GUIDE TO

THE JOB CLASSIFICATION PROCESS

FOR UUP PROFESSIONAL AND

M/C PROFESSIONAL POSITIONS

State University of New York at Buffalo
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INTRODUCTION

This Procedures Manual is intended to provide you with a guide to evaluating and classifying Professional positions. Further, it describes how to process your requests for within-grade salary increases, as well as how to maintain records consistent with the Records Retention Schedule.

Position classification, frequently involving job evaluation techniques, is essentially a system of identifying and describing the different kinds of work in an organization and then grouping similar positions together by job titles, salary grade, and qualification requirements for recruitment and selection purposes. Position classification establishes the basis for providing equal pay for equal work.

Position classification also serves management and the organization by:

1. Providing a rational criterion for maintaining sound salary administration policies and procedures by making it possible to equate whole classes of positions with similar or like characteristics with common pay ranges.

2. Defining in objective terms the content of jobs against which the performance of incumbents can be measured.

3. Furnishing job information upon which the content of orientation and other in-service training can be measured.

4. Providing an orderly promotion and placement procedure.

5. Using standard classification titles to establish uniform job terminology.

6. Requiring a definition and description of duties.

7. Providing an orderly basis for translating needs for positions into budgetary procedures.

8. Providing information on job content that aids in the analysis of organization problems and of procedures by bringing out points of duplication or inconsistency in the work process.

9. Aiding supervisors and employees to prepare accurate and timely Performance Programs.

We hope that you will find this manual to be a valuable tool in evaluating and classifying positions. Questions should be referred to Human Resources at 645-5000.
HOW TO USE THIS MANUAL

This manual is a guide to classifying Professional positions at UB. It is divided into five parts:

Part A
Addresses Professional Service positions. It outlines the procedures for position evaluation; preparation of classification packages; and processing requests for classifications, reclassifications, and within-grade salary increases.

Part B
Outlines the procedures for making exempt/non-exempt determinations for Professional positions based on the Fair Labor Standards Act.

Part C
Contains a guide to maintaining classification records.

Part D
Contains appendices; Helpful Action Words, Description of M/C Positions, and a sample Professional classification for review and practice.

Additional Links
Contains all forms and documents needed for the purpose of position evaluation and classification.

Questions should be referred to Human Resources at 645-7777.
As a means of maintaining management flexibility, the authority and responsibility for position classification of professional service positions does not require review, editing or approval by Human Resources. Only existing signature approval within the Faculty/Division and University apply.

All classification actions for classified positions require review and approval of Human Resources before the information can be sent to Civil Service for approval.

Position classification at the University at Buffalo includes establishing new positions, redefining positions to a higher or lower level or such that a within-grade increase may be appropriate, changing titles and bargaining units.

**HUMAN RESOURCES’ RESPONSIBILITIES INCLUDE:**

- Maintaining a manual to assist departments in preparing justifications and supporting documents for position classification requests and analyzing and making decisions regarding position and staffing patterns. Desk audits are not performed.

- Maintaining a document retention schedule to insure compliance with SUNY policy which will prepare departments for a campus audit.

- Dissemination of information received from System Administration and Civil Service to campus departments (i.e., new policies and procedures, new titles, new or revised standards).

- Transmission of classification package documents to Civil Service for classified position classifications and to System Administration for M/C professional classifications as required.

- Acting as a liaison between Civil Service or System Administration and campus departments to transmit questions and answers for clarification of packages.

- Continuing to prepare routine reports for annual distribution to and for post-audit review by senior officers.

- Assisting departments in developing comparative data by providing computer produced listings of campus titles with department location.
Classification Process for Professional Service Positions

I. Department Responsibilities:

The classification request is prepared by the department and includes appropriate position evaluation, organizational chart and justification. The position evaluation for Professional Service positions and all supporting documentation must be maintained on file for audit purposes.

II. Routing Documents and Securing Approvals:

A. UUP Professional Positions

1. The complete classification request is routed according to the signature policy electronically through UB Jobs and then forwarded to Human Resources by the highest approving authority.

2. Human Resources reviews the classification request information and upon approval, submits the classification/reclassification request to SUNY System Administration.

B. M/C Professional Positions

1. The complete classification request is routed according to the signature policy electronically through UB Jobs and then forwarded to Human Resources by the highest approving authority.

2. Human Resources forwards the request to System Administration (M/C professional) for review and approval or disapproval. Human Resources receives notification of decision and informs the department.

III. Transaction Processing:

A. If all approvals (at the campus level and System Administration) are secured, Human Resources inputs data into local and System Administration information systems as appropriate.

B. Human Resources notifies departments of approved line certification on the Schedule of Positions.

IV. Audit:

The campus Internal Audit Department conducts a periodic review of document preparation and retention.

WITHIN-GRADE SALARY INCREASES FOR PROFESSIONAL EMPLOYEES

Within-grade salary increases for professional employees who have been assigned increased duties and responsibilities (which justify a salary increase rather than a higher salary grade) are a secondary process administered within the classification function. The Provost/Vice Presidents (or their designees) have responsibility for the preparation, analysis and approval (at the campus level) of within-grade salary increases for professional employees within the approved salary ranges for that grade.
OVERVIEW

Professional Service positions are divided into two main categories:

- **Professional Positions**

  Professional Service positions at the University at Buffalo, The State University of New York, consist of all positions which have been declared by the Chancellor as not within the purview of the Department of Civil Service, (i.e., the Unclassified Service) other than those with academic or qualified academic rank. These positions are designated SL Professionals.

- **Management Confidential Professional Positions**

  Managerial Confidential positions are those that either formulate policy or may be reasonably required to assist directly in the preparation for, and conduct of collective negotiations, or have a major role in the administration of grievances or human resources administration. These positions are designated MP Professionals (see Appendix 2).
PROFESSIONAL SERVICE POSITION EVALUATION

I. THE CLASSIFICATION REQUEST

Before evaluating the position, you must gather information for the position. The classification request consists of the duties description, an updated organizational chart, a justification, a point factor evaluation and the FLSA checklists. Instructions on how to prepare a classification request can be found in the section titled “Classification Request - Professional Service Positions” in this manual.

II. POSITION EVALUATION DEFINED

The process of job evaluation identifies those characteristics of jobs which make them essentially equal to, less than or greater than other jobs in importance, responsibility, authority, “size”, scope and impact. This process is made easier and more consistent when jobs are accurately and adequately described in a common format (the duties description) which tells what is done, why and how (see the section titled “Classification Request - Professional Service Positions” in this manual).

The intent of job evaluation is to establish the internal “rank” order relationships of one job to another based on the difficulty, size and impact of the job responsibilities and authority - and the organizational fit of the job. By assessing (evaluating) jobs against a common measuring device, management can be more confident that jobs have been examined equitably and consistently against factors which are common to all professional jobs.

It is essential to keep in mind that the Job Evaluation process is not concerned with the qualifications or performance of the incumbent. Rather, the job evaluation process is concerned only with the responsibilities, qualifications (i.e., education and experience required) and duties of the position. It may be useful to consider the position as “vacant” when preparing a job description.

Three methods are used to evaluate positions to determine the appropriate title and grade level:

A. Comparing the duties description to SUNY Classification Standards
B. Comparison of position to similar positions at this University and other SUNY campuses
C. Point Factor Analysis (It is important to note that the point factor analysis is not used for Management Confidential Professional positions.)

III. METHODS OF EVALUATING A POSITION

A. Classification Standards

The first step in evaluating a position is to compare the Position Description to SUNY classification standards which depict duties and requirements similar to the duties and requirements of the position being evaluated. The ultimate goal is to find the most appropriate match. Classification standards are available through the Human Resources’ website.

The SUNY classification standard is a document which describes a class of positions. Information in the classification standard is grouped into categories which describe the nature of the work, distinguishing characteristics, typical activities, tasks and assignments, relationships with others, nature of supervision, job requirements and minimum qualifications which collectively provide an understanding of the class. This document is intended to facilitate personnel management decisions, primarily those concerned with the accurate and efficient classification of positions.
When comparing a position to a SUNY classification standard, be wary of becoming misdirected by focusing on the title of the classification standard rather than the actual distinguishing characteristics of the position, tasks and assignments, minimal requirements, etc. A brief example of how to compare a position description to classification standards is contained in Appendix 3.

On rare occasions, the responsibilities of a given position will not compare to any of the SUNY classification standards available. In a case where there is no comparable classification standard, contact Human Resources for assistance in researching comparable positions at the University (and throughout SUNY).

B. Comparison of the Position to Similar Positions

The second step in evaluating a position is to compare the Position Description to similar positions at this University and possibly other SUNY campuses. Once you have made a determination as to which classification standard is most appropriate, it is important to review similar positions on campus to maintain consistency as to the title and level assigned for similar duties and responsibilities throughout the campus. You may find that another title and salary level is being utilized which might be more appropriate than the title and salary level you have selected. In order to facilitate the process of identifying comparable positions on campus, individual departments may request a report listing the particular titles/grades of interest with the department location from Human Resources.

In order to compare your position to similar positions, you will need a copy of the duties descriptions for the “similar” positions. Compare the duties performed, the level of responsibilities and authority, degree of autonomy to perform, minimum qualifications, supervisory relationships, etc. This process will assist you in identifying the positions which are in line with the position being evaluated, and hence, the most appropriate classification.

An additional tool is the organizational chart. The organizational chart contained in your classification package will assist you in comparing your department to similar departmental structures and staffing patterns on campus. It is as important to compare departments in general as it is to compare the particular positions. By looking at the entire department you will be able to better assess certain key characteristics of the position (i.e., job complexity, level of authority, etc.) which will be of great assistance in making an equitable determination.

C. Point Factor Analysis (not applicable to M/C positions)

The third step in evaluating a position is to utilize the Point Factor Analysis. The Point Factor Analysis assists you in determining each job’s relative value and, hence, its location in the pay structure. (i.e., most appropriate pay grade). This system is helpful in supporting the determination made based on the first two steps. In addition, if you have been unable to make a determination as to the most appropriate title and grade, being able to locate the position within the pay structure may provide direction in making the appropriate title selection.

The Point Factor Analysis has two basic characteristics:
1. compensable factors, and
2. point weights reflecting the relative importance of each factor.
The job’s relative value is determined by the sum of the points assigned to each of the compensable factors. The following is an example of a compensable factor and the weights reflecting the relative importance of each:

**Example:**

**Compensable Factor: Minimum Education Required:**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s Degree</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>20</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>30</td>
</tr>
<tr>
<td>Doctorate</td>
<td>40</td>
</tr>
</tbody>
</table>

**Experience Required:**

<table>
<thead>
<tr>
<th>Years</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year</td>
<td>35</td>
</tr>
<tr>
<td>Three Years</td>
<td>40</td>
</tr>
<tr>
<td>Five Years</td>
<td>45</td>
</tr>
<tr>
<td>10 or More Years</td>
<td>55</td>
</tr>
</tbody>
</table>

In the example above, the years of work experience are relatively more important than the education requirements and are, therefore, assigned greater point values.

If the position required a Bachelor’s degree and five years of experience, the minimum Education factor would be assigned 20 points, and the Experience required factor would be assigned 45 points. After evaluating all compensable factors in the Point Factor Analysis, you would add the points and, depending on the total point value, the position would fall within a certain grade level (See **Point Factor Evaluation**).

**IV. DOCUMENTATION OF POSITION EVALUATION**

After evaluating the position based on the aforementioned criteria, you must establish a file or record documenting your decision which will be subject to audits. The file should contain a written justification as to why the particular title and level were most appropriate, the Point Factor Evaluation Form and any other correspondence regarding the position.

The documentation should consist of an explanation of your review and comparison to both the classification standard and comparable positions, and address:

- Which distinguishing characteristics of the position make it most comparable to the classification standard selected?
- Why is the position thought to be comparable to the selected other positions at the University?

**V. OTHER DOCUMENTATION**

In addition to evaluating the position for appropriate grade and title, a determination as to whether the position is exempt from the Fair Labor Standards Act must be made (i.e., a determination as to whether
the position is eligible to receive overtime pay). Instructions as to making this determination can be found in the section titled “Fair Labor Standards Act Determination” in this manual.

VI. PROCESSING THE TRANSACTION

Once you have made a determination as to the appropriate grade level and title, you are ready to process your transaction. Instructions on how to process your classification transactions can be found in the section titled “How to Process Professional Service Transactions” in this manual.
A Classification Request must be prepared whenever you are requesting that a position be classified, reclassified, or granted a within-grade salary increase based on increased level of responsibilities. The classification package consists of a Duties Description, Justification, updated Organizational Chart, Point Factor Evaluation, Position Evaluation Documents and Fair Labor Standards Act Checklists.

I. PROFESSIONAL SERVICE POSITION DESCRIPTION

A. Definition

Job Descriptions are combinations of simply written, short statements or responses to specific questions that describe the content and essential requirements of positions. The intent is to give the reader an understanding of the purpose, nature, “size”, importance and extent of the duties and requirements, and how the job differs from other jobs.

The Job Description must include the following:

1. Duties and responsibilities of the position.
2. What are the minimum education requirements for this position?
3. In addition to formal education, how much and what kind(s) of experience is required?
4. Describe at least three of the most complex or difficult duties (in order of difficulty).
5. Please comment on the type and extent of supervision this position receives.
6. What do you feel are the most serious consequences (in order of importance) that most probably would result from errors by the incumbent?
7. Write a statement about the people, office, or “publics” that this position deals with, contacts, or supervises and this position’s relationship to each.
8. Give examples of sensitive or confidential data which the incumbent of this position is required to understand and work with. Note the probable effects of indiscretion.

B. Importance and Use of Job Descriptions

Job Descriptions are a basic source of job facts and serve a variety of purposes, such as:

1. Providing a rational basis for salary administration;
2. Aiding in identifying job tasks and candidate qualifications for more effective recruiting, selection, employment, promoting, and transfer of employees;
3. For use by managers in designating duties and improving organizational efficiency;
4. Helping to clarify duty assignments in internal job relationships and to prevent overlapping duties;
5. Aiding in training and orienting employees; and
6. Forming a basis against which individual performance can be appraised.

C. Contents of Position Descriptions

A good position description is specific enough to describe the typical and more important duties of the job, generally in the order of importance. It is not intended to cover every possible task. The most effectively written description will be concise and use a minimum number of well-chosen words. It should give a clear understanding of the duties, requirements, reporting relationships, and “fit” of the job in relation to other jobs in the organization.
D. Preparing to Write a Position Description

The position description should start with a brief two or three sentence summary of the job. This statement should be included before commencing to respond to the specific questions for this position type. This essentially sets the tone, work setting, and overall content of the job. This statement is a useful tool in thinking about the scope and impact of the job and also the job’s purpose, nature, importance, and how it differs from other jobs.

The responses to the questions should expand upon the job summary and explain the important details of the job so logically, concisely, and specifically that an uninformed reader can visualize the task and understand the job with a minimum reorganization of the data. It must, therefore, consist of an orderly presentation of the tasks of the job and identify which tasks are the most important and difficult.

E. Specific Guides

The job description should be written in a brief and concise manner (i.e., descriptions should be as brief as possible and still describe the principal duties accurately and completely). Statements should tell “What” work is done, “How” it is done and “Why” it is done. The What identifies the “goal” of the job, the end results that are expected, and tells what the employee is intended to do. The How identifies the method or means used to accomplish the What. The Why explains the purpose or reasons for performing the duty, i.e., the justification for having the duty performed. The What, How, and Why of job duties need to be clearly described/understood.

In completing the duties description, list the duties in either descending order of importance, or descending percentage of time. Sentences should be brief and begin with an action word, a verb. Short “tie” words such as “a”, “and”, “an”, “of” are generally omitted, and words with more than one meaning avoided. Literary embellishments should be omitted (the number of pages in a description doesn’t count) as should “flowery” terms or exaggeration.

The following list should provide a good outline in completing the job duties description:

1. Always use the present tense
2. Use the term “may” to introduce tasks which only some of the incumbents perform.
3. Use the term “occasionally” to introduce statements describing tasks not customarily performed. Maybe the term “may” ought to not be used to refer to these occasional duties.
4. All references to other jobs, individuals, departments, sections should be very specific but without naming individuals (title OK).
5. Avoid broad terms such as “counsel and administer” unless the writer can be specific as to what type of counseling, for what purpose, or what level, how often, and with what consequence.
6. Think in terms of the position’s entire scope - if the job has cyclical peaks and valleys, be certain to point this out.
7. Highlight duties that are peculiar to this job or that make it distinctive.
8. A “generic” description can be developed where several people perform essentially the same range of duties, even if some of the incumbents perform slightly different tasks from time to time. Do not include the duties of the group supervisor.
9. It is important to keep in mind that you are attempting to describe the duties and requirements of the position - not the skills and background of the incumbent.
10. Be certain to identify when a job has line supervisory responsibilities vs. staff support duties.
11. Emphasize decision making or control responsibilities vs. recommending or advising responsibilities.

12. Keep in mind the duties of other positions that are alike, similar, or related to this job.

13. If the position includes responsibility for taking action, be certain to note if such action requires prior approval by others.

14. “May be required to perform other related duties” - should be added at the end of every job description.

Appendix 1 contains a list of “Helpful Action Words” which should assist you in the preparation of the job description.

F. A Few Specifics for Understanding the Seven Factors

Read the factor definitions very carefully prior to making evaluations.

1. Education

Note the education that is necessary and required to perform the duties of the job. Be specific in stating the type of degree and/or the specialization beyond the BS/BA if any. If specific training is desired rather than required, so state. Do not describe the educational background of the incumbent - rather, think in terms of the minimum education necessary to perform the prescribed duties.

If the education stated as requiring graduate degree, specify why, i.e., the job duties must substantiate the need by defining the degree or specialty.

2. Experience

Experience is of two kinds - that which is necessary to have been acquired prior to entering the job (if any) and that which is necessary to acquire in the job (if any). Add the two together. Think in terms of minimum time required. Be specific - identify what type and how much experience, and note cyclical implications, if any.

If experience stated as requiring several years, specify why, i.e., the job duties must substantiate the need by defining the special background.

3. Most Complex/Difficult Duties

Identify the most troublesome problems, critical tasks, sensitive issues or delicate relationships. Generally, it is helpful to think in terms of the “toughest” decisions with the most impact an incumbent is required to make. Essentially, this is the factor which speaks to the “breadth and depth” of a job.

Evaluate difficulty of job, not the volume or “busyness” of work. Consider the most difficult and sensitive decisions an incumbent must make essentially, unguided. It is useful to consider tasks most difficult to learn.
4. **Supervision Received**

Note the type of supervision *received* - is it direct, close, after the fact verification, essentially self-supervising or largely consultative? How does an incumbent *make decisions* - guided by policy, after discussions or following standard practice and procedures? How has the supervisor delegated authority? Don’t forget the role of staff (Human Resources, Payroll, Accounting Departments, etc.) in solving problems.

5. **Consequence of Errors - Freedom to Act**

Be specific in noting the *probable* and likely consequence of errors - the things that *have happened and are most likely to happen* if the incumbent makes a careless error - rather than the worst possible consequence that could happen. Consider the checks and balances in the system and the likelihood the error will be quickly found and corrected.

6. **Contacts with Others**

Think in terms of what is happening (or supposed to happen) in the contact. Is information being exchanged, or is one party exerting influence/persuasion over the other?

7. **Confidential Data**

Once again, specific examples are best. Note those exposures which are required (work *with and interpret* the data), rather than just having access to sensitive data.

II. **JUSTIFICATION**

The justification should answer the following questions:

A. Why is the position being created or changed?
B. Why is the position needed or being changed now?
C. Who, if anyone had the position before?
D. What impact will this position have on the other positions in the department?
E. Include other information which you may feel might be useful for the purpose of justifying the position.

III. **ORGANIZATIONAL CHART**

The Organizational Chart shows the reporting relationships and responsibilities of appropriate positions within the functional area. A sample [organizational chart](#) along with instructions can be found on the Human Resources website.
How to Process Professional Service Position Transactions

HOW TO PROCESS
PROFESSIONAL SERVICE POSITION TRANSACTIONS

I. INITIAL CLASSIFICATIONS

A. Permanent Professional Service Positions (i.e., positions established for an indefinite period of time requiring an FTE appropriation and line number certification).

When creating a new position within your department, you must make sure that you have the required FTE and allocation to support the position, as well as a properly classified line number.

1. Requesting a New Line Number

When creating a new position within your department, you must submit a Budget Revision requesting the establishment of a new position (line number) indicating the desired title.

In this submission please identify the following items:

a. Fiscal FTE and Allocation
b. Annual FTE and Allocation. This is not required if the position is only for the current fiscal year.
c. Account Number
d. Source of Allocation and FTE

After the required signatures are secured, forward to:

Financial Services
418 Crofts Hall
North Campus

2. To Obtain Appropriate Classification

Prepare the following pieces of information before signing into UB Jobs (see section titled “Classification Request - Professional Service Positions” in this manual for instructions):

- Complete duties description
- Organizational chart
- Justification for the classification of this position
- Point Factor Evaluation
- Fair Labor Standards Act Checklists

3. Conduct a Position Evaluation (see the section titled “Professional Service Position Evaluation” in this manual for instructions).

Evaluate the position description against the FLSA designation tests to determine whether or not the position is exempt or non-exempt.

Once Financial Services has assigned a new line number and the position evaluation has been conducted, you can sign into UB Jobs and enter the position description by selecting Begin New Action and Start Action for New Position. Once all position information is entered, the position description, justification, Point Factor Evaluation and Fair Labor Standards Act Checklists must be
forwarded according to the University’s signatory policy to the appropriate authority that will then forward the position to Human Resources for review. Upon Human Resources approval, the request will be submitted to SUNY System Administration.

3. Management Confidential Professional Positions

Management Confidential positions must receive approval from System Administration. Therefore, the entire classification request must be forwarded according to the University’s signatory policy to the appropriate authority, who will then forward the approved classification request to Human Resources for submission to System Administration.

4. Waiting Period

Professional Positions:

- If Schedule of Positions action is required, the waiting period will be two to three weeks from time of submission. Human Resources will notify you of approval effective date.
- If Schedule of Positions action is not required, there is no applicable waiting period.

Management Confidential Professional Positions:

- Human Resources will notify department of System Administration’s approval or disapproval when received.

B. Temporary Service Professional Positions (i.e., positions which are established for a short period of time and are funded through the temporary service line expense category of the department’s budget and are paid on an hourly basis).

Temporary Service Professional Positions are created for a short and defined period, generally not to exceed six months. Requirements for establishing a temporary position are as follows:

1. The department must have funds in their budget expense temporary service category.

2. A Classification Request must be prepared (see the section titled “Classification Request - Professional Service Positions” in this manual).

   - Duties Description
   - Organizational Chart
   - Written Justification

3. A Position Evaluation must be conducted (see the section titled “Professional Service Position Evaluation” in this manual for instructions).

4. Evaluate the position description against the FLSA designation tests to determine whether or not the position is exempt or non-exempt.
Once the above criteria have been met, submit the Classification Request through UB Jobs according to the University’s signatory policy to the appropriate authority that will then forward the approved package to Human Resources for review. Upon Human Resources approval, the recruitment process can begin.

5. Waiting Period

Temporary Service Positions do not require Schedule of Positions action and can, therefore, be effective immediately.

II. RECLASSIFICATIONS

A reclassification is a change in title and salary grade resulting from a significant change in the duties and responsibilities of a position making the former title and salary grade allocation no longer appropriate.

A. Make Sure the Line Number is in your Department’s Operating Budget

B. Verification of Appropriate Classification

Once you have established that the desired line exists in your department’s operating budget, you must make sure that it is appropriately classified. A line is properly classified when the title and grade matches the duties, qualifications, education, etc., of the position description on file and the classification standard for the position.

1. If the title of the position matches your current requirements (grade, title, duties, etc.), there is no need to reclassify the position.
2. If the position description does not match your requirements, the position must be reclassified.

Note: If a line shows as uncertified, it cannot be used until certification is completed. If you have access to the BARS Financial System, you can check the status of the line by using the process Data Retrieval (DAR) and the action Line Inquiry (LNQ). You can also check the status of the line if you have access to the BARS System Support Tables by using the process Schedule of Positions (SOP) and the action Inquiry (INQ).

For access to either of these systems (BARS Financial or BARS System Support Tables) contact Financial Services at 645-2660.

C. Requesting Reclassification of a Position

In order to request reclassification of a Professional Service position:

1. Enter the UB Jobs system to create a Reclassification request (see the section titled “Classification Request - Professional Service Positions” in this manual for instructions).

- Complete duties description
- Organizational Chart
- Justification for the reclassification of this position
• Point Factor Evaluation
• FLSA Checklists

2. Conduct a **Position Evaluation** (see the section titled “Professional Service Position Evaluation” in this manual for instructions).

Once the above criteria have been met, submit the Classification Request through UB Jobs according to the University’s signatory policy to the appropriate authority that will then forward the approved request to Human Resources for review. Upon Human Resources approval, the request will be submitted to SUNY System Administration.

3. Management Confidential Positions

Management Confidential Positions must receive approval from System Administration. Therefore, the entire classification package must be forwarded according to the University’s signatory policy to appropriate authority that will then forward approved classification package to Human Resources for submission to System Administration.

4. Waiting Period:

a. Professional Positions:

- If Schedule of Positions action is required, the waiting period will be two to three weeks from time of submission. Human Resources will notify you of approval effective date.
- If Schedule of Positions action is not required, there is no applicable waiting period.

b. Management Confidential Professional Positions:

- Human Resources will notify department of System Administration’s approval or disapproval when received.
PART A
Within-Grade Salary Increases

WITHIN-GRADE SALARY INCREASES
(Professional Service Employees Only)

Within-grade salary increases for professional service employees may be granted, at the discretion of the department, with appropriate campus approvals and are subject to availability of campus funds.

PROCEDURE

A. Within-Grade Salary Increases Due to Increased Responsibilities

Within-grade salary increases are intended to provide additional compensation to employees whose duties and responsibilities have been augmented such that the scope of responsibility and level of job complexity has increased significantly, yet not enough to warrant reclassification to a higher grade level or a different title. If the increased responsibilities are permanent, a permanent salary increase may be granted. If the added responsibilities are for a defined period of time, a temporary salary increase may be granted.

1. Prepare a classification request (see the section titled “Classification Request - Professional Service Positions” in this manual for instructions).

2. In the Duties Description of the classification request, identify the following differences in duties:
   - The Changes in Duties
   - The Changes in Educational Requirements
   - The Changes in Experience required
   - Other characteristics of the position which have changed.

3. Conduct a job evaluation utilizing the classification request and differences in duties to ascertain whether the current title and level of the position are still appropriate (see the section titled “Professional Service Position Evaluation” in this manual for instructions):
   a) If the current title and level are still appropriate, and the scope and depth of the responsibility have expanded considerably, go on to “Processing the Transaction.”

   b) If the position has changed such that a reclassification to another title and/or grade is warranted, review the “How to Process Professional Service Position Transactions” in this manual for instructions.

4. Processing the Transaction

   a) Forward the Personnel Transaction Form (PTF) to the appropriate office for review. If approved, the signed PTF should be sent to Human Resources for processing.
PART A
Within-Grade Salary Increases

b) Effective Date - will be the effective date noted on the PTF unless a DOB budget certificate change is required. In that case, Human Resources will notify the originating unit as to the earliest effective date.

c) You must maintain a departmental record of this transaction which includes the classification request, “Differences in Duties” and Point Factor Evaluation. This record of classification transactions may be subject to audit.

In addition, complete a Budget Revision form to identify the dollars necessary to support the desired salary increase.

B. Within-Grade Salary Increases for Reasons Other than Increased Duties

Follow the same procedure as noted above, except that the departmental record for the salary increase should reflect the justification for the salary increase based on other than increased duties.
PART B

FAIR LABOR STANDARDS ACT DETERMINATION
(Professional Service Positions Only)

A. Purpose

The Fair Labor Standards Act requires overtime to be paid to employees who are non-exempt from the provisions of the legislation and imposes significant retroactive penalties of non-compliance. The act was imposed on public employers for the first time in 1986 as a result of Garcia vs. San Antonio 1985. The court overruled earlier decisions that the FLSA overtime provisions could not be applied to State and Local government employees.

B. Covered Employees

The general rule is that all employees are covered by the Law except for those who are subject to specific exemption. Exemptions fall into four broad categories Executive, Administrative, Professional and Computer employees. Eligibility for exemption is determined by factors which are described in the attachment below. Teaching faculty will normally be exempt, while most employees and their positions in the classified service are already eligible for overtime payments. An FLSA Exempt/Non-Exempt check-list as well as a description for each qualifying point, to be completed for each professional service position, can be found in the following attachment.

FLSA Exempt/Non-Exempt Checklists
PART C
MAINTAINING RECORDS

All department records pertaining to classification and reclassification transactions must be maintained for a minimum of ten years. These records are subject to review when audits are conducted.

A. Professional Service Professional Positions - Supporting Documentation

1. Classification Request
   • Duties Description
   • Organizational Chart
   • Justification for classification of position

2. Position Evaluation Justification

3. Differences in Duties (For Reclassifications and Within-Grade Salary Increases)

4. Point Factor Evaluation

5. FLSA Evaluation

6. Any other correspondence/information pertaining to the classification action.
PART D

(Appendices)
APPENDIX 1

Helpful Action Words
HELPFUL ACTION WORDS

**Act** - To exert one's powers in such a way as to bring about an effect; to carry out a purpose.

**Administer** - To manage or direct the application or execution of; to administrate.

**Adopt** - To take and apply or put into practice; to accept, as a report.

**Advise** - To give advice to; to recommend a course of action (not simply to tell or inform).

**Analyze** - To study the factors of a situation or problem in order to determine the solution or outcome. Factors studied should be unrelated and then from this information, individual makes a decision. Studies various unrelated facts to arrive at a conclusion.

**Anticipate** - foreseeing events, trends, consequences or problems.

**Appraise** - To evaluate as to quality, status, effectiveness.

**Approve** - To sanction officially; to accept as satisfactory; to ratify (thereby assuming responsibility for). Used only in the situation where individual has final authority.

**Arrange** - To place in proper order.

**Ascertain** - To find out or learn for a certainty.

**Assemble** - To collect or gather together in a predetermined order; to fit together the parts of.

**Assist** - To lend aid; to help; to give support to.

**Assume** - To take to or upon oneself. To undertake.

**Assure** - To confirm; to make certain of; to state confidently.

**Attend** - To be present for the purpose of making a contribution.

**Audit** - Final and official examination of accounts.

**Authorize** - To empower; to permit; to establish by authority.

**Balance** - To arrange or prove so that the sum of one group equals the sum of another.

**Calculate** - To ascertain by computation.

**Check** - To examine; to compare for verification. Indicate if subsequent examination.

**Circulate** - To disseminate; to distribute in accordance with a plan.

**Clear** - To obtain the concurrence, dissent or agreement of other officers prior to signature.
**Collaborate** - To work or act jointly with others.

**Collect** - To gather facts or data; to assemble, to accumulate.

**Compile** - To collect into a volume; to compose out of materials from other documents.

**Consolidate** - To combine into a single whole.

**Consult** - To seek the advice of another; to confer; to refer to.

**Contingent** - Permanent appointment to a competitive position left temporarily vacant by the leave of absence of the permanent incumbent.

**Control** - To exercise directly, guiding or restraining power over.

**Cooperate** - To act or operate jointly with others (to collaborate).

**Coordinate** - To bring into common action, condition, etc.

**Correlate** - To establish a mutual or reciprocal relation.

**Delegate** - To entrust to the care or management of another.

**Determine** - To fix conclusively or authoritatively; to decide; to make a decision.

**Develop** - To evolve; to make apparent; bring to light; to make more available or usable.

**Direct** - To regulate the activities or course of; to govern or control, to give guidance to.

**Discuss** - To exchange views for the purpose of arriving at a conclusion.

**Disseminate** - To spread information or ideas.

**Draft** - To write or compose papers or documents in rough, preliminary of final form. Often for clearance and approval by others.

**Edit** - To revise and prepare as for publication.

**Effectively Recommends** - Person recommending the action or procedure initiates the action or procedure; subject only to the routine or administrative control of some other person.

**Establish** - To set up; to institute; to place on a firm basis.

**Evaluate** - To appraise; to ascertain the value of.

**Examine** - To investigate; to scrutinize; to subject to inquiry by inspection or test. Indicate if subsequent check or examination.

**Execute** - To give effect; to follow through to the end; complete.
**Exercise** - To bring to bear or employ actively, as exercise authority of influence.

**Expedite** - To hasten the movement or progress of; to remove obstacles; to accelerate.

**Facilitate** - To make easy or less difficult.

**Follow-up** - To check the progress of; to see if results are satisfactory.

**Formulate** - To put into a systemized statement; to develop or devise a plan, policy or procedure.

**Furnish** - To provide, supply or give.

**Implement** - To carry out; to perform acts essential to the execution of a plan or program; to give effect to.

**Inform** - To instruct; to communicate knowledge of.

**Initiate** - To originate; to begin; to introduce for the first time; as a plan, policy or procedure.

**Inspect** - To examine carefully and critically.

**Instruct** - To impart knowledge to; to supply direction to.

**Instructions** - To furnish with directions; to inform.

**Definite Instructions** - Precise in detail, explicit, limited in determining the course to follow.

**Interpret** - To explain the meaning of; to translate; to elucidate.

**Interview** - To question in order to obtain facts or opinions.

**Intensive** - Exhaustive or concentrated, extreme, high degree.

**Inventory** - To count and make a list of items.

**Investigate** - To inquire into systematically.

**Issue** - To distribute formally.

**Maintain** - To hold or keep in any condition; to keep up-to-date or current, as records.

**Make** - To cause something to assume a designated condition.

**Manage** - To control and direct; to guide; to administer.

**Notify** - To give notice to; to inform.

**Observe** - To perceive or notice, watch.
Obtain - To gain possession of; to acquire.

Operate - To conduct or perform activity.

Participate - To take part in.

Perform - To carry on to a finish; to accomplish, to execute.

Plan - To make ready for a particular purpose.

Process - To subject to some special treatment, to handle in accordance with prescribed procedures.

Provide - To supply for use; to furnish; to take precautionary methods in view of a possible need.

Purchase - To buy or procure.

Purpose - To offer for consideration or adoption.

Receive - To take as something that is offered.

Recommends - Suggests courses of action or procedures to other persons who have the primary responsibility for adopting and carrying out the action or procedures recommended. The person receiving the recommendation studies the action or procedure, then decides what course should be taken and initiates the resulting action or procedures.

Record - To register, to make a record of.

Reinstatement - Former state employees who wish to be re-employed in the title they held permanently. Civil Service Commission's approval is required in order to reinstate those who have more than one year of separation from state service.

Release - To permit the publication of, dissemination of; at a specified date but not before.

Render - To furnish, contribute.

Report - To furnish information or data.

Represent - To take the place of.

Require - That which must be accomplished.

Responsibility - Accountability for own decisions.

(1) Complete Responsibility - Individual has complete authority to take whatever action he or she deems advisable or necessary, subject only to the policies or general rules laid down by his or her immediate supervisor.
(2) **Delegated Responsibility** - Individual has the authority to take whatever action he or she deems advisable or necessary; he or she may initiate and carry out the action but is required to advise his or her superiors of non-routine situations.

(3) **General Responsibility** - The individual is required to gain approval of his or her supervisor before proceeding with the action which he or she deems necessary or advisable.

**Review** - To go over or examine deliberately or critically. Usually with a view to approval or dissent. Analyze results for the purpose of giving an opinion.

**Revise** - To make a new, improved or up-to-date version of.

**Routine** - Regular procedure, course, or normal course or business or official duties.

**Scan** - To examine point by point. To scrutinize.

**Schedule** - To plan a timetable; to set specific times for.

**Screen** - To examine closely, generally so as to separate one group or class from another.

**Secure** - To get possession of; to obtain.

**See** - To make certain of; to learn through observation.

**Select** - Chosen from a number of others of similar kind.

**SG** - Salary Grade (Civil Service).

**Sign** - To affix a signature to.

**Status:**

(1) **FT** - Anyone with an annualized FTE effort of 1.00
(2) **PT** - If the FTE effort is less than 1.00 (less than full-time).
(3) **Geographic FTE (GFT)** - A faculty member serving on the faculty of a medical center who is not employed on a FT basis for the purpose of fixing compensation payable by the State, but all of whose professional services and activities are conducted at the medical center or its affiliated hospitals.
(4) **Volunteer** - A person offering his services to the University for which he receives no financial compensation.

**Study** - To consider attentively; to ponder or fix the mind closely upon a subject.

**Submit** - To present information to others for their decision and judgment.

**Supervise** - To oversee. To inspect with authority. To guide and instruct with immediate responsibility for subordinate's performance; to superintend; to lead.
(1) **Direct Supervision** - Involves guidance and direction over individuals who report to and are directly responsible to the supervisor. Includes supervision of work, training, and personnel functions.

(2) **Close Supervision** - Individual does not use own initiative. Is instructed by supervisor as to the solution and selection of the proper procedures to follow.

(3) **Limited Supervision** - Individual proceeds on own initiative in compliance with policies, practices, and procedures prescribed by immediate supervisor.

(4) **General Supervision** - Involves guidance and direction actually carried out by the immediate supervisor.

(5) **Supervision of Work** - Includes work distribution, scheduling, training, answering of questions related to work, assisting in solving problems, etc. Does not include any personnel functions such as salaries, discipline, promotions, etc.

(6) **Training Responsibility** - Involves advice, information, and guidance on specialized matters; involves no authority. Gives instruction in regard to procedures.

**Survey** - To determine the form, extent, position, etc., of a situation, usually in connection with gathering of information.

**Train** - To increase skill or knowledge by capable instruction (usually in relation to a predetermined standard).

**Verify** - To prove to be true or accurate; to confirm or substantiate; to test or check the accuracy of.
APPENDIX 2

Description of M/C Positions
DESCRIPTION OF M/C POSITIONS

Managerial employees are those who either formulate policy or may be reasonably required to assist directly in the preparation for, and conduct of, collective negotiations, or have a major role in the administration of grievances or human resources administration. Employees who act and assist in a confidential capacity to employees designated managerial may qualify for exclusion from negotiating units as “confidential” type. Please remember that “confidential” does not refer to the type of information handled by a person or the nature of the job. Rather, by law, “confidential” has a very narrow definition and relates directly to the confidential relationship to a Public Employee Relations Board (PERB) designated managerial employee.

Managerial/Confidential Designation
(Case No. E-0081; Published in Official Decision, Paragraph 5-3001)

The statutory criteria set forth by the Taylor Law for Managerial designation (contained in Section 201.7 of the Civil Service Law), require that position participate in the formulation of policy, assist directly in the preparation for and conduct of negotiations, have a major role in the administration of agreements, or have a major role in human resources administration requiring the exercise of independent judgment. PERB interpreted these criteria as follows:

1. Participation in the formulation of policy - Policy is considered to be the development of the objectives of the government or agency and the method and means of achieving those objectives. Formulation includes regular participation in the essential decision process which results in a policy proposal, the selection among options, and the decision to put a policy into effect. It does not include the simple drafting of language for the statement of policies without meaningful participation in the decision processes, nor the engaging in research or collection of data required for the development of policy proposals.

2. Participation in collective negotiations - This criterion requires direct involvement or participation in the preparation for collective negotiations, including the formulation of positions or proposals, so as to be part of the decision-making process; or direct participation in the negotiating process. Presence at the negotiations as an observer or in a non-participatory role would not meet the criterion, nor would occasional consultation on the implications or feasibility of negotiating proposals.

3. Major role in the administration of agreements - PERB considers the administration of agreement to include two functions, interpretation of the agreements both within and outside the grievance process, and “observance of the terms of the agreement.” They consider that responsibility for the former function meets this criterion while responsibility for the latter does not. Further, supervisors who participate in first-step grievance decisions do not meet this criterion when first-step grievance decisions conform to policy or interpretations made at a higher level rather than reflect the exercise of independent judgment.

4. Major role in human resources administration - Such role must require the exercise of independent judgment and cannot be clerical or routing in nature.

In its decision, PERB does not elaborate on the statutory criterion for designation as Confidential. The statutory criterion limits such designation to positions that assist and act in a confidential capacity to positions which have been designated as Managerial only under criteria 2, 3, or 4 above.
APPENDIX 3

Professional Service

Sample Classification
PROFESSIONAL SERVICE
SAMPLE CLASSIFICATION

The following is a sample classification to illustrate the process of matching classification standards to an actual duties description. As you will note, the sample duties description provided is in the basic format of a Professional Service Description. However, the basic concepts in comparing any position description to a classification standard are the same. Professional service classification standards are available on the Human Resources’ website.

Instructions: In addition to the point factor analysis, read the position description below, compare it to the classification standards for staff support positions provided and make a determination as to the appropriate title and grade.

POSITION DESCRIPTION

Incumbent provides administrative support within an academic department to fulfill budgetary, human resources, and grant writing functions.

1. Duties and Responsibilities

   35% Plans, designs, implements and monitors department budget; establishes computerized spreadsheets; reviews available funds, approves/denies budgetary expenditures, and advises department chairman on budgetary matters, to ensure optimal utilization of the departmental budget.

   30% Writes grant proposals; researches specific topics; and identifies and contacts possible funding sources to secure additional funds for department’s research endeavors.

   20% Processes all personnel related transactions; assures compliance with applicable laws, union agreements, policies, etc., to effect adequate compensation.

   15% Interviews, hires, trains and supervises clerical and professional support staff within department. Writes position descriptions and performance programs; evaluates performance of subordinates to assure optional human resource utilization and staff support within the department.

2. What is the minimum education required for this position?

   Bachelor’s Degree Required.

Appendix 3
3. In addition to formal education, how much and what kind(s) of experience is required?
   Three years of directly related experience (preferably in Higher Education Administration) required.

4. Describe the most complex or difficult duties of this position.
   Managing a relatively small budget such that departmental needs are met without sacrificing teaching or research mission of the department.

5. Please comment on the type and extent of supervision this position receives.
   Incumbent reports to the department chairman. Expectations are established via stated goals set on a yearly basis in performance program. Supervision is minimal on a consultative basis only.

6. What are the most serious consequences that would result from errors by the incumbent?
   Failure to adequately plan and monitor the department budget to secure grant funding and effect proper human resource utilization and compensation will result in a deficient academic and research program alienating potential as well as current students and faculty, tarnishing the University’s image causing possible irreparable damage.

7. Write a statement about the people, offices, or “publics” that this position deals with, contacts, or supervises, and this position’s relationship to each.
   Incumbent is expected to contact external funding sources, assess appropriate strategy for securing grant funds based on contact and project a positive university image.

8. Give examples of sensitive or confidential data which the incumbent of this position is required to understand and work with. Note probable effects of indiscretion.
   Incumbent exposed to confidential budgetary, research and personnel data requiring a great deal of discretion to avoid ill will among colleagues (i.e., salary information, budget allocations, etc.).

DETERMINATION

A comparison of the “Staff Support” classification standards to the duties description results in a determination that the title of Staff Associate, SL-4, is most appropriate.

Appendix 3
The classification standard for Staff Associate, SL-4, describes this position as one that:

1. Works autonomously with full responsibility over a major program area within a department.
2. Supervises a small clerical and professional support staff.
3. Develops operating budget requests for the department.
4. Coordinates all fiscal operations for department.
5. Prepares financial reports.
6. Develops maintenance and management of management information or other computer applications.
7. Participates in writing grant proposals.
8. Develops position descriptions and performance programs.
10. Supervises and coordinates a department’s grant initiative including identification of funding sources, monitoring of grant funding expenditures, and compliance with grant requirements, all of which the position does. In addition, a Bachelor’s Degree and three years of related experience are required.

The responsibilities outlined in the position description are in line with those outlined in the classification standard. In addition, a Bachelor’s Degree and three (3) years of related experience are the minimum qualifications for the position which are in line with the preferred qualifications for the Staff Associate, SL-4 classification standard.

The sample position description is a short, but concise summary of the responsibilities for this fictitious position. Actual Staff Associate, SL-4 positions may require greater detail and cover a broader scope of responsibility.
STAFF SUPPORT

As a family, the Staff Support positions provide a broad range of professional administrative support to program managers, business office managers, department heads or administrative officers within the University. Distinctions between classes within the group are based primarily upon the complexity of the support provided. The difficulty of the work, degree of supervision received, autonomy in making program-related decisions, and educational and experiential prerequisites are all valid criteria in classifying a position within the series. Classification actions on these positions are not mutually exclusive, and a large and complex department or division may have several individuals working in one or more of these titles.

Senior Staff Associate: (SL-5)

As a class, can be distinguished from lower level staff support titles in that incumbents are usually responsible for campus or university-wide programs, as compared to employees responsible for specialized duties within a department or division. Incumbents work at the highest professional level, and frequently assist a president, vice president or provost in the general administration of a program. Typical duties include: planning, developing, and implementing the operation of one of the Campus Business Offices such as Purchasing, Payroll, Accounting or a similar area; administration of grants, including design, writing and execution of grant proposals; overseeing the interface of financial data for the production of departmental or campus financial statements; organization and presentation of workshops and seminars to faculty and staff on such topics as external funding strategies and tactics, Affirmative Action initiatives, etc.; ensuring the integrity of financial information and records; functioning as the responsible administrative officer in a department or division; developing institutional research, training and program grants; reviewing faculty generated proposals and make recommendations.

Preferred Qualifications:

A Bachelor’s Degree and five (5) to seven (7) years of applicable administrative experience. Graduate education, including the attainment of a terminal degree, will frequently be required.

State Title Code: 3754609
SUNY Title Code: 3173
Revised: 9/29/88
Staff Associate: (SL-4)

As a class, may be distinguished from Senior Staff Assistant and Staff Assistant by the degree of complexity and autonomy found in assignments. At this level, individuals are typically assigned full responsibility for a major program area within a department or administrative office or may serve as second-in-charge to the Director. Incumbents are indirectly supervised, receiving their direction via stated goals from the department or unit head. They are then responsible for meeting such goals or commitments. Supervision is normally exercised over clerical and professional support staff.

Typical duties may include: development of capital and operating budget requests for the department or administrative area; coordination of all fiscal operations for a department or division; preparation of financial reports; implementing new accounting systems or upgrading current systems; development and maintenance of management information or other computer applications; development of internal fiscal guidelines and procedures; providing liaison with other departments at a high level; participate in writing grant proposals; developing appropriate applications of technological advancements to support systems; developing position descriptions, performance programs for department employees; provide departmental contact with regulatory agencies; represent department head at meetings in his/her absence; prepare detailed written correspondence; supervise and coordinate a department’s or division’s grant initiative, including identification of funding sources, monitoring grant fund expenditures and compliance with grant requirements; and advise the department head on matters pertaining to minority recruitment and retention.

Preferred Qualifications:

A Bachelor’s Degree and three (3) to five (5) years of significant administrative experience. Graduate education is commonly required as applicable.

State Title Code: 3754606
SUNY Title Code: 3174
Revised: 9/29/88

Appendix 3
Senior Staff Assistant:  (SL-3)

As a class, is distinguished from Staff Assistant by the level and type of activities performed. While incumbents commonly supervise support staff, the staff is often larger and the office environment more complex. In addition, responsibility for various important programs or initiatives may be assigned. The work is performed with a greater degree of autonomy and the supervision received is of a general nature. Typical responsibilities may include: responsibility for all administrative matters for the department head in his/her absence, or as delegated; developing, preparing and monitoring departmental or research budgets; monitoring expenditures and supervising the maintenance of financial accounts and records; general ledger activities and financial reporting; preparation of monthly and year end journal entries; interviewing, hiring, training and making recommendations concerning evaluation, promotion, and termination of support staff; planning, assigning, reviewing and supervising the work of subordinates and support staff; reviewing and approving appointment recommendations, purchase requisitions and personnel transactions before final consideration by department head, dean, etc.; monitoring Affirmative Action initiatives and compliance; draft correspondence for department head’s signature.

In an academic setting, duties may also typically include: responsibility for recruitment and admissions activity in a school or department; maintenance of student and current academic records; development and preparation of data for all course and section analysis; coordination of private philanthropy activity; coordination of special event programming; providing first line liaison between the department and various groups or publics.

Preferred Qualifications:

A Bachelor’s Degree and two (2) years of responsible administrative experience. Advanced educational attainment or specialized experience will be required as applicable.

State Title Code:  3754608
SUNY Title Code:  3175
Revised:  9/29/88
Staff Assistant: (SL-2)

This is the first level of professional support positions. Incumbents are often assigned the task of coordinating the personnel and business aspects of an office or department. Frequently, both functional and administrative supervision is exercised over a small clerical support staff. General supervision is received from a dean, director, department chair or senior administrator, and most work is verified. Typical responsibilities may include: planning, scheduling and assigning work to support staff; assisting in the planning and preparation of a department’s or division’s budget request; performing routine monthly reconciliations and analysis for internal and external purposes; assisting in the preparation and submission of grant applications; providing liaison between the Director/Department Chair and the professional staff of the institution with respect to administrative matters; gathering research and statistical data as requested; supervising Graduate Assistants, Teaching Assistants, Student Interns; maintaining office budget; monitoring faculty and professional appointments with respect to operative dates for contract renewal, permanent appointment; and prioritizing mail.

Preferred Qualifications:

A Bachelor’s Degree and two (2) years of responsible work experience. Specialized experience (i.e., familiarity with computer software packages) will be required as necessary.

State Title Code: 3754607
SUNY Title Code: 3176
Revised: 9/29/88