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ABOUT THIS GUIDE

The purpose of this guide is to provide an overview of the objectives, policies, and procedures of the Job Classification Program for non-bargaining unit, non-faculty staff at Temple University to ensure that managers and affected employees understand and apply the program effectively. This handbook is to serve as a guide and information resource and is not meant to cover every specific instance or operating procedure, given that it is difficult to anticipate the almost infinite number of situations that can arise with regard to salary administration.

Temple University reserves the right to revise its policies, programs and benefit plans at any time, without advance notice. This guide does not, nor is it intended to, create a contract between the organization and any of its employees for employment or for the provision of any benefits or specific level of compensation.
SECTION I: JOB CLASSIFICATION PROGRAM
OBJECTIVES

Temple University has established Job Classification Program objectives to appropriately identify and classify employees’ roles, responsibilities and accountabilities in a manner that is consistent and competitive.

The objectives of the Classification Program are to:

- Enable the organization to attract and retain competent employees.
- Establish administrative policies and procedures that:
  - Employees can easily understand,
  - Are sufficiently flexible to meet changing internal conditions and outside influences, and
  - Ensure uniform and consistent treatment for all.
- Establish a structure of salaries for all positions that is competitive with salaries paid for similar work in the appropriate labor market.
- Establish a wage range for each position that accurately reflects the relative value of that position in comparison to other positions in the organization.
- Insure compliance with all federal, state and local compensation statutes and regulations.
- Establish career ladders to help foster the development of employee skills and abilities.

The ongoing maintenance of the Job Classification Program is the responsibility of the Human Resources Department and Temple University Senior Leadership. Any modifications to the Job Classification Program must receive written approval from Senior Leadership and Human Resources.

Temple University administers the Job Classification Program in the best interest of the employees and provides compensation without regard to race, color, religion, gender, age, sexual preference, national origin, or disability.
SECTION II: BACKGROUND AND HISTORY

In late 2001, Temple University began a review and redesign of its job classification program: the way the University classifies, assigns, and maintains job titles and associated pay ranges for non bargaining, non-faculty employees.

Human Resources and the partnering consultants on the project, Aon Consulting and Total Compensation Services (TCS) collected input from the President, academic and operating divisional leadership, management, functional experts, and other stakeholders.

This extensive input suggested the need for a more flexible and consistent job classification program that was market-competitive and easy to understand and communicate. A “Role Inventory” job evaluation system was recommended and implemented in late 2002 (see below for a more detailed description of this process). As part of this process, all non-bargaining, non-faculty job classifications were reviewed and placed into job families and appropriate salary levels.

In light of the University’s objectives and community input, Human Resources, Aon Consulting, and TCS team determined that this program would best serve the needs of the University in terms of position descriptions, market competitiveness, salary grades and ranges, and career development.
An integral component of any compensation program is documentation of work performed inside an organization. This provides the organization with the information necessary to determine the internal relative value of different work and to support other human resource processes. Understanding the internal value of the work being performed is critical to maintaining internal equity.

Temple University has adopted a “Role Inventory” job evaluation process that strives to create a flexible job evaluation system that maintains and promotes internal equity within the organization. An outcome of the role inventory process are family matrices containing broad definitions that include the typical knowledge, skills, abilities, and outcomes unique to the positions found in the particular role, or job family. Job family matrices broadly describe work in terms of a common set of accountabilities. Additionally, each job family matrix includes multiple levels with each reflecting clearly identifiable increasing levels of accountabilities. This allows for the grouping of unique positions into broader job families.

Some of the benefits to the role inventory process include the development of career paths, the foundation for succession planning and organization development, and a simplified position description process.

**ROLE ACCOUNTABILITIES**

Each role inventory uses the following accountabilities to describe the work being performed at Temple University.

**FUNCTIONAL CONTRIBUTION & RESEARCH**

This element describes the major functional duties of the role. Functional contribution will be provided through policy, procedure and process development, policy interpretation and consulting, the provision of ongoing service and support and the ongoing operation of the functional area.

**RELATIONSHIPS, SERVICE, & COMMUNITY**

This element describes the variety of working relationships that must be developed, maintained and managed by the role and the nature and purpose of these relationships.

**PROBLEM SOLVING & INNOVATION**

This element describes the scope of issues, analytical processes and availability of resources or policies and procedures that dictate or guide the manner in which issues are resolved by the role.
DECISION-MAKING IMPACT
This element describes the level of judgment and authority exercised by the role.

LEADERSHIP & TRAINING
This element describes the requirement to demonstrate personal leadership attributes. It incorporates assisting others in their development by assessing performance, and as required, identifying areas for development and coaching.

JOB FAMILIES
As part of the role inventory process, ten job families have been created. All non-bargaining, non-faculty, Temple University positions, with the exception of athletic coaches and physicians, are assigned to one of the following job families based on the overarching role inventory definition for the job family (described below).

- Administrative Services
- Facility Services
- Finance
- Health Services
- Information and Media Services
- Leadership
- Professional Services
- Protective Services
- Student Services
- Technical & Research Services
JOB FAMILY DEFINITIONS

ADMINISTRATIVE SERVICES

The members of the Administrative Services Role have the knowledge and skills to provide clerical, secretarial or administrative support to various departments within the University.

- **Knowledge of:** Basic office and computer skills are required with the higher levels in this family using more advanced computer skills. May need the ability to use advanced presentation skills and have specialized office training (paralegal, medical, etc.).

- **Skills and abilities related to:** Answering phones and directing calls, keyboarding and entering data, acting as a first line of contact to outside parties. Taking meeting minutes and transcribing data, managing routine correspondence (filing, retrieve, distributing, dissemination, distribution of all correspondence), providing administrative and support services and demonstrating interpersonal skills in working with university community. Also using skills involved in inventory, teaching evaluations. Tracking and monitoring data.

FACILITY SERVICES

The members of the Facility Services Role have a professional body of knowledge that is applied to the business operations of the University. Specifically, members of the Facility Services Role draw upon:

- **Knowledge of:** Professional architecture and engineering principles, building trades, all building and life safety codes and regulations, local, state, and federal codes and regulations affecting the University, financial and budgeting principles.

- **Skills and abilities related to:** Trade and professional licensure and/or certification, project management, planning, business acumen, negotiation, communication, CAD, general computer skills, management/supervisory skills, and training.

FINANCE

The members of the Finance Role have a professional body of knowledge (encompassing budget and fiscal planning, accounting, business affairs, physician billing, internal audit, grant accounting, purchasing) that is applied to the financial operations of the University.

- **Knowledge of:** Accounting principles, legal and regulatory environments, technical issues and considerations, billing rules, pc-based applications, some mainframe systems, and web based applications.

- **Skills and abilities related to:** Quantitative reasoning, business and financial management, organization, interpretation of complex issues, business plans,
budgets, communication, computer, planning; team management, organizational policies, problem solving and resolutions, negotiation, confidentiality, research capabilities, analysis, process improvement, leadership, coaching, training, creativity, initiative and crisis management.

HEALTH SERVICES
The members of the Health Services Role have specialized clinical knowledge in the field of medicine. All positions have clinical responsibilities, and typically must have an advanced degree, or licensure.

- **Knowledge required** in this job family ranges from basic medical training to a high level of specialized training in a narrow medical specialty, as well as regulatory compliance issues.

- **Skills and Abilities related to:** overseeing student workers; treating patients; training or educating patients with regard to specific instruction from physician and as per professional standards; supervising; providing clinical care or having in-depth knowledge of specialized care; applying specialized training for unique modality; providing student clinical training.

INFORMATION AND MEDIA SERVICES
The members of the Information Services Role have technical knowledge of information sciences and technology applications/services (encompassing all University computing and technology-related applications, development and support services associated with technology). Specifically, members of this role draw upon their:

- **Knowledge of:** project management; purchasing, installation and maintenance of technology (e.g., computer, video, telecommunications, voice communications, Web technology, audio, and other digital media), hardware and software; development of software, Web and multi-media applications and content; technical support; end user training and documentation; supervision of employees and student workers; business and financial management; understanding of legal and regulatory requirements.

- **Skills and abilities related to:** problem solving, analysis, planning, communications, systems integration; research; budgeting; strategic planning and providing input into strategy; teamwork and team management; leadership, coaching, training and mentoring; interviewing and negotiation and presentation.

LEADERSHIP
Members of the Leadership Role provide thought leadership to, strategic decision-making for, and management of business units, schools or departments within the University. Specifically, members of this role draw upon their:

- **Extensive knowledge of:** professional fields, industries, functional areas and applicable discipline(s) or bodies of knowledge; University mission, objectives
and operations; people management/leadership; and business/functional/operational management.

- **Skills and abilities related to**: decision-making within a complex environment; direct and indirect supervision; handling multiple demands with limited resources and competing agendas; functional coordination and/or integration, budget/expense management and control; resource management and allocation; strategy development and/or implementation; short-term and long-term planning; modeling and inculcation within unit of University mission, values and objectives; effective balancing of internal and external priorities; communication and interpersonal effectiveness; ability to work in cross-functional teams.

PROFESSIONAL SERVICES

Members of the Professional Role have a professional body of knowledge normally acquired through an undergraduate program or higher that is applied to the business operations of the University. Typically these positions require:

- **Knowledge of**: HR, legal, regulatory, development, library science, social work, marketing, advertising, architectural, and accounting principles; fund raising vehicles; emergency and response protocols.

- **Skills and abilities related to**: business and financial management, business plans, budgets, communication, computer, planning; team management, organizational policies, problem solving and resolutions, negotiation, confidentiality, research capabilities, analysis, process improvement, leadership, coaching, training, creativity, initiative, crisis management.

- **Understanding of**: the organization’s policies, values and standards, and organization’s mission strategy and goals.

PROTECTIVE SERVICES

The members of the Protective Services Role have the specific training and knowledge necessary to uphold/maintain security and safety at the University. Specifically, members of this role draw upon their:

- **Knowledge of**: the law crimes code, motor vehicle code and rules of criminal procedure, criminal justice system, specialized knowledge of forensic investigations/forensic software analysis, University disciplinary system (code of conduct), external and Temple University-specific police operations, including trends and best practices; emergency services; investigations; regulatory requirements; budget maintenance and projections, effective management and distribution of resources (people, time and equipment); risk management and reduction; education/service program development and delivery; and chain of command rules (including being under orders, definition of insubordination, and affirmative duty obligation to protect).
Skills and abilities related to: Law enforcement; police officers certification (Pennsylvania) including annual training and recertification (first aid, CPR, firearms); security and safety, human relations and interpersonal influence; crisis management; supervision, resource management and utilization; and scheduling and deployment of personnel.

STUDENT SERVICES

The members of the Student Services Role draw upon knowledge of athletics, recreation, housing, student health, entertainment services, and various professional fields (enrollment, student affairs, advising, financial aid, admissions, career development) that support students, the community, and/or the University. Typically positions in this role draw upon their:

- **Knowledge of:** applicable regulations, University policies and procedures, understanding of business principles.

- **Skills and abilities related to:** interpersonal skills with diverse populations, communication (verbal and written), mentoring, leadership, management of resources, training, supervision, problem solving, negotiation/mediation, counseling, planning, computer skills, decision making, data analysis, customer service, auditing and oversight functions.

TECHNICAL & RESEARCH SERVICES

The members of the Technical and Research Services Role have specific technical, scientific, or social expertise that advances the pursuit of knowledge. These roles typically require:

- **Knowledge required** in this role includes biomedical, physical, or mathematical sciences, social sciences or education.

- **Skills and Abilities related to:** quantitative skills, applicable systems (database, computer applications) technology, problem solving, analysis, planning, communications (reporting on outcomes/findings, grant applications), prioritizing, ability to follow instructions with precision, project planning, management/ supervisory skills, training.

POSITION DESCRIPTIONS

The overarching role inventory definition and specific level definitions will be used as the master document for Temple University’s position descriptions. In addition, each school/business unit can add specific position duties or tasks to the position description for its own purposes. **It is the school/business unit’s responsibility to maintain specific position duties or task lists.**

*Role Inventory Template For Position Descriptions*
<table>
<thead>
<tr>
<th>Job Class</th>
<th>Position Inventory Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Departmental Title</td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>Salary Grade</td>
<td>School/College/Department</td>
</tr>
<tr>
<td>BU</td>
<td></td>
</tr>
<tr>
<td>FLSA</td>
<td></td>
</tr>
</tbody>
</table>

Prepared by: _______________________________________________________________
Review By: _______________________________________________________________
Date: _______________________________________________________________

**Role Inventory Definition**

(from generic role inventory)
Level Definition
(details of accountabilities and themes for specific level from generic role inventory)

Key Departmental Functions
(capsule statement and basic task list from department and prior version descriptions)

Inventory Related Dimensions

A. Supervision:

B. Operating budget range, if applicable:

C. Typical education & experience:

D. Other pertinent dimensions:

E. Typical equipment used:

F. Level of unfavorable environmental conditions:

G. Expected physical requirements:

Note: This description incorporates the most typical duties performed. It is recognized that other related duties not specifically mentioned may also be performed, and that the inclusion of these duties would not alter the overall evaluation of this position. [University Compensation (Job Class Dept Title Grade BU)]
SECTION IV: ROLE INVENTORY ADMINISTRATION

JOB PLACEMENT

The methodology to be used is a “whole job” placement process, meaning that a job will be positioned based on how well it fits the definitions for a particular job family matrix and level, in terms of both accountabilities and themes that capture the essential elements of the positions. Therefore, job placement decisions are based on knowledge of both the position to be reviewed and other comparable positions in the context of the job family definitions. Since there are a number of accountabilities and themes for each level within a role, in most cases a position will not match 100% of these descriptors. If that is the case, a specific position can be considered to be appropriately placed if the functional contribution and decision making are very close to the definitions for a particular level and a strong majority of all other accountabilities and themes accurately describe the position in question. A thorough understanding of positions under review must be attained by reviewing position descriptions, supporting documentation and, if needed, interviews with incumbents and/or supervisors.

All changes to a different role/level need to be justified on job content as documented in the position description and other supporting documentation, and not on an informal knowledge of the position or the performance and/or skills of a particular incumbent. Areas of responsibility that are temporarily assumed or that previous incumbents may have assumed in the past should not be considered. If additional activities in the future significantly alter the overall level of responsibility, the position can be re-evaluated at that time.

Human Resources typically reviews job family matrices annually through a representative benchmark position review of competitive pay, appropriate number and relationship of family levels.

JOB PLACEMENT PROCESS

The following steps are used by Human Resources to place positions in the proper level and in the proper job family, if that is also in question.

- Review the initial placement of each position. If the position is appropriately placed, documentation for the review is completed.
If a position is not appropriately placed, review the content of the position using position descriptions and any additional knowledge. For cases in which a clear understanding of the position cannot be reached, a "position expert" (e.g., supervisor or department/unit manager, etc.) should be consulted.

If the “match” is not certain, gather more information on the position being placed. Review the definitions for adjacent levels (both above and below) and continue the process until the appropriate level has been identified.

Compare the described position to the defined accountabilities and themes of the initial or proposed role/level.

To create a new position, the responsible department head must submit a position description to Human Resources with applicable Level 1 approval.

CONSIDERATIONS

Each new/changed position will be matched to the appropriate role inventory and role level based on the match of the position’s accountabilities with those described in the master role inventory document. Below are issues to be considered when determining the appropriate match.

Functional Contribution:

- Which role level matches the position expectations of the new/changed position? Consider the overall fit with the complete role description and with other previously matched positions.

- What types of assignments will typically be given to the individual performing this new position?

- Do the majority of the accountabilities fit with the selected level?

Relationships:

- What types of relationships will be required to perform the new/changed responsibilities?

- What will be the primary purpose of the new/changed relationship – will it exist to exchange information, influence people or negotiate deals?

Problem Solving/Analysis:

- What types of problems will need to be resolved in the new/changed position?

- How complex or variable will the process be for identifying and analyzing problems?

- What assistance will be available from more senior staff and what precedents and procedures have been established to guide the problem-solving process?
**Decision Making/Autonomy:**

- How much latitude or freedom to act will be available to the new/changed position?
- What kinds of controls will be in place to catch potential errors, to limit financial expenditures, etc.?

**Leadership of Self/Others:**

- How will the new/changed position be required to demonstrate leadership? Be sure to review the position’s requirement to exercise leadership as distinct from an individual’s capability to exercise leadership.
- What types of managerial responsibilities around people (e.g., hiring, disciplining, etc.) will be expected within the position? Consider true management of staff versus providing functional guidance to more junior personnel.
- What requirements will there be for “technical” and/or “project” leadership in the position?

**Generally, Human Resources reviews only positions that an incumbent has occupied for one year or more.**

**NEW JOBS AND NEW JOB LEVELS**

We expect that current roles and role levels will serve as “master” documents for some time in describing the work done at Temple University. However, from time to time, in order to reflect the changing organization:

- Entirely new roles may need to be developed (e.g., as the result of the addition of a new family of work or positions); and/or
- A new role level may need to be inserted in an existing role; and/or
- An existing role level may need to be amended.

The need for such a change will be identified (potentially upon the suggestion of managers) and recommended by Human Resources and then confirmed by the Senior Leadership. The Human Resources team will then coordinate the development and evaluation of the new job family or changed role levels. The process for doing so will include the following steps:
DEVELOPMENT & EVALUATION OF ENTIRELY NEW ROLE(S)

Development of new positions will be facilitated by Human Resources, possibly with the help of a Content Expert Team, a representative group of managers and employees who are closely linked to the work under review. As during the initial development of role inventories, an overall definition will be established for each new role and the general accountabilities and themes of each level within the role will be described on the basis of the elements of accountability common to all roles.

Once validated and approved by Senior Leadership, Human Resources will facilitate the evaluation of each new role level and the grouping into a grade with other existing role levels of similar value. During these evaluations, Human Resources will keep in mind the appropriate organizational relationships to ensure that internal position and pay equity is maintained.

After all of the role levels in the new role have been evaluated, Human Resources will assist in matching appropriate positions to the new role(s) and role levels. Again, they will base their matching decisions on careful consideration of all the elements detailed in the position descriptions and use the guidelines provided previously.

INSERT/EVALUATE NEW ROLE LEVEL(S)

Human Resources will assess the feasibility, and if appropriate, assist in inserting a new level into an existing role. As during the initial development of role inventories, the general accountabilities and themes of the new level will be described on the basis of the elements of accountability common to all roles. The amended role inventory will then be reviewed, confirmed, and approved by Senior Leadership.

Once the amended role inventory has been approved, Human Resources will coordinate with Senior Leadership (or a team designated by them) to evaluate the newly inserted role level and group it into consistently in a grade with other existing role levels of similar value.

During these evaluations, Human Resources will keep in mind the appropriate organizational relationships to ensure that internal position and pay equity is maintained.

After the inserted role level has been evaluated, Human Resources will facilitate matching appropriate positions to the new role level. Again, they will base their matching decisions on careful consideration of all the elements detailed in the role descriptions and use the guidelines provided previously.

AMENDING EXISTING ROLE(S)/ROLE LEVEL(S)

Human Resources will facilitate amendments to the wording of existing role inventory(s). Amendments may be made in order to:

- Add clarity to the existing accountabilities.
- Make wording more consistent across role inventories.
- Add or delete specific accountabilities and/or themes.

Temple University Senior Leadership will review all proposed changes. Upon validation and approval by Senior Leadership, the amended role inventory will be implemented.

Once approved by Senior Leadership, Human Resources will determine whether the changes to the role inventory are substantial enough to warrant changes to the existing role evaluations. If so, then the situation will be treated like the development of an entirely new role and the remainder of the process will proceed as described previously. On the other hand, if the changes are not sufficient to require a new evaluation, then no further steps are required.
THE SALARY STRUCTURE

Temple University has developed a salary structure based on market analysis and internal position evaluation results (role inventory) to create a competitive market range for all positions. A pay structure provides one of the basic controls in a salary management program and helps managers and Human Resources make equitable salary decisions. The structure is designed to support pay decision-making flexibility and reduce the pressure to change positions in order to improve individual pay levels.

Within the role inventory process, each position has been assigned a job family and subsequently a level within the job family. Each job family has been assigned to a salary grade. Below is a table that depicts the placement of each job family within the structure.

<table>
<thead>
<tr>
<th>Job Family</th>
<th>Grade T21</th>
<th>Grade T22</th>
<th>Grade T23</th>
<th>Grade T24</th>
<th>Grade T25</th>
<th>Grade T26</th>
<th>Grade T27</th>
<th>Grade T28</th>
<th>Grade T29</th>
<th>Grade T30</th>
<th>Grade T31</th>
<th>Grade T32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services</td>
<td>AS-1</td>
<td>AS-2</td>
<td>AS-3</td>
<td>AS-4</td>
<td>AS-5</td>
<td>AS-6</td>
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<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>HS-1</td>
<td>HS-2</td>
<td>HS-3</td>
<td>HS-4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Technical &amp; Research</td>
<td>TR-1</td>
<td>TR-2</td>
<td>TR-3</td>
<td>TR-4</td>
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<tr>
<td>Professional Services</td>
<td>PS-1</td>
<td>PS-2</td>
<td>PS-3</td>
<td>PS-4</td>
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<tr>
<td>Student Services</td>
<td>SS-1</td>
<td>SS-2</td>
<td>SS-3</td>
<td>SS-4</td>
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</tr>
<tr>
<td>Information &amp; Media Services</td>
<td>IS-1</td>
<td>IS-2</td>
<td>IS-3</td>
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</tr>
<tr>
<td>Protective Services</td>
<td>SP-1</td>
<td>SP-2</td>
<td>SP-3</td>
<td>SP-4</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>FN-1</td>
<td>FN-2</td>
<td>FN-3</td>
<td>FN-4</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>LS-1</td>
<td>LS-2</td>
<td>LS-3</td>
<td>LS-4</td>
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<tr>
<td>Facility Services</td>
<td>FS-1</td>
<td>FS-2</td>
<td>FS-3</td>
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</tbody>
</table>

Revised January 6, 2003
The salary structure consists of twelve grades. Each grade has a New Hire Zone, Mid Level Zone, Target Pay, Upper Zone Minimum and Maximum.

- The New Hire Zone is the range of pay for an employee who is assigned to a position for which he/she possesses minimal qualifications and who is expected to be able to perform basic duties and responsibilities after normal training;

- The target pay is an approximation of the competitive market rate of Temple University’s comparator group, for each grade; and

- The maximum of the grade is the highest salary level for the grade.

### Temple University Salary Structure

#### 2002

<table>
<thead>
<tr>
<th>Range</th>
<th>Start</th>
<th>New Hire Zone</th>
<th>Target</th>
<th>Control Point</th>
<th>Transitional Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>T21</td>
<td>$21,600</td>
<td>$23,800</td>
<td>$27,000</td>
<td>$32,700</td>
<td>$33,400</td>
</tr>
<tr>
<td>T22</td>
<td>$23,800</td>
<td>$26,200</td>
<td>$29,700</td>
<td>$36,200</td>
<td>$37,300</td>
</tr>
<tr>
<td>T23</td>
<td>$26,600</td>
<td>$29,300</td>
<td>$33,300</td>
<td>$41,000</td>
<td>$42,600</td>
</tr>
<tr>
<td>T24</td>
<td>$29,800</td>
<td>$32,800</td>
<td>$37,300</td>
<td>$46,300</td>
<td>$48,600</td>
</tr>
<tr>
<td>T25</td>
<td>$34,400</td>
<td>$37,800</td>
<td>$43,000</td>
<td>$53,800</td>
<td>$57,000</td>
</tr>
<tr>
<td>T26</td>
<td>$41,100</td>
<td>$45,200</td>
<td>$51,400</td>
<td>$64,800</td>
<td>$69,300</td>
</tr>
<tr>
<td>T27</td>
<td>$49,400</td>
<td>$54,300</td>
<td>$61,700</td>
<td>$78,400</td>
<td>$84,700</td>
</tr>
<tr>
<td>T28</td>
<td>$59,200</td>
<td>$74,000</td>
<td>$94,700</td>
<td>$103,200</td>
<td></td>
</tr>
<tr>
<td>T29</td>
<td>$71,100</td>
<td>$88,900</td>
<td>$114,700</td>
<td>$126,200</td>
<td></td>
</tr>
<tr>
<td>T30</td>
<td>$88,000</td>
<td>$110,000</td>
<td>$143,000</td>
<td>$158,700</td>
<td></td>
</tr>
<tr>
<td>T31</td>
<td>$111,000</td>
<td>$138,800</td>
<td>$181,800</td>
<td>$203,600</td>
<td></td>
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<tr>
<td>T32</td>
<td>$138,800</td>
<td>$173,500</td>
<td>$229,000</td>
<td>$258,800</td>
<td></td>
</tr>
</tbody>
</table>
SALARY STRUCTURE REVIEW

Human Resources and Senior Leadership review the salary structure annually to ensure that it is externally competitive. Where adjustments are needed to maintain competitive positioning, they will be made in support of the program’s objectives and the University’s ability to pay. These adjustments do not change the grade to which positions are assigned and do not result in automatic changes in individual salaries.

PLACEMENT IN SALARY STRUCTURE

The “new hire zone” is set at 80%-88% of target pay. Generally, all external hires should be brought in within the new hire zone, recognizing that they are not familiar with their role at Temple University or University policies and operating procedures. Starting salaries for new hires are a function of the assigned grade for the position and the employees’ experience in, and qualifications for, the position. In addition, to help maintain internal equity at Temple University, managers should consider the salaries of similarly situated employees when making an offer. The following is a guideline for new hire salaries:

**Experience Differentials for New Hires**

New hire salary offers may be provided at levels up to 10% above the start rate to give credit for years of applicable experience in similar positions.

<table>
<thead>
<tr>
<th>New Hire Guidelines Experience Differentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Rate</td>
</tr>
<tr>
<td>0 years</td>
</tr>
<tr>
<td>1-2 years</td>
</tr>
<tr>
<td>2-4 years</td>
</tr>
<tr>
<td>4 +</td>
</tr>
</tbody>
</table>

Any salary offer at 1% above the guide needs Human Resources and Level I approval. Pay variances may require position control system authorization.

SALARY ADJUSTMENT GUIDELINES

NEW HIRE INCREMENTAL INCREASES

Pay progression to the salary structure “target” which represents a fully market competitive position, is expected over time and can be accomplished with several different methods noted in the remainder of this section.

To help facilitate the progression to target, employees in grades T21 through T27, with pay below new hire maximums (with acceptable or greater performance), are eligible for an annual incremental step increase of the lesser of 2.75% or an increase to the new hire maximum. These incremental new hire increases are processed coincident with regular administrative pay changes, typically completed at the start of the fiscal year. The New Hire incremental increases are in addition to other administrative and merit based amounts.

Revised January 6, 2003
PROMOTION

A promotion is defined as a position change resulting from the advancement to a different position that requires activities of significantly increased complexity and is situated in a higher salary grade than that of the previous position.

When an employee is promoted, a salary increase is usually appropriate. If the increase recommendation from the department is within the following guidelines, no Human Resources approval is necessary.

**How To Initiate Salary Adjustments**

Refer to Section VI: Procedures for the steps to initiate the Salary Adjustments described here.

<table>
<thead>
<tr>
<th>Promotion Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Salary Grade</td>
</tr>
<tr>
<td>2 Salary Grades</td>
</tr>
</tbody>
</table>

The promotional increase is generally effective at the time of the promotion.

When a promotional increase is given, the employee’s salary should not exceed the target pay point of the new salary range. The percentage increase should be toward the higher range of the guideline if the employee is promoted from a non-exempt position to a position that is exempt from overtime eligibility.

When salary adjustments are made, managers should take into account current levels of pay of other employees in the department to ensure that internal equity is maintained and compression (pay at very near the higher level department employees) is avoided.

DEMOTION

A demotion is the movement of an employee to a position in a lower grade. If a current employee is demoted, he/she will continue to be paid the same amount UNLESS it is above the maximum rate of the new position level, or in situations where a severe inequity to others would result. If the rate is higher than the maximum of the new salary range, the employee will be offered a new salary which is equivalent to the maximum of the new salary range. Typically, voluntary demotions may result in downward pay changes. Substantial efforts to maintain pay are made for involuntary changes.

LATERAL TRANSFER

A transfer is defined as a lateral move either within or outside the role. If an employee transfers to a position in the same position level (lateral transfer) there is no change in his/her salary.
IN-RANGE ADJUSTMENTS

Temple University allows managers, within guidelines, the option of giving in-range salary adjustments to non-union, non-faculty staff outside of the normal annual increase period. The use of in-range adjustments of individual salaries is restricted to exceptional circumstances and requires consultation with Human Resources and joint approval from Level I Management and Human Resources. Such adjustments, if feasible, may be considered when:

- An employee’s pay is low relative to peers in the department (internal equity adjustment);
- Human Resources or the department head has identified hiring or retention issues that affect long-term objectives (market adjustment); or
- The incumbent has significantly increased the scope of responsibility/impact of his/her position, but a true promotion is not warranted (change in duties or professional development).

When salary adjustments are made, managers should take into account current levels of pay of other employees in the department to ensure that internal equity is maintained and compression is avoided. (See Section VI: Procedures for Salary Adjustments.)

In Range Adjustments Guidelines

| 3-5% of Current Base Pay |

Internal Equity Adjustments

It is Temple University’s objective to maintain equitable pay opportunities among all schools, departments, and business units. Factors to consider in assessing and maintaining equitable pay relationships include: employee credentials, qualifications, and experience; employee salary history at the University; and documented employee work performance.

Internal equity increases may be recommended when an equity problem is identified and confirmed.

Market Adjustments

An in-range adjustment may be provided when an employee’s placement within the salary range is not consistent with relevant market data. The Supervisor should notify the Human Resources Department of the potential inequity to external compensation levels. The Human Resources Department will verify market data and recommend an increase, if appropriate. The effective date of any salary increase will be the date it is approved by the Human Resources Department.
Change in Duties

Departments may determine that they need to assign to employees significant new duties and/or responsibilities that exceed those normally required by their position but that do not justify reclassifying or moving the position to a new pay grade. If this occurs, managers may provide the affected employees a base salary increase to recognize the increase in responsibility. This type of adjustment should normally be made only when the changes are expected to be long-term. Prior approval from the Human Resources Department is required.

Professional Development

In some instances, departments may determine that there is a business need to have one or more employees acquire position-related training, education and/or experience that increase the employee’s skill, knowledge or abilities. The new skills, knowledge, or abilities may be required to help the department achieve either short- or long-term objectives, and must be documented.

The base salary of the employee may be increased if the new skills, knowledge, or abilities:

- Are typically found in a higher pay grade;
- Will significantly increase the employee’s position duties/responsibilities, and
- Do not sufficiently change the position requirement to justify a reclassification and/or movement to a higher pay grade. Prior approval from the Human Resources Department is required.

TEMPORARY WORK ASSIGNMENTS

It is sometimes necessary to temporarily increase an employee’s workload (for example, when a department is short staffed or has a labor intensive project to complete). **When this occurs, it is not a change in position.**

For temporary work assignments, whose term runs to a maximum of six months, a monthly cash stipend will be provided to compensate that employee during the temporary assignment. No benefits accruals will be changed.

<table>
<thead>
<tr>
<th>Temporary Assignment Guidelines for Monthly Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6% of Current Base Pay</td>
</tr>
</tbody>
</table>
SECTION VI: PROCEDURES

HUMAN RESOURCES FORMS

All Human Resources forms may be obtained by visiting Temple University’s Department of Human Resources website at the www.temple.edu/personnel-forms link, or from the Human Resources Generalist servicing the department’s Human Resources needs.

PROCEDURES FOR CREATING A NEW POSITION

When considering organizational changes where new positions are established, the responsible department should do the following to facilitate the prompt job classification of the position by Human Resources. A new position is a position which does not exist in the University’s current structure. (See Section IV: Job Placement for additional information.)

Departmental Steps
1. Complete a Role Inventory Form, and if applicable, a Position Questionnaire Form.
   - The Position Questionnaire Form is optional; but, strongly recommended by Human Resources. It is used to supplement the information provided in the Position Profile. Remember, the more information that the department provides to the Human Resources Generalist regarding the position, the more efficient the Human Resources Generalist will be in evaluating the position.

2. Complete an Employee HRS Requisition Form.
   - Employee requisitions must be signed by a Level I designated individual, and must be established in Position Control through the Budget Office before submission to Human Resources.

3. Forward completed and fully authorized forms to the Department of Human Resources for processing prior to the additional duties being assigned to employee.
   - All forms should be directed to USB, Room 203, care of the Human Resources Generalist servicing the department’s Human Resources needs.

HR Follow-Up
Upon receipt by Human Resources of your department’s new position request, the Human Resources Generalist servicing the department evaluates the position, using the content of the Position Profile Form and Position Questionnaire to place the position in the appropriate level within the corresponding job family. Once the position is classified, Human Resources notifies the department and proceeds with recruitment for the position.

Note
At times, it may be necessary for a department to submit a position for evaluation without an Employee HRS Requisition Form. When this is the case, Human Resources will evaluate and classify the position; however, recruitment efforts will not begin until the Human Resources Generalist receives a completed and authorized Employee HRS Requisition Form.
PROCEDURES FOR SALARY ADJUSTMENTS

PROMOTION

A promotional increase is based upon the incumbent’s assumption of greater responsibility as represented by the applicable role. To be eligible for a promotional increase, the role profile level and salary grade of the new position must be greater than that of the incumbent’s present position. (See Section V: Salary Adjustment Guidelines for additional information.)

Departmental Steps
1. Complete a Position Comparison Form. (See form at end of this section.)
   - Use this form to document those functions and skills outside the scope of the incumbent’s present position that the incumbent has demonstrated and which warrant a promotion. The comparison should be explanatory, and only apply to long-term changes in the incumbent’s scope of work.
   - Form may not need to be completed when incumbent is promoted into an existing vacant position.

2. Complete an Expense Distribution Change Form.
   - Salary changes must be signed by a Level I designated individual, and must be established in Position Control through the Budget Office before submission to Human Resources.
   - Salary changes inconsistent with guidelines require consultation and resulting recommendations from Human Resources.

3. Complete An Affirmative Action Form to document the reason for candidate selection for the promotion. (Note on the form- internal role level promotion).

4. Forward completed and fully authorized forms to the Department of Human Resources for processing.
   - All forms should be directed to USB, Room 203, care of the Human Resources Generalist servicing department’s Human Resources needs.

HR Follow-Up
Upon receipt, Human Resources reviews the Position Comparison Form and associated salary adjustment to ensure internal equity is maintained at the University level.

Note
At times, a salary inequity may be identified. In such cases, Human Resources will consult with department to provide and discuss solutions.

DEMOTIONS AND LATERAL TRANSFERS

When considering organizational changes which may result in a demotion or transfer, department must consult with Human Resources to ensure University compliance with FLSA, FMLA, ADA, Affirmative Action and Bargaining Agreements.
IN-RANGE ADJUSTMENTS

In-range adjustments are salary adjustments which take place outside of the normal annual increase period. They are restricted to exceptional circumstances surrounding an incumbent’s scope of work. (See Section V: Salary Adjustment Guidelines for additional information.) Internal Equity Adjustments and Market Adjustments

It is Temple University’s objective to remain internally and externally competitive. The Department needs to bring any perceived salary inequity to the attention of the Human Resources Department. Human Resources will verify internal and market data and make a recommendation accordingly. If a salary increase is warranted, the date of effect of the salary increase will be the date it is approved by Human Resources. (See Section V: Salary Adjustment Guidelines for additional information.)

Change in Duties - Long-term changes in position which exceed the normal scope of work for the position, but that do not justify a promotion.

Departmental Steps

1. Complete a Position Comparison Form.
   - Use this form to document those functions and skills outside the scope of the incumbent’s present position that the incumbent has demonstrated and which warrant an in-range adjustment. The comparison should be qualitative, and only apply to long-term changes in the incumbent’s scope of work.

2. Complete an Expense Distribution Change Form.
   - Salary changes within guidelines must be signed by a Level I designated individual, and must be established in Position Control through the Budget Office before submission to Human Resources.
   - Consult with Human Resources for salary changes exceeding guidelines prior to submitting Expense Distribution Change Form.

3. Forward completed and fully authorized forms to the Department of Human Resources for processing.
   - All forms should be directed to USB, Room 203, care of Human Resources Generalist servicing department’s Human Resources needs.

HR Follow-Up

Upon receipt of the documentation, Human Resources reviews the Position Comparison Form and associated salary adjustment to ensure internal equity is maintained at the University level.

Note

Human Resources will review all salary changes exceeding predefined guidelines.

Professional Development

Acquiring a new position related skill, knowledge, or ability, identified by the department in order to meet departmental business needs, may fit criteria for a salary adjustment. (See Section V: Salary Adjustment Guidelines for additional information, including options for one-time payments where Professional Development, may be additive but lacks directly correlated Position requirements criteria.)
Departmental Steps
1. **Complete an Expense Distribution Change Form.**
   - Salary changes within guidelines must be signed by a Level I designated individual, and must be established in Position Control through the Budget Office before submission to Human Resources.
   - Consult with Human Resources for salary changes exceeding guidelines prior to submitting Expense Distribution Change Form.

2. **Attach a departmental memo stating the new skills, knowledge, or abilities gained, and how they will help the department achieve its objectives. Additionally, make sure to include evidence of completion of training. For example: a certificate of completion, diploma, transcript, degree, etc.**

3. **Forward completed and fully authorized forms to the Department of Human Resources for processing.**
   - All forms should be directed to USB, Room 203, care of Human Resources Generalist servicing department’s Human Resources needs.

**HR Follow-Up**

Human Resources reviews the supporting documentation and associated salary adjustment to ensure internal equity is maintained at the University level.

**Note**

Human Resources will review all salary changes exceeding predefined guidelines.

**Temporary Work Assignment - Temporary changes in incumbent’s workload.**

*(submit in advance of actual temporary assignment)*

Departmental Steps
1. **Complete an Expense Distribution Change Form.**
   - Use this form to begin the monthly stipend, classifying the earning’s type as a stipend (payroll code STI), and designating the start and (3-6 month end date of the temporary assignment.
   - Salary changes within guidelines must be signed by a Level I designated individual, and must be established in Position Control through the Budget Office before submission to Human Resources.

2. **Attach a departmental memo stating the reason for, and type of, workload increase.**

3. **Forward completed and fully authorized forms to the Department of Human Resources for processing.**
   - All forms should be directed to USB, Room 203, care of Human Resources Generalist servicing department’s Human Resources needs. **Human Resources Follow-Up:** Human Resources reviews justification for workload increase and associated stipend amount to ensure compliance with FLSA, and University policies.

**Note:** Temporary work assignments may not exceed six (6) months. Human Resources Services and Budget Unit Head approval is needed for continuation of assignments beyond the six-month limit. Human Resources will review all salary changes exceeding predefined guidelines.
**POSITION COMPARISON FORM**

<table>
<thead>
<tr>
<th>Job Class:</th>
<th>Position Profile Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family:</td>
<td>Incumbent Name:</td>
</tr>
<tr>
<td>Level:</td>
<td>School/College/Department:</td>
</tr>
<tr>
<td>Salary Grade:</td>
<td>Sub Department:</td>
</tr>
<tr>
<td>BU:</td>
<td>Reports To:</td>
</tr>
<tr>
<td>Date:</td>
<td>Prepared By:</td>
</tr>
</tbody>
</table>

**PROFILE ELEMENTS OF POSITION**

<table>
<thead>
<tr>
<th>PERFORMANCE OF DUTIES/PROJECT RESPONSIBILITIES</th>
<th>ORIGINAL POSITION</th>
<th>EXPANDED POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures, processes, and standards</td>
<td>«ProceduresStandards»</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>«Strategy»</td>
<td></td>
</tr>
</tbody>
</table>

**RELATIONSHIPS, SERVICE & COMMUNITY**

| Internal                                    | «Internal»         |                   |
| External                                    | «External»         |                   |
| Functional Team Members                    | «Functional_Team_Members» |                   |

**Problem Solving & Innovation**

| Scope of Issues                             | «Scope_of_Issues»   |
| Problem Resolution/Resources Available      | «Problem_ResolutionResources» |

Revised January 6, 2003
### PROFILE ELEMENTS OF POSITION

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>«CreativityInnovation»</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making Impact</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>«Financial»</td>
</tr>
<tr>
<td>People</td>
<td>«People»</td>
</tr>
<tr>
<td>Leadership and Training</td>
<td></td>
</tr>
<tr>
<td>Professional Development and Training</td>
<td>«Teaching_and_Training»</td>
</tr>
<tr>
<td>Technical Leadership</td>
<td>«Technical_Leadership»</td>
</tr>
<tr>
<td>Team Morale/Role Model</td>
<td>«Team_MoraleRole_Model»</td>
</tr>
</tbody>
</table>

### KEY DEPARTMENTAL FUNCTIONS

List primary duties essential to the original, as well as, expanded position. “Essential functions” are those duties that an individual must be able to perform. Each function should focus on what is to be performed, not how. Provide a concise, yet detailed description, to give an accurate and complete picture of the position.

<table>
<thead>
<tr>
<th>ORIGINAL POSITION</th>
<th>EXPANDED POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(essential functions from dept and prior version descriptions)</td>
<td></td>
</tr>
</tbody>
</table>

### ELIMINATED DEPARTMENTAL FUNCTIONS

List any functions for which the incumbent was originally responsible, but are no longer within the scope of the expanded position.

### PROFILING RELATED DIMENSIONS

<table>
<thead>
<tr>
<th>ORIGINAL POSITION</th>
<th>EXPANDED POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Supervision:</td>
<td></td>
</tr>
<tr>
<td>B. Operating Budget range, if Applicable:</td>
<td></td>
</tr>
<tr>
<td>C. Typical Education &amp; Experience:</td>
<td></td>
</tr>
</tbody>
</table>
### PROFILING RELATED DIMENSIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Typical Equipment Used:</td>
<td></td>
</tr>
<tr>
<td>E. Environmental Conditions:</td>
<td></td>
</tr>
<tr>
<td>F. Expected Physical Requirements:</td>
<td></td>
</tr>
<tr>
<td>G. Other Pertinent Dimensions:</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL INFORMATION

Provide any additional information that would better explain essential functions of this position.