Hiring Proposal

The system is designed to benefit you by facilitating:

- Faster processing of employment information
- Up-to-date access to information regarding all of your Postings
- More detailed screening of Applicants' qualifications

Table of Contents

Create Job Posting:

Access the PeopleAdmin site by going to https://deltastate.peopleadmin.com/hr/
    (Sample screenshot of the form below)
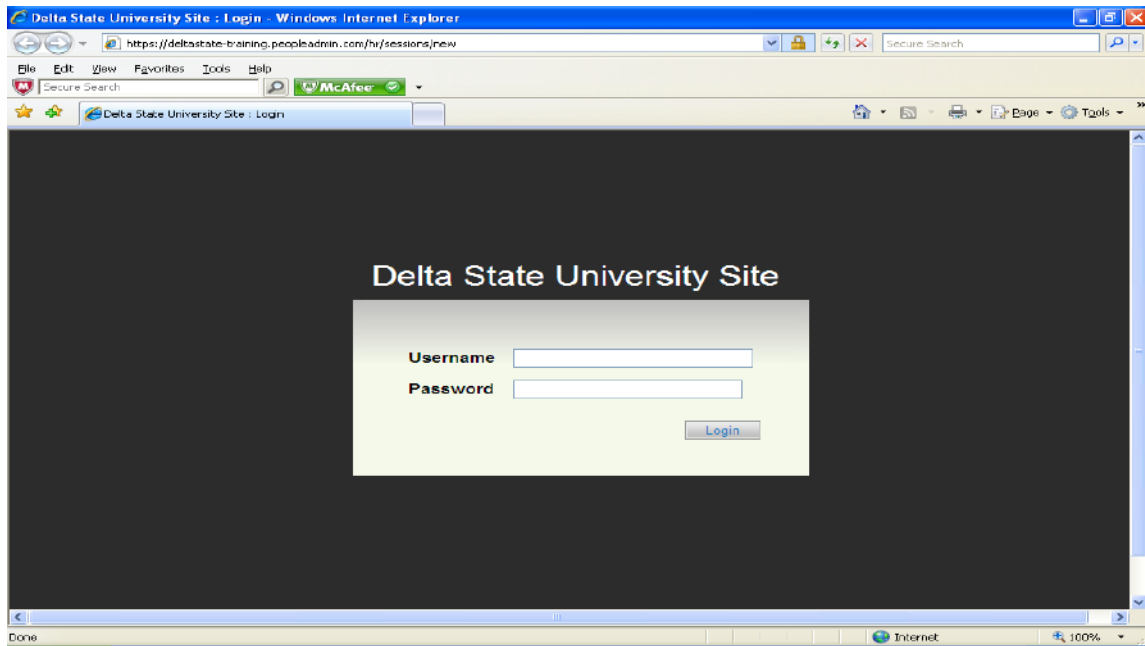
Type in your Username and your Current Delta State Log in Password.

You will now be logged on to our Online Recruitment System.
    (Sample screenshot)
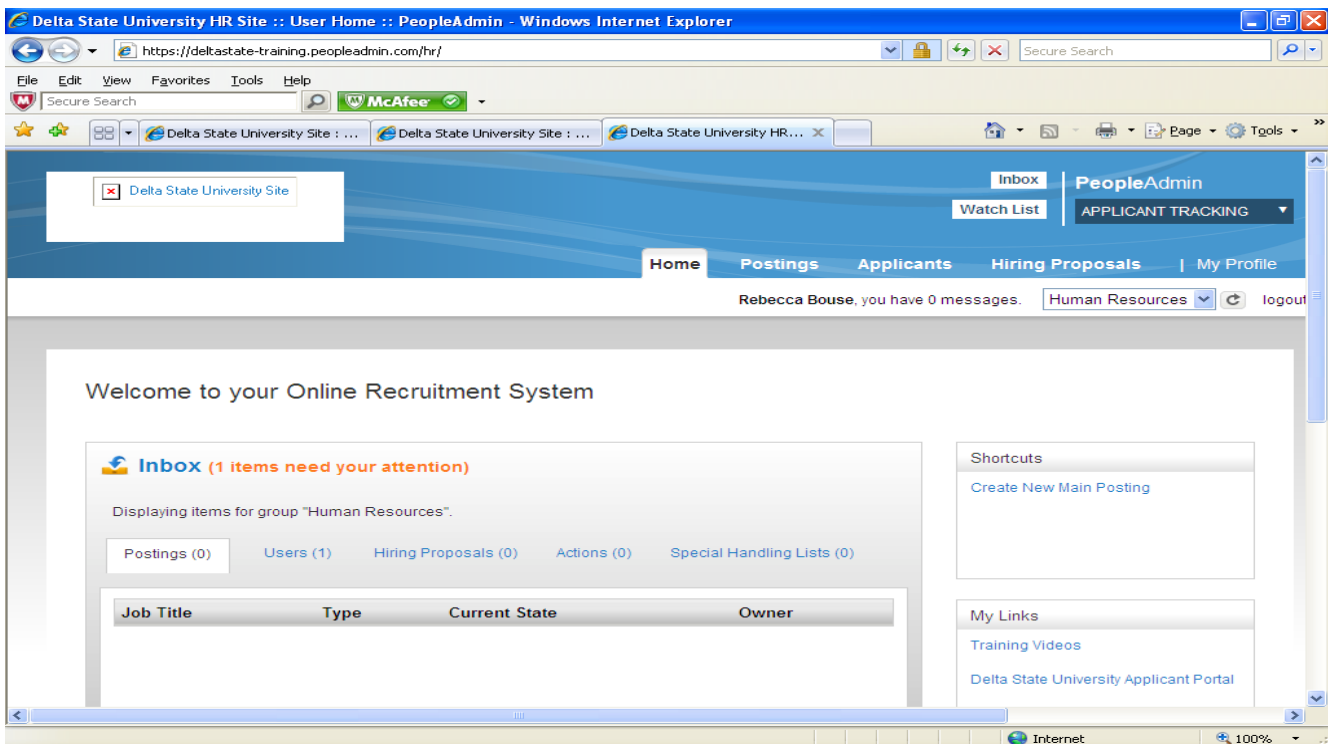
To create of new job posting: <u>Click on Postings</u> on middle/top of screen. Once in site, click Orange <u>Create</u> New Posting button on left side of screen. **(Sample screenshot of the form below)**
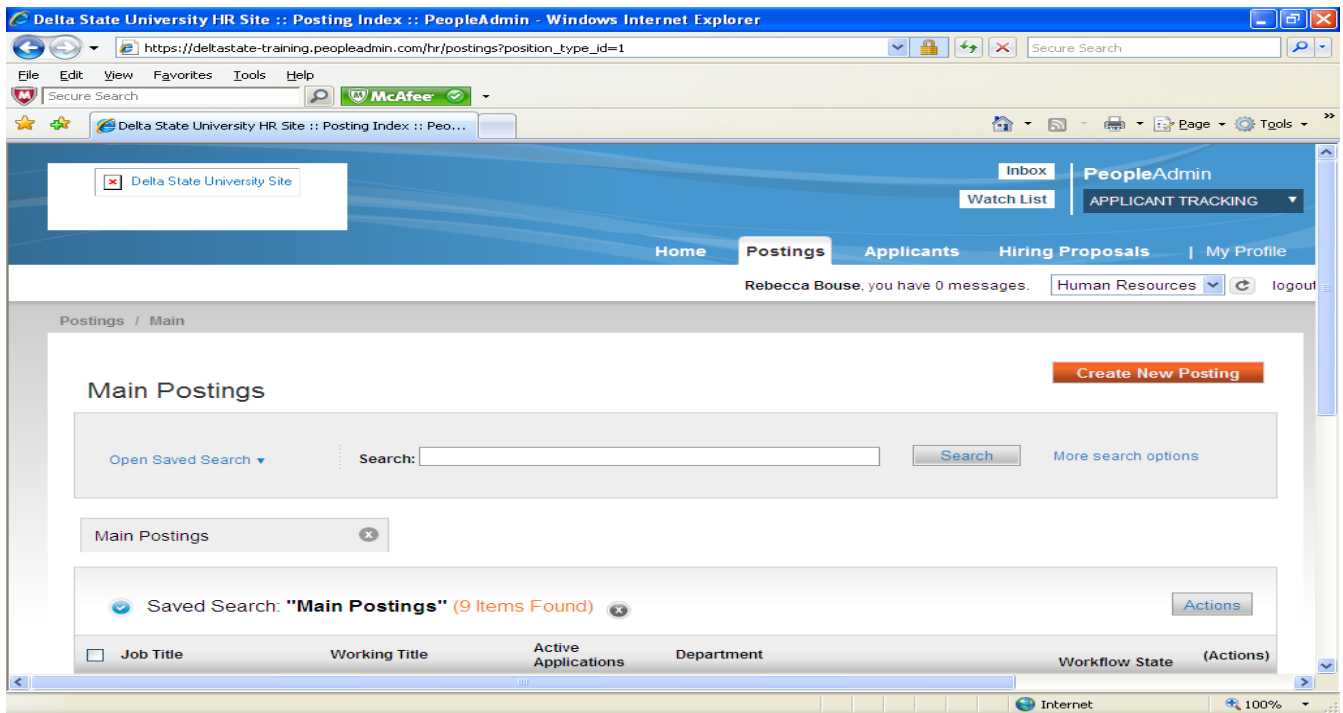
You need to decide how you would like to **create your new posting**. You will pick from the following:

- Create from Posting Type (new position never posted before)
- Create from Title (search by title/position would have to have been posted before)
- Create from Posting (search by browsing postings previously posted)
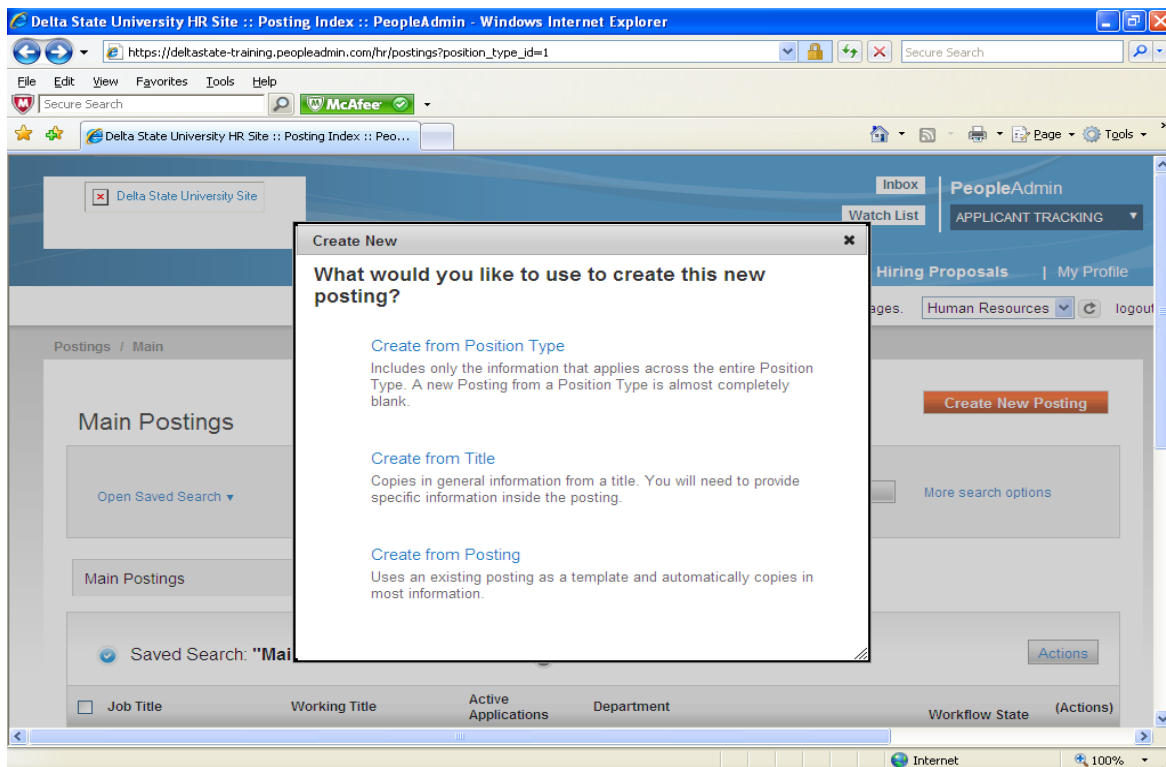
If you select "**Create from Position Type**" you will now type in Job Title. Your Organizational Division and Department will already be filled in. If you are pulling from a position already posted select "**Create Posting from this Posting**". (See example below)
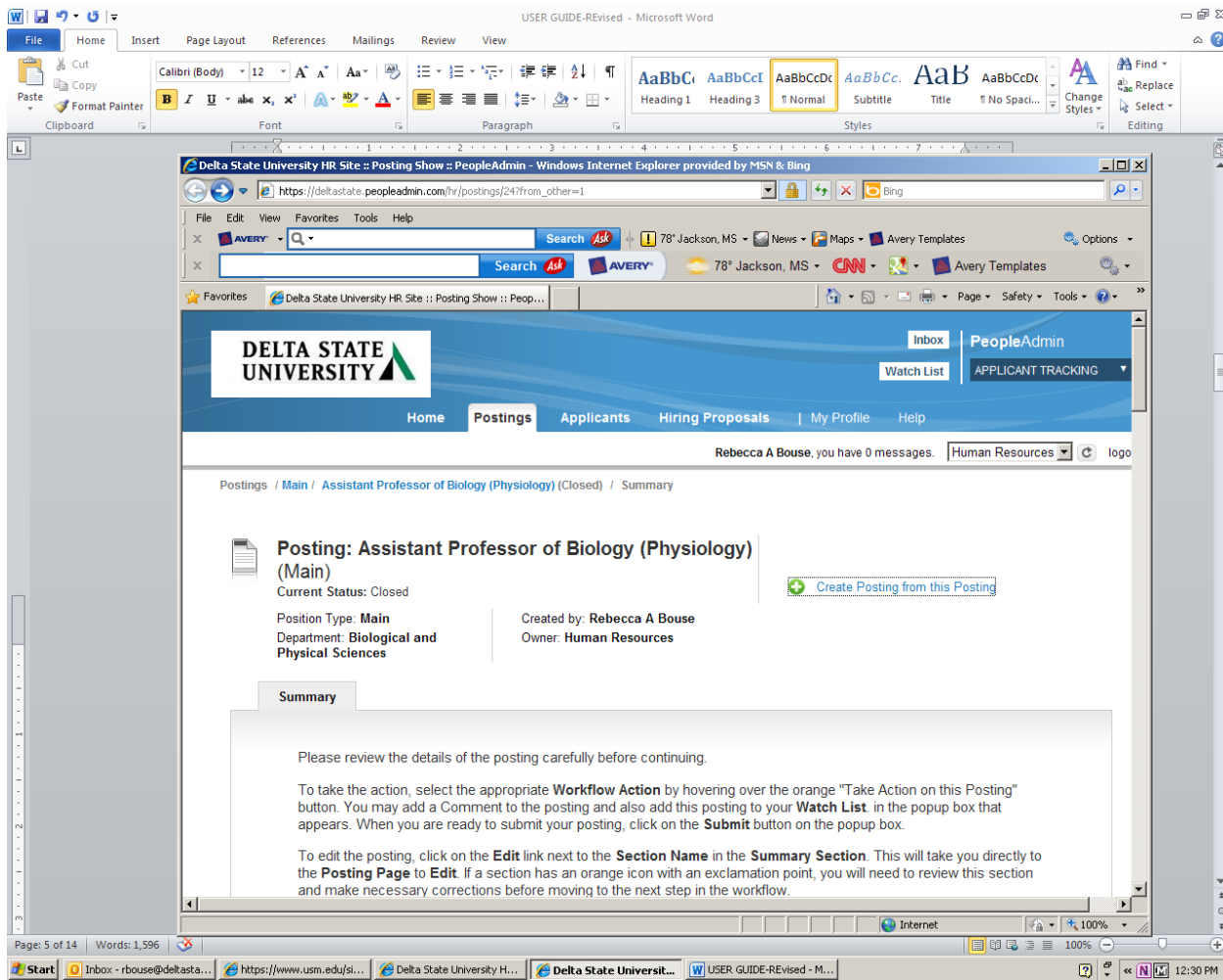
To create a Posting, first complete the information on this screen, then click the **Next** button or select the page in the left hand navigation menu. Proceed through all sections completing all necessary information. To submit the Posting to Human Resources, you must go to the **Posting Summary Page** by clicking on the **Next** button until you reach the Posting Summary Page or select Posting Summary Page from the left navigation menu. Once a summary page appears, hover your mouse over the orange Action button for a list of possible approval step options. The posting must go through the proper approval chain depending on department until it reaches Human Resources. Human Resources will post position.

(Sample screenshot on next page)
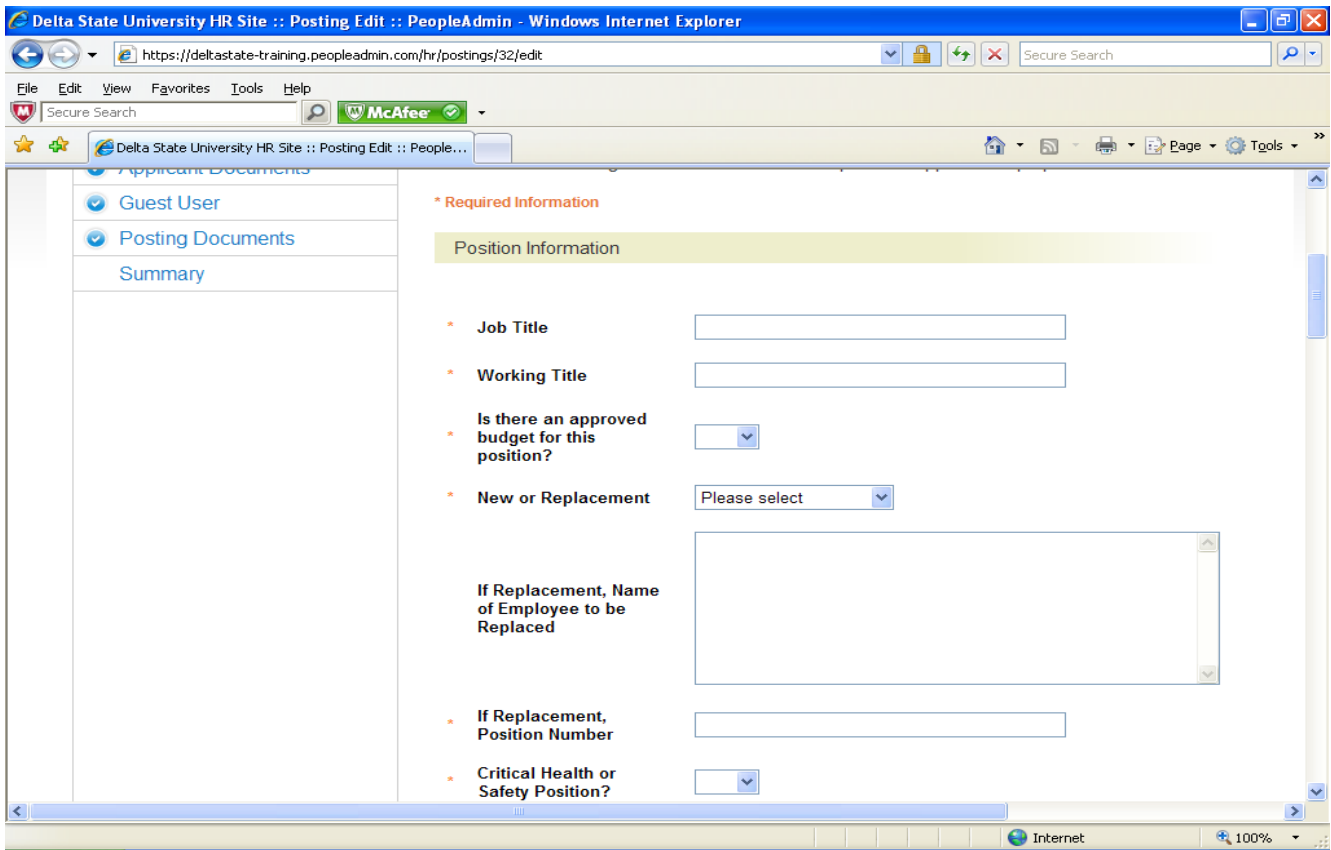
Fill in all the position information. This can be saved at any time as a draft to work on later. As long as it is in draft mode you will be able to make changes.

When you go to the next page you have the option to select **Search Committee Members**. You will enter First Name, Last Name and Email Address. If they are not located in the system you can request a new search committee member. **(Sample screenshot below)**
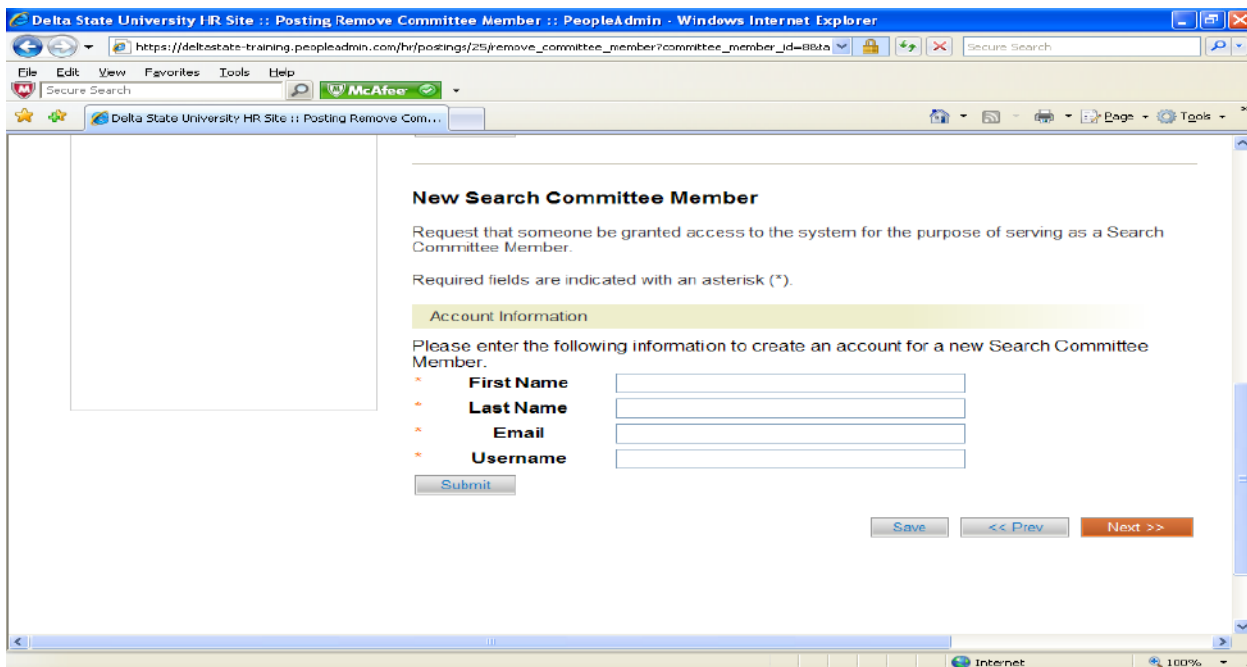
Click on the Next button.

You are now at the **Rank Criteria** section: You may select or add questions for candidates to answer in the application process. **(Sample screenshot below)**
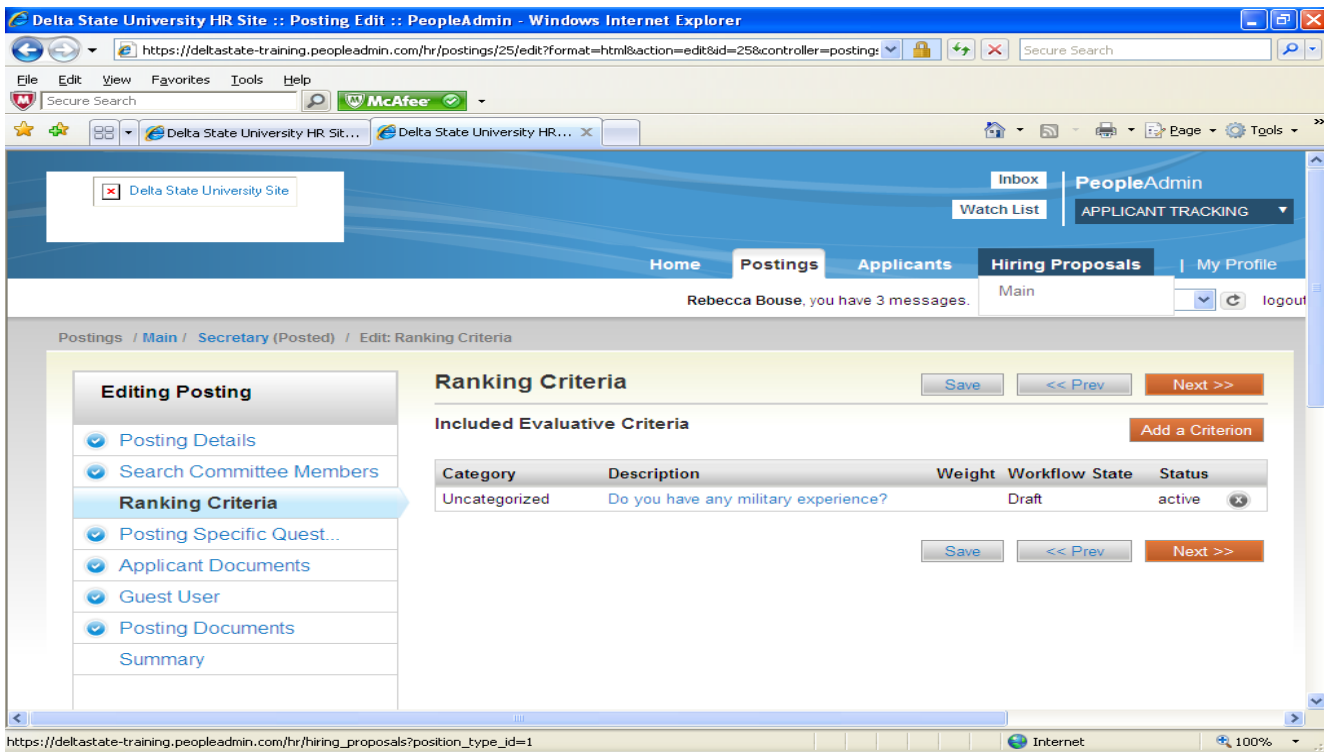
Click on the **Next** button.

Posting Specific Questions:

- To add a New Posting Questions: Click on the button labeled "Add a Question".
- You can add an existing question.
- You can Assign Points or Disqualifying Responses: Click on the question that has been added and a dropdown menu will appear where points and disqualifying responses can be associated to the posting question.
- Posting Question Options: Once questions have been added to the posting, you will see a column of checkboxes to the left of each question; checking these boxes will make a question required.

(Sample screenshot on next page)
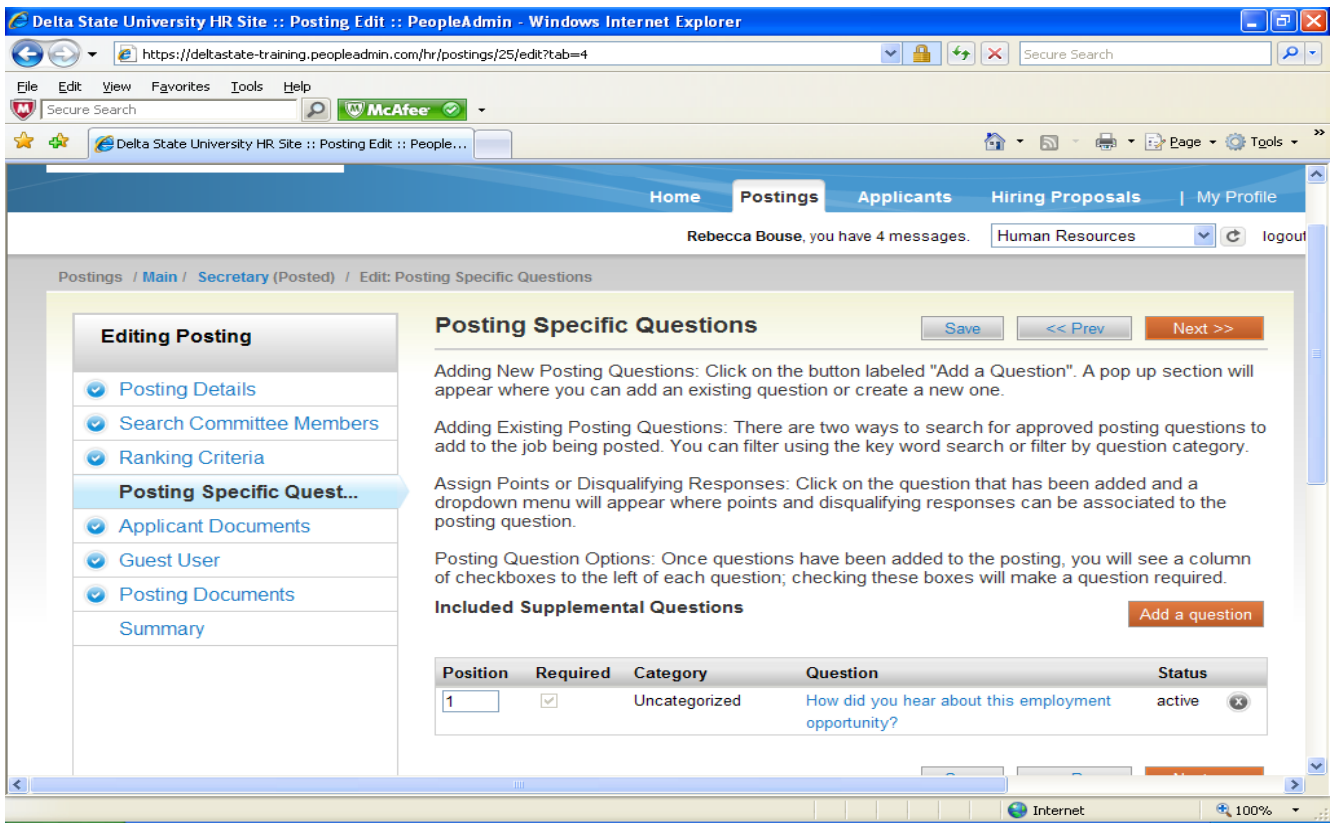
Click on the **Next** button.

Applicant Documents:

Applicant documents can be included in the application process by selecting **Included** to make the documents optional and **Required and Included** to make the document(s) mandatory to complete the application process.
(Sample screenshot below) The application requires the candidate to list 3 references.
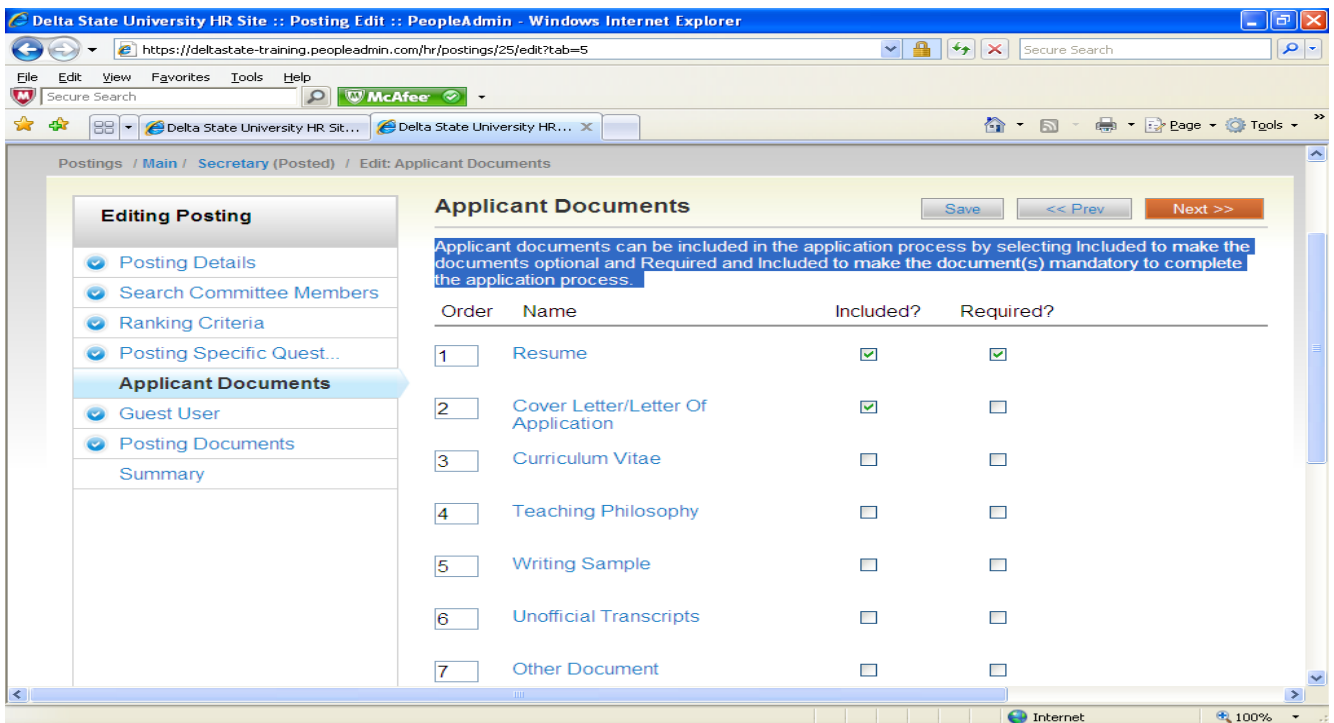
Click on the **Next** button.

If you need a Guest User, create an account. **Guest Users will still need to contact Human Resources to receive the Guest User Password.**

Posting Documents: To add a document to the posting, hover over the blue **Action** text link to the right of the document name.

Below is a screen shot of Documents that can be added:
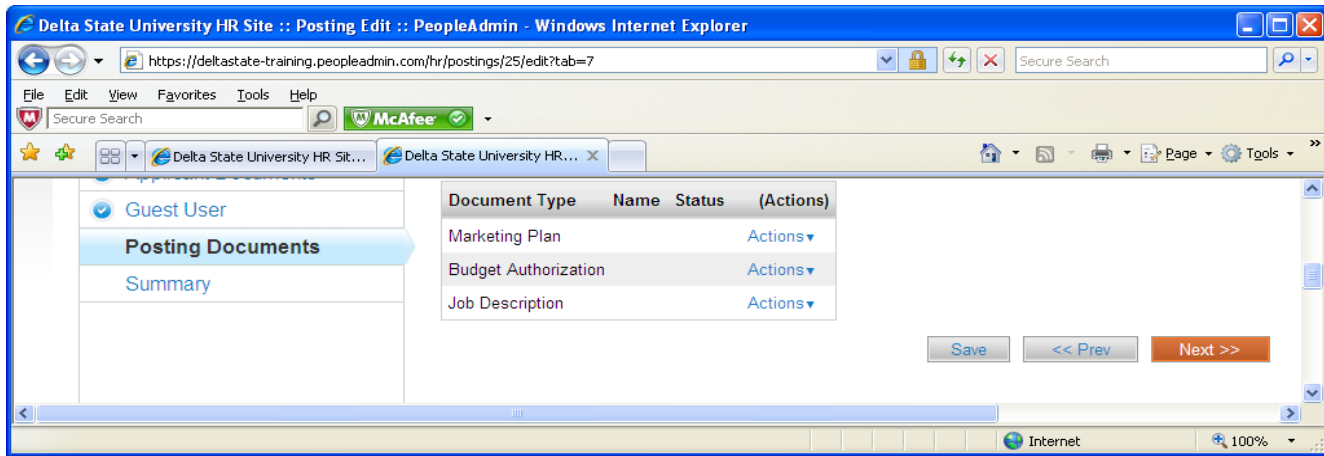
Click on the **Next** button. Your posting is completed. **Please review the details of the posting carefully before continuing**. It might be helpful to click on the **See how Posting looks to Applicant** button. This is what the applicant will see when searching for positions.

Posting Completed (Submit for Approvals)
Now you will click on the Orange **Take Action on Posting** button. **(Sample screenshot below)**
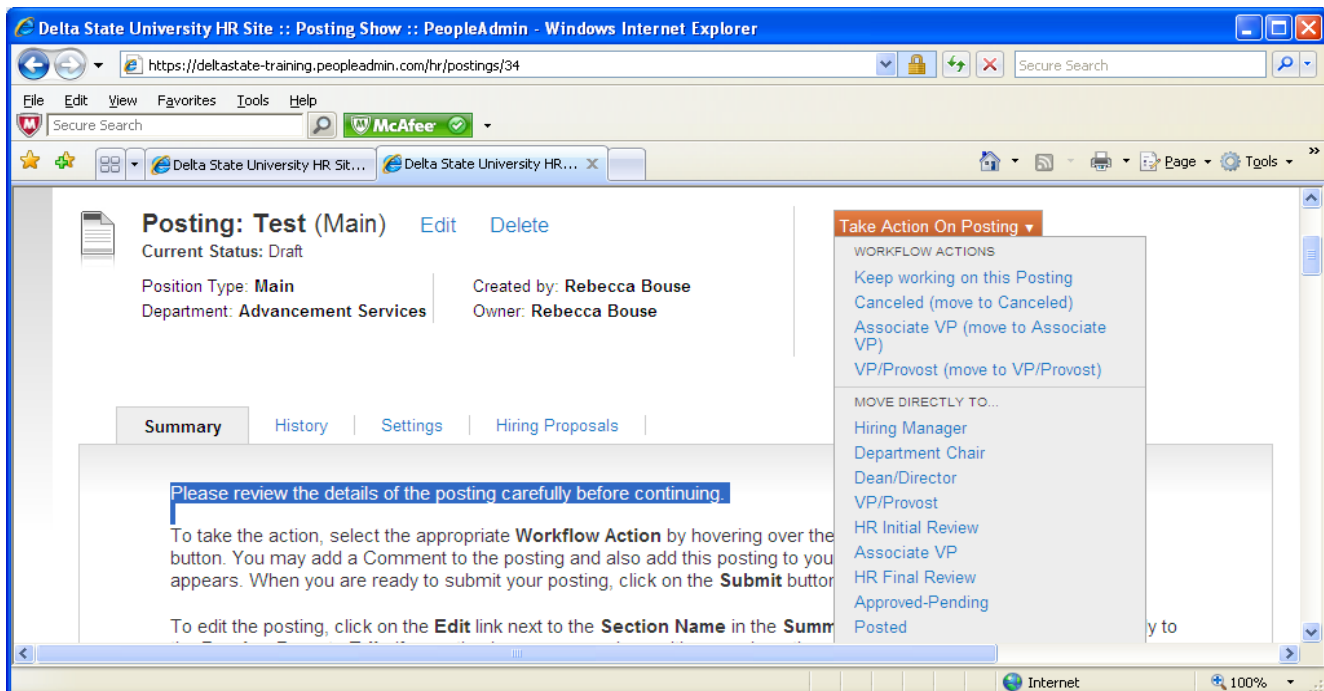
You will move posting to the person who would have signed your Position Requisition next. It will go along the chain of approvers until it reaches Human Resources. Human Resources will approve and post to website.

The Hiring Department will now be setup to receive applications.

Reviewing Applications:

Click on your posting and move cursor to Applicants. Click on the Applicants box. You now will be able to view all the applicants that have applied by clicking on their names.

To view more than one applicant at a time just put a check by their names or a check at the top of list by Full Name to few all. Now click on the large "Actions" button on the left side and click "Down Load Applications as PDF". This will let you view the applicant(s) application and attached requested materials. You can also print this list. **(Sample below)**

Manage Applicant Pool: To manage your applicant pool, move candidates that don't meet requirements to Not Interview/Not Hired. This will remove them from your applicant pool and place them in the not interview/not hired category. If candidate comes to an interview, move to Campus Interview then Interviewed/Not Hired or Recommend for Hire. You will need to make sure your title is set at "Hiring Manager" for this to work. Make sure to hit refresh ⟳ when changing titles. The applicants will be moved to a list that can be viewed at any time by doing a search function. You can do one applicant at a time by clicking on the Orange **Take Action on Job Application** button. **(Sample screenshot below).**
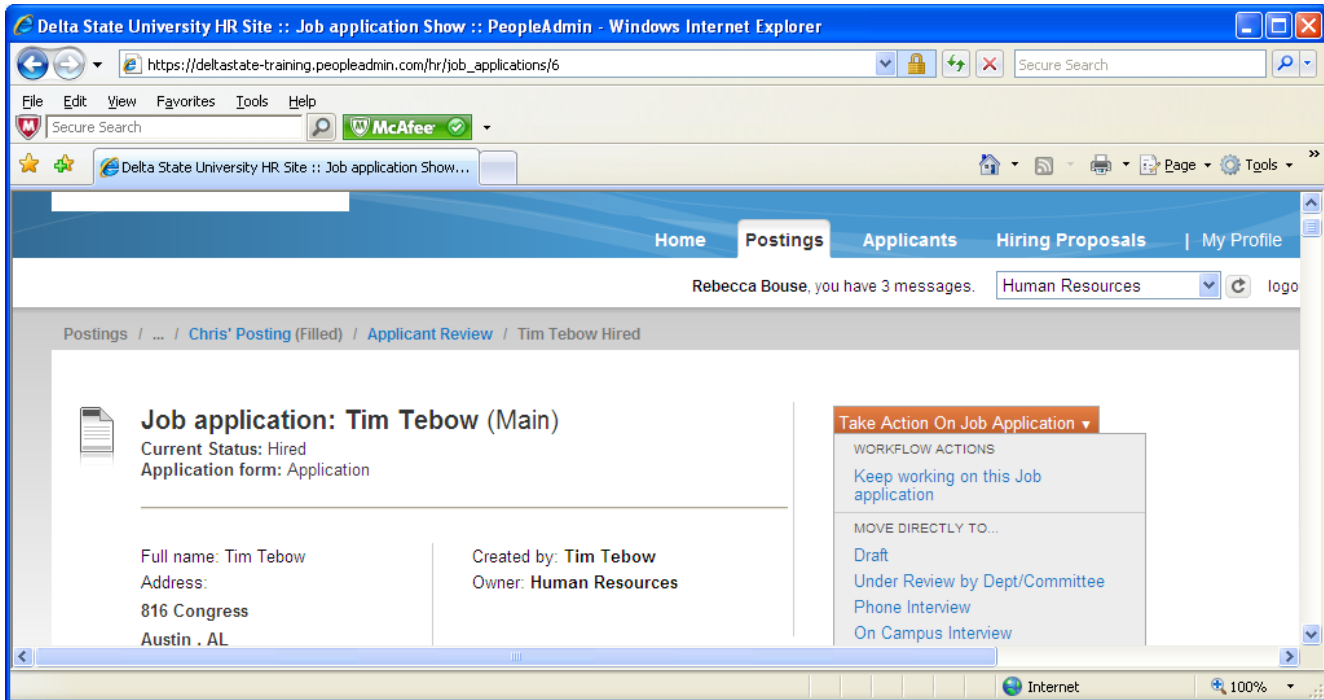

If you have a group of people in the same category you can move candidates over in bulk by putting a check in the box by their names and going to the large "Action" button on the left. Look for "Move into Workflow".
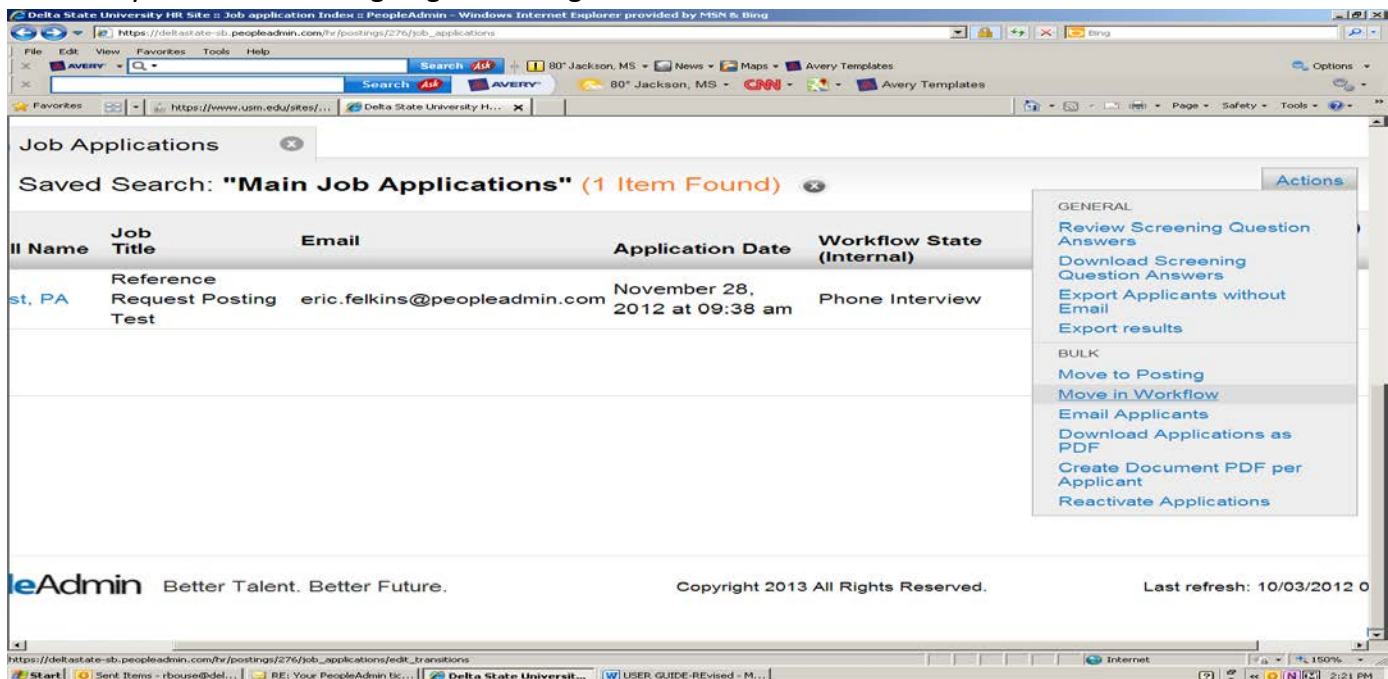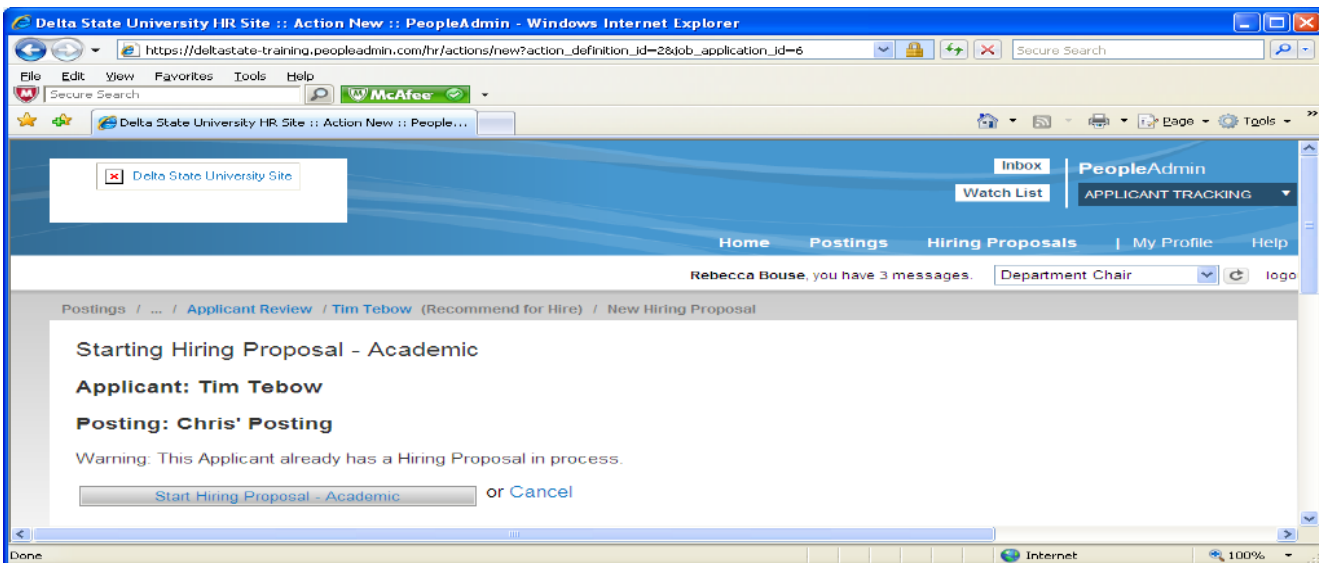
Hiring Proposal:

Once you have decided on a candidate to hire, move them to the campus interview or phone interview category by going to the orange "Take Action" button. After that you will select **Recommended for Hire.** Now a Hiring Proposal can be done by the Department Chair/Dean/Director.
**(Sample screenshot below)**
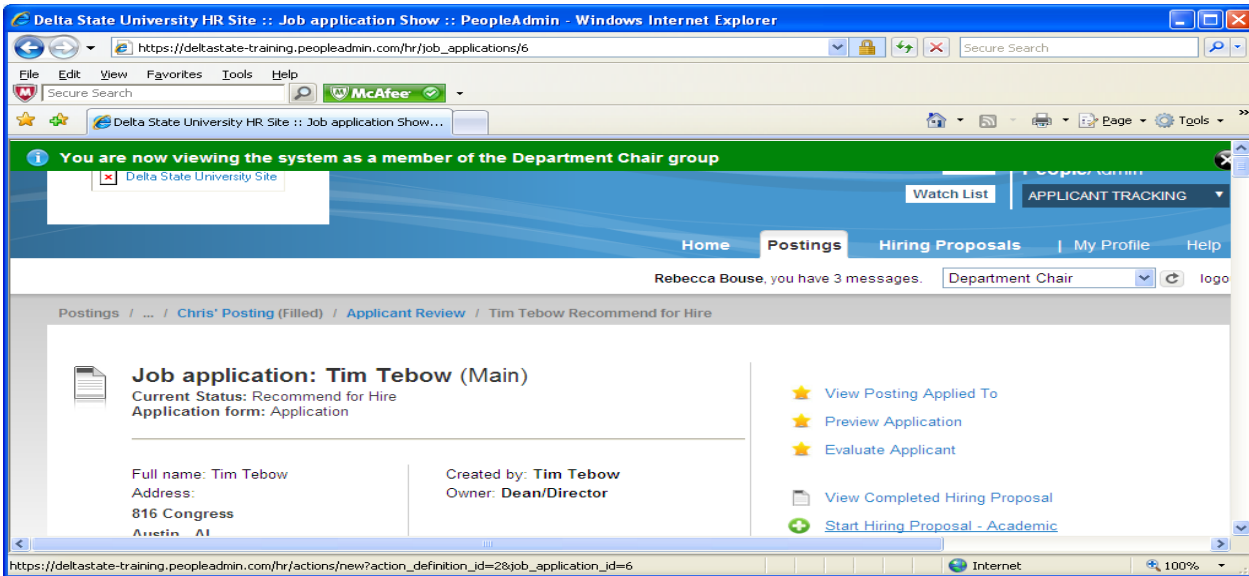
Click on **Start Hiring Proposal.** **(Sample screenshot below)**

You will enter the Hiring Proposal site. Review and input Salary and Start Date. Hit the Orange next button.

You will now click on the **Take Action on Hiring** button and move to the next in line for approving. The last step will be to move to Human Resources. Hiring proposal must be approved by H.R. before an offer is made. **(Sample screenshot below)**
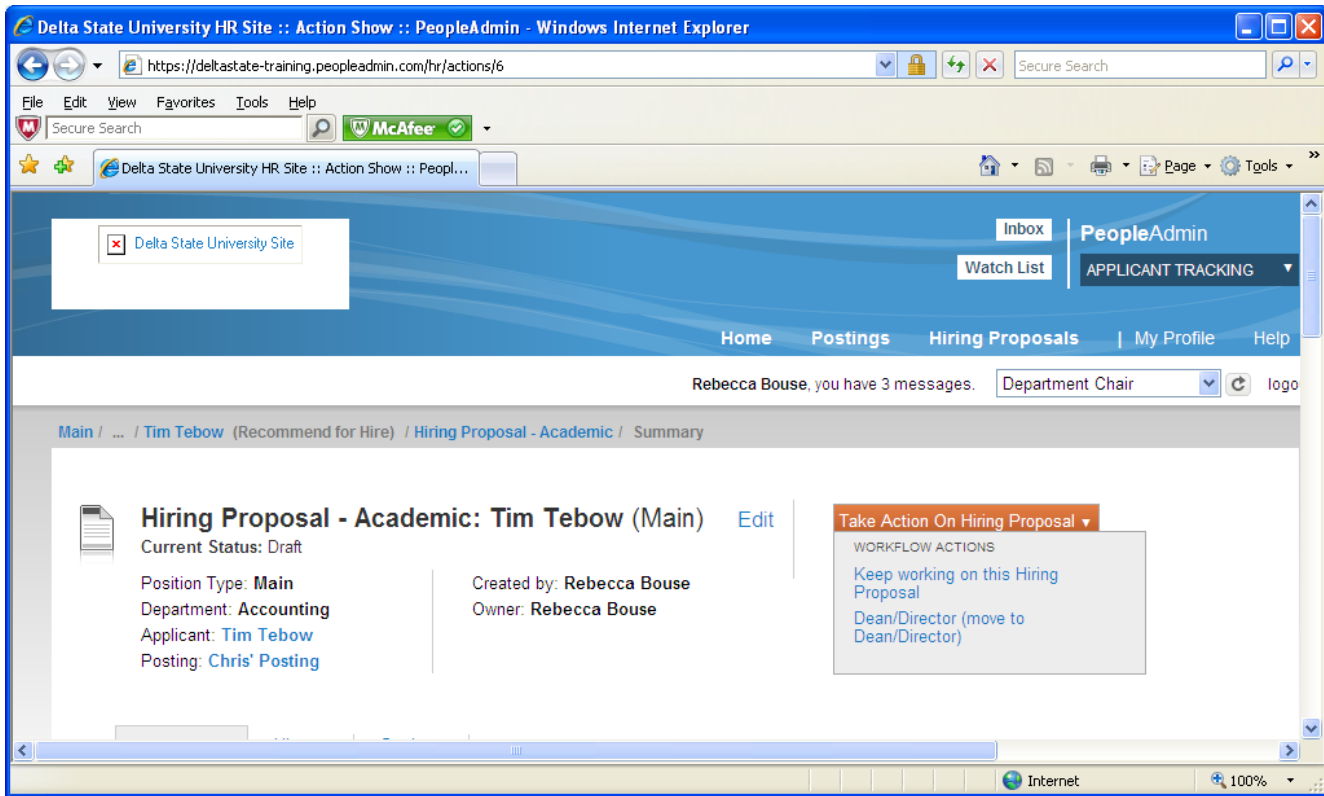
!!! Important!!!

Remember to take action on all applicants by classify them as Not Interviewed/ Not Hired or Interviewed/Not Hired. Human Resources will move position to Filled after an offer has been made/accepted. This will notify only Not interviewed/Not hired candidates by email that the position has been filled. By completing this action, you are also completing the Recruiting Report that is necessary for all positions, and affirmative action guidelines.

REVIEW OF STEPS

1. Complete posting.
2. Route for approval.
3. H.R. will post when position is received and approved.
4. You will start receiving application directly to your posting.
5. When ready to hire, start hiring proposal (Page 12)
6. Hiring proposal to be approved by H.R. before you make job offer.
7. When approved:
   a. Background check - Background checks shall be required for all new hires in regular full-time, regular part-time, benefit-eligible, time-limited, temporary, and intermittent positions, which are scheduled to assume their duties on or after the policy effective date. This policy excludes current University employees who are moving to a new position within the university. Background checks on student workers, graduate assistants, post-doctoral, and rehired retirees will be limited to those working in the following positions:
      - Positions handling cash and checks on a regular basis
      - Positions having contact with minors
      - Positions with access to residence hall rooms
      - Positions having access to other student or employee information
      - Positions having patient contact or access to prescription medications
      - Other positions as requested by departments
   b. Send offer letter
   c. Submit EAF (Employment Action Form) to Human Resources
8. Take action on all other candidates by classifying them as Not Interviewed/Not Hired or Interviewed/Not Hired.
9. Position will be moved to Filled by Human Resources after offer is made and accepted.
10. When position is moved to filled, the system will send out letters to candidates that were listed has Not Interviewed/Not Hired. You will be responsible for contacting or sending out letters to all other candidates.
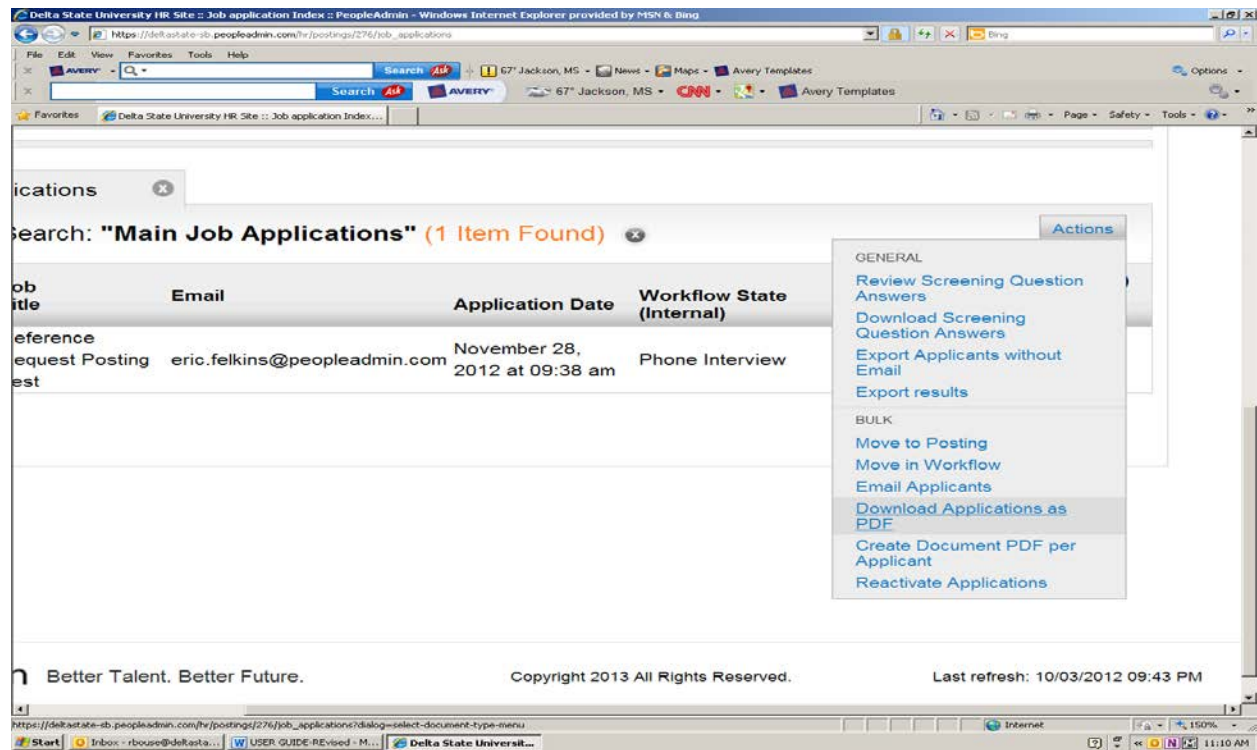
HELPFUL FACTS

Refresh Button: ⟳ - Located on top/left of screen next to your name/title.

Switching Titles: Every time you switch from one title to another you will need to click on the refresh button to activate. (Example: Hiring Manager to Dean/Director).

Hiring Proposals: Once applicant is moved to "Recommend for Hire" only the Dean/Director or Department Chair can start a "Hiring Proposal". Switch to correct title and refresh screen. Hiring Proposal will appear on right side. Fill in information (hire date, salary, etc.) and forward for next approval.

Alphabetize Applicants - move cursor to the left of "Full Names" list above the applicant's names. Has you hover "arrows" will appear. Click on arrows to alphabetize.

Viewing/Printing Application Materials – Click on the box next to the name(s) of the applicant(s). Move cursor to large Actions button on top/left and drag cursor down to Download Applications as PDF. You will be able to select what you want to view/print.
(See Example below)

Q1 What service did you most recently receive from HRM? Check all that apply:

Answered: 124   Skipped: 12

Answer Choices	Responses	
Benefits Assistance	**49.19%**	61
Classification and Compensation Assistance	**13.71%**	17
Job Posting Assistance	**21.77%**	27
Leave Management Assistance	**20.16%**	25
Payroll Assistance	**37.90%**	47
Retirement Planning Assistance	**15.32%**	19
HR Information System Assistance	**12.90%**	16
Employee Relations Assistance	**16.13%**	20
Total Respondents: 124		

#	Other (please specify)	Date
1	The Obama Care (Health Insurance)	3/25/2014 10:03 AM
2	none	3/24/2014 6:18 PM
3	Monthly Payment	3/19/2014 10:29 AM
4	submitted tuition remission form	3/10/2014 2:56 PM

5	Administrative issues	3/3/2014 11:18 AM
6	no contact in the last 25 years	3/3/2014 10:55 AM

Q2 Was the service(s) provided by HRM to your satisfaction (referenced in Question 1)?

Answered: 135   Skipped: 1
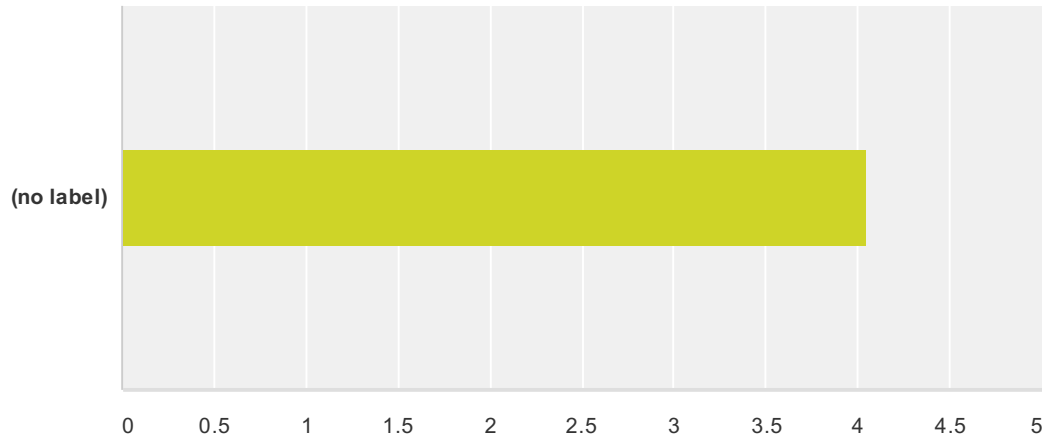
	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisifed	Total	Average Rating
(no label)	**34.81%** 47	**44.44%** 60	**12.59%** 17	**7.41%** 10	**0.74%** 1	135	4.05

Q3 The HRM staff was courteous, polite, and professional in the services provided.

Answered: 133   Skipped: 3
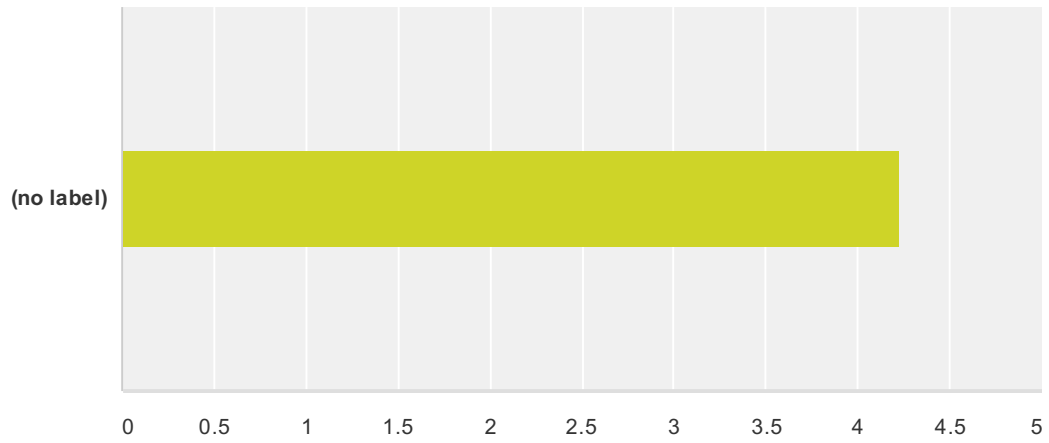
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	45.11% 60	39.10% 52	9.77% 13	6.02% 8	0.00% 0	133	4.23

Q4 The HRM staff responded and completed your service requests in a timely manner.

Answered: 132   Skipped: 4
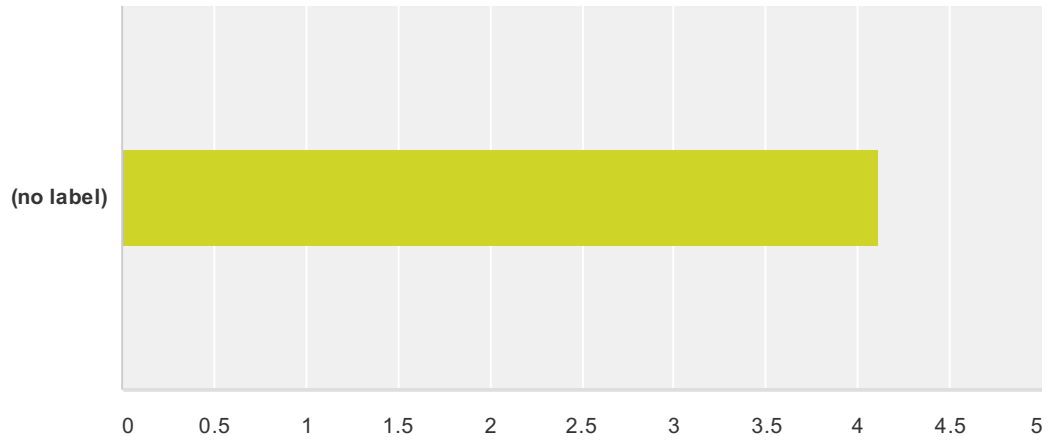
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**39.39%** 52	**39.39%** 52	**15.91%** 21	**3.03%** 4	**2.27%** 3	132	4.11

Q5 The HRM staff possessed the knowledge and expertise you needed.

Answered: 133   Skipped: 3
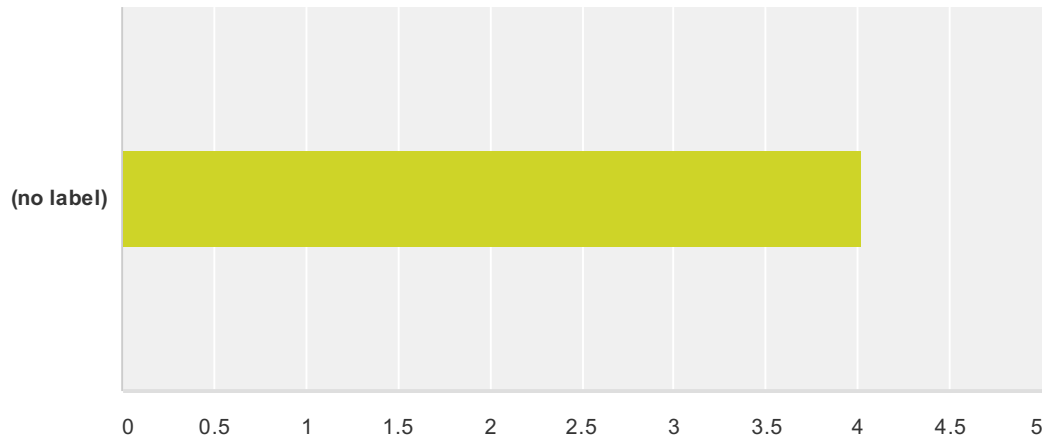
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**34.59%** 46	**44.36%** 59	**12.78%** 17	**5.26%** 7	**3.01%** 4	133	4.02

Q6 Overall, the services from Human Resources meets my needs.

Answered: 133   Skipped: 3
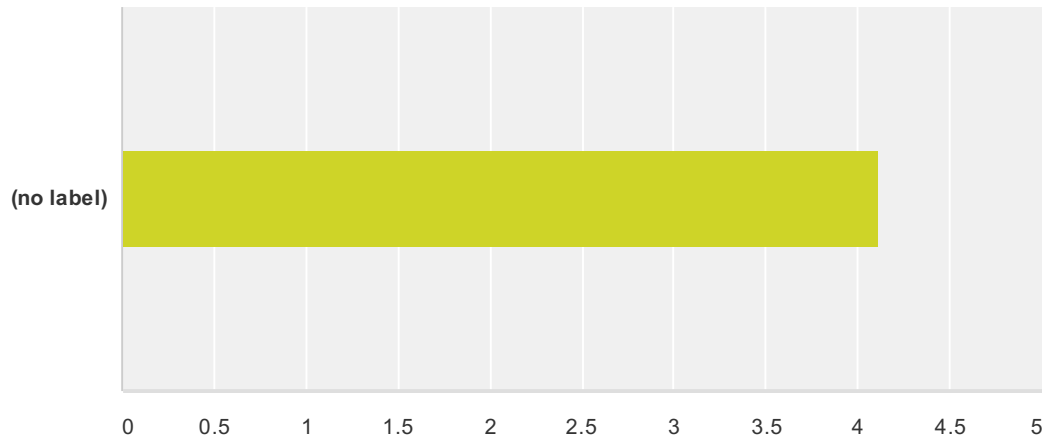
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	37.59% 50	45.11% 60	10.53% 14	4.51% 6	2.26% 3	133	4.11

Q7 As a result of your experience, what service-related improvements would you recommend?

Answered: 60   Skipped: 76

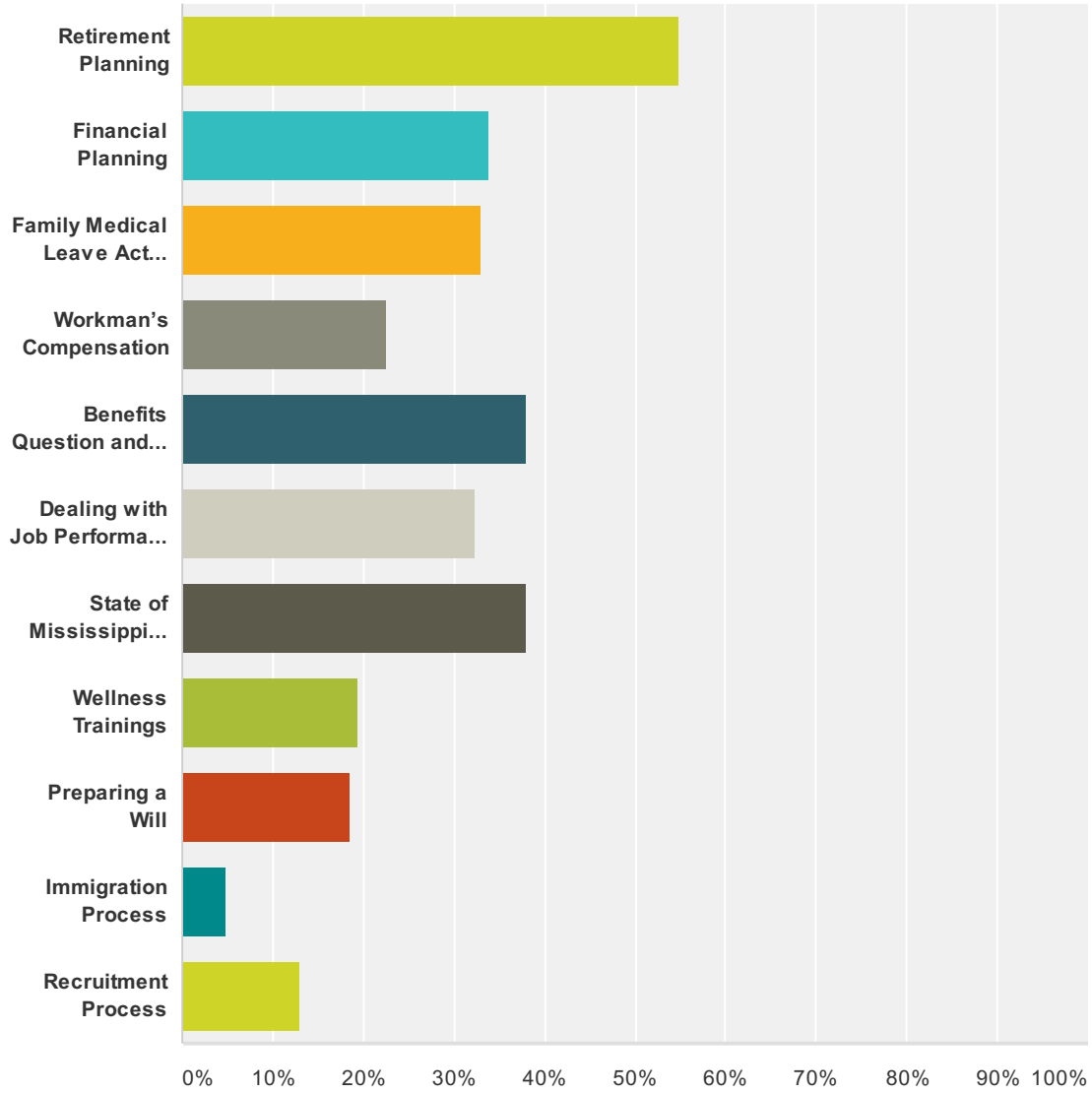| #	Responses	Date
1	RAISE	3/25/2014 10:11 AM
2	Pay Raise	3/25/2014 10:10 AM
3	Payraise	3/25/2014 10:09 AM
4	Have more meetings	3/25/2014 10:08 AM
5	Better pay	3/25/2014 10:07 AM
6	Payroll and benefit assistance	3/25/2014 10:05 AM
7	Weekly meetings	3/25/2014 10:04 AM
8	I think that they should have more seminars on certain things, because a lot of people that are employed here are still in the dark about certain things.	3/25/2014 10:03 AM
9	Clarify some of the answers that are given. Everyone doesn't have the same understanding ability. Break it down. Thanks.	3/25/2014 10:01 AM
10	A raise	3/25/2014 9:58 AM
11	Just equal for all staff.	3/25/2014 9:57 AM
12	I feel every department should have a employment of the month. Every one should be rewarded all departments.	3/25/2014 9:56 AM
13	None at this time	3/25/2014 9:54 AM
14	Pay raise	3/25/2014 9:53 AM
15	Since some questions may require time to research before responding, it would be helpful to know that it has been read and under further review.	3/20/2014 3:53 PM
16	We need more money	3/19/2014 11:44 AM
17	None	3/19/2014 11:35 AM
18	None	3/19/2014 11:34 AM
19	I think HR is doing a great job	3/19/2014 11:33 AM
20	Retirement planning	3/19/2014 11:30 AM
21	More on campus retirement planning.	3/19/2014 11:27 AM
22	Things are fine as they are.	3/19/2014 11:25 AM
23	none	3/19/2014 11:19 AM
24	More information about your rights.	3/19/2014 11:18 AM
25	Increase in pay for job titles and performance. This is lacking for most Afro-Americans at DSU.	3/19/2014 11:16 AM
26	N/A	3/19/2014 11:12 AM
27	Raise for facility management team	3/19/2014 11:11 AM
28	N/A	3/19/2014 11:10 AM
29	N/A at this time.	3/19/2014 11:08 AM
30	Better vehicles for grounds because we are out in the heat and cold more than anybody else	3/19/2014 10:34 AM

31	I think in general it's ok.	3/19/2014 10:32 AM
32	I pray that we all can come together as one group and do our jobs and be positive toward one another	3/19/2014 10:30 AM
33	State of Miss health Ins. Program	3/19/2014 10:28 AM
34	Pay increase	3/19/2014 10:26 AM
35	More about changes that go on at DSU. (What to expect)	3/19/2014 10:25 AM
36	none	3/19/2014 10:24 AM
37	none needed from my observation	3/19/2014 10:22 AM
38	None that I can think of...	3/17/2014 7:13 PM
39	None at this time.	3/10/2014 2:56 PM
40	Not referenced in Question 1, I would like to be able to ask questions and receive answers to them more easily.	3/9/2014 8:44 PM
41	Please include titles in the online employee directory. For example, I like to know how to properly address faculty and staff by Dr., Mr., Mrs., etc.	3/7/2014 11:03 AM
42	As a result of my experience, I would recommend that the HRM ensure that an employee does not have to scour the office for help.	3/4/2014 8:23 AM
43	No improvements needed. All of my needs were addressed and met in a timely, professional manner.	3/4/2014 8:17 AM
44	I have never had a problem with HR. They have always been helpful and courteous.	3/3/2014 4:35 PM
45	HR employee training on customer care, and effective communication	3/3/2014 2:25 PM
46	All but one person in HR is very good at their job. It just so happens that I had to interact with the one bad employee extensively. This person was ignorant of simple policies such as retirement packages and compensation. It wasn't until I talked with a supervisor that I had my questions answered.	3/3/2014 1:06 PM
47	When I call the HR Dept., either the person I want to talk to is not there and when I leave a message for a call-back call, it is never returned...	3/3/2014 12:09 PM
48	Structured Exit Interviews for faculty and staff who are leaving DSU (seeking to identify root causes for faculty and staff departures)	3/3/2014 11:56 AM
49	Each peron in HR has their area of responcibility and when that person is absent, you have to wait for that peron to come back on leave. I think you should be cross training.	3/3/2014 11:44 AM
50	Just in general, information is not always clear. The EAF form is very confusing.	3/3/2014 11:42 AM
51	HR is a service support organization within the university. I often feel as if many employees in the HR office feel as if I work for them, that it is my job to support them. I seldom get the sense that much of anything related in HR is done for the employees supported, but rather done to make life easier for those working in HR. I think some sort of incentive program which fostered a transition to a customer service attitude/architecture would be helpful. Example, HR creates a series of widgets or commonly used work blocks that assists department managers in getting task X done more quickly, thus saving the university funds. Award some of those funds to the inventive employee. While I appreciate the information sessions offered, they are not convenient given my workload. I would appreciate recordings/webinars that would allow me to view them and get the information I need at my convenience. Limited availability of staff makes it difficult to get an answer in a timely fashion - those answering the phone frequently do not have access to the information being requested. Some staff members are gruff and condescending and lack a service-oriented outlook.	3/3/2014 11:35 AM
52	I have always been treated well by Human Resources. If they didn't have the answer when I called, they researched the information and got back with me as soon as they could. That is all you can ask of an employee! Most jobs are always changing. You just can't know everything all the time!! I think they are very responsible people.	3/3/2014 11:34 AM
53	None at this time	3/3/2014 11:09 AM
54	Timely response	3/3/2014 11:00 AM

55	Maybe an annual refresher training for Pepole admin. Most of us use this very infrequent and need reminders how to use it	3/3/2014 10:58 AM
56	Others in office should have knowledge and authority to make data changes.	3/3/2014 10:56 AM
57	None for that issue	3/3/2014 10:53 AM
58	N/A	3/3/2014 10:53 AM
59	training, efforts to organize	3/3/2014 10:53 AM
60	None, very satisfied!	3/3/2014 10:52 AM

Q8 Please indicate the type of informational seminars/sessions you would like HRM to host. Check all that apply:

Answered: 124   Skipped: 12

Answer Choices	Responses	
Retirement Planning	**54.84%**	68
Financial Planning	**33.87%**	42
Family Medical Leave Act (FMLA)	**33.06%**	41
Workman's Compensation	**22.58%**	28
Benefits Question and Answer Sessions	**37.90%**	47
Dealing with Job Performance Issues	**32.26%**	40
State of Mississippi Health Insurance Program	**37.90%**	47

HUMAN RESOURCES CUSTOMER SERVICE AND INTEREST SURVEY

Wellness Trainings	**19.35%**	24
Preparing a Will	**18.55%**	23
Immigration Process	**4.84%**	6
Recruitment Process	**12.90%**	16
Total Respondents: 124		

#	Other (please specify)	Date
1	individual (rather than group) sessions for retirement planning	3/9/2014 8:44 PM
2	Training for employees	3/4/2014 9:06 AM
3	Computer training to be able to look up informatiom. For example who in Cleveland accept DSU eye care insurance?	3/3/2014 11:44 AM
4	benefits and long-range retirement planning for new or newer employees/insurance options	3/3/2014 10:55 AM

Q9 How long have you been at DSU?

Answered: 135   Skipped: 1
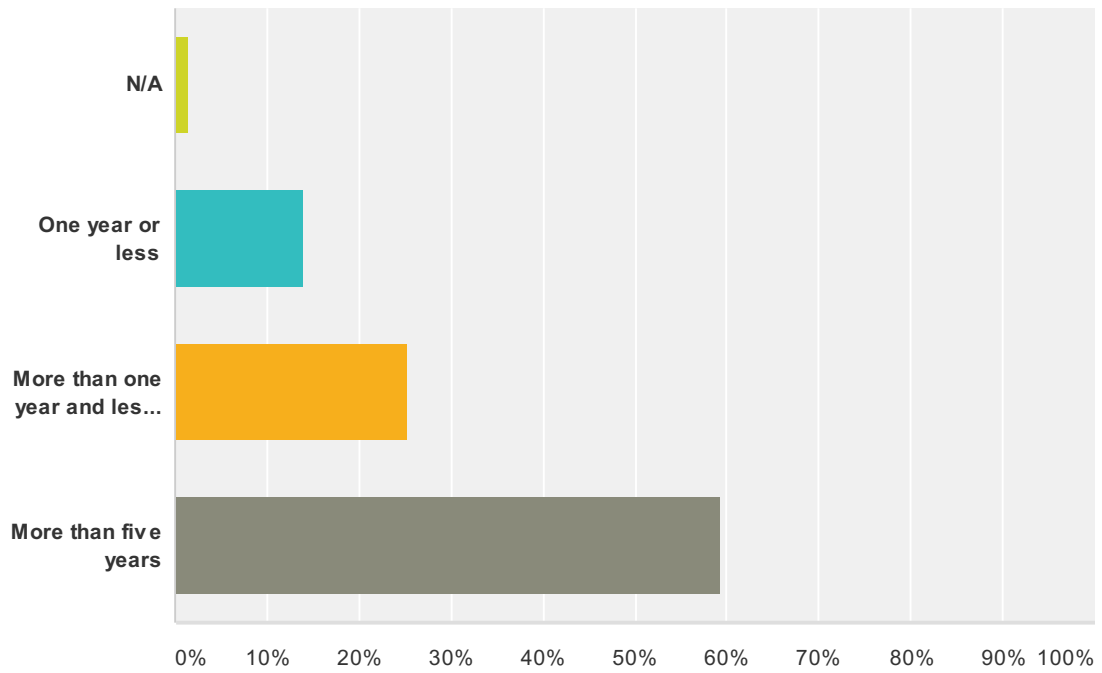
Answer Choices	Responses	
N/A	**1.48%**	2
One year or less	**14.07%**	19
More than one year and less than five	**25.19%**	34
More than five years	**59.26%**	80
Total		**135**

Q10 What is your employment status with DSU?

Answered: 136   Skipped: 0
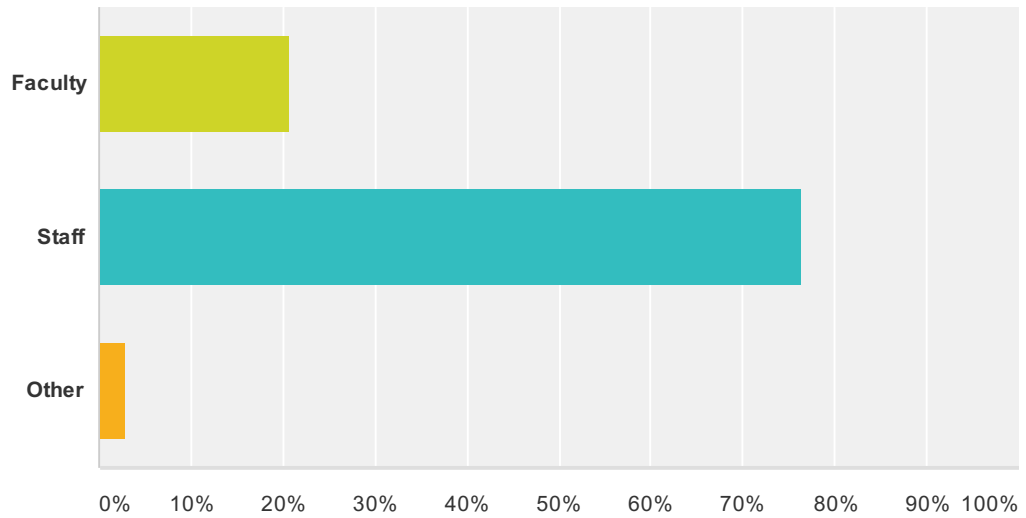
Answer Choices	Responses	
Faculty	**20.59%**	28
Staff	**76.47%**	104
Other	**2.94%**	4
Total		**136**

Q11 Gender:

Answered: 130   Skipped: 6
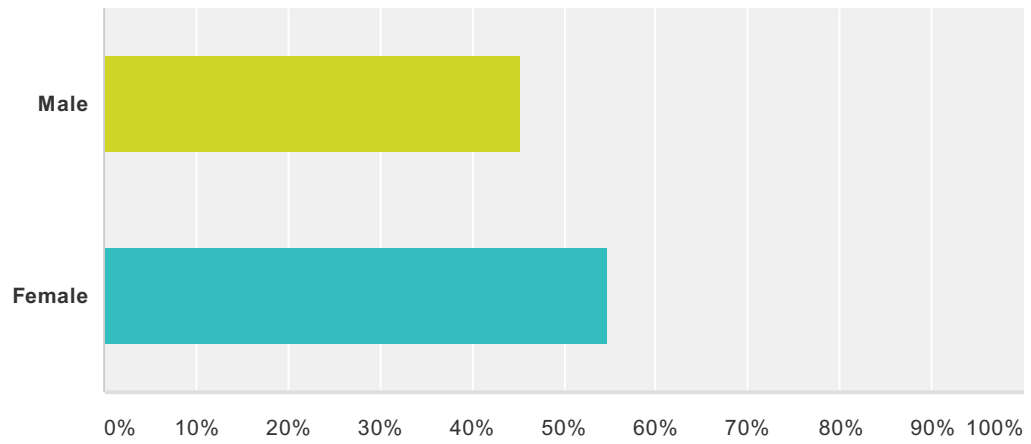
Answer Choices	Responses	
Male	**45.38%**	59
Female	**54.62%**	71
Total		**130**

Q1 What service did you most recently receive from HRM? Check all that apply:

Answered: 4   Skipped: 0
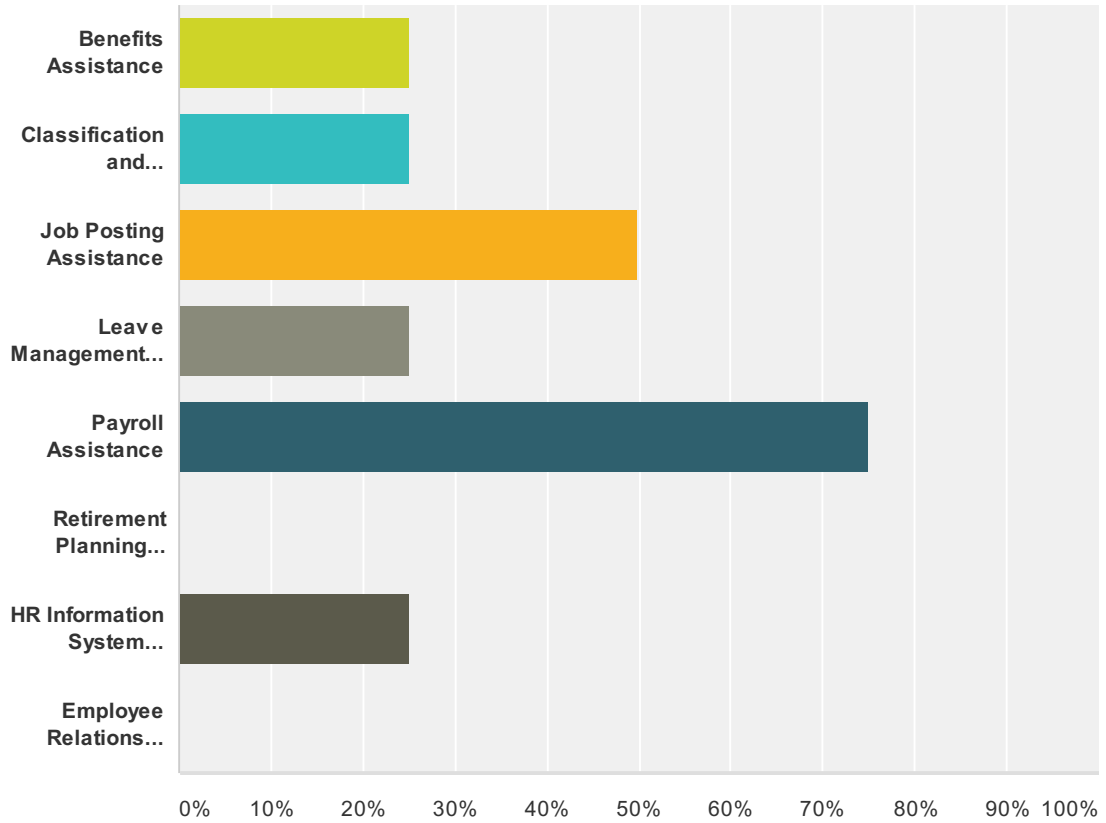
Answer Choices	Responses	
Benefits Assistance	**25.00%**	1
Classification and Compensation Assistance	**25.00%**	1
Job Posting Assistance	**50.00%**	2
Leave Management Assistance	**25.00%**	1
Payroll Assistance	**75.00%**	3
Retirement Planning Assistance	**0.00%**	0
HR Information System Assistance	**25.00%**	1
Employee Relations Assistance	**0.00%**	0
Total Respondents: 4		

#	Other (please specify)	Date
	There are no responses.	

Q2 Was the service(s) provided by HRM to your satisfaction (referenced in Question 1)?

Answered: 4   Skipped: 0
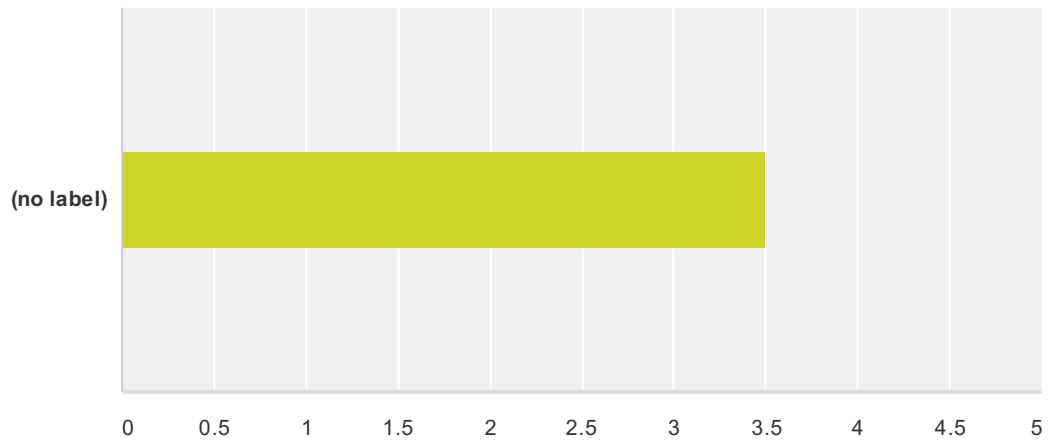
	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisifed	Total	Average Rating
(no label)	25.00% 1	25.00% 1	25.00% 1	25.00% 1	0.00% 0	4	3.50

Q3 The HRM staff was courteous, polite, and professional in the services provided.

Answered: 4   Skipped: 0
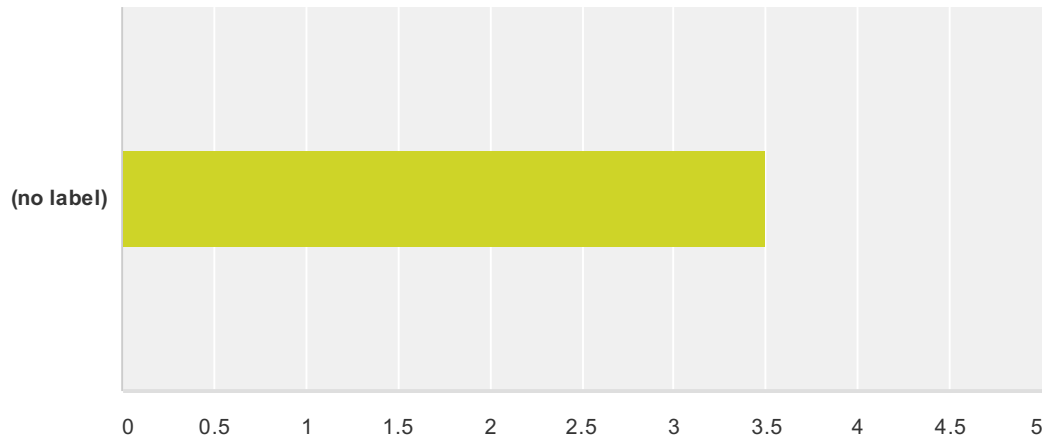
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	25.00% 1	25.00% 1	25.00% 1	25.00% 1	0.00% 0	4	3.50

Q4 The HRM staff responded and completed your service requests in a timely manner.

Answered: 4   Skipped: 0
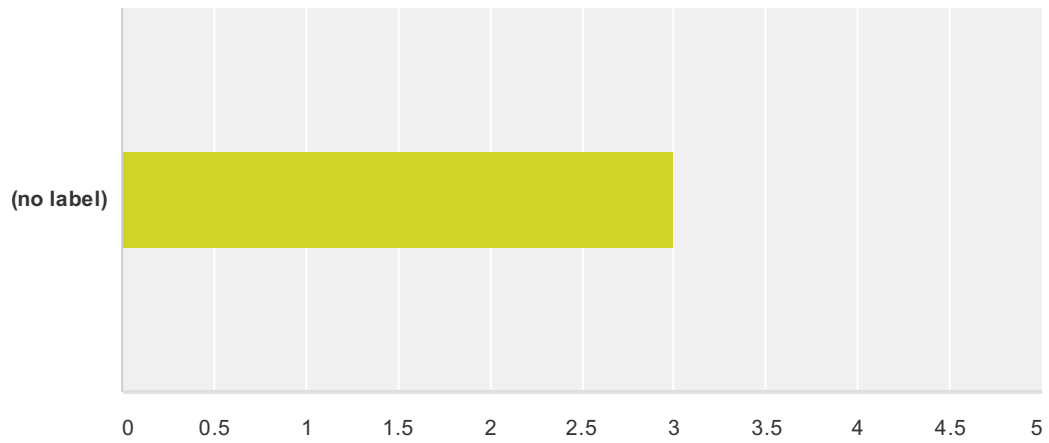
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	25.00% 1	25.00% 1	0.00% 0	25.00% 1	25.00% 1	4	3.00

Q5 The HRM staff possessed the knowledge and expertise you needed.

Answered: 4   Skipped: 0
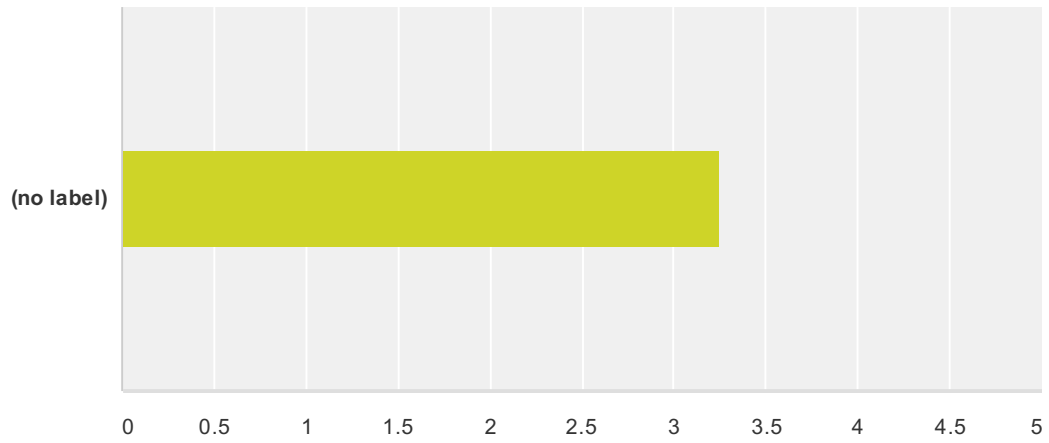
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	25.00% 1	25.00% 1	25.00% 1	0.00% 0	25.00% 1	4	3.25

Q6 Overall, the services from Human Resources meets my needs.

Answered: 4   Skipped: 0
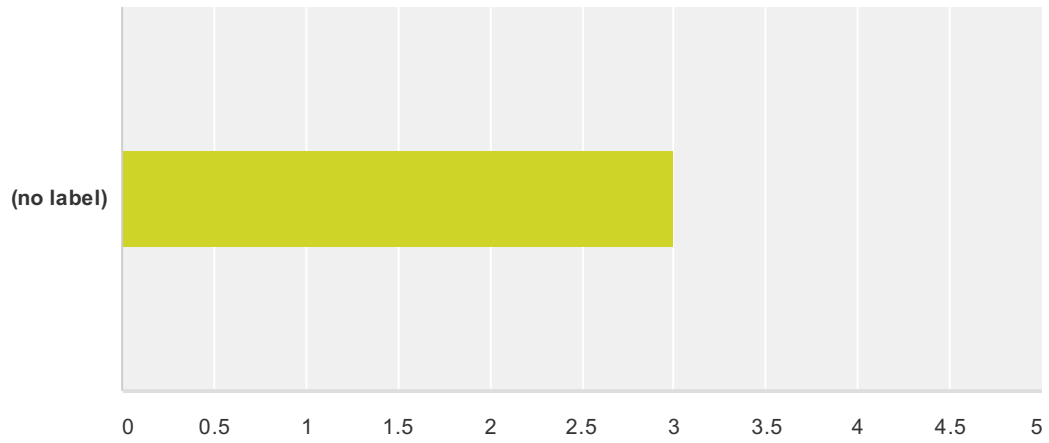
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	25.00% 1	25.00% 1	0.00% 0	25.00% 1	25.00% 1	4	3.00

Q7 As a result of your experience, what service-related improvements would you recommend?

Answered: 4   Skipped: 0

#	Responses	Date
1	None that I can think of...	3/17/2014 7:13 PM
2	HR is a service support organization within the university. I often feel as if many employees in the HR office feel as if I work for them, that it is my job to support them. I seldom get the sense that much of anything related in HR is done for the employees supported, but rather done to make life easier for those working in HR. I think some sort of incentive program which fostered a transition to a customer service attitude/architecture would be helpful. Example, HR creates a series of widgets or commonly used work blocks that assists department managers in getting task X done more quickly, thus saving the university funds. Award some of those funds to the inventive employee. While I appreciate the information sessions offered, they are not convenient given my workload. I would appreciate recordings/webinars that would allow me to view them and get the information I need at my convenience. Limited availability of staff makes it difficult to get an answer in a timely fashion - those answering the phone frequently do not have access to the information being requested. Some staff members are gruff and condescending and lack a service-oriented outlook.	3/3/2014 11:35 AM
3	Others in office should have knowledge and authority to make data changes.	3/3/2014 10:56 AM
4	None for that issue	3/3/2014 10:53 AM

Q8 Please indicate the type of informational seminars/sessions you would like HRM to host. Check all that apply:

Answered: 4   Skipped: 0

Answer Choices	Responses	
Retirement Planning	**100.00%**	4
Financial Planning	**50.00%**	2
Family Medical Leave Act (FMLA)	**50.00%**	2
Workman's Compensation	**25.00%**	1
Benefits Question and Answer Sessions	**50.00%**	2
Dealing with Job Performance Issues	**50.00%**	2
State of Mississippi Health Insurance Program	**75.00%**	3

Wellness Trainings		**25.00%**	1
Preparing a Will		**25.00%**	1
Immigration Process		**25.00%**	1
Recruitment Process		**25.00%**	1
Total Respondents: 4			

#	Other (please specify)	Date
	There are no responses.	

Q9 How long have you been at DSU?

Answered: 4   Skipped: 0
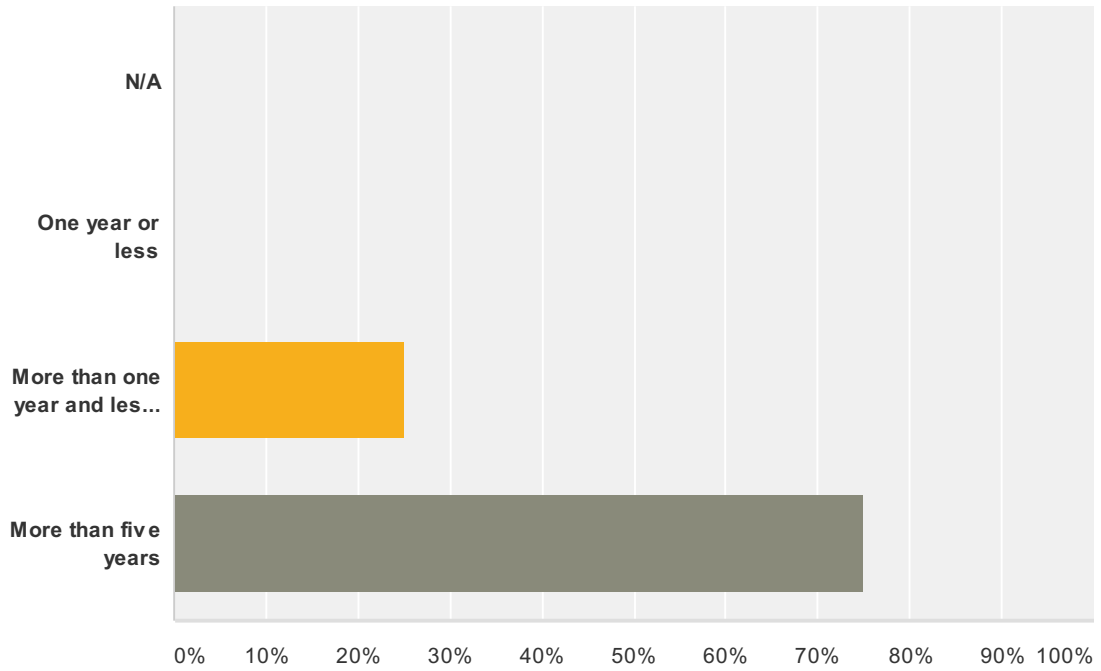
Answer Choices	Responses	
N/A	**0.00%**	0
One year or less	**0.00%**	0
More than one year and less than five	**25.00%**	1
More than five years	**75.00%**	3
Total		**4**

Q10 What is your employment status with DSU?

Answered: 4   Skipped: 0
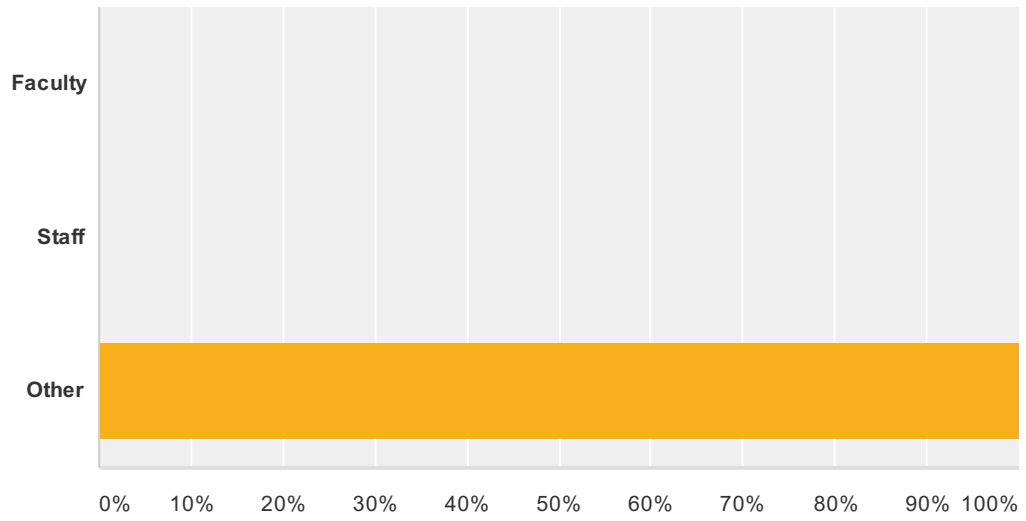
Answer Choices	Responses	
Faculty	**0.00%**	0
Staff	**0.00%**	0
Other	**100.00%**	4
Total		**4**

Q11 Gender:

Answered: 4   Skipped: 0
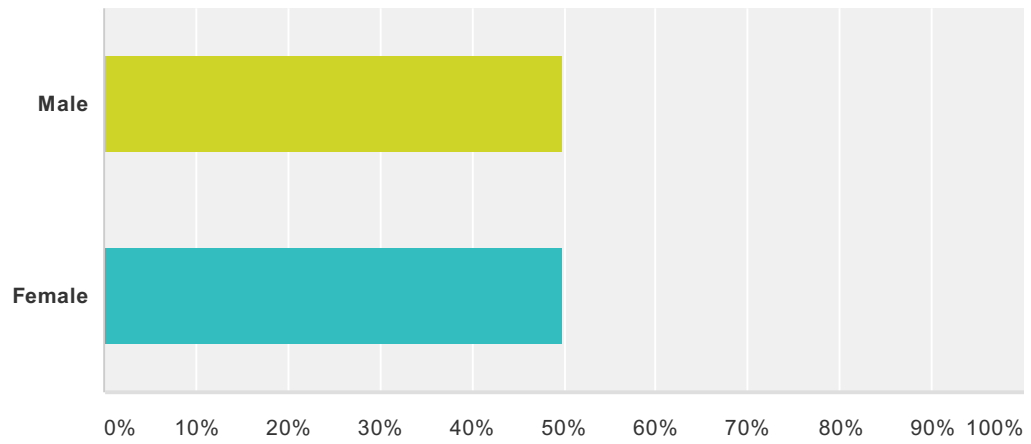
Answer Choices	Responses	
Male	**50.00%**	2
Female	**50.00%**	2
Total		4

Q1 What service did you most recently receive from HRM? Check all that apply:

Answered: 94   Skipped: 10
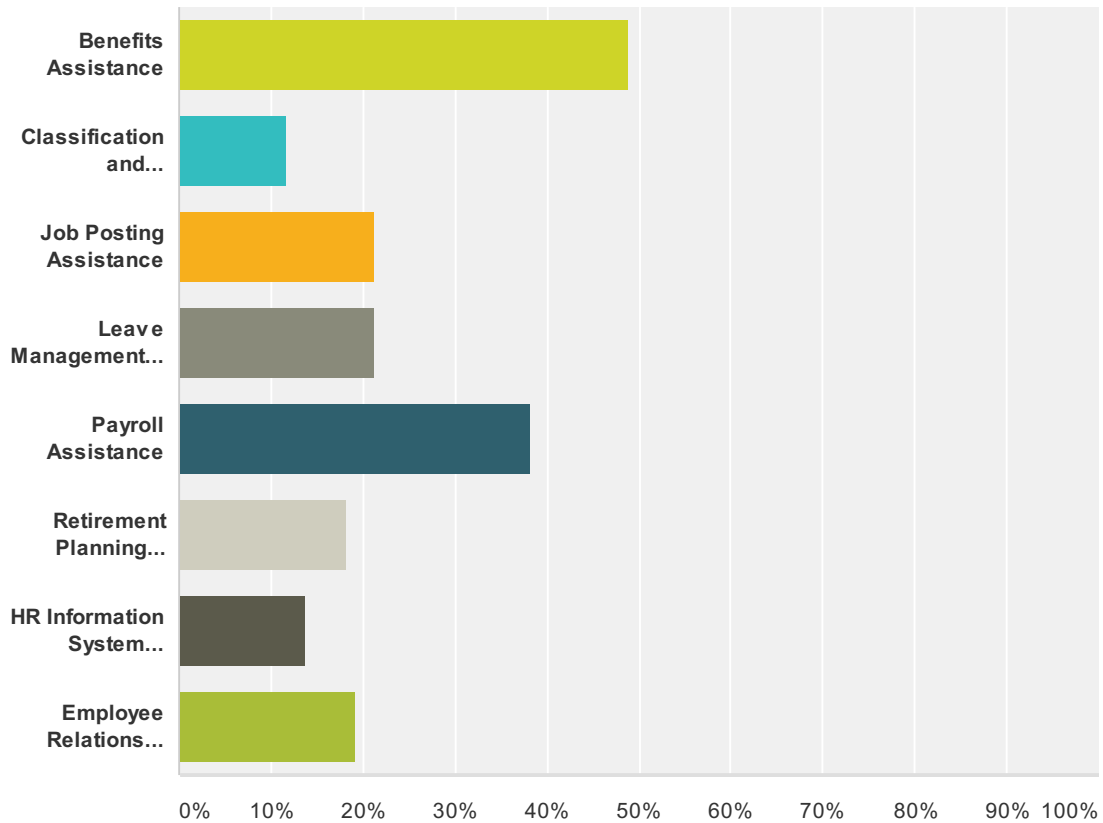
Answer Choices	Responses	
Benefits Assistance	**48.94%**	46
Classification and Compensation Assistance	**11.70%**	11
Job Posting Assistance	**21.28%**	20
Leave Management Assistance	**21.28%**	20
Payroll Assistance	**38.30%**	36
Retirement Planning Assistance	**18.09%**	17
HR Information System Assistance	**13.83%**	13
Employee Relations Assistance	**19.15%**	18
Total Respondents: 94		

#	Other (please specify)	Date
1	The Obama Care (Health Insurance)	3/25/2014 10:03 AM
2	Monthly Payment	3/19/2014 10:29 AM
3	Administrative issues	3/3/2014 11:18 AM
4	no contact in the last 25 years	3/3/2014 10:55 AM

Q2 Was the service(s) provided by HRM to your satisfaction (referenced in Question 1)?

Answered: 103   Skipped: 1
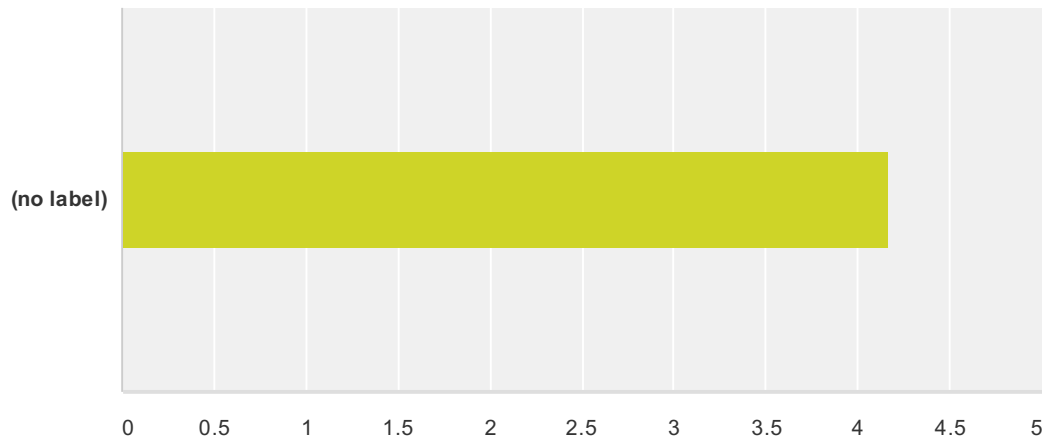
	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisifed	Total	Average Rating
(no label)	**35.92%** 37	**47.57%** 49	**12.62%** 13	**3.88%** 4	**0.00%** 0	103	4.16

Q3 The HRM staff was courteous, polite, and professional in the services provided.

Answered: 101   Skipped: 3
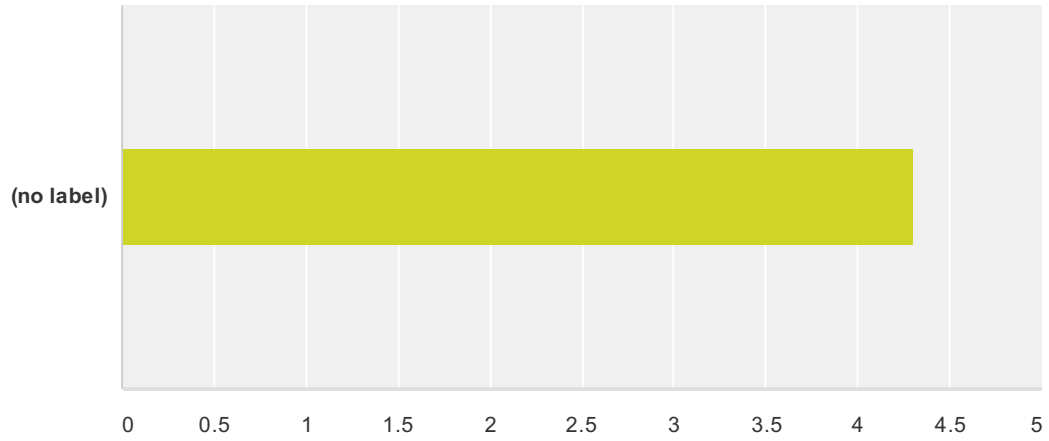
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	46.53% 47	39.60% 40	10.89% 11	2.97% 3	0.00% 0	101	4.30

Q4 The HRM staff responded and completed your service requests in a timely manner.

Answered: 101　Skipped: 3
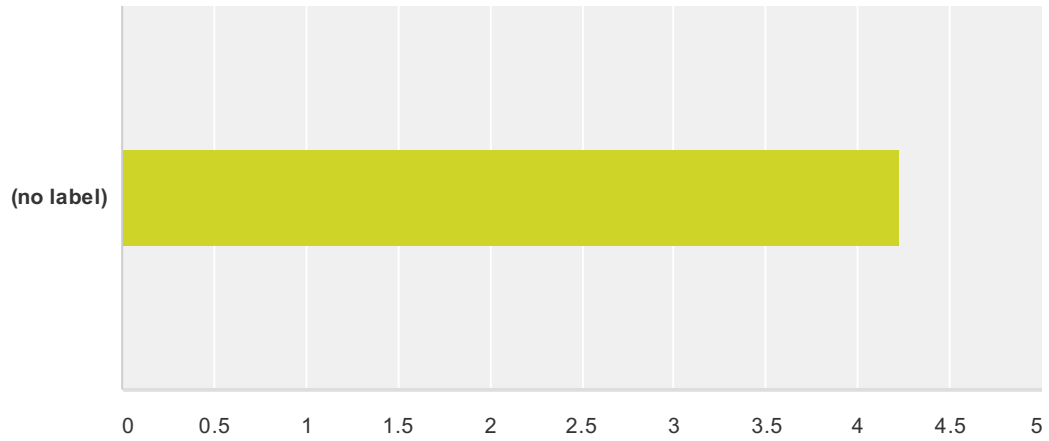
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**39.60%** 40	**43.56%** 44	**16.83%** 17	**0.00%** 0	**0.00%** 0	101	4.23

Q5 The HRM staff possessed the knowledge and expertise you needed.

Answered: 101   Skipped: 3
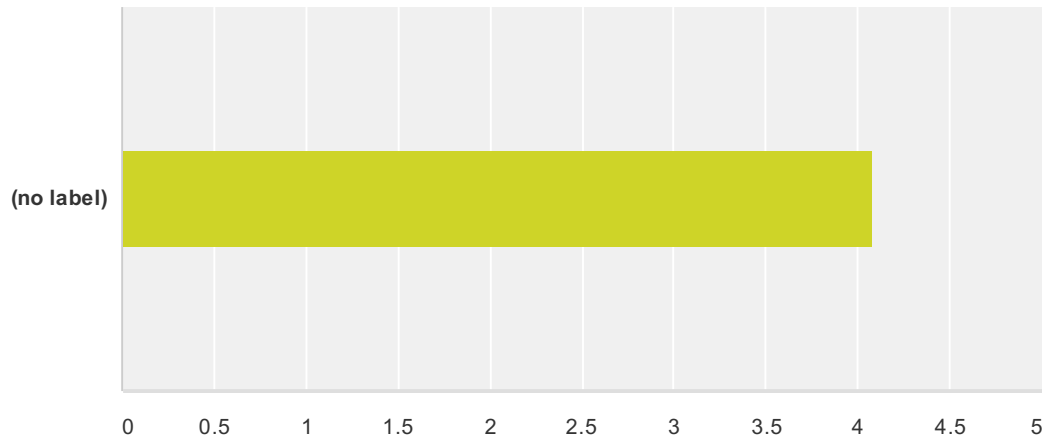
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**33.66%** 34	**48.51%** 49	**10.89%** 11	**5.94%** 6	**0.99%** 1	101	4.08

Q6 Overall, the services from Human Resources meets my needs.

Answered: 101   Skipped: 3
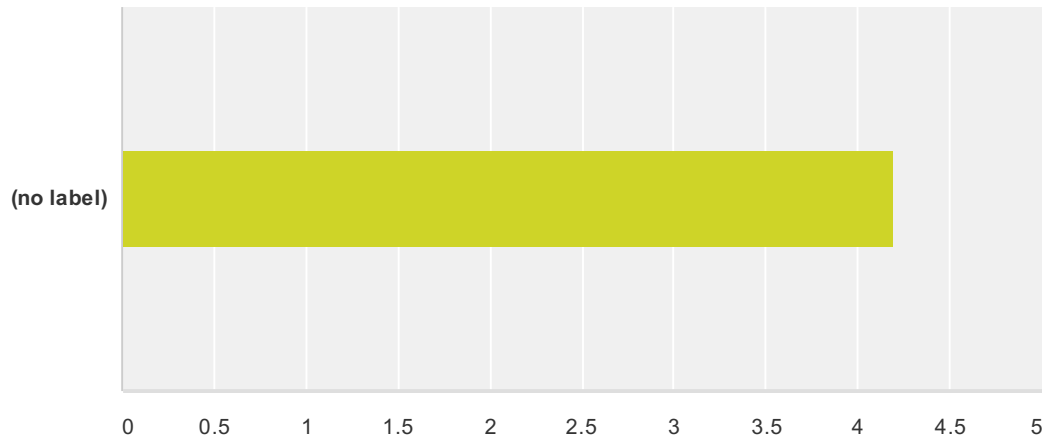
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**38.61%** 39	**47.52%** 48	**9.90%** 10	**2.97%** 3	**0.99%** 1	101	4.20

Q7 As a result of your experience, what service-related improvements would you recommend?

Answered: 45   Skipped: 59

#	Responses	Date
1	RAISE	3/25/2014 10:11 AM
2	Pay Raise	3/25/2014 10:10 AM
3	Payraise	3/25/2014 10:09 AM
4	Have more meetings	3/25/2014 10:08 AM
5	Better pay	3/25/2014 10:07 AM
6	Payroll and benefit assistance	3/25/2014 10:05 AM
7	Weekly meetings	3/25/2014 10:04 AM
8	I think that they should have more seminars on certain things, because a lot of people that are employed here are still in the dark about certain things.	3/25/2014 10:03 AM
9	Clarify some of the answers that are given. Everyone doesn't have the same understanding ability. Break it down. Thanks.	3/25/2014 10:01 AM
10	A raise	3/25/2014 9:58 AM
11	Just equal for all staff.	3/25/2014 9:57 AM
12	I feel every department should have a employment of the month. Every one should be rewarded all departments.	3/25/2014 9:56 AM
13	None at this time	3/25/2014 9:54 AM
14	Pay raise	3/25/2014 9:53 AM
15	Since some questions may require time to research before responding, it would be helpful to know that it has been read and under further review.	3/20/2014 3:53 PM
16	We need more money	3/19/2014 11:44 AM
17	None	3/19/2014 11:35 AM
18	None	3/19/2014 11:34 AM
19	I think HR is doing a great job	3/19/2014 11:33 AM
20	Retirement planning	3/19/2014 11:30 AM
21	More on campus retirement planning.	3/19/2014 11:27 AM
22	Things are fine as they are.	3/19/2014 11:25 AM
23	none	3/19/2014 11:19 AM
24	More information about your rights.	3/19/2014 11:18 AM
25	Increase in pay for job titles and performance. This is lacking for most Afro-Americans at DSU.	3/19/2014 11:16 AM
26	N/A	3/19/2014 11:12 AM
27	Raise for facility management team	3/19/2014 11:11 AM
28	N/A	3/19/2014 11:10 AM
29	N/A at this time.	3/19/2014 11:08 AM
30	Better vehicles for grounds because we are out in the heat and cold more than anybody else	3/19/2014 10:34 AM

31	I think in general it's ok.	3/19/2014 10:32 AM
32	I pray that we all can come together as one group and do our jobs and be positive toward one another	3/19/2014 10:30 AM
33	State of Miss health Ins. Program	3/19/2014 10:28 AM
34	Pay increase	3/19/2014 10:26 AM
35	More about changes that go on at DSU. (What to expect)	3/19/2014 10:25 AM
36	none	3/19/2014 10:24 AM
37	none needed from my observation	3/19/2014 10:22 AM
38	As a result of my experience, I would recommend that the HRM ensure that an employee does not have to scour the office for help.	3/4/2014 8:23 AM
39	No improvements needed. All of my needs were addressed and met in a timely, professional manner.	3/4/2014 8:17 AM
40	Each peron in HR has their area of responcibility and when that person is absent, you have to wait for that peron to come back on leave. I think you should be cross training.	3/3/2014 11:44 AM
41	Just in general, information is not always clear. The EAF form is very confusing.	3/3/2014 11:42 AM
42	I have always been treated well by Human Resources. If they didn't have the answer when I called, they researched the information and got back with me as soon as they could. That is all you can ask of an employee! Most jobs are always changing. You just can't know everything all the time!! I think they are very responsible people.	3/3/2014 11:34 AM
43	Timely response	3/3/2014 11:00 AM
44	Maybe an annual refresher training for Pepole admin. Most of us use this very infrequent and need reminders how to use it	3/3/2014 10:58 AM
45	N/A	3/3/2014 10:53 AM

Q8 Please indicate the type of informational seminars/sessions you would like HRM to host. Check all that apply:

Answered: 94   Skipped: 10
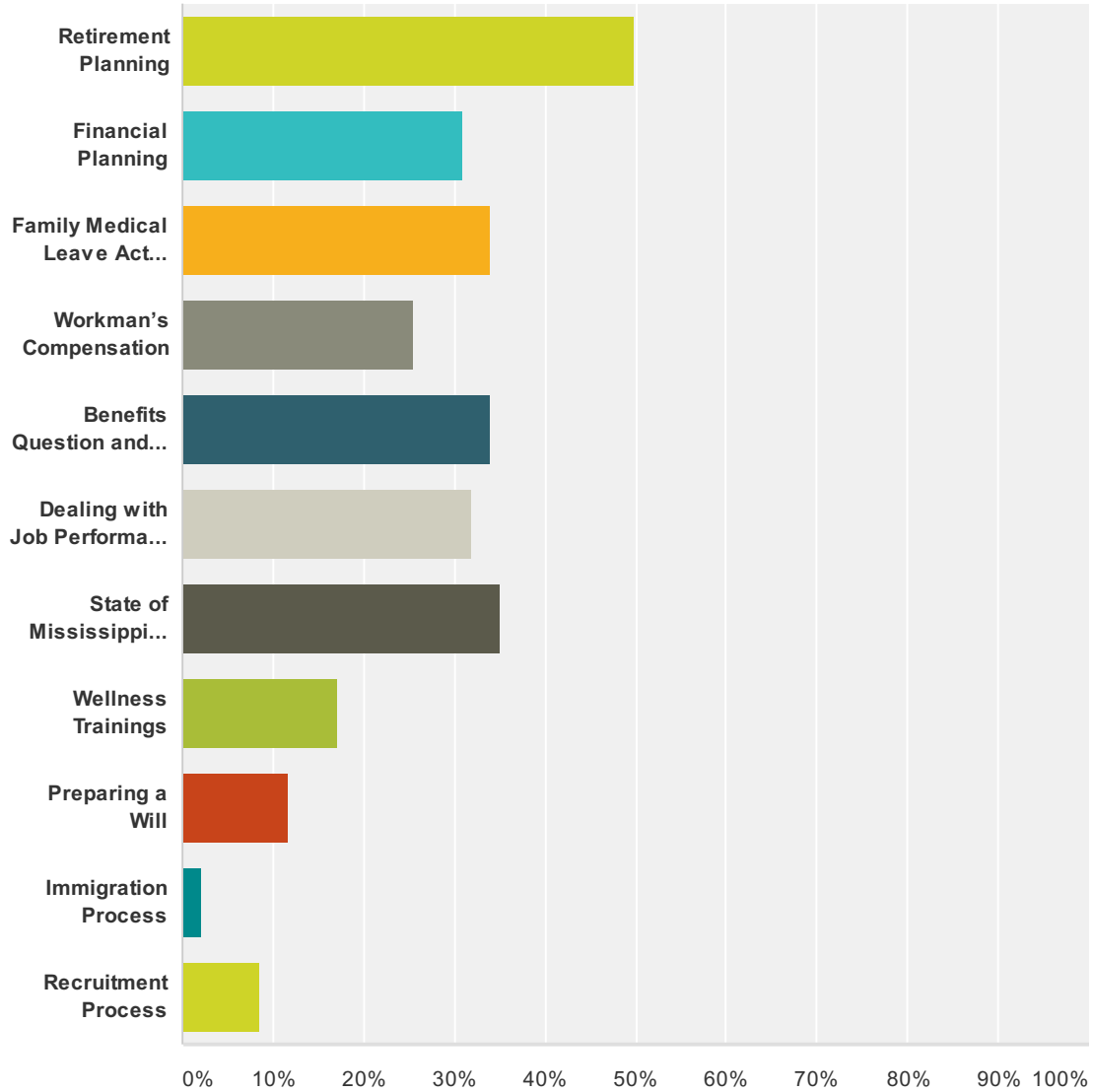
Answer Choices	Responses	
Retirement Planning	**50.00%**	47
Financial Planning	**30.85%**	29
Family Medical Leave Act (FMLA)	**34.04%**	32
Workman's Compensation	**25.53%**	24
Benefits Question and Answer Sessions	**34.04%**	32
Dealing with Job Performance Issues	**31.91%**	30
State of Mississippi Health Insurance Program	**35.11%**	33

Wellness Trainings	**17.02%**	16
Preparing a Will	**11.70%**	11
Immigration Process	**2.13%**	2
Recruitment Process	**8.51%**	8
Total Respondents: 94		

#	Other (please specify)	Date
1	Training for employees	3/4/2014 9:06 AM
2	Computer training to be able to look up informatiom. For example who in Cleveland accept DSU eye care insurance?	3/3/2014 11:44 AM
3	benefits and long-range retirement planning for new or newer employees/insurance options	3/3/2014 10:55 AM

Q9 How long have you been at DSU?

Answered: 103   Skipped: 1
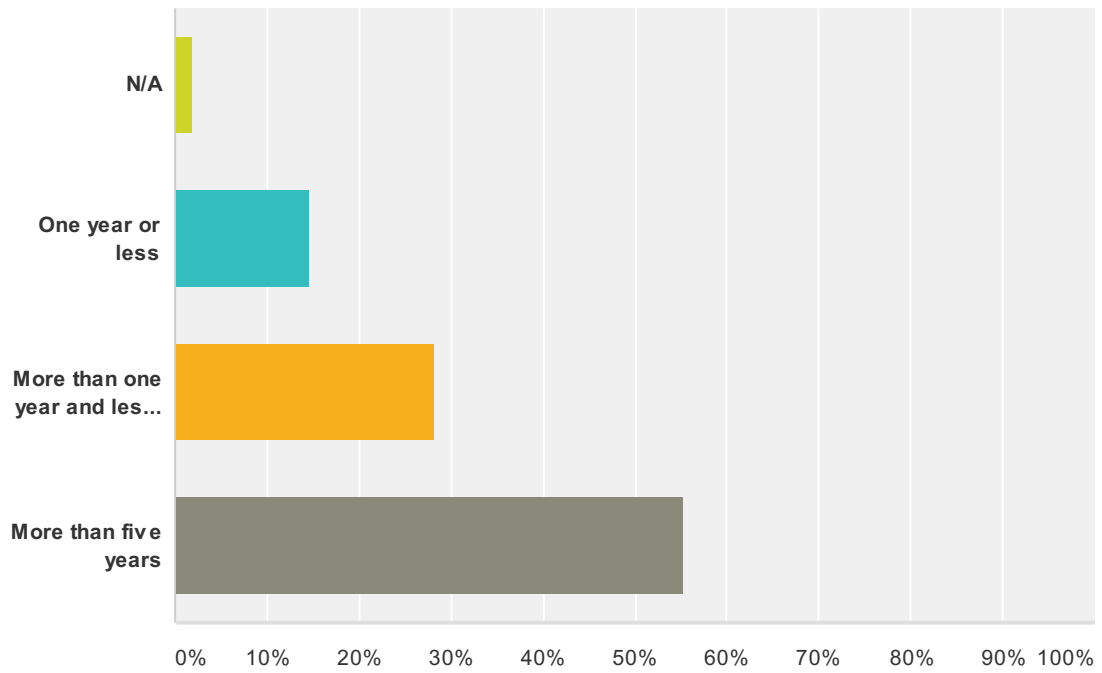
Answer Choices	Responses	
N/A	**1.94%**	2
One year or less	**14.56%**	15
More than one year and less than five	**28.16%**	29
More than five years	**55.34%**	57
Total		**103**

Q10 What is your employment status with DSU?

Answered: 104   Skipped: 0
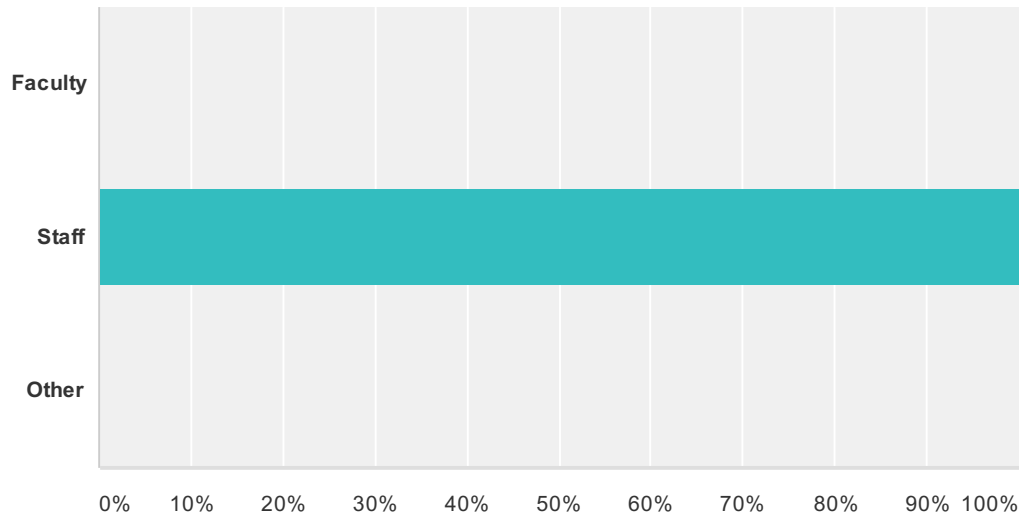
Answer Choices		Responses	
Faculty		**0.00%**	0
Staff		**100.00%**	104
Other		**0.00%**	0
Total			**104**

Q11 Gender:

Answered: 99   Skipped: 5
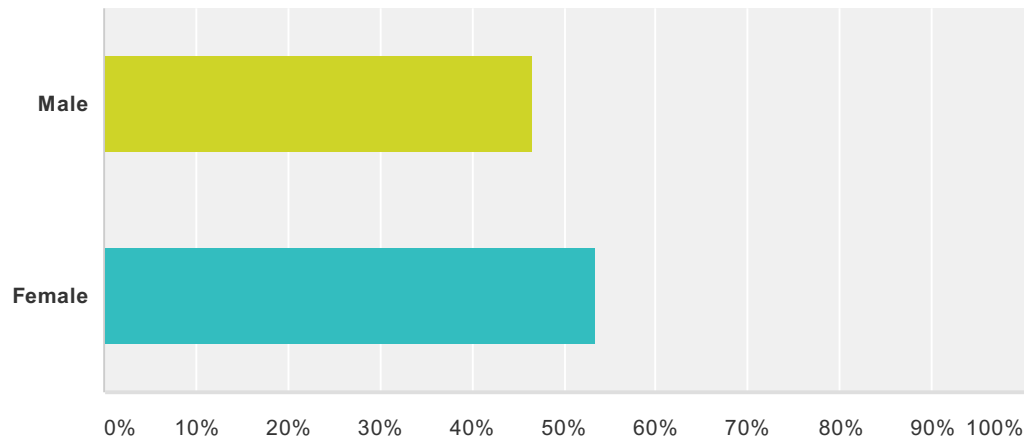
Answer Choices	Responses	
Male	**46.46%**	46
Female	**53.54%**	53
Total		**99**

Q1 What service did you most recently receive from HRM? Check all that apply:

Answered: 26   Skipped: 2
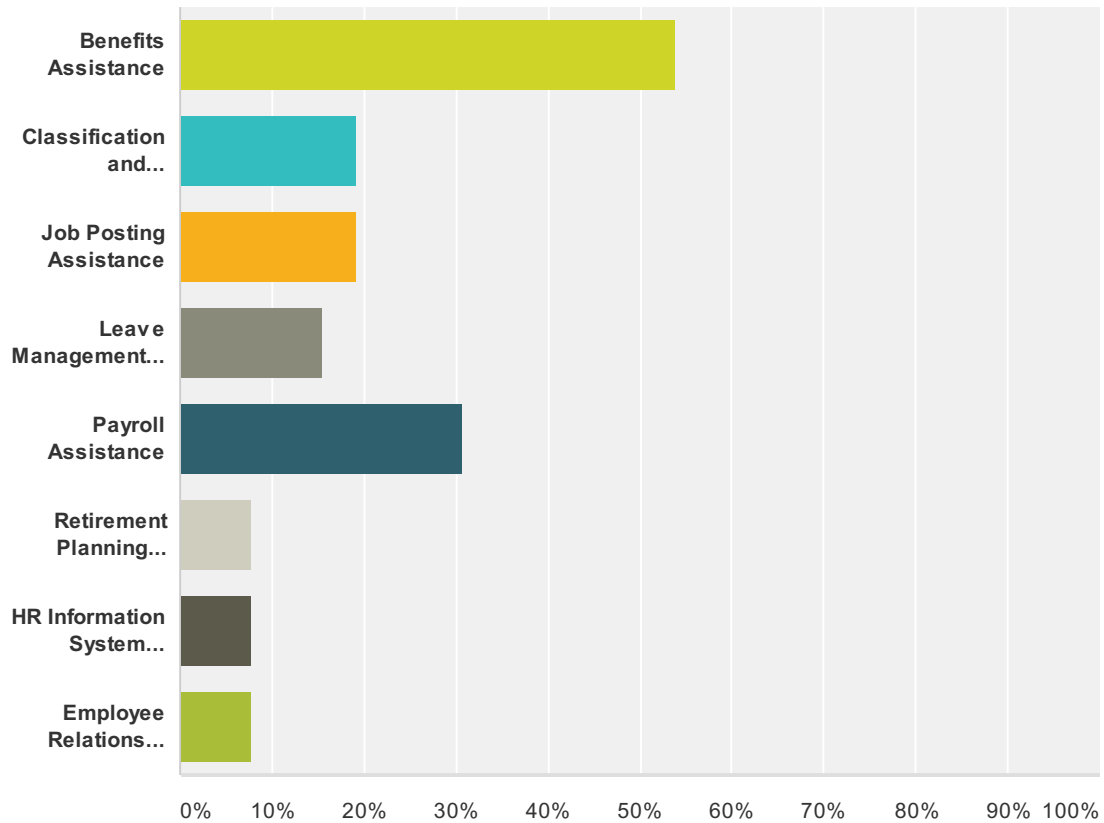
Answer Choices	Responses	
Benefits Assistance	**53.85%**	14
Classification and Compensation Assistance	**19.23%**	5
Job Posting Assistance	**19.23%**	5
Leave Management Assistance	**15.38%**	4
Payroll Assistance	**30.77%**	8
Retirement Planning Assistance	**7.69%**	2
HR Information System Assistance	**7.69%**	2
Employee Relations Assistance	**7.69%**	2
Total Respondents: 26		

#	Other (please specify)	Date
1	none	3/24/2014 6:18 PM
2	submitted tuition remission form	3/10/2014 2:56 PM

Q2 Was the service(s) provided by HRM to your satisfaction (referenced in Question 1)?

Answered: 28   Skipped: 0
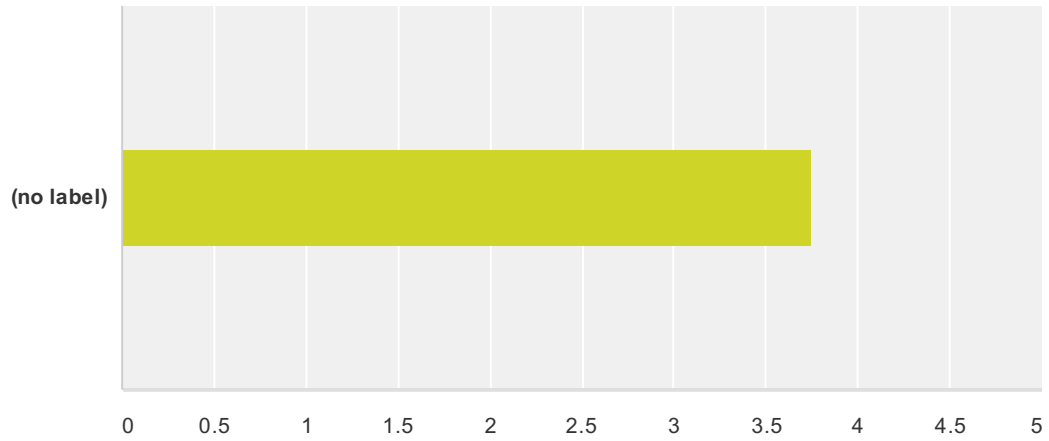
	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisifed	Total	Average Rating
(no label)	32.14% 9	35.71% 10	10.71% 3	17.86% 5	3.57% 1	28	3.75

Q3 The HRM staff was courteous, polite, and professional in the services provided.

Answered: 28   Skipped: 0
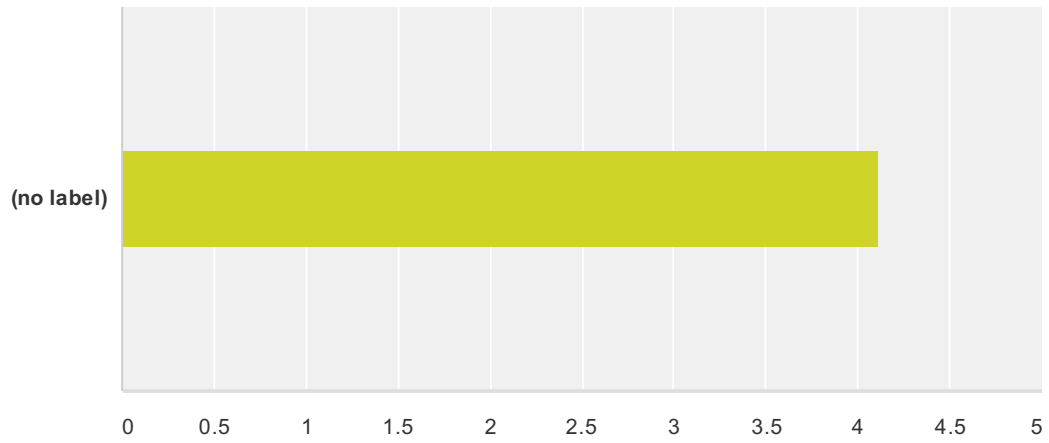
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**42.86%** 12	**39.29%** 11	**3.57%** 1	**14.29%** 4	**0.00%** 0	28	4.11

Q4 The HRM staff responded and completed your service requests in a timely manner.

Answered: 27   Skipped: 1
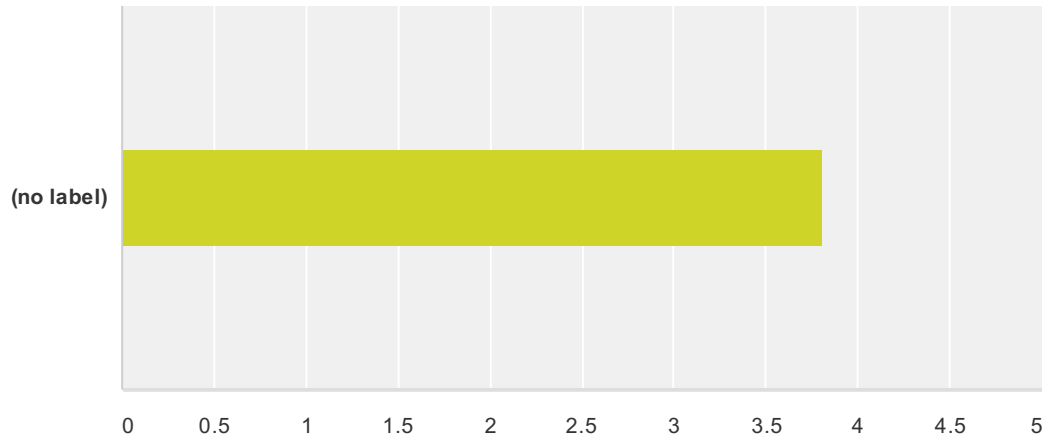
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	**40.74%** 11	**25.93%** 7	**14.81%** 4	**11.11%** 3	**7.41%** 2	27	3.81

Q5 The HRM staff possessed the knowledge and expertise you needed.

Answered: 28   Skipped: 0
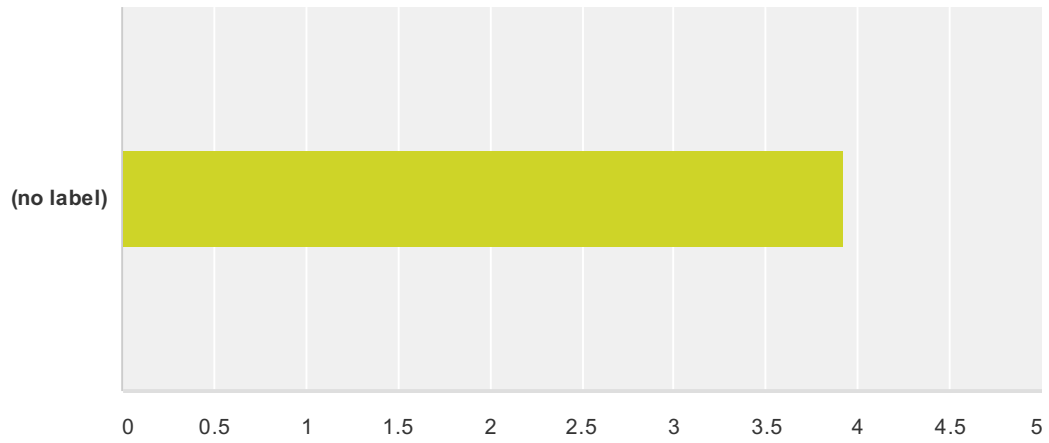
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	39.29% 11	32.14% 9	17.86% 5	3.57% 1	7.14% 2	28	3.93

Q6 Overall, the services from Human Resources meets my needs.

Answered: 28   Skipped: 0
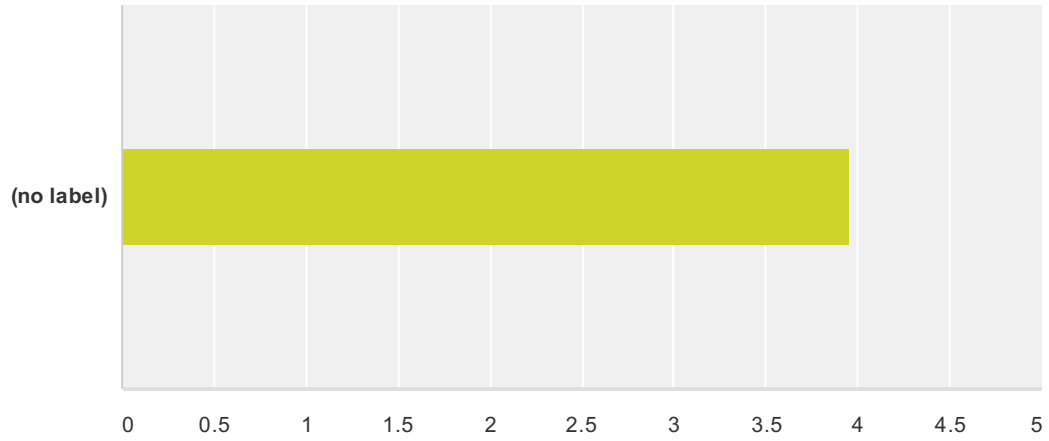
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
(no label)	35.71% 10	39.29% 11	14.29% 4	7.14% 2	3.57% 1	28	3.96

Q7 As a result of your experience, what service-related improvements would you recommend?

Answered: 11   Skipped: 17

#	Responses	Date
1	None at this time.	3/10/2014 2:56 PM
2	Not referenced in Question 1, I would like to be able to ask questions and receive answers to them more easily.	3/9/2014 8:44 PM
3	Please include titles in the online employee directory. For example, I like to know how to properly address faculty and staff by Dr., Mr., Mrs., etc.	3/7/2014 11:03 AM
4	I have never had a problem with HR. They have always been helpful and courteous.	3/3/2014 4:35 PM
5	HR employee training on customer care, and effective communication	3/3/2014 2:25 PM
6	All but one person in HR is very good at their job. It just so happens that I had to interact with the one bad employee extensively. This person was ignorant of simple policies such as retirement packages and compensation. It wasn't until I talked with a supervisor that I had my questions answered.	3/3/2014 1:06 PM
7	When I call the HR Dept., either the person I want to talk to is not there and when I leave a message for a call-back call, it is never returned...	3/3/2014 12:09 PM
8	Structured Exit Interviews for faculty and staff who are leaving DSU (seeking to identify root causes for faculty and staff departures)	3/3/2014 11:56 AM
9	None at this time	3/3/2014 11:09 AM
10	training, efforts to organize	3/3/2014 10:53 AM
11	None, very satisfied!	3/3/2014 10:52 AM

Q8 Please indicate the type of informational seminars/sessions you would like HRM to host. Check all that apply:

Answered: 26   Skipped: 2
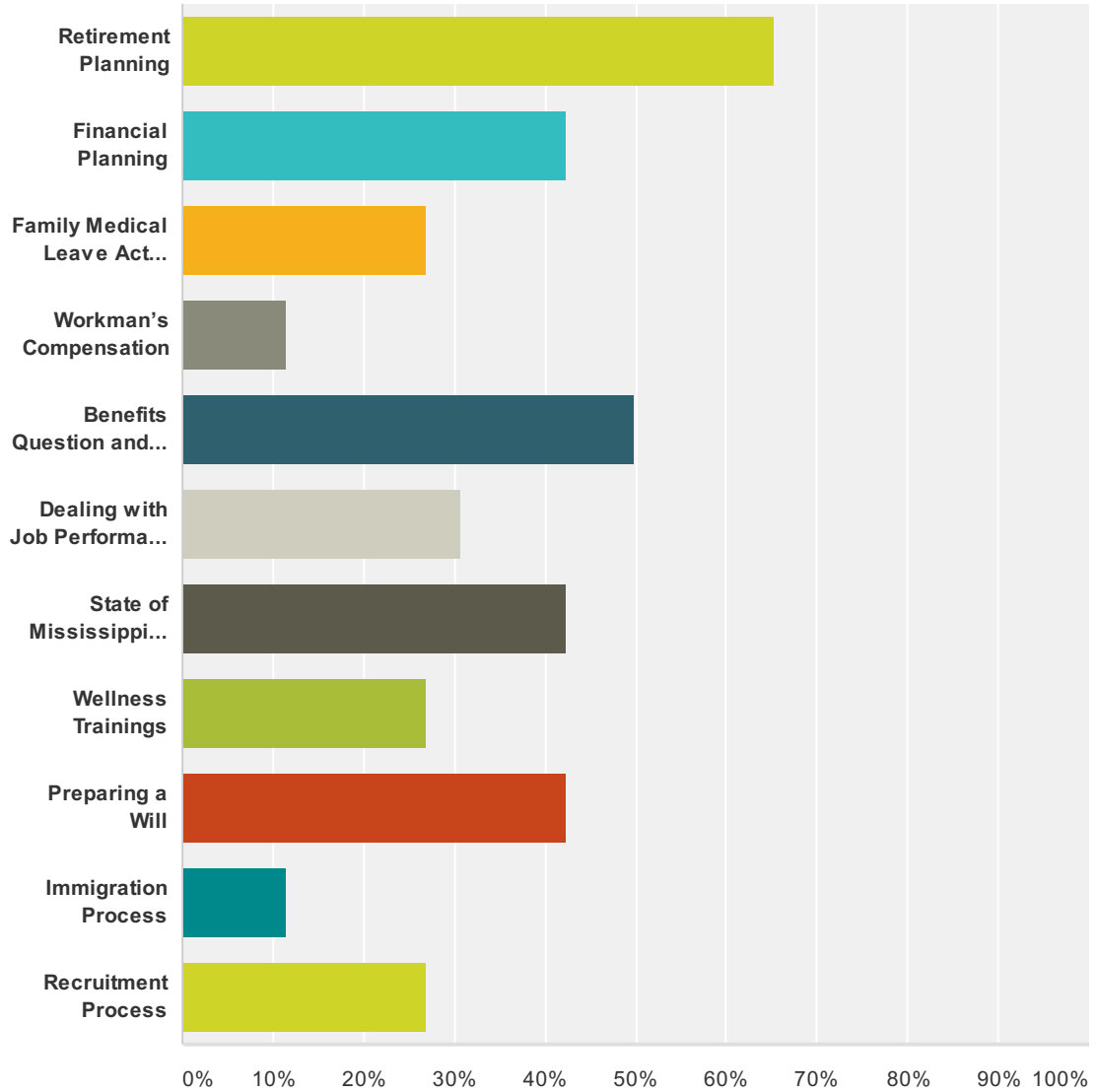
Answer Choices	Responses	
Retirement Planning	**65.38%**	17
Financial Planning	**42.31%**	11
Family Medical Leave Act (FMLA)	**26.92%**	7
Workman's Compensation	**11.54%**	3
Benefits Question and Answer Sessions	**50.00%**	13
Dealing with Job Performance Issues	**30.77%**	8
State of Mississippi Health Insurance Program	**42.31%**	11

Wellness Trainings	**26.92%**	7
Preparing a Will	**42.31%**	11
Immigration Process	**11.54%**	3
Recruitment Process	**26.92%**	7
Total Respondents: 26		

#	Other (please specify)	Date
1	individual (rather than group) sessions for retirement planning	3/9/2014 8:44 PM

Q9 How long have you been at DSU?

Answered: 28   Skipped: 0
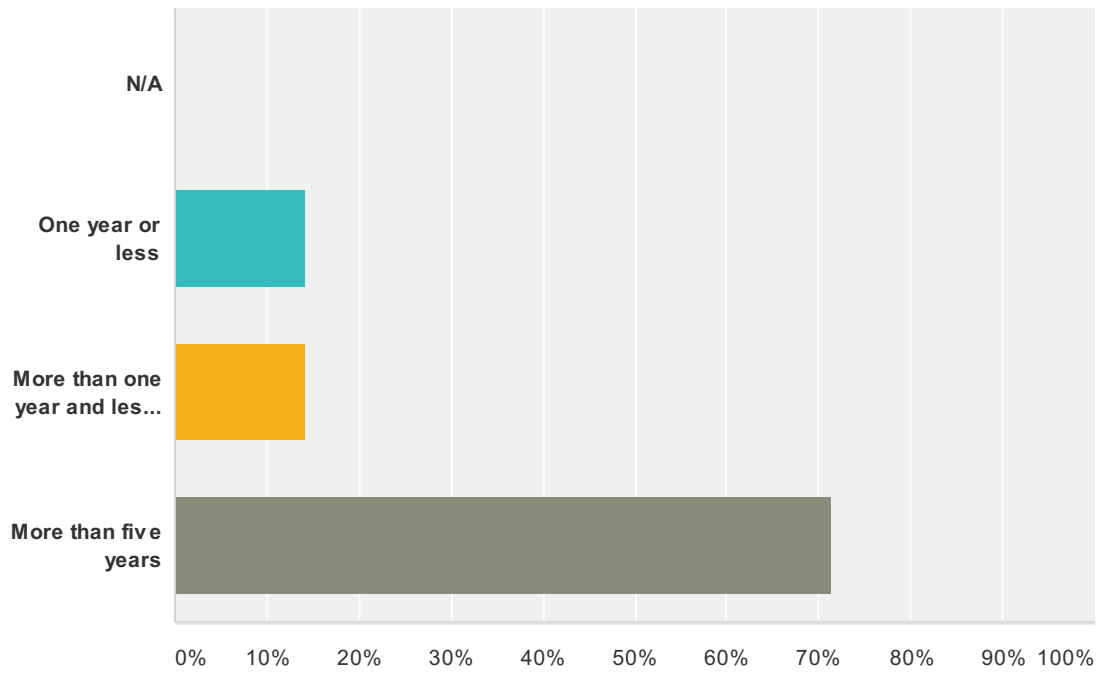
Answer Choices	Responses	
N/A	**0.00%**	0
One year or less	**14.29%**	4
More than one year and less than five	**14.29%**	4
More than five years	**71.43%**	20
Total		**28**

Q10 What is your employment status with DSU?

Answered: 28   Skipped: 0
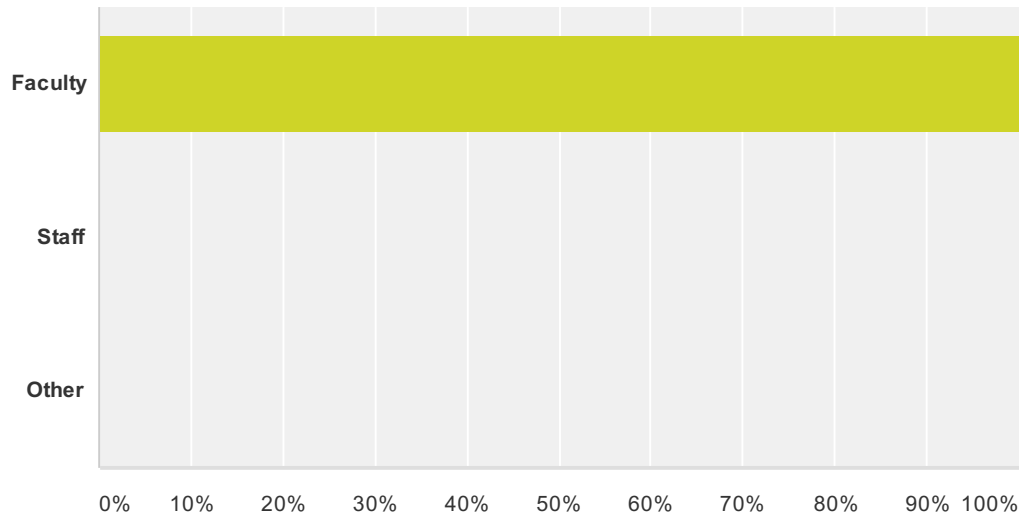
Answer Choices	Responses	
Faculty	**100.00%**	28
Staff	**0.00%**	0
Other	**0.00%**	0
Total		**28**

HUMAN RESOURCES CUSTOMER SERVICE AND INTEREST SURVEY

Q11 Gender:

Answered: 27   Skipped: 1
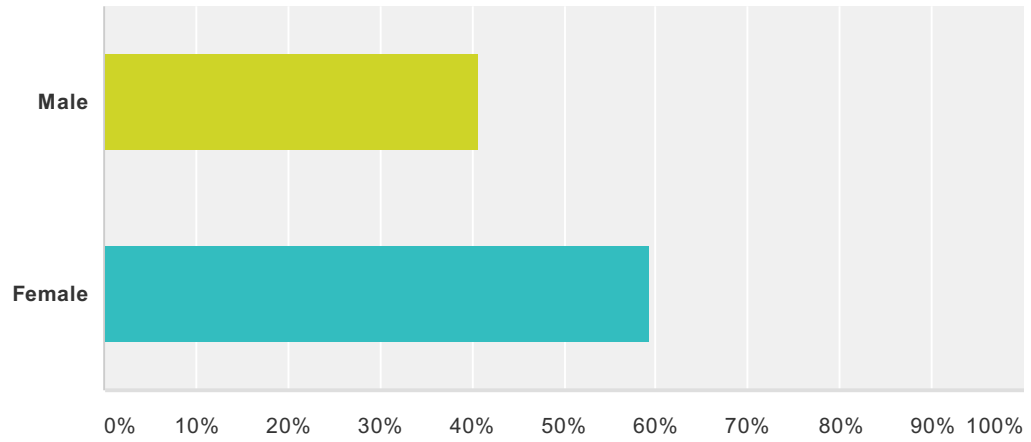
Answer Choices	Responses	
Male	**40.74%**	11
Female	**59.26%**	16
Total		**27**

Timekeepers Training on Types of Leave

March 28th and April 2nd

PERSONAL LEAVE

PERSONAL LEAVE

- Staff and 12 month faculty earn Personal leave

- Retires and faculty are not eligible for personal leave

- Personal leave is for vacation/personal business

- Personal leave must be used for 1st day of illness

PERSONAL LEAVE

- Personal leave may only be taken at times agreed upon by employees and their department/unit head and must be approved in advance.

- Employees, who have compensatory time leave balances, will be required to use comp time before taking personal leave time.

Employees are allowed credit for personal leave computed on the basis of continuous service at the following monthly and annual accrual rates

Continuous Service	Accrual Rate Monthly	Accrual Rate Annually
1 month to 3 years	12 hours	18 days
37 months to 8 years	14 hours	21 days
97 months to 15 years	16 hours	24 days
Over 15 years	18 hours	27 days

Employees who work less than 40 hours per week shall accrue credit for leave on a pro-rata basis.

Overtime for Non-Exempt Employees

- Non-exempt employees are eligible for comp time.

- Employee must work 40 hours a week before being eligible for comp or overtime.

- Any leave used during a week cannot be used to equal 40 hours/week.

- Comp or overtime is not earned when an employee works over their normal schedule and then takes time off within the same week.

Exempt Employees

- Exempt employees are not eligible for comp or overtime.

- Exempt employees are not allowed to receive time back for the hours they work over their normal schedule work hours.

  - Hour for hour is not given.

MEDICAL LEAVE

MEDICAL LEAVE

- Staff and faculty are eligible to earn Medical Leave.

- Retirees are not eligible for major medical leave.

- Used for illness/injury of an employee or immediate family.

- First day of illness will be taken as personal leave or leave without pay if person has no time.

- Faculty members may use major medical leave for first day of illness.

MAJOR MEDICAL ACCRUAL FOR STAFF/12 MONTH FACULTY

Continuous Service	Accrual Rate Monthly	Accrual Rate Annually
1 month to 3 years	8 hours	12 days
37 months to 8 years	7 hours	10.5 days
97 months to 15 years	6 hours	9 days
Over 15 years	5 hours	7.5 days

* Employees who work less than 40 hours per week shall accrue credit for leave on a pro-rata basis.

MAJOR MEDICAL ACCRUAL FOR 9 MONTH FACULTY

Continuous Service	Accrual Rate Monthly	Accrual Rate Academic Year
1 month to 3 years	13.33 hours	15 days
37 months to 8 years	14.20 hours	16 days
97 months to 15 years	15.40 hours	17 days
Over 15 years	16 hours	18 days

MEDICAL LEAVE

- Medical leave can be used for regularly scheduled visits to the doctor/hospital for continuing treatment of a chronic disease.

- Employees must notify the supervisor immediately of the reason for absence and must keep the supervisor informed of their condition.

- Absences in excess of 32 consecutive hours/week must have a certification from the doctor to return to work. (HR Form – Medical Certification for Major Medical Leave)

Medical Leave

- Employees, who have earned compensatory time, will be required to use comp time before taking major medical leave time.

LEAVE FOR DEATH IN IMMEDIATE FAMILY

- Three days of earned major medical leave can be used if there is a death of an immediate family member.

- Personal leave can be taken with approval for additional days needed.

- Immediate Family: spouse, parent, step-parent, sibling, child, step-child, grandchild, grandparents, son or daughter-in-law, mother or father-in-law or brother or sister-in-law.

LEAVE OF ABSENCE WITHOUT PAY

- Regular Employees for up to six (6) months at the discretion of the employees' VP.

- Personal/major medical leave days not earned.

- Insurance coverage may be retained during the leave provided that prior arrangements are made through the Human Resources Department and that the total premiums for coverage are paid by the employee.

ADMINISTRATIVE LEAVE

- Leave of absence (paid or unpaid), other than personal leave or major medical leave, initiated to manage special circumstances.

- Leaves may be initiated by the University or requested by the employee.

- Examples: Jury Duty, Weather

MILITARY LEAVE

- Employees who are members of the National Guard or any reserve component of the Armed Forces of the United States who are ordered to duty for training or exercises are entitled to military leave.

- The first 15 days of military leave in any calendar year is with pay.

- The period in excess of 15 days may be granted by the department/unit head.

Leave Checklist

- If an employee takes time off and does not complete a leave sheet, then it is the timekeeper's responsibility to enter the time.

- Enter time before the bi-weekly and monthly deadlines.

- Supervisor should not be entering and approving their own time.

- Complete applicable form(s) for type of leave being used (EAF, Request form, etc.)

FAMILY MEDICAL LEAVE

FAMILY MEDICAL LEAVE

FMLA is one of the most popular and beneficial to employees. Employees are aware of the basic requirements of the law, but they may not realize the law provides employers with various options on how to administer FMLA.

FAMILY MEDICAL LEAVE

It is essential for all supervisors to understand how to comply with FMLA and with the employer's own FMLA policy.

FMLA

FMLA provides for up to 12 weeks of leave in a 12-month period as defined by the employer for the following circumstances:

FMLA circumstances

- Birth of a son or daughter and to care for the newborn child. This applies to both the mother and the father. The expectant mother may take FMLA leave for prenatal care or if the pregnancy makes her unable to work prior to the actual birth of the child.

FMLA Circumstances

- Placement with the employee of a son or daughter for adoption or foster care. This leave must be given before the actual placement or adoption of a child if an absence from work is required for the placement for adoption or foster care to proceed.

FMLA Circumstances

- Care for the employee's spouse, son, daughter or parent with a serious health condition.

- A serious health condition that makes the employee unable to perform the functions of his/her job.

FMLA Circumstances

- Note: These two circumstances cover illnesses of a serious and long-term nature, resulting in lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider within seven days of the onset of incapacity and a second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits, such visits must take place at least twice a year.

National Guard and Reserves

- A qualifying exigency for families of members of the National Guard and Reserves when the covered military member is on active duty or called to active duty in support of a contingency operation. This leave may commence as soon as the individual receives the call-up notice.

A qualifying exigency must be one of the following:

- Short-notice deployment
- Military events and activities
- Child care and school activities
- Financial and legal arrangements
- Counseling

A qualifying exigency must be one of the following:

- Rest and recuperation.

- Post-deployment activities.

- Additional activities that arise out of active duty, provided that the company and the employee agree, including agreement on timing and duration of the leave.

FMLA provides for up to 26 weeks of leave in a single 12-month period for the following circumstance:

- To care for a spouse, son, daughter, parent or next-of-kin covered service member with a serious illness or injury incurred in the line of duty on active duty. Next-of-kin is defined as the closest blood relative of the injured or recovering service member. This type of FMLA leave is also known as military caregiver leave or covered service member leave.

- Delta State University uses the rolling 12-month period measured backward for the FMLA circumstances

ROLLING 12 MONTH PERIOD

- A "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

- Under the ''rolling'' 12-month period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months.

EXAMPLE - 1

- Michael requests three weeks of FMLA leave to begin on July 31st. The employer looks back 12 months (from July 31st back to the previous August 1st) to see if any FMLA leave had been used. Michael had not taken any previous FMLA leave, so he is entitled to the three weeks he requested and has nine more weeks available.

Diagram of Example - 1

Requested 3 weeks

FMLA leave

** 8/1 7/1   6/1   5/1   4/1   3/1   2/1   1/1   12/1 11/1 10/1 9/1   8/1

July 31

August 1

12 month look back

EXAMPLE - 2

- Patricia requests two weeks of FMLA leave to begin on November 1st. The employer looks back 12 months (from November 1st back to the previous November 2nd) and sees that Patricia had taken four weeks of FMLA leave beginning January 1st, four weeks beginning March 1st, and three weeks beginning June 1st.

EXAMPLE – 2

Patricia has taken 11 weeks of FMLA leave in the 12-month period and only has one week of FMLA-protected leave available. After Patricia takes the one week in November, she can next take FMLA leave beginning January 1st as the days of her previous January leave "roll off" the leave year.

Diagram of Example - 2

1 week FMLA leave				3 weeks FMLA leave			4 weeks FMLA leave		4 weeks FMLA leave			

11/1 10/1 09/1 08/1 07/1 06/1 05/1 04/1 03/1 02/1 01/1 12/1 11/1 **

November 1

November 2

12 month look back
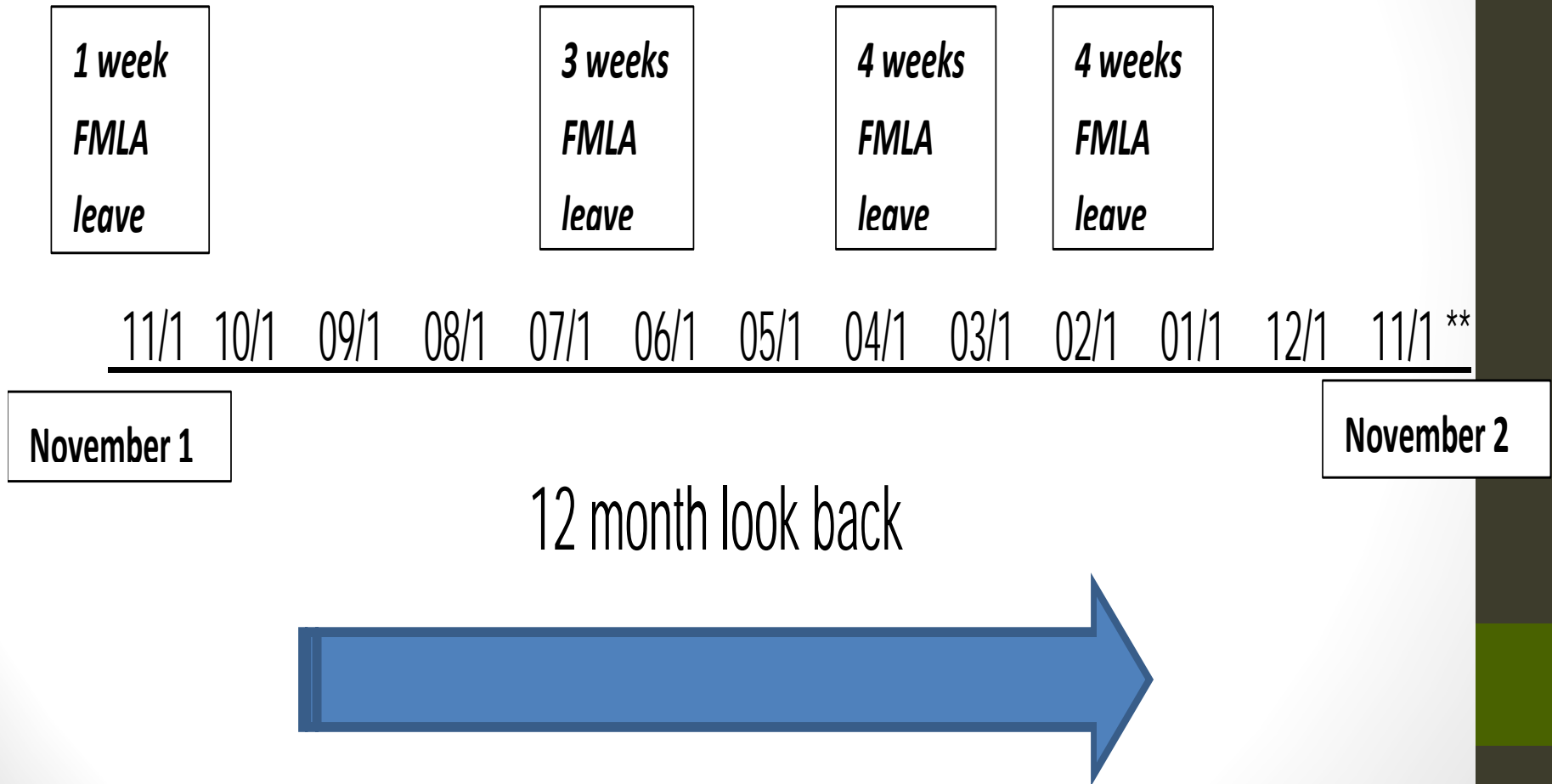
- When a husband and wife both work for the university and each wishes to take leave for the birth of a child, adoption or placement of a child for foster care, or to care for a parent (but not parent-in-law) with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave.

- When a husband and wife both work for the university and each wishes to take leave to care for a covered ill or injured service member, the husband and wife may only take a combined total of 26 weeks of leave.

FMLA
does NOT require
paid leave.

The law allows employers to require employees to use any paid leave that they may have as part of their FMLA leave. Delta State University includes this requirement in its FMLA policy. In other words, when possible, we run FMLA leave concurrently with major medical and vacation leave, workers' compensation, and disability insurance.

FMLA allows employers to require employees to submit certification of the need for FMLA leave. Delta State University policy requires the types of certifications listed below. Human Resources provides the appropriate form to employees who may have a FMLA circumstance and handles all follow-up on medical certifications.

Certification is required for the:

- Employee's serious health condition.

- Family member's serious health condition.

- Qualifying exigency for military family leave.

- Serious Injury or illness of covered service member for military family leave.

Requesting FMLA

- Employees requesting FMLA leave must provide verbal or written notice of the need to the HR manager.

- Supervisors are responsible for notifying HR when an employee has been absent for more then 32 consecutive hours.

- Within **five business days** after the employee has provided this notice, the HR manager will provide the employee with notice of eligibility and rights.

Foreseeable FMLA

When the need for leave is foreseeable, the employee must provide at least **30 days notice**. When the employee becomes aware of the need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or next business day.

Emergency FMLA

When the need is **not foreseeable**, the employee must comply with university policy for requesting leave, absent unusual circumstances.

Within **five business days** after the employee has submitted appropriate certification, the HR manager will complete and provide the employee with a written response to the employee request for FMLA leave.

An eligible employee is an employee of a covered employer who:

- Has been employed by the employer for at least 12 months and

- Has worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave

The 12 months of employment need **not** be consecutive. Separate periods of employment will be counted, provided that the break in service does **not exceed** seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a written agreement stating the company's intention to rehire the employee after the service break.

FMLA Facts:

FMLA is the federal law that requires employers to grant leave for family and medical circumstances and to reinstate the employee in the same or an equivalent position upon conclusion of the leave.

FMLA Facts:

- FMLA leave may be taken intermittently or on a reduced work schedule.

- FMLA leave at Delta State University will run concurrently with paid leave (sick, vacation), workers' compensation and disability insurance whenever possible.

FMLA Facts:

- FMLA leave at Delta State University requires certification for the employee's serious health condition, the family member's serious health condition, a qualifying exigency for military family leave and for the serious injury or illness of the covered service member for military family leave.
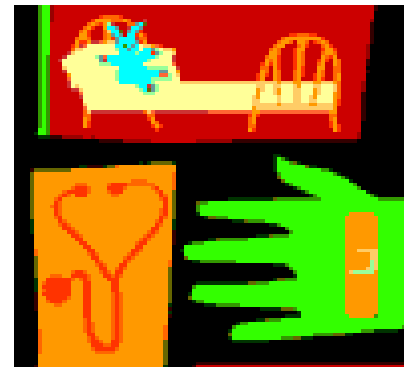
FMLA Facts:
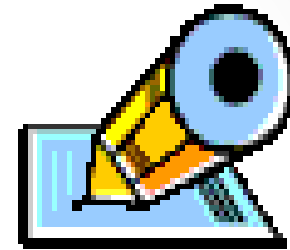
Employees requesting FMLA leave must provide verbal or written notice of the need to the HR manager and appropriate notice, depending on whether the leave is foreseeable or not.
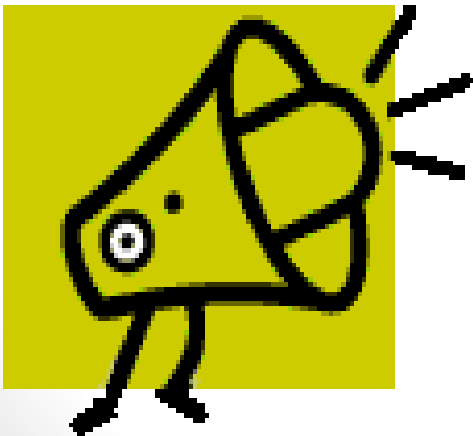
FMLA Facts:
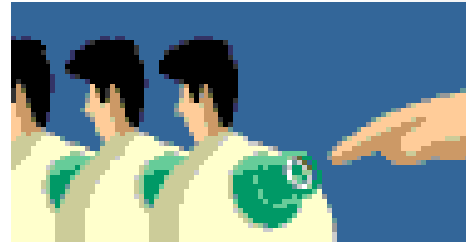
The HR manager will provide the employee

with notice of eligibility and rights along

with a written response to the employee

request for FMLA leave

Prohibited by FMLA, do not:

- Make pre-hire inquiries regarding the need for FMLA leave.

- Include periods of FMLA leave to exclude employees from good attendance awards or non-performance bonuses.

- Ask for doctors' notes each time intermittent FMLA leave is used.

- Interfere with an employee's FMLA rights or retaliate against employees who file FMLA complaints.

IMPORTANT LINKS TO REMEMBER:

❖ **Family Medical Leave/Medical Leave of Absence Excuse/Release to work**

http://www.deltastate.edu/docs/human_resources/FMLA%20Medical%20Certification%20for%20Major%20Medical%20Leave4.doc

❖ **Personal/Major Medical Leave From**

http://www.deltastate.edu/docs/human_resources/persona_leave_record2.xls

❖ **DSU FMLA POLICY**

http://www.deltastate.edu/policies/policy/university-policies/employment/benefits/leave/family-and-medical-leave/

THINGS TO REMEMBER:

- Refer an employee to the Human Resources department if the need arises that he or she may need FMLA.

- When an employee is out on FMLA, all major medical leave forms should be directed to the Human Resources department. It will then be recorded in Banner and kept in the employee file.

THINGS TO REMEMBER:

- When an employee returns to work after being out on FMLA, make sure you have clearance from Human Resources department. If you have not received anything from HR, please refer the employee to HR department.

FMLA paperwork is **<u>invalid</u>** if received when the employee returns to work. All paperwork has to been completed and received by Human resources before or right after leave has started.

As always, please call or drop by to see us if you should have any questions

Teresa Yarbrough

Human Resources Department

662-846-4029

WORKERS' COMPENSATION

What is Workman's Comp?

- Workers' Compensation provides for payment for injuries and loss of time from work when employees become disabled as a result of a job-related illness or injury. The employer is responsible for reporting work related injuries and illnesses within 5 days.

FIRST STEPS TO TAKE

- Report injury to immediate supervisor

- Report to DSU Student Health Services within 24 hrs. per policy.

- HR complete the workman's comp 1st injury or illness form and forwards to AmFed.

EMPLOYEE'S RESPONSIBILITY

- Weekly communicate the doctor's treatment plan with DSU Workman's Compensation coordinator, *Keonna Goethie* and to employee's immediate supervisor.

- Inform *Keonna Goethie* of all scheduled doctor visits for your work injury.

- Give a copy of the physician's Work Ability Form(excuse) to *Keonna Goethie* immediately after each doctor's visit.

- Cooperate with *AmFed*, our workers' compensation insurer, including the claims representative and nurse case manager.

EMPLOYEE'S RESPONSIBILITY

- Cooperate with your treating physician by following the doctor's restrictions and communicating that information to ***Delta State University.***

WORKER'S COMP BENEFITS

- Medical benefits are allowed for the first five days of a temporary disability.

- Accrued personal or major medical leave may be used to cover all or part of the period of five days.

- No workers' compensation indemnity payments are paid for the first five (5) days of the temporary disability.

- Beginning on the sixth day of temporary disability, employees are to be compensated and in the case where the injury results in disability of fourteen (14) days or more, compensation shall be paid retroactive to the date of disability.

- Employees who have accrued sick or personal leave benefits are entitled to these benefits should they request them, along with payment from Workers' Compensation.

WORKER'S COMP BENEFITS

- Workers' Compensation is paid at 66 2/3 percent of employees' average weekly wage with a maximum determined by the Workers' Compensation Commission.

- The injured employee cannot use accrued personal and/or major medical leave and receive worker's compensation benefits simultaneously if the combined of both benefits result in the employee being paid a total amount that exceeds 100% of the wages earned at the time of injury.

- The injured employee may use only as much of his accrued personal and/or major medical leave as necessary to constitute the difference between the amount of temporary disability workers' compensation benefits received and 100%.

- Compensation is paid for a maximum of 450 week.

WORKER'S COMPENSATION

- Employees who are absent from an approved work due to a work-related injury or illness may continue health and optional insurances by contacting the Human Resources Department and paying the appropriate premiums.

- Employees must inform their supervisor(s) or department head within 24 hours of an their return to work.

- When employees, who have been injured, on the job are released to return to normal duty by their attending physician, they should be returned to their regular job as soon as possible with the necessary documentation from their treating physician that clearly outlines that are permitted to return back to work.

WHAT IF......

If employees are not able to return to their regular job because the attending physician has released them to return to restricted duty only, the University reserves the right to:

WORKER'S COMPENSATION

- Place employees on leave until such time as they are able to return to work and perform all of the essential requirements of their position.

- Employees may use Major Medical Leave and/or Personal Leave until all accrued leave is depleted.

- Workers compensation may run concurrently with FMLA.

- If employees are not able to return to work at the end of the medical leave of absence/FMLA they may be terminated from University employment. (must seek approval from HR)

WORKER'S COMPENSATION

- Return employees to a vacant position that they are qualified and capable of performing. Any such assignment may be on a temporary or regular basis. Employees' rate of pay should be adjusted and established according to applicable procedures. Upon receipt of a written release to return to normal duty by the attending physician, employees may be returned to their former position and paid accordingly, if their position is still vacant.

EAF

Employment Action Form
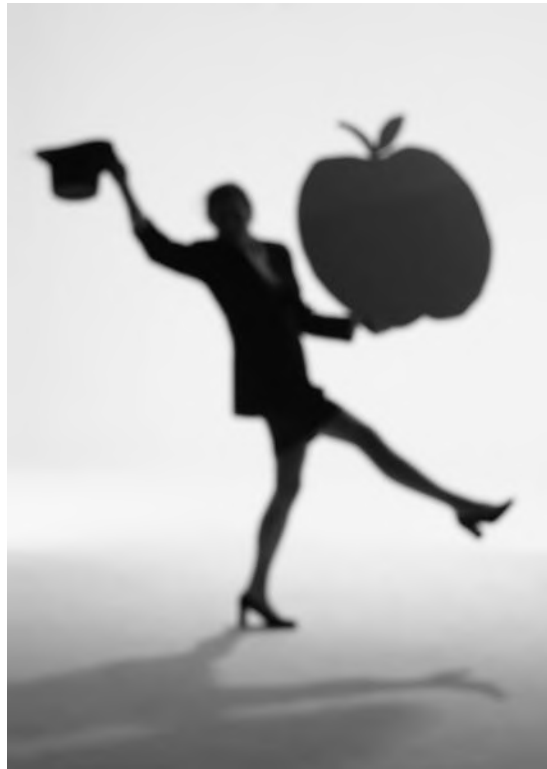
EMPLOYMENT ACTION FORM (EAF)
ONE TIME PAY

- Additional Compensation form was used to pay an employee for additional duties.

- Beginning April 1st, the EAF form will be used to pay all employees for any additional compensation.

- Additional compensation form will no longer be accepted.

- Employment Action Form

Questions?

Comments?

Grade Levels

Full-Time

PROPOSED **NONEXEMPT** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
100	$17,500	$21,000	$24,500
101	$19,250	$23,100	$26,950
102	$21,175	$25,410	$29,645
103	$23,293	$27,951	$32,610
104	$25,622	$30,746	$35,870
105	$28,184	$33,821	$39,457
106	$31,002	$37,203	$43,403
107	$34,103	$40,923	$47,744
108	$37,513	$45,015	$52,518
109	$41,264	$49,517	$57,770

PROPOSED **EXEMPT** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
200	$25,000	$31,200	$37,400
201	$27,400	$34,300	$41,200
202	$30,200	$37,700	$45,200
203	$33,200	$41,500	$49,800
204	$36,600	$45,700	$54,800
205	$40,200	$50,300	$60,400
206	$44,200	$55,300	$66,400
207	$48,600	$60,800	$73,000
208	$53,500	$66,900	$80,300
209	$58,900	$73,600	$88,300
210	$64,800	$81,000	$97,200
211	$71,200	$89,000	$106,800

PROPOSED **EXEMPT EXECUTIVE** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
300	$44,564	$57,933	$71,302
301	$49,020	$63,726	$78,432
302	$53,922	$70,099	$86,275
303	$59,314	$77,109	$94,903
304	$65,246	$84,820	$104,393
305	$71,770	$93,302	$114,833
306	$78,947	$102,632	$126,316
307	$86,842	$112,895	$138,947
308	$95,526	$124,185	$152,842
309	$105,079	$136,603	$168,126
310	$115,587	$150,263	$184,939
311	$127,146	$165,290	$203,433
312	$139,860	$181,819	$223,776
313	$153,846	$200,000	$246,154
314	$169,231	$220,000	$270,769

Half-Time

PROPOSED **NONEXEMPT** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
100	$8,750	$10,500	$12,250
101	$9,625	$11,550	$13,475
102	$10,588	$12,705	$14,823
103	$11,647	$13,976	$16,305
104	$12,811	$15,373	$17,935
105	$14,092	$16,911	$19,729
106	$15,501	$18,602	$21,702
107	$17,052	$20,462	$23,872
108	$18,757	$22,508	$26,259
109	$20,632	$24,759	$28,885

PROPOSED **EXEMPT** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
200	$12,500	$15,600	$18,700
201	$13,700	$17,150	$20,600
202	$15,100	$18,850	$22,600
203	$16,600	$20,750	$24,900
204	$18,300	$22,850	$27,400
205	$20,100	$25,150	$30,200
206	$22,100	$27,650	$33,200
207	$24,300	$30,400	$36,500
208	$26,750	$33,450	$40,150
209	$29,450	$36,800	$44,150
210	$32,400	$40,500	$48,600
211	$35,600	$44,500	$53,400

PROPOSED **EXEMPT EXECUTIVE** PAY GRADES

Grade	Annual Minimum	Annual Midpoint	Annual Maximum
300	$22,282	$28,967	$35,651
301	$24,510	$31,863	$39,216
302	$26,961	$35,050	$43,138
303	$29,657	$38,555	$47,452
304	$32,623	$42,410	$52,197
305	$35,885	$46,651	$57,417
306	$39,474	$51,316	$63,158
307	$43,421	$56,448	$69,474
308	$47,763	$62,093	$76,421
309	$52,540	$68,302	$84,063
310	$57,794	$75,132	$92,470
311	$63,573	$82,645	$101,717
312	$69,930	$90,910	$111,888
313	$76,923	$100,000	$123,077
314	$84,616	$110,000	$135,385

PROPOSED **NONEXEMPT** PAY GRADES			
Grade	Annual Minimum	Annual Midpoint	Annual Maximum
100	$8.41	$10.10	$11.78
101	$9.25	$11.11	$12.96
102	$10.18	$12.22	$14.25
103	$11.20	$13.44	$15.68
104	$12.32	$14.78	$17.25
105	$13.55	$16.26	$18.97
106	$14.90	$17.89	$20.87
107	$16.40	$19.67	$22.95
108	$18.04	$21.64	$25.25
109	$19.84	$23.81	$27.77

PROPOSED **EXEMPT** PAY GRADES			
Grade	Annual Minimum	Annual Midpoint	Annual Maximum
200	$12.02	$15.00	$17.98
201	$13.17	$16.49	$19.81
202	$14.52	$18.13	$21.73
203	$15.96	$19.95	$23.94
204	$17.60	$21.97	$26.35
205	$19.33	$24.18	$29.04
206	$21.25	$26.59	$31.92
207	$23.37	$29.23	$35.10
208	$25.72	$32.16	$38.61
209	$28.32	$35.38	$42.45
210	$31.15	$38.94	$46.73
211	$34.23	$42.79	$51.35

DELTA STATE UNIVERSITY

Job Evaluation
Factors, Levels, and Points

Knowledge - Administrative Support

Level	Points
1a-1	50
1a-2	200
1a-3	350
1a-4	550
1a-5	750

Accountability

Level	Points
3-1	100
3-2	200
3-3	400
3-4	600
3-5	800
3-6	975

Knowledge - Management and Professional Jobs

Level	Points
1b-1	750
1b-2	950
1b-3	1250
1b-4	1550
1b-5	1850

Contact With Others

Level	Points
4-1	50
4-2	125
4-3	175
4-4	280

Knowledge - Support and Technical Jobs

Level	Points
1c-1	200
1c-2	350
1c-3	550
1c-4	750
1c-5	950
1c-6	1250

Physical Effort & Work Environment

Level	Points
5-1	10
5-2	25
5-3	40
5-4	70
5-5	100

Independent Judgement

Level	Points
2-1	100
2-2	200
2-3	400
2-4	600
2-5	800
2-6	975

Grade	Minimum	Maximum
100	310	510
101	511	711
102	712	912
103	913	1,113
104	1,114	1,314
105	1,315	1,515
106	1,516	1,716
107	1,717	1,917
108	1,918	2,118
109	2,119	2,319
200	1,040	1,260
201	1,261	1,481
202	1,482	1,702
203	1,703	1,923
204	1,924	2,144
205	2,145	2,365
206	2,366	2,586
207	2,587	2,907
208	2,908	3,228
209	3,229	3,549
210	3,550	3,870
211	3,871	4,180

Job Grade	JobTitle	Total Points	Min. Points	Max. Points	Calc. Grade	Market & Calculated Grades Different?
NONEXEMPT JOBS						
100	Administrative Support Associate 1	**325**	310	510	100	
100	Copy Center Specialist	**425**	310	510	100	
101	Administrative Support Associate 2	**575**	511	711	101	
101	Assistant Teacher Preschool	**625**	511	711	101	
101	Child Development Center Wkr	**625**	511	711	101	
102	Police Dispatcher	**710**	712	912	101	Difference
102	Office Coordinator, Fac Mgt	**810**	712	912	102	
102	Program Assoc Member Serv, AmeriC	**810**	712	912	102	
102	Administrative Support Associate 3	**825**	712	912	102	
102	Program Assoc Field Serv/Ameri	**825**	712	912	102	
103	Acquisition/Accting Coordinatr	**1025**	913	1113	103	
103	Administrative Support Associate 4	**1100**	913	1113	103	
104	Assistant Director of Housing	**1285**	1114	1314	104	
104	WIA Coordinator/CollectionsClk	**1285**	1114	1314	104	
104	Accounts Payable Analyst	**1300**	1114	1314	104	
104	Administrative Support Associate 5	**1300**	1114	1314	104	
104	Asst. Director of Admissions (Coordinator Recruitment)	**1685**	1114	1314	106	Difference
105	Graduate Admissions/Recruiter	**1310**	1315	1515	104	Difference
105	Police Officer	**1345**	1315	1515	105	
105	Admissions Recuiter Jackson	**1350**	1315	1515	105	
105	Assistant Director SBS/Coord of Stud AR	**1410**	1315	1515	105	
105	Perkins Loan Coordinator	**1410**	1315	1515	105	
105	Coordinator Housing	**1485**	1315	1515	105	
105	Coordinator ThirdPartyBill/AsstCash	**1485**	1315	1515	105	
105	Administrative Support Associate 6	**1550**	1315	1515	106	Difference
106	Coordinator Transfer Admission	**1550**	1516	1716	106	
106	Employment & Benefits Admin	**1685**	1516	1716	106	
106	Graphic Designer, Comm & Mark	**1685**	1516	1716	106	
106	Assistant Director Health Serv (LPN)	**1700**	1516	1716	106	
106	Clinical Nurse/LPN	**1700**	1516	1716	106	
106	Purchasing Agent A/P	**1700**	1516	1716	106	
107	Library Technology Associate	**1725**	1717	1917	107	
107	Assistant to Provost & VP	**1735**	1717	1917	107	
107	Assistant Director Stu Fin'l Assist	**1785**	1717	1917	107	
107	Accountant I	**1885**	1717	1917	107	
107	Assistant Director Alumni	**2185**	1717	1917	109	Difference
108	Grants Accountant	**1885**	1918	2118	107	Difference
108	Aircraft Repair Tech/Inspector	**1945**	1918	2118	108	
109	Web Designer/Content Coord	**2185**	2119	2319	109	
109	Student Navigator	**2235**	2119	2319	109	

Job Grade	JobTitle	Total Points	Min. Points	Max. Points	Calc. Grade	Market & Calculated Grades Different?
EXEMPT JOBS						
200	Custodial Supervisor	**1145**	1040	1260	200	
200	Manager of Campus Laundry	**1175**	1040	1260	200	
200	Janitorial Supervisor	**1240**	1040	1260	200	
200	Program Corodinator BEEP	**1485**	1040	1260	202	Difference
200	District Director MS Delta AHEC	**2250**	1040	1260	205	Difference
201	Program Assoc Ed&Comm Outrch	**1285**	1261	1481	201	
201	Prooject Coord/DMI Mobile Music Lab	**1385**	1261	1481	201	
201	Lead Teacher, Child Devel Ctr	**1425**	1261	1481	201	
201	Teacher Child Development Ctr	**1425**	1261	1481	201	
201	DSU Regional Coordinator ARM	**1785**	1261	1481	203	Difference
202	Assistant Registrar/Coord Comp Serv	**1485**	1482	1702	202	
202	Payroll Administrator	**1685**	1482	1702	202	
202	Arts Education Program Coord	**1735**	1482	1702	203	Difference
202	Director Acad. Supp.Svcs. &Developmental Studies/Instructor	**2185**	1482	1702	205	Difference
203	Carpentry Supervisor	**1040**	1703	1923	200	Difference
203	Custodial Manager	**1700**	1703	1923	202	Difference
203	Stage Technical Assistant	**1765**	1703	1923	203	
203	Coordinator Clg of Bus Grad Pgms	**1785**	1703	1923	203	
203	Coordinator Continuing Ed Program	**1885**	1703	1923	203	
203	Research & Info Specialist	**1885**	1703	1923	203	
203	Plumbing Sup & Master Meter Op	**2145**	1703	1923	205	Difference
203	HVAC & Energy Manager	**2200**	1703	1923	205	Difference
204	Coord of Executive Services	**1935**	1924	2144	204	
204	Assistant Chief of Police	**1950**	1924	2144	204	
204	Director of Advancement Services	**1985**	1924	2144	204	
204	Dietitian/Nutritional Counsel	**2100**	1924	2144	204	
204	Director Donor Relations	**2150**	1924	2144	205	Difference
204	Director Post Office	**2235**	1924	2144	205	Difference
205	Procurement Accts Payable Mgr	**2135**	2145	2365	204	Difference
205	Director Institutional Grants	**2235**	2145	2365	205	
205	Director Housing & Res Life	**2435**	2145	2365	206	Difference
205	Project Director MDSC/A*VISTA	**3450**	2145	2365	209	Difference
206	Assistant to VP StudAffairs/DirStudLi	**2535**	2366	2586	206	
206	Director Alumni Affairs	**2535**	2366	2586	206	
206	Director Career Serv & Placement	**2535**	2366	2586	206	
206	Director Inst Research	**3185**	2366	2586	208	Difference
207	Internal Auditor	**2635**	2587	2907	207	
207	Director Annual Giving	**2735**	2587	2907	207	
207	CFO Alumni/Foundation	**2885**	2587	2907	207	
207	Associate Director Human Resources	**2935**	2587	2907	208	Difference
208	Assistant Director Facilities Mgt	**2965**	2908	3228	208	
208	Director Police Department	**2995**	2908	3228	208	
208	Director Communications & Marketing	**3040**	2908	3228	208	
209	Executive Director BPAC & Arts Ed Coord	**3240**	3229	3549	209	
209	Director Stu Business Servics	**3335**	3229	3549	209	
209	Director Stu Fin Assistance	**3335**	3229	3549	209	
209	Director Couns & Stu Hlth/Asst Prof	**3435**	3229	3549	209	
210	Major Gift Officer	**3540**	3550	3870	209	Difference
210	Director Facilities Management	**3650**	3550	3870	210	
211	Comptroller	**4090**	3871	4180	211	

JOB EVALUATION COMMITTEE & PROCESS

PURPOSE

Delta State University uses a combination of market pricing and point-factor job evaluation to determine the market and internal value of jobs.

The University will maintain a formal job evaluation process as a systematic method of determining the internal relative worth and value of non-faculty jobs below the Vice President level. Jobs will be evaluated based on the content of up-to-date Job Analysis Questionnaires, which describe a job's purpose, key responsibilities, essential knowledge, skills, and abilities, physical requirements, and working environment.

POINT-FACTOR METHOD

Jobs will be evaluated by a Job Evaluation Committee using a point-factor job evaluation plan. The point-factor plan breaks jobs down into compensable factors and places weights, or points, on them. A compensable factor identifies job factors that are commonly present throughout a group of jobs.

The DSU Job Evaluation Plan considers five compensable factors: Knowledge, Independent Judgment, Accountability, Contacts with Others, and Physical Effort & Work Environment. Each factor has a set of levels describing the nature of the work. Associated with each level is an assigned number of points.

Jobs will be categorized by the HR Manager as either: Administrative Support, Management & Professional, or Support & Technical. The Job Evaluation Plan has different levelling definitions related to the factor "Knowledge" for each of these job groups, with Knowledge being weighted more heavily for Management & Professional jobs and least heavily for Administrative Support jobs.

JOB EVALUATION COMMITTEE

The University will maintain an active Job Evaluation Committee to be chaired and facilitated by the HR Manager. The Committee members will be responsible for learning how to use the Job Evaluation Plan and meeting regularly to review jobs that have changed or have been newly created.

Committee Structure

The Committee will be comprised of managers from each Vice President's work group, representing a cross section of the University.

- Academics (2)
- Athletics (2)
- Enrollment Services (1)
- Finance & Administration (2)
- Foundation/Alumni (1)
- Student Affairs (2)

The Centre Group, 11/13/13

JOB EVALUATION COMMITTEE & PROCESS

The Committee members must be in a job with the title Supervisor, or above, and below the level of Vice President. Members will serve for two years at a time. Each year, at least three members must rotate off the Committee. (In the first year, two members will serve for one year, then rotate off.) The HR Manager will ensure a proper Committee roster at all times.

<u>Committee Meetings</u>

The Job Evaluation Committee will meet every two months (six times per year). The HR Manager will facilitate the review of any jobs that have been requested to be re-evaluated since the last Committee meeting. The Committee will vote on all final job evaluation decisions, requiring a simple majority. The HR Manager will not be considered a voting member of the Committee. However, in the case of a tie vote, the HR Manager may vote in order to break the tie. At least three Committee members must be present to form a quorum to vote. Committee members must recuse themselves from voting when a job is presented to the Committee that reports to them.

In job evaluation, emphasis is placed on evaluating *jobs* and not *people*. Committee members must commit to making every effort *not to* consider incumbents, their performance level, or their tenure when evaluating existing jobs.

REQUESTS FOR JOB EVALUATION

All requests for job re-evaluation or evaluation of newly-created jobs must be made to the HR Manager who will maintain an ongoing log of job evaluation requests. The HR Manager will conduct an initial evaluation of newly created jobs to facilitate the hiring process. The new jobs will then be brought to the next JEC meeting for final review.

All job evaluation requests must be accompanied by an up-to-date Job Analysis Questionnaire. The Job Evaluation Committee will consider the content of the JAQ in its analysis of the job. In addition, managers are invited to present their requests to the Committee personally. The HR Manager will prepare the agenda for each meeting, and will schedule invited guests (i.e. managers) accordingly.

JOB EVALUATION MANUAL

June 2013

DELTA STATE UNIVERSITY

JOB EVALUATION MANUAL

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JOB EVALUATION GUIDELINES

Knowledge measures *the nature and extent of information or facts* which the workers must understand to do acceptable work (e.g., theories, principles, concepts, procedures, practices, rules, and policies) and the *nature and extent of the skills* needed to apply that knowledge.

Description Level- Knowledge, Administrative Support	Examples
1. Simple clerical work requiring little or no work-related knowledge or experience.	• Admin. Support Assoc. 1
2. Knowledge of and skill in general office work in order to carry out repetitive clerical tasks.	• Admin. Support Assoc. 2
3. Knowledge of one or a few types of clerical work common to many different establishments (e.g., knowledge of practices, standard terminology, and methods to support an office or administrative function).	• Admin. Support Assoc. 3 • Police Dispatcher
4. Knowledge of an extensive body of rules and/or laws, precedents, and procedures applicable to administrative support work, along with knowledge of the University's structure, goals, and specialized terminology.	• Admin. Support Assoc. 4 • Coordinator Transfer Admission
5. Thorough knowledge of an extensive body of rules and/or laws, administrative methods, precedents, along with detailed knowledge of the University's operations, structure, and procedures.	• Coordinator, Housing • Teacher, Child Dev. Center

DELTA STATE UNIVERSITY

JOB EVALUATION GUIDELINES

Knowledge measures the *nature and extent of information or facts* which the workers must understand to do acceptable work (e.g., theories, principles, concepts, procedures, practices, rules, and policies) and the *nature and extent of the skills* needed to apply that knowledge.

	Description Level – Knowledge, Management & Professional Jobs	Examples
1.	Entry-level knowledge of the principles and methods of the profession and/or business administration. Usually requires little or no previous training or experience. Knowledge permits the employee to carry out basic recurring tasks and routine portions of assignments while gaining familiarity with DSU's policies and goals.	• Arts Education Program Coordinator • Purchasing Agent A/P
2.	Knowledge of the principles and methods of the profession and/or business unit operation that typically requires some previous training or experience. Knowledge permits the employee to complete assignments by applying established methods to recurring types of projects or to projects/problems susceptible to well-documented precedents.	• Coordinator, Executive Services • Asst. to Provost & VP
3.	Knowledge of a wide range of concepts, principles, and methods of the profession and/or business unit operation requiring considerable training and experience to perform the full range of standard assignments and to resolve recurring problems. Knowledge permits the employee to develop new or substantially modified approaches that diverge from standard methods to improve administrative and/or line operations.	• Internal Auditor • Library Technology Associate
4.	Mastery of the concepts, principles, and methods of the profession and/or business unit operation that requires extended training and experience. Knowledge permits the employee to solve difficult or unusual systemic problems characterized by their breadth and importance, and to give authoritative advice to managers.	• Director Student Business Services • Director, Annual Giving
5.	Expert knowledge of the theories, principles, concepts, and methods of a specialized area of the profession and/or field of management that requires extensive training, education, and experience. Knowledge permits the employee to develop new ways of administering business, lead unprecedented projects, and/or be recognized as a national or international expert in a specialized area.	• CFO Alumni Foundation • Director Police Dept.

JOB EVALUATION GUIDELINES

FACTOR 1c: KNOWLEDGE – SUPPORT & TECHNICAL JOBS

Knowledge measures *the nature and extent of information or facts* which the workers must understand to do acceptable work (e.g., theories, principles, concepts, procedures, practices, rules, and policies) and the *nature and extent of the skills* needed to apply that knowledge.

Description Level – Knowledge, Support & Technical Jobs	Examples
1. Knowledge of simple, routine, or repetitive tasks, *or* skills to operate simple equipment or equipment that operates repetitively, *or* skills to perform manual tasks that are routine and repetitive. Typically includes following step-by-step instructions. Requires little or no knowledge of the product or service and little or no previous experience. Permits employee to perform simple tasks, assist experienced coworkers, or gain knowledge and skill needed to progress to the next level.	
2. Knowledge of basic or commonly used rules, procedures, *or* equipment, or knowledge of measurement or calibration techniques, tools, methods, procedures, or operations, *or* basic skills to set up, operate, or maintain machinery or equipment. Requires some previous training or experience. Permits employee to carry out recurring assignments consisting of several straightforward tasks.	• Child Development Center Worker • Manager, Campus Laundry
3. Knowledge of a body of standardized principles and procedures required to effectively protect DSU property, *or* knowledge of a body of standard rules, materials, processes, procedures, operations, and tools needed to operate and maintain equipment, machinery, physical systems, or devices. Requires considerable training and experience. Permits employee to perform the full range of standardized assignments and resolve recurring problems.	• Custodial Supervisor
4. Knowledge of an extensive body of products, services, tools, equipment, and methods in a field, *or* knowledge of an extensive body of standardized rules, procedures, processes, operations, machinery, and equipment. Requires extended training and experience to perform a wide variety of interrelated or nonstandard tasks and to resolve a wide range of problems. *OR* Comprehensive knowledge of a service skill or skilled trade, usually acquired through a formal apprenticeship.	• Custodial Manager • Police Officer
5. *In addition to the practical knowledge of standard procedures at the next lowest level:* Knowledge of the technical and practical processes, methods, and systems pertaining to the specialized work of the field, or knowledge to perform assignments such as carrying out limited projects involving the use of specialized tools, instruments, calibration and measuring devices, machinery or equipment, or involving highly specialized techniques. *OR* Advanced knowledge of a skilled trade or of a service skill to solve unusually complex problems.	• Aircraft Repair Tech/Inspector
6. Practical knowledge of a wide range of technical methods, principles, and practices similar to a narrow area of a professional field. Skill in applying this knowledge to such assignments as the design and planning of difficult projects that have a strong precedence. *OR* A comprehensive, intensive, practical knowledge of a field and skill in applying this knowledge to the development of new methods, approaches, or procedures to tailor the product or service to the customers' needs.	•

JOB EVALUATION GUIDELINES

FACTOR 2: INDEPENDENT JUDGMENT

Independent judgment considers the following:

- The type of supervision received
- How extensively work is reviewed
- How much responsibility the employee has for sequencing and prioritizing of own work
- What types of guidelines are used in completing work
- How much latitude the employee has in applying the guidelines to own work
- The complexity of the work itself, i.e., the nature, number, variety & intricacy of tasks/processes

Description Level - Independent Judgment	Examples
1. The supervisor makes specific assignments, which include clear & detailed instructions. The employee does not deviate from supervisor's instructions and guidelines, e.g., policy & procedure, handbook, etc. Tasks are clear cut and simple, with little choice in deciding what to do or how to do them. All work is reviewed in process and/or when completed.	• Office Coordinator, Facilities Mgmt. • Administrative Support Associate 1
2. The employee rarely varies from specific instructions from supervisor and/or detailed guidelines. Tasks are limited in variety and involve related steps, which are usually performed in a regular sequence. The supervisor reviews finished work for accuracy and compliance with instructions or established procedures.	• Assistant Director of Housing • Custodial Supervisor
3. The supervisor makes assignments by defining goals, priorities and deadlines. The employee carries out assignments by selecting from among the most appropriate guidelines, making minor adjustments to methods, and referring unforeseen situations to others. Completed work is reviewed for technical soundness & conformity to policy/requirements.	• Accountant 1 • Assistant Chief of Police
4. The supervisor sets goals, priorities and deadlines. The employee is responsible for planning and carrying out assignments using guidelines that cover most situations, adjusting methods, as needed, to resolve unforeseen situations. Tasks vary by assignment and may be more intricate and involved than at lower levels. Completed work is reviewed overall for effectiveness in meeting requirements or expected results.	• Dietitian/Nutritional Counselor • Director, Police Department
5. The employee is responsible for planning and carrying out assignments with minimal supervisory direction (i.e., the supervisor sets goals, priorities, and deadlines). The supervisor provides direction on methods for unprecedented work *only*. Work requires many different processes or methods. Employee must interpret data and refine methods to complete assignments. Completed work is reviewed overall for effectiveness in meeting requirements or expected results.	• Director, Facilities Management • Major Gifts Officer
6. Employee works under minimal supervision based on overall objectives and must make decisions based on inadequate or nonexistent guidelines, which forces the employee to plan all phases of assignments and develop some new methods. Work requires many different processes and methods, and it demands great depth of analysis to identify the nature and extent of problems and to deal with many unpredictable variables. Results of work are considered technically authoritative and are normally accepted without significant change.	• Comptroller

JOB EVALUATION GUIDELINES

FACTOR 3: ACCOUNTABILITY

All jobs are *accountable* for outcomes. This factor considers various levels of accountability based on the scope of the job and the impact the work product or service has both within and outside the organization. Only the effect of work *properly* performed is to be considered.

- **Scope** – breadth and depth of the work; how far-reaching the work is.
- **Impact** – the effect the work outcomes have; the nature (e.g., financial, public relations, employee morale) of the effect.

Description Level - Accountability	Examples
1. The work relieves others in the unit/office of simple repetitive tasks. Work has minimal impact outside immediate organizational unit.	• Admin. Associate 1 • Child Development Center Worker
2. The work involves carrying out of specific rules, regulations, or procedures and typically comprises a complete segment of an assignment or project of broader scope. The work product or service affects the accuracy, reliability, or acceptability of further processes or services either within or outside the work unit.	• Coordinator Housing • Custodial Supervisor
3. The work involves treating a variety of conventional problems, questions, or situations in conformity with established criteria. The work outcome affects the design or operation of systems, programs, or equipment; or the social, physical, or economic well being of persons usually within a work unit or a group of work units.	• Custodial Manager • Grants Accountant
4. The work involves establishing criteria, formulating projects, assessing program effectiveness, or investigating or analyzing a variety of unusual conditions, problems, or questions. The work product or service affects a wide range of professional projects or administrative activities within the organization, influences internal or external operations, or impacts many people.	• CFO Alumni/Foundation • Director, Police Department
5. The work involves isolating and defining unknown conditions, resolving critical problems, or developing new theories. The work product or service affects the work of other experts, the development of major programs or missions, or the well being of a substantial number of people.	• Director, Student Business Services
6. The work involves planning, developing, and carrying out vital administrative programs. The programs are essential to the missions of the overall organization or affect large numbers of people on a long-term basis.	• Comptroller

JOB EVALUATION GUIDELINES

FACTOR 4: CONTACTS WITH OTHERS

Personal contacts include face-to-face contacts and telephone or electronic dialogue. Only the contacts which are essential for successful performance of the work and which have a demonstrable effect on the difficulty and responsibility of the work performed should be considered in the job evaluation process. In determining the appropriate level, consider the following:

- What is required to make the initial contact
- The difficulty of communicating with those contacted
- The setting in which the contact takes place

The *purpose* of the contact may be a simple, factual exchange of information. Contacts become more complex in situations involving significant or controversial issues and differing viewpoints, goals, or objectives.

Description Level – Contacts with Others	Examples

1. Contacts are primarily with:
    • coworkers inside the work unit and/or
    • visitors to the work area, such as the general public.
AND
Contacts are to exchange straightforward, factual information.
	• Carpentry Supervisor
	• Library Technology Associate

2. Contacts are primarily routine and structured, typically involving:
    • employees inside the organization but engaged in different functions,
    • employees of other organizations, and/or
    • the general public.
AND
    Contacts are to coordinate work, advise on collaborative work, and/or solve recurring types of problems in situations where others are usually cooperative.
	• Accountant 1
	• Coordinator, Continuing Education Program

3. Contacts are somewhat unstructured and are with individuals or groups from outside the organization; contacts *may be* unpredictable and/or challenging such as:
    • individuals who walk in from street,
    • emotionally disturbed individuals, or
    • angry individuals.
AND
The purpose is to influence, motivate, convince, or question persons or groups.
	• Administrative Support Associate 6
	• Director, Institutional Grants

4. Contacts are usually unstructured (e.g., the contacts are not established on a routine basis; the role and authority of each party is identified and developed during the course of the contact). Contacts are primarily with the following types of individuals or groups:
    • presidents/executive directors of large organizations
    • managers
    • representatives of the news media
    • elected officials, or
    • attorneys
AND
Contacts are to influence, persuade, defend, negotiate, or resolve controversial and/or long-range issues and problems.
	• Director Communications & Marketing
	• Major Gifts Officer

DELTA STATE UNIVERSITY

JOB EVALUATION GUIDELINES

FACTOR 5: PHYSICAL EFFORT & WORK ENVIRONMENT

Physical Effort refers to the requirements placed on the employee by the work assignment. This includes *physical characteristics*, such as specific *agility and dexterity* requirements, as well as the *physical exertion* involved in the work. Examples of exertion are:

- Climbing
- Lifting
- Pushing
- Balancing
- Reaching
- Stooping
- Kneeling
- Crouching
- Crawling

The *frequency or intensity* of physical exertion must also be considered. For example, a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

Work Environment considers the risks and discomforts in the employee's physical surroundings or the nature of the work assignment and the safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee in carrying out safety regulations and techniques.

Level	Physical Effort	Work Environment	Examples
1	Non-Strenuous: Primarily sedentary with some walking, standing, and carrying of light objects,	Low Risk: Adequately lighted, ventilated, and heated area where normal precautions must be observed.	• Coordinator, Housing • Director Annual Giving
2	Moderately Strenuous: Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods. ***OR*** Non-Strenuous: Primarily sedentary with some walking, standing, and carrying of light objects.	Low Risk: Adequately lighted, ventilated, and heated area where normal precautions must be observed.	• Custodial Manager
2		Moderate Risk: Requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, and diseases.	• Director Facilities Management
3	Strenuous: Often lifts more than 50 pounds, climbs high, runs or defends against physical attack. ***OR*** Moderately Strenuous: Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods.	Low Risk: Adequately lighted, ventilated, and heated area where normal precautions must be observed.	• Carpentry Supervisor
3		Moderate Risk: Requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, and diseases.	• Janitorial Supervisor
4	Moderately Strenuous: Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods. ***OR*** Strenuous: Often lifts more than 50 pounds, climbs high, runs or defends against physical attack.	High Risk: Extreme temperatures, likelihood of physical attack, or potential exposure to smoke and fire.	• Aircraft Repair Tech./Inspector
4		Moderate Risk: Requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, and diseases.	• Director Police Dept.
5	Strenuous: Often lifts more than 50 pounds, climbs high, runs or defends against physical attack.	High Risk: Extreme temperatures, likelihood of physical attack, or potential exposure to smoke and fire.	• Manager of Campus Laundry

Background

Early in 2011, The Centre Group began discussions with Delta State University regarding a compensation and classification study. Over a period of several months, discussions continued until in the fall of 2011 when a contract was awarded and we began the work.

The scope of the study included 1) analysis of market compensation practices for all employee classifications; executives and managers, professional staff, support staff, and faculty, 2) updating and/or modifying salary range structures, 3) calculating the economic impact of making market-indicated adjustments to pay, 4) addressing implementation steps and 5) developing or modifying administrative procedures for the new/revised compensation system. Following are some of the major activities that were included in the study.

- Meeting with a the study committee to set objectives and define University compensation philosophy
- Acquiring up-to-date job content information by asking University leadership to prepare job-analysis-questionnaires for all positions.
- Market-pricing all jobs
- Developing salary ranges
- Calculating economic impact on each employee and for the University overall
- Developing an implementation plan
- Developing administrative guidelines

Approach

In order to gain a broad perspective of the compensation issues that the University was encountering, a committee was selected to set the initial objectives for the study and to review conclusions and recommendations. Members of the committee were:

Dr. Myrtis Tabb – AVP Finance & Administration
Ms. Lisa Geiger – Associate Director, Human Resources
Ms. Bert Herbison – Administrative Secretary, Arts & Science
Dr. Rebecca Hochradel, Chair/Associate Professor, Management/Marketing/Business
Ms. Beverly Lindsey – Manager, Procurement & Accounts Payable
Mr. Greg Redlin – VP Finance & Administration
Mr. Eckward McKnight – Instructor, CIS
Ms. Candy Dreher – Human Resources Generalist

Ms. Rebecca Bouse – Human Resources

Ms. Teresa Yarbrough – Human Resources

During the initial meeting, the committee engaged in a guided discussion covering the project objectives, current compensations issues, and overall University compensation philosophy. The results of this discussion are covered in Appendix A.

Accurate assessment of market pay is done one job at a time. Success depends on having an accurate, up-to-date description of the essential functions of a job and the knowledge, skills and abilities that are required for someone to have a reasonable expectation of success on the job. Also, it is necessary to have good, reliable market data that are widely accepted as accurate and representative of the defined marketplace.

Following are the market sources that were used. More details about these sources are included in subsequent sections of this report.

- Mississippi Department of Employment Security, 2012 Occupational Employment & Wage Estimates – Delta WIA
- Economic Research Institute
  - o Salary Assessor
  - o Executive Compensation Assessor
- PayScale
- CompAnalyst – Kenexa
- CUPA-HR
  - o 2012 Administrative Compensation Report
  - o 2012 Mid-Level Compensation Report
  - o 2012 National Faculty Compensation Survey
- SREB Data Exchange

All jobs were priced at the market median level. The data were aged to July 1, 2013.

Overall Results

The following Table 1 summarizes the economic impact of study for each employee group.

Table 1

EE Group	Current Salaries	BTM Cost	Living Wage Cost	PIR Cost	Total Difference	Final Salaries	% Increase
Executive	$1,836,236	$3,842	$0	$33,764	$37,606	$1,873,842	2.0%
Exempt (Professional/Administrative)	$2,631,791	$12,474	$0	$61,820	$74,294	$2,706,085	2.8%
Nonexempt (Clerical/support)	$4,858,500	$178,572	$218,706	$174,118	$571,396	$5,429,896	11.8%
Faculty	$10,146,501	$225,145	$0	$433,387	$658,532	$10,805,033	6.5%
Totals & Averages	$19,473,028	$420,033	$218,706	$703,089	$1,341,828	$20,814,856	6.9%

In Table 1, "BTM" refers to the Bring-To-Minimum amount. That is the amount that employees' current wages and salaries are below the minimum of their proposed salary ranges.

The "PIR" cost refers to the amount by which current salaries, after adjustments to address the BTM amount, fall below target pay. Target pay is based on the employee's current pay Position-In-Range (PIR) relative to a target PIR according to the incumbent's time in position.

The "Total Difference" is the sum of BTM Cost and PIR Cost. Total Difference represents the amount by which the University falls below market.

Faculty

One-hundred eight-six (186) faculty members are included in the analysis. In order to achieve market comparability with faculty survey data, DSU faculty salaries were adjusted to exclude the impact of stipends that are paid for leadership roles or extended contract terms.

The sources of information included CUPA 2012 National Faculty Salary Survey and SREB Data Exchange. CUPA reports faculty pay by rank and discipline while SREB reports only by rank. All data were aged at a rate of 1.1% per year to July 1, 2013. The 1.1% is the amount of faculty salary movement for public institutions that was reported in the 2011-12 National Faculty Salary Survey

After analyzing each faculty position by both rank and discipline, Table 2 shows the overall comparison between DSU and the market by rank:

Table 2

	Rank	Variance from Market
	Average Instructor	0.8%
	Average Asst Professor	-10.5%
	Average Associate Professor	-14.2%
	Average Professor	-21.2%

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For all ranks and disciplines, DSU lags the market by 11.5%. However, the difference is significantly greater at the higher ranks.

Table 3 shows current, adjusted salaries and the average market salaries by rank.

Table 3

		Current Avg Sal	Mkt Avg by Rank	Count
	Instructor	46,970	45,370	52
	Assistant Professor	51,871	57,690	56
	Associate Professor	57,309	66,782	48
	Professor	67,593	85,722	33
				189

The average inter-rank difference in pay is 23.6%. That means, on average, an Assistant Professor is paid 23.6% higher than an Instructor; an Associate Professor is paid 23.6% more than an Assistant Professor, and so forth.

 In order to establish a salary range progression by rank, we used market rate for Instructor as the midpoint for that rank and increased each rank by 23.6%. A range spread of 50% (minimum to maximum relationship) was applied. The result is a salary range structure by rank.

Table 4

		Minimum	Midpoint	Maximum
	Instructor	36,320	45,400	54,480
	Assistant Professor	44,880	56,100	67,320
	Associate Professor	55,520	69,400	83,280
	Professor	68,640	85,800	102,960

An adjustment for discipline is determined by comparing the market average for each rank and discipline with the overall DSU market average by rank. This calculation mirrors CUPA's "salary factor". As an example, Table 5 shows the salary factor for a sampling of different disciplines and ranks:

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Table 5

Discipline	Discipline Code	Overall Faculty Structure	Salary Factor			
			Instructor	Asst Professor	Assoc Professor	Professor
		Overall Market Average	$45,421	$57,690	$66,782	$85,831
		Midpoint	$45,400	$56,100	$69,400	$85,800
History	54.01	Avg (Rnk & Dis)	$42,792	$54,892	$64,948	$82,069
		Salary Factor	94.2%	95.1%	97.3%	95.6%
		Midpoint	$42,772	$53,379	$67,494	$82,039
Accounting	52.02	Avg (Rnk & Dis)	$50,434	$74,821	$81,322	$95,263
		Salary Factor	111.0%	129.7%	121.8%	111.0%
		Midpoint	$50,411	$72,759	$84,510	$95,229
Nursing	51.38	Avg (Rnk & Dis)	$49,884	$60,669	$70,886	$85,956
		Salary Factor	109.8%	105.2%	106.1%	100.1%
		Midpoint	$49,861	$58,997	$73,665	$85,925
Music	50.09	Avg (Rnk & Dis)	$43,798	$54,605	$63,760	$80,736
		Salary Factor	96.4%	94.7%	95.5%	94.1%
		Midpoint	$43,778	$53,100	$66,260	$80,707

The midpoint of an individual faculty member's salary range is determined by multiplying the midpoint of the Overall Faculty Salary Range Structure for the applicable rank by the appropriate salary factor. The range minimum and the range maximum are determined by multiplying the midpoint by 80% (minimum) and 120% (maximum).

Once a faculty position is assigned to a salary range, the incumbent's pay is compared within the salary range. First, the lower limit of the range is established as the threshold amount that should be paid in order to be competitive.

The midpoint is defined as the market-competitive point. As a faculty member becomes fully proficient in a position the aim is to pay at the market rate. Often, many employees do not come into a role with all of the knowledge, experience, and institutional wherewithal to immediately perform at a fully proficient level. It takes some time in the job to gain confidence and mastery. For faculty members, it is assumed that it would take approximately five years in a rank to reach that level of proficiency. Target pay for an individual faculty member is to pay at the midpoint of the rank when he/she has five years of experience in the rank.

The midpoint represents a 50% position-in-range (PIR). The minimum is 0% PIR, the maximum is 100% PIR.

Salary	$45,600			
Yrs In Rank	3.6			
Current PIR	13.6%	$45,600		
Target PIR	36.0%	$50,390		
Midpoint	50%	$53,379		
Amnt BL Tgt		$4,790		
	Current PIR	Target PIR		
	⇓	⇓		
	13.6%	36.0%		
0%		**50%**		**100%**
Min		**Mid**		**Max**
		Position-In Range		
$42,703		$53,379		$64,055

Figure 1

The first step is to determine if the faculty member is paid below the minimum of the range; if so, the BTM amount is calculated. The next calculation is to determine whether the faculty member is paid equal to their target level based on time in rank.   For example, if the faculty member has been in rank for 3.6 years, the target PIR is 36% ((3.6/5)*50%). If the current faculty member's PIR is 14%, current pay falls short of target. As Figure 1 illustrates, the amount below target would be $4,790.

For all faculty members, the total amount to reach target levels would be $658,532.

Table 6

Category	Amount
Amount Below Minimum	$225,145
Amount Below Target	$433,387
Total Difference	$658,532

Non-Faculty Staff

Market data covering the exempt, including executive jobs, and nonexempt jobs comes from the following survey sources:

- Economic Research Institute (ERI), a nationwide database of compensation information that can be scoped by location, size, and industry. We matched job content and scope of responsibility. Within ERI, there are two surveys, the Salary Assessor, which covers mid-management and lower jobs, and Executive Compensation Assessor, which covers senior leadership positions.

- CUPA, Administrative Compensation Survey and the Mid-Level Compensation Report. The 2012 Administrative Compensation Survey covers senior leadership positions. The Mid-Level report covers individual contributor positions and lower-level supervisors and managers. Table 4B, Public Institutions by Enrollment (Q2: 3,355-7,919) was used. All CUPA data were aged by 1.1% annually to July 1, 2013. The aging factor, 1.1%, is the amount by which public institutions have advanced pay over the past two years.

- PayScale is a nationwide database of compensation information that can be scoped by location, size, and industry. We looked at colleges and universities in Mississippi having approximately 750 employees and an annual budget of $50.0 million. This survey is particularly helpful for mid-management level positions and below.

- Kenexa's CompAnalyst, a nationwide database of compensation information that can be scoped by location, FTE size, and industry. As with PayScale, the market data were selected to match higher education institutions in the South, by number of employees.

- Mississippi Department of Employment Security (MDES), 2012 Occupational Employment & Wage Estimates. This survey matches jobs by their occupational code and provides average, entry-level, and experienced pay amounts. This was the best available source for local market data for support positions.

- Living Wage Calculator (http://livingwage.mit.edu/) was used to calculate the living wage for Delta State University's service area.

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We used average medians from the survey sources to compare Delta State pay rates. The median is the salary point at which half the reporting employers are paying more and half are paying less. The median is often referred to as "market" pay or the "going rate". We identified relevant market data for approximately 75% of the non-faculty jobs.

We attempted to gather local wage data for nonexempt jobs by conducting a wage survey for local businesses to complete. We invited 42 companies from Bolivar county and surrounding counties to participate. However, we did not receive enough participant data to create a credible survey report.

Market data for each of the non-faculty job groups ranged from:

The following charts show the comparison between the market trend lines and actual average salaries.

Employee Group	Low Market	High Market
Nonexempt	$19,000	$45,000
Exempt	$28,700	$76,000
Executive	$76,000	$219,600

Figure 2

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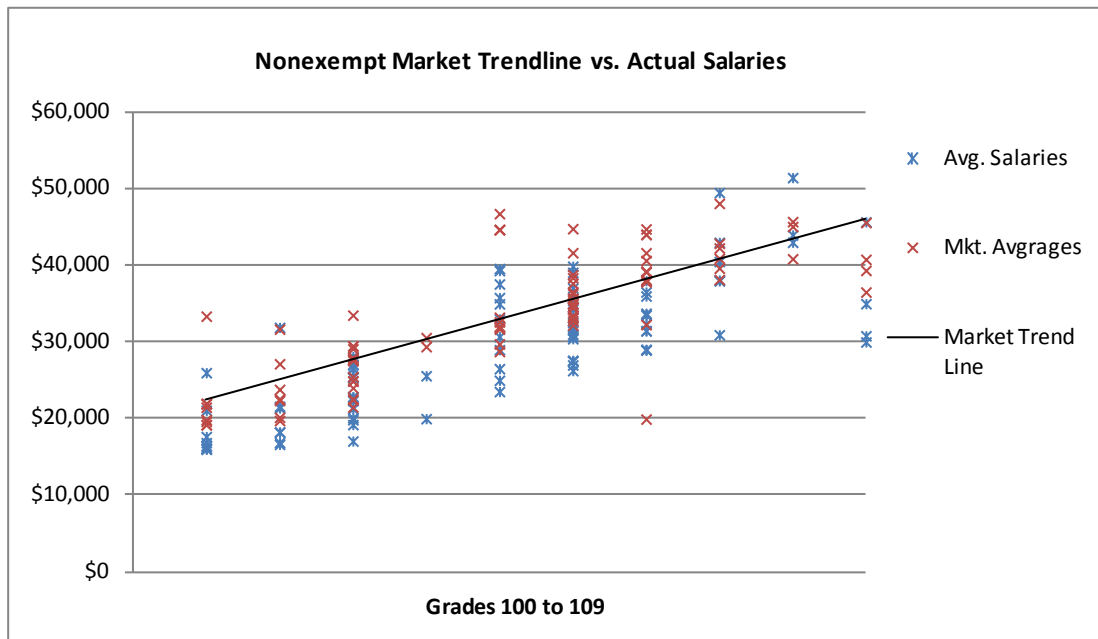**Exempt Market Trendline vs. Actual Salaries**

Grades 200 to 314
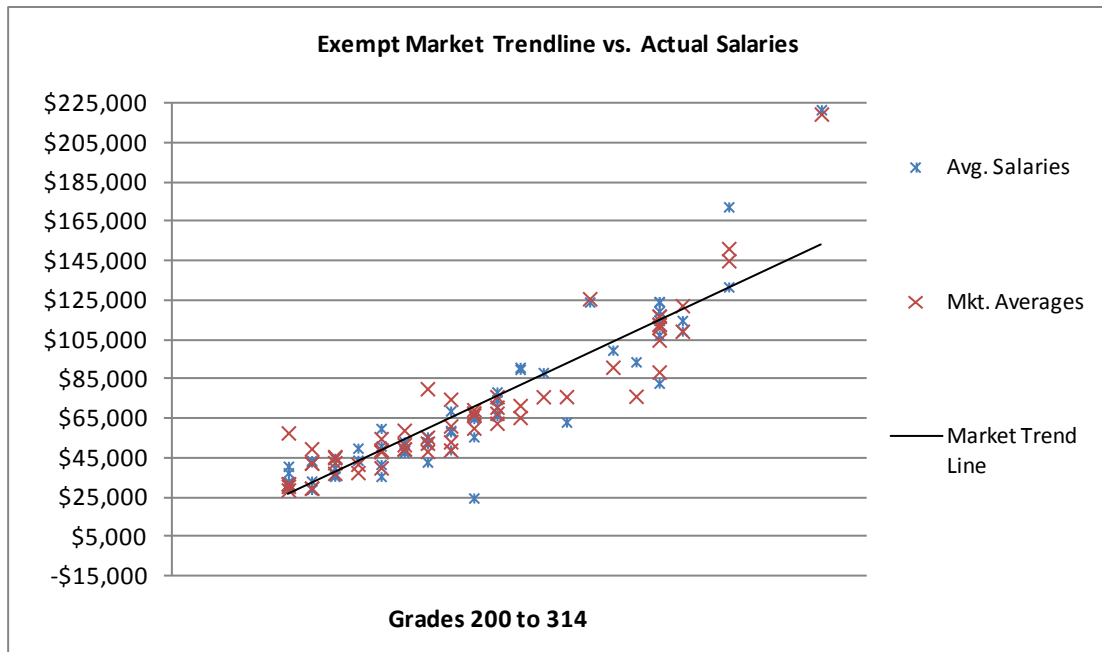
Figure 3

Executive jobs are included in the Exempt chart above.

In addition to looking at market data for the nonexempt jobs, we also considered the current "living wage" for the University's recruitment area. The living wage concept is based on the reality that many families working in low-wage jobs make insufficient income to live locally given the local cost of living. These rates are calculated by state and county for different family configurations. For our purposes we looked at a blend of two family configurations, one adult and one adult/one child. We averaged the data for the five counties from which DSU is most likely to recruit: Bolivar, Coahoma, LeFlore, Sunflower, and Washington. The blended living wage is $10.10 per hour or $21,002 annually.

Salary Range Development

The average market median for nonexempt jobs in DSU's entry-level grade, which we've called Grade 100, is $22,000, about $1,000 more than the Living Wage. We have created a set of nonexempt pay grades using the Living Wage as the "going rate" or midpoint of Grade 100.

By applying the Living Wage as the least amount that the University would pay, anyone working in a Grade 100 job would be paid no less than the range midpoint. While this practice would

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affect the applicability of the lower portions of ranges 100 and 102, it does maintain the relationship between the midpoint of the range and the market rate for all grades.

Table 7

PROPOSED **NONEXEMPT** PAY GRADES			
Grade	Annual Minimum	Annual Midpoint	Annual Maximum
100	$17,500	$21,000	$24,500
101	$19,250	$23,100	$26,950
102	$21,175	$25,410	$29,645
103	$23,293	$27,951	$32,610
104	$25,622	$30,746	$35,870
105	$28,184	$33,821	$39,457
106	$31,002	$37,203	$43,403
107	$34,103	$40,923	$47,744
108	$37,513	$45,015	$52,518
109	$41,264	$49,517	$57,770

The spread between each nonexempt grade, from midpoint to midpoint, is 10%. The spread from the minimum to the maximum of each pay range is 40%.

Table 8

PROPOSED **EXEMPT** PAY GRADES			
Grade	Annual Minimum	Annual Midpoint	Annual Maximum
200	$25,000	$31,200	$37,400
201	$27,400	$34,300	$41,200
202	$30,200	$37,700	$45,200
203	$33,200	$41,500	$49,800
204	$36,600	$45,700	$54,800
205	$40,200	$50,300	$60,400
206	$44,200	$55,300	$66,400
207	$48,600	$60,800	$73,000
208	$53,500	$66,900	$80,300
209	$58,900	$73,600	$88,300
210	$64,800	$81,000	$97,200
211	$71,200	$89,000	$106,800

In the salary range structure for exempt employees, the range spread is 50% and the differential between midpoints is 10%.

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Table 9

PROPOSED **EXEMPT EXECUTIVE** PAY GRADES			
Grade	Annual Minimum	Annual Midpoint	Annual Maximum
300	$44,564	$57,933	$71,302
301	$49,020	$63,726	$78,432
302	$53,922	$70,099	$86,275
303	$59,314	$77,109	$94,903
304	$65,246	$84,820	$104,393
305	$71,770	$93,302	$114,833
306	$78,947	$102,632	$126,316
307	$86,842	$112,895	$138,947
308	$95,526	$124,185	$152,842
309	$105,079	$136,603	$168,126
310	$115,587	$150,263	$184,939
311	$127,146	$165,290	$203,433
312	$139,860	$181,819	$223,776
313	$153,846	$200,000	$246,154
314	$169,231	$220,000	$270,769

In the executive salary range structure, the range spread is 60% and the midpoint differential is 10%

Cost Impact of New Salary Ranges

After creating market-based salary ranges, we compared employee pay to the new pay grades. The first priority is to ensure that every employee is paid at least as much as the minimum of his or her job's pay range. For employees in the lower nonexempt pay grades, the next step is to ensure that every employee is paid at least the Living Wage. Finally, we calculated the target percent in range (PIR) for each employee based on employees' date in current position.

The following table summarizes the costs associated with each of the proposed increases as well as the total cost.

Table 10

EE Group	Current Salaries	BTM Cost*	Salaries + BTM	Living Wage Cost	Salaries @ Living Wage	PIR Cost**	Final Salaries	% Change
Executive	$1,836,236	$3,842	$1,840,078	$0	$1,840,078	$33,764	$1,873,842	2.0%
Exempt (Professional/ Administrative)	$2,631,791	$12,474	$2,644,265	$0	$2,644,265	$61,820	$2,706,085	2.8%
Nonexempt (Clerical/Support)	$4,858,500	$178,572	$5,037,072	$218,706	$5,255,778	$174,118	$5,429,895	11.8%
Totals and Averages	$9,326,527	$194,888	$9,521,415	$218,706	$9,740,121	$424,392	$10,009,822	7.3%

Administrative Recommendations

In addition to the recommendations covering market pricing and salary range development, we propose the following changes:

- Introduce a job titling change for support positions to create job families and a progression based on increasing scope and job complexity. See Appendix #2.

- Develop and introduce a Salary Administration Desk Reference for management that describes the University's salary administration philosophy and the procedural steps that are required to execute various salary administration changes. This document will delineate the roles and responsibilities of both Human Resources and operating managers and supervisors. It establishes HR as the guardians of the Salary Administration System. This helps ensure external competitiveness, internal equity, and compliance with applicable statutes. (See Appendix #3) For example, Figure 4 is an excerpt from a table in the Desk Reference that describes the roles and responsibilities of different stakeholders in the Salary Administration System.

Summary of Responsibilities in the Salary Administration Program		
Element of the Program	Human Resources	Directors/Managers
Salary Actions	Establish merit guidelines for top management approval. Audit to ensure conformance with guidelines.	Approve new hire salary and grant merit increases, subject to management approval and Human Resources review and approval. With appropriate management approval and Human Resources review and approval, grant promotional increases and execute lateral transfers. With appropriate management approvals and Human Resources review and approval, execute demotions and grant increases taking salary above the range maximum. Recommend restructuring adjustments.
Salary Ranges	Conduct salary range movement studies and recommend adjustments to management.	Alert Human Resources to relevant trends and provide information.
Salary Surveys	Conduct or participate in salary surveys.	Alert Human Resources to relevant data sources.

Figure 4

- In this study, jobs have been priced in the marketplace and assigned to salary grades primarily based on market comparability (market to midpoint match). Where the market data were inconclusive, jobs were assigned to grades based on internal relationships (whole-job ranking) with benchmark positions.

- The point-factor, job evaluation methodology that the University uses has been in place for a number of years. While it continues to be somewhat helpful in analyzing the relationships between jobs, as with any system, over time its effectiveness erodes. Technological and organizational changes bring about obsolescence. Dr. Tabb and Human Resources have asked The Centre Group to examine the current system and propose revisions or a replacement system that will give HR an effective tool for analyzing the relative relationships between jobs.

- Over time, HR oversight of the salary administration has eroded as operating managers and supervisors acted independently to make compensation-related decisions. In order to protect long-term integrity of the system, it is important to be consistent and to adhere to administrative guidelines. Appendix 3 contains a Salary Administration Desk

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Reference, which describes the University's compensation system for non-faculty employees and describes the scope of managements' authority in making pay decisions.

Implementation

Over time, it should be the University's aim to move wages and salaries up to a market-competitive level based on employees' time-in-position and assigned salary range. For purposes of this study, employees whose current salaries are at or above their assigned salary range midpoint are considered to be paid at a fully competitive level.

For those who are paid below their salary range minimum or below their target pay level, consideration of some salary adjustment is appropriate. Assuming that there are not sufficient financial resources to address the market pay gap immediately, implementation should occur in steps. Following are the priorities for action:

- Those employees whose pay is below the assigned range minimum should be increased to the minimum. The only exceptions might be employees who do not meet the minimum qualifications and who are engaged in a structured learning or training process, or employees who are currently engaged in a performance improvement plan in order to increase skills to the point that they are performing the essential functions of the job.
- The University has also introduced the concept of Living Wage. This sets the minimum wage that will be paid to any employee at a sustenance level; higher than the statutory minimum wage. In the nonexempt pay ranges, for the lowest two pay grades, the Living Wage is higher than the pay-range minimum.
- Employees whose current pay is substantially below others performing in the same role in spite of satisfactory performance and lengthy tenure.
- Those employees whose current PIR is below target. Those individuals whose PIR is furthest from target, by percentage measure, should receive attention first.

Over time, as funds are allocated to the problem, the gap should disappear. Market pay is dynamic, however. Changes will occur over time that will make it necessary to study market conditions regularly and increase salary ranges to stay competitive. This will impact target levels. If the allocation of funds is not sufficient to address the current gap and keep pace with market movement, the pay system will continue to lag the market.

Defining the Competitive Market

What is the competitive market for Support positions?

> *Local market within 40-50 miles of Cleveland.*

What is the competitive market for Administrative/Professional positions?

> *Somewhat broader, regional, state-wide*

What is the competitive market for Executive positions?

> *National*

What is the competitive market for Faculty positions?

> *National or International*

Should the market analysis include a peer group of higher educational institutions? Who should be included in the peer group?

> *The University has peer groups that can be provided. Generally, though, they are SREB comparable institutions.*

In the past, we have used ERI, CUPA-HR, Kenexa, and O-Net. Are there other sources that should be used?

> *Should use the State of Mississippi, Department of Workforce Development survey.*

We intend to conduct a local market survey, primarily covering Support positions. Who are the prominent companies/organizations that we should include? Are there particular sources of market pay information that we should definitely include in order to have credibility with employees?

> *We should reference the Delta Market Council; Baxter conducts a survey that may be helpful. The Chamber of Commerce has a HR Directors Group that may represent a good contact list. Companies that should be included are: Baxter, Sanders, Forcia (sp), and the City of Cleveland.*

What has been the University's history with salary movement? Is that pattern likely to change?

1. *The salary structure has been stagnant.*
2. *Annual increases have been 2.0% to 2.5%*
3. *In 2008, there was a 5% pool that was to be distributed subject to performance evaluations.*
4. *Appropriations from the State have been 0% for the past two years*
5. *The University may self-fund salary increases from internally-generated, recurring funds.*

For each employee group, at what market point does the University wish to compare?

At market. The midpoint should match the market.

Based on experience, how competitive has the University been with starting salaries for new hires?

The structure is behind the market. Actual salaries vary relative to comparable market positions. Some are more competitive than others, but in general, salaries are behind the market.

For faculty, salaries are low at the upper (Professor) level. There are differences by discipline. In areas where the candidate pool is deep, the economics have been favorable to the University.

Aside from direct cash compensation, how competitive is the overall, total reward package?

Health insurance high,
Retirement is very good, a State system
Paid time off - good
Health care cost $28-38
Tuition benefits

Generally, we include a provision in studies that attempts to keep pay structures competitive, even thought salaries may not move. Is that practice desirable for the future?

Yes

Does the University wish to incorporate the concept of "Living Wage" in the reward system?

Yes, explore for the University.

Unique Internal Issues

Are there skills that are especially difficult to attract and retain?

Certain faculty disciplines are difficult to attract - speech and biological science. Dean level positions, Maintenance, skilled trades positions.

Are there emerging disciplines that are particularly important to the University's strategic initiatives?

- *New degrees in geosciences.*
- *Instructional Technology*
- *New emphasis areas in business disciplines*
- *IT is outsourced to Sungard, so IT isn't an issue.*

Are there cultural or attitudinal changes among employees that the University would like to bring about?

- *Help employees feel more valued*
- *Morale? how to measure*
- *Recognition*
- *Empowerment*
- *Staff development*

Are there any particular jobs or functions that should receive attention?

None identified.

Are there jobs or functional areas where it is important to maintain alignment with other colleges and universities within Mississippi?

Each university within the state operates independently.

Has the University experienced more or less-than-normal employee turnover as a result of compensation issues?

Secretarial/clerical, paraprofessional positions, recruiter, police officers, and custodians all seem higher than normal.

We are addressing compensation matters for all employee groups. Should we plan on engaging the representatives of various councils/senates? How?

Dr. Tabb will consider this.

Compensation Administration

Most pay increases are granted across-the-board, with everyone getting the same percentage. If you had the choice, would that continue to be true?

Actually, the University is prohibited from distributing across-the-board pay increases. Increases are performance-based. Evaluations must be performed and there is an effort to assure consistency. The mechanism (forms/dimensions/categories) for evaluations may vary between employee groups.

Are you satisfied with other HR systems that influence pay administration, i.e., performance evaluation system, job evaluation system?

Faculty is undergoing changes in their review process. It is a question of standards.

Does the University wish to consider other avenues for granting pay adjustments beyond what are currently available, e.g., equity adjustments, promotional/reclassification adjustments, merit adjustments? What about skill-based pay progression or step-progression?

Faculty pay is influenced by internal equity and market, which includes consideration of tenure-track. There are standard increases for achieving higher rank. For staff, work needs to be done on the reclassification process, to address promotions and the addition of duties.

Does the University currently recognize superior individual or group performance?

There is a performance appraisal process and merit pay.

Budgets have been constrained, so there isn't a lot more that can be done monetarily.

There are a couple of other awards that may be granted.

When making pay decisions, how does the University balance between internal equity and external competitiveness?

This is a topic of discussion for the Cabinet. However, based on experience, the leaning seems to be toward maintaining internal equity.

Do you currently perceive any inequitable situations that we need to address in this study?

We need to be sure and focus on job content, not job title. Titles can be misleading and potentially inflated relative to the scope of responsibilities.

When assessing individual pay competitiveness, how does the University currently determine "target" pay for an employee?

This is not addressed.

Communications

What should be communicated to the staff at the onset of the study in order to set the right expectations?

There will be direct communications – campus wide. The expectations (whether communicated or not at this point) are that the lower-level positions will be found to be underpaid and there will be limited funds for increases.

On an ongoing basis, what communications should take place regarding the University's compensation program?

The major steps in the project should be presented, as the JAQ phase is kicked off. Other major steps are: Market analysis and development of administrative guidelines.

How clearly do employees understand the current compensation program? Is that important?

Employees generally don't understand the program. It is important. We need to be clear about the roles and duties; HR's role, and limits on autonomous decision-making regarding employee compensation matters.

With regard to this study, what, when, how and to whom should progress be reported?

There should be periodic updates.

Study Timeline

Out target is to conclude the study by the end of the academic year (Mid-May). Is that still correct?

Starting with the JAQ process, which should take two weeks to complete, the aim is the end of the academic year.

Support Job Families

				Delta State University - Adminstrative Support Associate Levels			
Proposed Job Title	**Proposed Grade**	**Proposed Midpoint**	**Education & Experience**	**Types of Duties**	**Scope**	**Previous Job Titles**	**Notes**
Administrative Support Associate 1	100	$20,500	No previous experience required. Able to understand and follow basic written and verbal instructions.	Performs a variety of tasks requiring little previous training or experience, e.g., file, prepare information packets, answer phones, greet visitors, make copies, prepare mailings.	Works under close supervision. Tasks are assigned and explained before acting. Repetitive or recurring tasks may be performed independently after demonstrating proficiency.	Copy Center Specialist; Library Assistant II - IRC; Library Assistant II Serials	
Administrative Support Associate 2	101	$22,550	Entry level. Knowledge of and skill in general office work in order to carry out repetitive clerical tasks.	Answers the phones, greets the public, provides directions and information, and performs data entry. Performs clerical duties to support faculty & staff.	Little direct supervision of duties but meets regularly with supervisor. Work is semi-routine. Contacts are mainly to exchange information.	Admissions Clerk; Postal Graphic Designer; Postal Clerk; Secretary Health Services; Secretary Speech & Hearing	No job doc for Admissions Clerk
Administrative Support Associate 3	102	$24,810	HS diploma or GED; 1 - 2 years experience. Knowledge of one or a few types of common clerical work, e.g. knowledge of practices, standard terminology, and methods to support an office or admin. function.	Provides general administrative support to faculty, staff & students; answers phones and interacts with the public; assists with maintenance of student records; assists with managing the bookstore and with purchasing; handles cash receipts; receives and distributes mail.	Little direct supervision of duties; supervisor is available, as needed. Work is semi-routine; incumbent must identify issues & follow up with faculty or staff for decisions. Contacts are internal & external to obtain or share information.	Head Cashier; Library Asst. II; Library Associate; Records Mgr/Recept.; AA-DMI; AA DAIIS; Admin. Clerk; Senior Secretary	See Market Data spreadsheet for Sr Secretary - two diff avg rates
Administrative Support Associate 4	103	$27,290	HS diploma or GED; technical certificate preferred.; 3 - 5 years experience. Knowledge of an extensive body of rules and/or laws, precedents, and procedures applicable to admin support work, along w/knowledge of the University's structure, goals, and specialized terminology.	Performs secretarial duties for director or student services coordinator and/or faculty. Answers phones and directs callers; takes messages. Maintains personnel records for campus employees. Maintains Payroll records. Maintains financial aid records and processes and distributes F.A. checks. Performs some bookkeeping duties. Assists with management of bookstore. Assists with student registration.	Virtually no regular supervision; meet with supervisor, as needed. Work is semi-routine with occasional complex problems not previously resolved. Contacts are internal & external, requiring tact and discretion.	AA-Ctr. Culture/Learn; AA-Title III; Administrative Secretaries	

Delta State University - Administrative Support Associate Levels							
Proposed Job Title	**Proposed Grade**	**Proposed Midpoint**	**Education & Experience**	**Types of Duties**	**Scope**	**Previous Job Titles**	**Notes**
Administrative Support Associate **5**	104	$30,020	Associate's Degree or Technical Certificate; 5 or more years. Thorough knowledge of an extensive body of rules and/or laws, admin methods, precedents, along w/detailed knowledge of the University's operations, structure, & procedures.	Provides administrative support to director and/or assistant director. Performs clerical and technical tasks, conducts purchasing duties, performs various accounting functions, assists with Human Resources activities such as advertising & recruitment; oversees day-to-day operations. Administers the GED test.	Moderate supervision when completing major projects; otherwise supervision is minimal. May supervise administrative/clerical employees. Work is varied with little routine. Contacts require incumbent to interpret and implement policies.	AA-ARM; AA-BPAC; AA-Athletics; Admin. Secretary - VP Univ. Relations; Admin. Secretary Finance; AA to Director of Facilities; Employment Services Associate	No job doc for AA-Athletics; Employment Services Associate was originally grade 105.
Administrative Support Associate **6**	105	$33,020	Associate's Degree or Technical Certificate; 5 or more years. Requires knowledge of rules, regulations and guidelines related to assignments. Knowledge attained through extensive training and experience.	Supports department by providing administrative support and coordinating various departmental functions. Collects and reviews student financial aid documents; award grants & loans based on student eligibility; communicates with Dept. of Education. Prepares academic bulletin in collaboration with deans of schools/colleges; maintains personnel data; maintains dept. website; schedules and plans meetings. Coordinates dig permits; opens & assigns work orders. Creates periodic reports.	Supervision typically makes assignments by defining objectives, priorities, and deadlines. The employee works independently to gather information, prepare reports, and draw conclusions.	Financial Aid Counselor; Admin. Secretary Academic Affairs; Assistant to Director Facilities Mgmt.; Admin. Asst. to Assoc. VP Finance/HR; Production Coordinator BPAC	Admin Asst to AVP Finance/HR and Prod Coord both were originally slotted in grade 106

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				Facilities Job Family		
Proposed Job Title	**Proposed Grade**	**Proposed Midpoint**	**Education & Experience**	**Types of Duties**	**Scope**	**Previous Job Titles**
Facilities Support Associate 1	100	$20,500	Able to understand and follow basic written and verbal instructions. On-the-job training.	Perform a variety of tasks requiring little previous training or experience, e.g., changing light bulbs, picking up trash & debris, collecting leaves, clearing snow & ice, general cleaning of student housing & campus buildings.	Works under close supervision. Tasks are assigned and explained before acting. Repetitive or recurring tasks may be performed independently after demonstrating proficiency.	Electrician's Helper; Grounds Crew Leader; Groundskeeper I, II, & III; Housing Custodian; Janitor/Maid; Laundry Worker; Support Services Technician
Facilities Support Associate 2	101	$22,550	HS diploma or GED; additional training beyond High School, such as trade school, preferred. Minimum of six months of experience.	Troubleshoot vehicles and/or equipment to identify malfunctions, maintain & repair vehicles and/or equipment, plan dates for service & repair, keep maintenance records.	Little direct supervision of duties but regular interaction with supervisor. Work is semi-routine. Contacts are mainly to exchange information.	Assistant Mechanic
Facilities Support Associate 3	102	$24,810	HS diploma or GED; 1 - 2 years experience; may require specific certification.	Receive incoming freight and distribute to departments, maintain warehouse, operate forklift. Install, repair, or replace domestic hot and cold water lines, valve stems, sump pumps & sewage, pumps, and lines. Troubleshoot & repair water and gas distribution systems.	Little to imtermittent supervision of duties; supervisor is available, as needed. Work is semi-routine; incumbent must identify issues & follow up with appropriate party for decisions. Contacts are internal & external to obtain or share information.	Maintenance Bldgs and Grounds (Warehouse Delivery Clerk); Plumber's Assistant

the centre group hr

DELTA STATE UNIVERSITY

Facilities Job Family						
Proposed Job Title	**Proposed Grade**	**Proposed Midpoint**	**Education & Experience**	**Types of Duties**	**Scope**	**Previous Job Titles**
Facilities Support Associate 4	103	$27,290	HS diploma or GED; 2 -3 years experience.	Perform custodial duties and grounds maintenance around campus. Assist with campus security and visitor control on campus. Set up and breakdown for campus events. Provide minimal maintenance & technical assistance with computers, printers, etc.	Little day-to-day supervision; meet with supervisor weekly. Work is repetitive and semi-routine with occasional complex problems not previously resolved. Contacts are internal & external, requiring tact and discretion.	Maintenance/Techl Asst CHEC
Facilities Support Associate 5	104	$30,020	HS diploma or GED; 2 -3 years experience. Previous on-the job training.	Performs skilled work in preparing surfaces and in painting finished varied surfaces, including walls, buildings, equipment, benches, bike racks, and other structures.	Moderate supervision when completing major projects; otherwise supervision is minimal. Work is mostly repetitive but incumbent must use discretion in determining proper procedures in a variety of situations.	Painter

the centre group*hr*

Facilities Job Family						
Proposed Job Title	**Proposed Grade**	**Proposed Midpoint**	**Education & Experience**	**Types of Duties**	**Scope**	**Previous Job Titles**
Facilities Support Associate 6	105	$33,020	HS diploma or GED; 3 - 5 years experience. May require evidence of apprenticeship and/or specific certification.	Monitor HVAC systems through controls or adjusting valves; perform maintenance & repairs; maintain mechanical systems. Requires some on-call hours after working hours. Perform maintenance and carpentry work on walls, doors, windows, furniture, roof.	Little to intermittent supervision. Work is semi-routine and sometimes varied. Incumbent must use discretion when determining the best course of action to solve particular problems.	HVAC Technician; Carpenter
Facilities Support Associate 7	106	$36,320	HS diploma or GED; 2 years vocational training and 2 years experience or 5 years experience.	Maintain electrical, mechanical, and pneumatic equipment by following proper procedures. Help maintain electrical service to University.	Intermittent supervision. Work is varied and requires a technical body of knowledge to make decisions about how to proceed to solve problems.	Electrician

Salary Administration Desk Reference

The following document is intended to be used by all managers and supervisors as they consider employee compensation issues. It contains the philosophy behind the University's salary administration system and guidelines that describe the roles and responsibilities of Human Resources and managers/supervisors in administering compensation. This document contains information that will help front-line leadership respond to employee questions regarding pay. Any questions that are beyond the information that is contained in this document should be referred to Human Resources.

OBJECTIVES	A formal program for salary administration serves many different purposes. Some aspects focus on employee interests; others are intended to help the University operate effectively. But the program can only provide a framework for allowing objectives to be met; it is up to our managers throughout the organization to actually make the program work as intended.
	Of course, the salaries we pay at Delta State are only part of the total compensation an employee receives. Employee benefits – from paid time off for vacations, holidays, and sick days to our insurance coverage and retirement programs - add over one-third more in dollar value to the money the University invests for each employee's paycheck. When we examine the competitiveness of our pay program compared to what's available elsewhere, we have to keep the whole picture in mind.
Attract & Retain Employees	Our pay program is designed to help the University attract and retain quality employees. To recruit and hire new people successfully, salaries must be comparable with what other organizations are offering. To encourage employees to stay and thrive with the University, it is important to maintain salaries and benefits at a competitive level. Our program monitors salaries that are offered by our competitors – colleges, universities, and companies and locations with which we compete for employees - to ensure that our salaries remain in line.
Treat Employees Fairly	The program provides a framework for treating all employees consistently and fairly. It removes much of the subjectivity that may influence setting pay levels for jobs. Consistent criteria are applied to establish the range of pay that is applied to jobs – independent of the people who hold the jobs. The exact pay an employee receives within the range for the job depends on personal qualifications and sustained on-the-job performance.
Reward Performance	Recognition of performance enables the University to honor the contributions of individual employees. The University's success is a function of many individuals all doing their jobs, achieving excellent results in the work they do. To maintain our high quality

standards, our employees must continue to deliver quality work. Employee performance is assessed through the annual performance review process. Salary increases provide recognition for meeting performance standards and delivering specified results.

Encourage Career Employees

The satisfaction that an individual derives from personal achievement along with rewards, recognition, and visible career opportunities has a significant influence on one's enthusiasm, sense of engagement, and quality of work. Therefore, in addition to the monetary rewards that may come through the University's salary administration program, it is also important to foster career opportunities within the University. As an employee succeeds in his/her present position, he/she needs opportunities to set higher goals and expand his/her capabilities. Often, greater growth opportunities and increased satisfaction are found in different departments. Having a university-wide salary program makes it easier for an employee to identify opportunities.

Manage Expenses

In the University as a whole, a significant portion of operating expense goes to funding employees' total compensation. It is important to invest wisely in this vital resource, being competitive and rewarding accomplishments while, at the same time, being fiscally responsible.

Legal Compliance

The salary administration program also must be responsive to regulatory requirements. The most prevalent is the Fair Labor Standards Act (FLSA), but other federal and state statutes have an influence as well. Whatever the mandate, having an established salary administration system enables the University to respond

Human Resources	Although the Salary Administration Program is a university-wide management system, the University's Human Resources Department is charged with the responsibility of guiding employee compensation decisions and keeping the program up to date. It is Human Resources' responsibility to ensure that the University is never out of compliance with state and federal statutes governing employee compensation. Also, Human Resources is responsible for ensuring that pay is externally competitive, internally equitable across all departments, and decisions regarding employee pay are consistent with the University's employee relations culture and philosophy.
Managers	While much of the responsibility for the University's salary administration system lies with Human Resources, operating directors and managers contribute to every area of salary administration. A big part the directors' and managers' responsibility is the role of communicating the system to their employees. At DSU, every employee has a right to know how his/her salary is determined.
	Management plays a front-line role in communicating to employees. It is management's responsibility to make sure that every employee knows his or her own salary, salary range, performance standing and potential for growth.
	In addition to communicating with employees, operating management keeps Human Resources informed about a variety of issues – local salary personnel needs, job changes, reorganizations, etc. Human Resources, in partnership with management, can be responsive to current needs and developments.
Summary of Responsibilities	The table at the end of this document, Appendix A, is a summary of responsibilities for each element of the Salary Administration Program.

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Job Analysis Questionnaires

Job analysis begins with gathering information about a job including the overall purpose of the job, the key responsibilities performed by job incumbents, and the qualifications required to perform the work.

By preparing detailed job analysis questionnaires and by reviewing and approving job descriptions, managers provide information about the jobs under their authority. It is essential that these descriptions identify the *specifics* of the job, without distortion, enabling Human Resources to conduct the job analysis and market pricing that is required to assure externally competitive and internally equitable job positioning.

Job Descriptions

A standardized job description is developed based on the data gathered through the job analysis process. The job description is a summary of the most important features of the job and is used in the recruitment process as well as ongoing performance management.

Job descriptions help us identify "benchmark" jobs, which are jobs easily matched to similar jobs in other organizations. A benchmark job becomes a point of reference for finding out what other organizations are paying for that same job. The job is matched with a Delta State salary range that has the "midpoint" closest to the market average, that is, the average of salaries being paid by other companies for the same job.

Two reasons to establish parity with other companies' salaries are:

1. We can't "overspend"; there is a reasonable limit to the number of dollars available to invest in salaries;
   and
2. We can't "under-spend" either, because to attract and keep employees, our salaries must be competitive with what other companies are paying.

Market Pricing

During the development of the University's compensation system, an attempt was made to find market compensation data from multiple sources for as many jobs as possible (i.e. benchmark jobs).

For example, market data for an Administrative Support Associate (secretary) position came from Mississippi Department of Employment Security wage survey for the Delta Region and from three surveys that were provided by our consultants: Economic Research Institute, CompAnalyst, and PayScale. Together, these four sources gave the University a high level of confidence that the market rate established accurately represents the going rate.

This process was repeated for all benchmark jobs utilizing available market data for the geographic area from which the University would likely recruit job candidates. Salaries for jobs that are typically filled from the local labor market are compared to jobs in the local area. For executive-level jobs, we compared salaries to similar jobs in a larger region or even nationally.

The job is then tentatively assigned to a job family and level where the market rate aligns with the salary range midpoint.

Salary Ranges

Salary ranges were developed based on the average median pay in the market for benchmark jobs. First, we identified a midpoint based on the market median; then we calculated a minimum and maximum pay rate for each range from the midpoint. We established three salary-range structures for the following job categories: Nonexempt, exempt, and executive.

Each structure has a number of salary ranges, overlapping one another, with an established percentage spread from the midpoint of one range to the midpoint of the next.

Slotting DSU Jobs into Salary Ranges

Benchmark jobs were slotted into the newly created salary ranges according to the salary range that most closely reflected each job's market median pay. Subsequently, non-benchmark jobs (i.e. jobs not easily compared to the outside market) were slotted into salary ranges by comparing the jobs' impact to the impact of benchmark jobs. By making comparative judgments, non-benchmarks jobs can be assigned

to appropriate salary levels.

Maintaining Salary Ranges

The integrity of the University's reward system depends on maintaining pay at a market-competitive level. Benchmark jobs will be re-priced in the marketplace either every one to two years. To the extent possible, the same data sources and the same benchmark positions will be selected. The percentage of market movement will be calculated and the entire pay structure will be adjusted, as the market dictates and as the University can afford financially to do so.

Should the gap between the market and the wage and salary structures be 1.5% or less, an adjustment may be deferred until the gap exceeds this percentage. In a market update, only the salary structure is increased. A market-indicated increase in salary ranges does not imply an across-the-board increase in salaries will follow. Individual salaries are administered according to University merit pay policy and the University's fiscal capabilities.

Internal Job Value	Besides basing salary range assignments on outside pay levels, we examine the internal relationships of our jobs to each other. We review the relative impact of each job to the University to be sure jobs having greater impact are placed in higher salary ranges. This is particularly true when supervisors experience pay compression from the highly skilled individual contributors who report to them. Internal relationships play a major role in determining pay.

Job Evaluation Tool

In order to further confirm the value of a job and its internal relationship with similar jobs within the University, it is evaluated using a point-factor job evaluation plan. This plan has up to seven, compensable factors. Within each factor, there are a number of different levels that define increasing responsibilities or complexity.

The compensable factors of non-exempt and exempt jobs are:

Non-Exempt Factors	Exempt Factors
Knowledge	Knowledge, Skills & Experience
Job Controls and Complexity	Complexity & Creativity
Contacts (Nature & Purpose)	Impact of Institutional Mission
Physical Environment	Customer Service
	Leadership
	Physical Demands & Working Conditions

Job Evaluation Process

Whenever a new job is created, a re-organization significantly affects the essential functions of an existing job, or a change in the scope of an existing job causes its level of responsibility to change, it should be evaluated and the salary grade assignment should be verified.

The process of evaluating a job begins with the preparation of a Job Analysis Questionnaire, completed by the immediate manager, endorsed by the next level of management, and sent to Human Resources.

Should the immediate manager have relevant, reliable information about market value of the job, he/she should make that information available to Human Resources. Human

Resources will conduct market research to learn what other companies are paying for comparable jobs and will conduct a point-factor job analysis. The job will be assigned to a salary range where market data and internal relationships intersect.

Human Resources will share their preliminary findings with the hiring manager. If the new level is compatible with other jobs in the functional area and with comparable jobs elsewhere in the University, the salary grade assignment will be confirmed, and personnel actions may progress.

If there should be disagreement between Human Resources' and the hiring manager's perspective regarding the worth of a job, each will develop his/her case justifying his/her position. Both sides will be presented to a management committee for final recommendation.

Blending Internal Job Value with Market Value

Delta State University uses a combination of market pricing and point-factor job evaluation to determine the market and internal value of jobs. The market value of jobs that are readily matched in the marketplace strongly influences the salary range assignment. However, all jobs are also evaluated according to the knowledge, skills, and abilities that each job requires and the scope and impact of the work, according to a defined set of factors, levels, and associated points.

By studying market pay information and the relative internal impact of jobs on the University, salary dollars for a job are matched with the midpoint of the range that correlates best with what other companies are paying. The actual salary for someone holding a job will lie between the minimum of the range and the maximum, with rare exceptions.

Fair Labor Standards Act (FLSA)	Jobs at the University are classified as either exempt or nonexempt according to Department of Labor (DOL), Fair Labor Standards Act (FLSA) guidelines. These guidelines are quite specific and compliance is required. Failure to comply may result in on-site audits by DOL representatives and substantial fines and penalties.

The University has both exempt and nonexempt jobs. One of the differences between the two involves how employees' working time is recorded and paid. An exempt employee is paid a salary that is consistent regardless of the number of hours worked; no overtime is paid.

Nonexempt employees must record time worked on an hourly basis. Time worked over 40 hours in a week is eligible for overtime compensation at a rate of 1.5 times the regular rate of pay. (Since the University is a State employer, employees may take compensatory time off in lieu of overtime pay.)

While the program structure is essentially the same for staff positions, there are some administrative differences in how the University handles *exempt* and *nonexempt* jobs.

Being exempt from overtime does not infer greater or less status or importance. All jobs are important and essential to the University. |
| Exempt and Nonexempt Pay Structures | Exempt and non-exempt structures very slightly. The total range in pay from the midpoint of the lowest range to the midpoint of the highest range is greater in the exempt structure. This is principally due to the greater breadth and diversity of jobs covered, from entry-level individual contributors to senior-director level. Nonexempt jobs range from jobs that require little prior training and experience to highly skilled crafts and computer technicians. |
| Classifying Jobs | All jobs are classified as exempt or nonexempt by Human Resources according to the FLSA and its associated regulations. Managers do not have the authority to change the FLSA status of any job. |

Nonexempt Job Titles

The majority of nonexempt jobs are classified into one of two job families: Administrative Support or Facilities Support. Within each family, there are a number of different levels associated with the complexity and scope of the job. It is possible for an employee to grow professionally and financially within a job family. Also, one can learn new skills and move into a different job family.

Each job family has multiple levels reflecting increasing scope of responsibility and higher salary ranges. The titles and corresponding salary grade levels are shown in the table below:

Grade Level	Facilities	Administration
100	Facilities Support Associate 1	Administrative Support Associate 1
101	Facilities Support Associate 2	Administrative Support Associate 2
102	Facilities Support Associate 3	Administrative Support Associate 3
103	Facilities Support Associate 4	Administrative Support Associate 4
104	Facilities Support Associate 5	Administrative Support Associate 5
105	Facilities Support Associate 6	Administrative Support Associate 6
106	Facilities Support Associate 7	

Exempt Job Titles

Exempt jobs include individual contributor jobs where the employee has considerable discretion and decision-making authority, faculty positions, and management-level positions. Some titles are specific in that they are unique to the role, such as "Registrar" or "Athletic Director". Others convey managerial or coordination responsibility. In these positions, the title typically communicates the scope of authority and responsibility.

Following is a hierarchical list of exempt job titles:

Vice President/Provost

Reporting to the most senior-level position, in collaboration with peer executives, has the responsibility for setting long-term strategic direction for the institution. Sets strategic direction for one or more major functional areas.

Associate VP/Dean/Executive Director

A senior leadership position that oversees the performance of multiple, often unrelated, departments or programs, having reporting authority (hire/fire) over subordinate level

management positions. This position has significant budget responsibility and has authority (within established guidelines) to manage his/her budget to meet functional objectives. The incumbent is engaged in multi-year planning activities and may represent the Vice President or Provost in his/her absence.

|	
Director	This position may be either a high-level, individual contributor who is responsible for directing a significant program and influencing others to work collaboratively to achieve program objectives, or the position may have direct responsibility for a discrete operating unit (function), having managerial responsibility over both professional and support staff.
Associate Director	This is either a developmental level for an individual who is an emerging Director or a leadership position over a sub-functional area.
Manager	A leadership position over subordinate professional employees
Assistant Director	This is a support role whose purpose is to provide support to a Director (or higher) in carrying out diverse, delegated responsibilities.
Supervisor	A supervisor is a first-line leader over multiple (four or more) support or skilled trade staff. This is the first level of leadership where the impact of managing others exceeds the impact of the incumbent's own work output. The incumbent has limited budget responsibility, but is responsible for the efficient and effective management of his/her staff's efforts and output.

The following chart shows a guideline for pay grade distribution by title.

DELTA STATE
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Title/Salary Range Spread
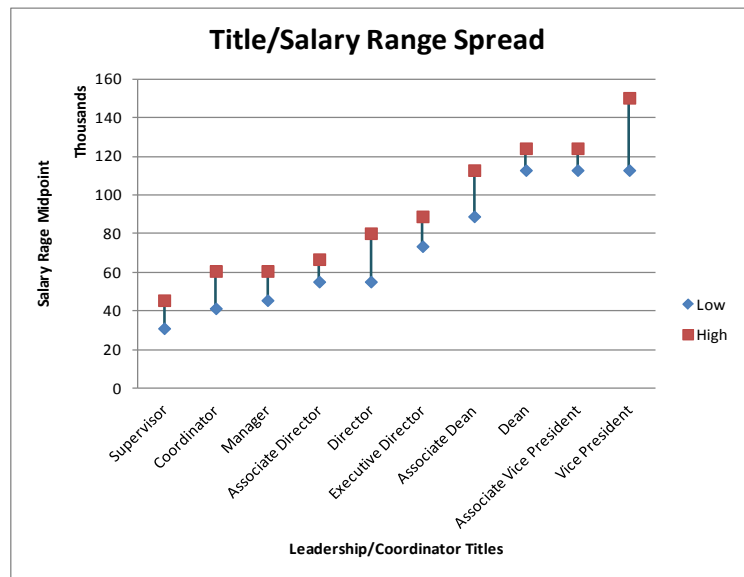
Employee Pay in Range

Each job is assigned to a pay range that defines the minimum and the maximum market-competitive pay for the job. Employees' pay will be within the pay range for their jobs, with limited exceptions.

An employee may be paid below the salary range if his/her qualifications do not meet the requirements for the job and he/she is in a training capacity for a period of time. One might be paid above the range if the job has been reclassified to a lower salary range or if the employee accepted that position, having come from a job in a higher pay grade. In both cases, the situation would be monitored by Human Resources, and efforts would be made to rectify the situation as soon as possible.

In determining the pay of each individual, we consider

1. The range assignment of the job itself,
2. The individual's on-the-job performance, and
3. The University's overall financial condition and ability to pay.

It takes time to master a position, even with solid, initial qualifications. In order to be fully proficient, an employee must experience the different aspects of a job. Depending on the level and complexity of a job, the University's goal is to progress pay so that employee's pay approximates the midpoint in five to ten years

in the job. Of course individual qualifications and the University's fiscal capabilities will affect whether or not that goal is reached.

Employee Performance & Pay

An individual's salary within the range generally depends on performance. Our program rewards performance that meets established requirements and expectations, and also pays for growth and improvement on the job.

Typically, merit increases are given to move, over time, the employee into a position in the salary range that corresponds with his or her sustained level of performance. As a general rule within established guidelines, the better the performance the larger the increase.

The University's Performance Appraisal process requires managers and supervisors to help employees prepare annual goals against which their performance will be judged. (This process, particularly the details of setting performance criteria, appraising results and maintaining regular communication, is covered in the University's Performance Appraisal Guidelines.)

Pay increases are based on three factors:

1. The employee's sustained level of performance against the job's normal responsibilities, defined in the job description, and specific goals established in the Performance Appraisal process; and
2. The employee's position within the job's salary range; and
3. Market movement.

New Hire Salaries

A new hire should receive a salary at least equal to the minimum of the job's salary range. Generally, new employees will be paid between the minimum and midpoint of the range. The exact amount depends on considerations such as the employee's qualifications, previous rate of pay, related experience, and pay rates of existing incumbents. Pay above the midpoint of the range is permissible if the employee has exceptional qualifications, well in excess of the minimum requirements, or if the tight labor market requires that the University pay more to attract talent.

The minimum of the salary range represents the salary level of an employee who possesses the minimum qualifications that are

required for the job. Minimum qualifications are established when the job description is written and should represent the level of education, training, relevant experience, and personal characteristics that, when taken altogether, should result in fully satisfactory performance in a reasonable period of time.

To set the amount of a new hire's salary, a manager needs the approval of the next level of management and Human Resources. Starting pay above the midpoint requires Vice President-level approval.

Promotions

If an employee is promoted to a job in a higher pay grade, he/she will be eligible to receive a promotional increase that, at a minimum, places the incumbent at the minimum of the new pay range or a minimum of 5%, whichever is greater. If the incumbent's pay is already above the minimum of the new range, he/she may receive a promotional increase that is no less than 5% and no more than half of the percentage spread between the midpoint of the previous pay range and the midpoint of the new range. The new pay rate may not exceed the percentage of range penetration achieved in the previous job.

In addition, the employee will be granted a pro-rated merit increase according to the merit increase guidelines in effect at the time, recognizing the individual's performance between the time of promotion and the time of the last merit review. The employee will be eligible for a merit review on his/her next normal review date.

Job Re-Evaluations

When a job is re-evaluated to a higher salary level, if the employee is performing in a satisfactory manner, his/her pay should be increased to at least the minimum of the new range or a minimum of 5%. If the incumbent's pay is already above the minimum of the new range, he/she may receive a pay increase that is no less than 5% and no more than half of the percentage spread between the midpoint of the previous range and the midpoint of the new range. The employee will also be eligible for another salary review during the next annual merit review cycle.

Demotions	If an employee's position is down-graded or if the employee takes a demotion, pay will generally not be adjusted downward. However, if an employee requests a reassignment to a lower level position and the employee's current salary is above the maximum of the new range, the employee's pay will be reduced to the new range maximum.
Pay at or Above Maximum	When an employee's salary reaches the maximum salary for his/her job's pay range, the employee will no longer be eligible for increases to base pay. The employee's pay will remain "frozen" until the pay range is increased or possibly if the employee changes jobs.
	Although employee pay will generally be capped at the maximum of the pay range, occasionally an employee's pay may exceed the maximum. For example, if an employee's pay is above the pay range maximum at the time the pay range is implemented, the employee will not receive a reduction in pay. However, the employee's pay will remain frozen and the employee will not receive an increase to his/her base salary until the maximum of the range changes.
Manager Oversight	Since an employee may be paid any amount within a pay range, it's up to managers and supervisors, in collaboration with Human Resources, to manage each of their subordinate's pay progress.

Delta State University
Compensation Study – Compensation Philosophy, Issues, and Objectives

Summary of Responsibilities in the Salary Administration Program		
Element of the Program	**Human Resources**	**Directors/Managers**
Communications	Develop materials. Communicate to management and employees.	Communicate to individual departments and employees.
Desk Reference	Prepare, monitor and update. Distribute to management.	Make recommendations for change.
Economic Trends	Monitor regional and national trends	Alert Human Resources to developing trends.
EEO Classification	Assign EEO codes for all jobs.	
Evaluating Jobs	Receive documentation on jobs, market-price and evaluate jobs, and assign to salary ranges. Audit evaluations and grade assignments. Reevaluate jobs upon request and/or as a result of reorganizations.	Request evaluations, with appropriate approvals. Make preliminary recommendations to Human Resources regarding the evaluation, market value, and comparable jobs.
FLSA category (exempt vs. nonexempt)	Classify jobs and perform audits to ensure compliance.	Accurately complete job descriptions, providing data for classifying the job.

Delta State University
Compensation Study – Compensation Philosophy, Issues, and Objectives

Summary of Responsibilities in the Salary Administration Program		
Element of the Program	**Human Resources**	**Directors/Managers**
Job Descriptions	Approve jobs. Monitor to make sure that every description is reviewed at least biennially. As requested, prepare job descriptions based on updated JAQs. Audit descriptions on random basis.	Prepare, review and regularly update subordinate positions.
Job Evaluations	Conduct job evaluations for all new or revised jobs.	Provide unbiased JAQs and job descriptions describing the knowledge, responsibilities, and authority of the job.
Job Family Assignment	Assign jobs to the appropriate job family and conduct ongoing audits of jobs to ensure the integrity of family assignments and job level assignments.	Provide accurate up-to-date JAQs and Job Descriptions
Legal-regulatory requirements	Monitor and assess pending legislation and regulations. Develop compliance guidelines. Monitor compliance.	Observe and manage compliance matters within area of responsibility.
Local Influences	Participate in local surveys and professional organizations.	Alert Human Resources to developing trends.

Delta State University
Compensation Study – Compensation Philosophy, Issues, and Objectives

Summary of Responsibilities in the Salary Administration Program		
Element of the Program	**Human Resources**	**Directors/Managers**
Performance Appraisal	Develop pay-for-performance salary guidelines and calculate budget impact. Conduct training and development programs.	Conduct performance reviews.
Policies and Procedures	Develop and recommend University compensation policy subject to management approval. Develop procedures. Approve general procedures for directors and managers. Monitor adherence to policies and procedures.	Manage salary administration system within area of responsibility.
New Programs	Develop new programs subject to management approval.	Identify needs and recommend programs to meet them.
Reports to Management	Prepare reports to top management.	Inform Human Resources of actions, issue, problems, and plans.

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Summary of Responsibilities in the Salary Administration Program		
Element of the Program	Human Resources	Directors/Managers
Salary Actions	Establish merit guidelines for top management approval. Audit to ensure conformance with guidelines.	Approve new hire salary and grant merit increases, subject to management approval and Human Resources review and approval. With appropriate management approval and Human Resources review and approval, grant promotional increases and execute lateral transfers. With appropriate management approvals and Human Resources review and approval, execute demotions and grant increases taking salary above the range maximum. Recommend restructuring adjustments.
Salary Ranges	Conduct salary range movement studies and recommend adjustments to management.	Alert Human Resources to relevant trends and provide information.
Salary Surveys	Conduct or participate in salary surveys.	Alert Human Resources to relevant data sources.

Delta State University
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Summary of Responsibilities in the Salary Administration Program		
Element of the Program	**Human Resources**	**Directors/Managers**
Titling Jobs	Assign nonexempt jobs to appropriate job families and levels based on market pricing and job evaluation.Recommend and approve job titles subject to adherence to titling guidelines.	Recommend job titles.
Training	Provide training to management regarding the salary administration system and performance appraisal.	Request training as needed.

A formal program for salary administration serves many different purposes. Some aspects focus on employee interests; others are intended to help the University operate effectively. But the program can only provide a framework for allowing objectives to be met; it is up to our managers throughout the organization to actually make the program work as intended.

Of course, the salaries we pay at Delta State are only part of the total compensation an employee receives. Employee Benefits – from paid time off for vacations, holidays, and sick days to our insurance coverages and retirement program add over one-third more in dollar value to the money the University invests for each employee's paycheck. When we examine the competitiveness of our program compared to what's available elsewhere, we have to keep the whole picture in mind.

Attract and Retain Employees

Our program is designed to help the University attract and retain quality employees. To recruit and hire new people successfully, salaries must be comparable with what other organizations are offering. To encourage employees to stay and thrive with the University, it is important to maintain salaries and benefits at a competitive level. Our program monitors salaries that are offered by our competitors – colleges, universities, and companies and locations with which we compete for employees - to ensure that our salaries remain in line.

Treat Employees Fairly

The program provides a framework for treating all employees consistently and fairly. It removes much of the subjectivity that may influence setting pay levels for jobs. Consistent criteria are applied to establish the range of pay that is applied to jobs – independent of the people who hold. The exact pay an employee receives within the range for the job depends on personal qualifications and sustained on-the-job performance.

Reward Performance

Recognition of performance enables the University to honor the contributions of individual employees. The University's success is a function of many individuals all doing their jobs, achieving excellent results in the work they do. To maintain our high quality standards, our employees must continue to deliver quality work. Employee performance is assessed through the annual performance review process. Salary increases provide recognition for meeting performance standards and delivering specified results.

Encourage Career Mobility

The satisfaction that an individual derives from personal achievement along with rewards, recognition, and visible career opportunities has a significant influence on one's enthusiasm, sense of engagement, and quality of work. Therefore, in addition to the monetary rewards that may come through the University's salary administration program, it is also important to foster career opportunities within the University. As an employee succeeds in his/her present position, he/she needs opportunities to set higher goals and expand his/her capabilities. Often, greater growth opportunities and increased satisfaction are found in different departments. Having university-wide salary program makes it easier for an employee to identify opportunities.

Manage Expenses

In the University as a whole, a significant portion of operating expense goes to funding employees' total compensation. It is important to invest wisely in this vital resource, being competitive and rewarding accomplishments while, at the same time, being fiscally responsible.

Legal Compliance

The salary administration program also must be responsive to regulatory requirements. The most prevalent is the Fair Labor Standards Act (FLSA), but there are other federal and state statutes have an influence. Whatever the mandate, having an established salary administration system enables the University to respond.

The salary administration program unites different perspectives and information in an organized way to create a system that has a sense of equity and fairness.

Job Descriptions

For each job, a job description is written. The job description explains the basic purpose, primary responsibilities and activities required in that job, the mental and physical demands of the job, and the environment in which the job is performed. A job description is a living document. That is, as new processes are introduced and new technologies are applies, jobs change. It's up to every employee and his/her manager to keep job descriptions up to date.

Benchmarks

One of the reasons for a job description is the identification of benchmark jobs. When a job is identified as a benchmark, it becomes a point of reference for finding out what other organizations are paying for that same job. The job is matched with a Delta State salary range that has the "midpoint"· closest to the market average, that is, the average of salaries being paid by other companies for the same job.

There are two basic reasons to establish parity with what other companies are paying:

1. We can't "overspend"; there is a reasonable limit to the number of dollars available to invest in salaries; and
2. We can't "under-spend," either, because to attract and keep employees, our salaries must be competitive with what other companies are paying.

Internal Job Value

Besides basing salary range assignments on outside pay levels, we examine the internal relationships of our jobs to each other. We review the relative impact of each job to the University to be sure jobs having greater impact are placed in higher salary ranges. This is particularly true when supervisors experience pay compression from the highly skilled individual contributors who report to them. Internal relationships play a major role in determining pay.

Salary Range Assignments

Based on an assessment of a job's relative, internal impact and its market average, competitive pay level, the job is placed in a salary range. The range that is selected reflects the combined considerations of external market and internal value.

Assigning Non-Benchmark

However, many university jobs are unique; the same jobs don't exist elsewhere. These jobs are called non-benchmark jobs. To assign non-benchmark jobs to a salary range, we compare their impact to the impact of benchmark jobs. By making comparative judgments, non-benchmarks jobs can be assigned to appropriate salary levels.

Salary Ranges

To allow room to recognize differences in preparatory training and experience and to provide for salary movement within the job, jobs are placed in salary ranges. Each range has a minimum, midpoint and maximum. There are a number of salary ranges, overlapping one another, with an established percentage spread from the midpoint of one range to the midpoint of the next.

By studying market pay information and the relative internal impact of jobs on the University, salary dollars for a job are matched with the midpoint of the range that correlates best with what other companies are paying. The actual salary for someone holding a job will lie between the minimum of the range and the maximum, with rare exceptions.

Performance

An individual's salary within the range generally depends on performance. Our program rewards performance that meets established requirements and expectations, and also pays for growth and improvement on the job.

Performance results over time influence where one's salary falls within the salary range and dictates whether increases are given and their amounts. As a general rule within established guidelines, the better the performance, the larger the increase. That's generally how the program works. In determining the pay of each individual, we consider

1. The range assignment of the job itself,
2. The individual's on-the-job performance, and
3. The company's overall financial condition and ability to pay.

While the program structure is essentially the same for a staff positions, there are some administrative differences in how the University handles *exempt* and *non-exempt* jobs.

Exempt & Non-Exempt Jobs

Jobs at the University are classified as either exempt or non-exempt according to Department of Labor (DOL), Fair Labor Standards Act (FLSA) guidelines. These guidelines are quite specific and compliance is required. Failure to comply may result in on-site audits by DOL representatives and substantial fines and penalties.

The University has both exempt and non-exempt jobs. The difference between the two involves how employees' working time is recorded and paid. An exempt employee is paid a salary that is consistent regardless of the number of hours worked. No overtime is paid.

Non-exempt employees must record time worked on an hourly basis. Time worked over 40 hours in a week is eligible for overtime compensation at a rate of 1.5 times the straight-time rate. Since the University is a State employer, employees may take compensatory time off.

Being exempt from overtime does not infer greater status or importance. All jobs are important and essential at the University.

Exempt & Non-Exempt Structures

Exempt and non-exempt structures very slightly. The total range in pay from the midpoint of the lowest range to the midpoint of the highest range is greater in the exempt structure. This is principally due to the greater breadth and diversity of jobs covered, from entry-level individual contributors to a senior-director level. Non-exempt jobs range from jobs that require little prior training and experience to highly skilled crafts and computer technicians.

Although the Salary Administration Program is a university-wide management system, the University's Human Resources Department is the charged with the responsibility of guiding employee compensation decisions and keeping the program up to date. It is Human Resources' responsibility to ensure that the University is never out of compliance with state and federal statutes governing employee compensation. Also, Human Resources is responsible for ensuring that pay is externally competitive, internally equitable across all departments, and that decisions regarding employee pay are consistent with the University's employee relations culture and philosophy.

Classifying A Job

All jobs at the University are classified based on the nature and scope of the duties and responsibilities. Non-Exempt jobs, those jobs that are paid according to hours worked and earn overtime, are classified into job families. Within each family, there are a number of different levels associated with the complexity and scope of the job. It is possible for an employee to grow professionally and financially within a job family, one can learn new skills and more into other families.

Exempt jobs, covering individual contributor jobs anf faculty positions, up to senior management level positions are and There a two circumstances when it will be necessary to analyze a job and determine the appropriate salary range assignment for a job; when a new job is being created or when a job has changed to such a degree that the prerequisite knowledge, skills and abilities and impact are different from the original.