



7-23-1999

University of Tennessee Board of Trustees Exhibit Records, 1999 July 23, Exhibits 1 - 2

University of Tennessee

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Office of the General Counsel and Secretary
719 Andy Holt Tower
Knoxville 37996-0170
Telephone 423 / 974-3245
FAX 423 / 974-3074

TO: Members of the Executive Committee, Board of Trustees

Mr. Jim Haslam, Chairman
Mr. Charlie Coffey
Mr. Amon Carter Evans
Mr. Jerry Jackson
Mr. Bill Sansom
Mrs. Susan Williams
Dr. Joe Johnson

FROM: Beauchamp E. Brogan

A handwritten signature in black ink, appearing to read 'BEB'.

DATE: July 14, 1999

SUBJECT: Conference Call Meeting of the Executive Committee
10:00 a.m. EDT, Friday, July 23, 1999
Office of the General Counsel, 721 Andy Holt Tower, Knoxville Campus

Upon call of the Chairman, there will be a conference call meeting of the Executive Committee of the Board of Trustees at 10:00 a.m. EDT, Friday, July 23, 1999 originating from the Office of the General Counsel, 721 Andy Holt Tower, The University of Tennessee, Knoxville.

The purpose of the meeting will be to approve a resolution authorizing President Wade Gilley's signature to be forwarded to the University's depositories as official signature for the University. Also, because of recently passed legislation the Board must approve the University's compensation plan, which must be forwarded to the Office of Finance and Administration in Nashville. An agenda, the Board Resolution and compensation plan are enclosed.

BEB:ll

Enclosures

cc: Other members of the Board of Trustees w/enclosures
President Elect J. Wade Gilley w/enclosures
Members of the President's Staff w/enclosures

ORDER OF BUSINESS
EXECUTIVE COMMITTEE CONFERENCE CALL MEETING
BOARD OF TRUSTEES
THE UNIVERSITY OF TENNESSEE

10:00 a.m. EDT
Friday, July 23, 1999

721 Andy Holt Tower
Knoxville, Tennessee

- A. Roll call
- B. Approval of Resolution Amending Authorization for Check Signatures
- C. Approval of the University's Compensation Plan
- D. Other business

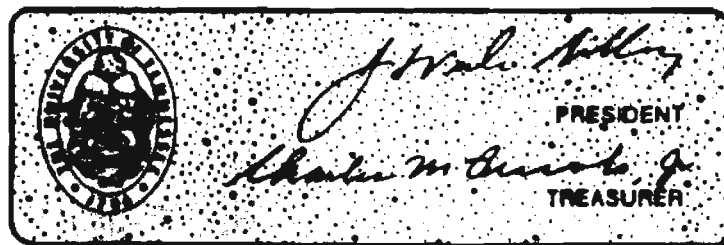
RESOLUTION AMENDING AUTHORIZATION FOR CHECK SIGNATURES

WHEREAS, This Board of Trustees, by appropriate resolutions heretofore duly adopted from time to time, has designated certain banks as depositories of said University and has authorized each of said bank depositories to honor certain checks, drafts, or other orders for the payment of money drawn in said University's name when payable in accordance with said respective resolutions, and when bearing the proper signatures of the President and the Treasurer; and,

WHEREAS, Dr. Joseph E. Johnson, President of The University of Tennessee, retired as President on June 30, 1999, and Dr. Joseph E. Johnson was appointed Acting President effective July 1, 1999; and,

WHEREAS, Dr. J. Wade Gilley has been elected by this Board to succeed Dr. Joseph E. Johnson as President, effective August 1, 1999,

NOW, THEREFORE BE IT RESOLVED, That each of The University of Tennessee's depository banks is hereby requested, authorized, and directed to honor checks, drafts, or other orders for the payment of money drawn in said University's name and payable in accordance with the Board's resolution which heretofore designated said bank a depository of said University, when bearing the following check writing machine signatures, per specimen below:



FURTHER RESOLVED, That this authorization shall relate to all such checks and instruments issued after July 31, 1999, and any subsequent date until notice of its amendment or rescission shall have been received by said depositories, the Secretary shall deliver to each depository notice of this authorization bearing the digitized signatures of J. Wade Gilley, President, and Charles M. Peccolo, Jr., Treasurer.

I certify that the foregoing resolution is a true and exact copy of the Resolution adopted by the Executive Committee of the Board of Trustees at its meeting on Friday, July 23, 1999.

Beachamp E. Brogan
General Counsel and Secretary
July 31, 1999



Office of the Executive Vice President and
Vice President for Business and Finance
709 Andy Holt Tower
Knoxville, TN 37996-0174
Telephone (423) 974-2243
Fax (423) 974-1324

TO: Members of the Executive Committee, Board of Trustees

FROM: Emerson H. Fly *EH*

DATE: July 14, 1999

SUBJECT: Approval of the University's Compensation Plan

During the recent session of the Tennessee General Assembly, legislation was passed which stipulates that "no increase in compensation for staff, faculty or administrators shall be implemented in any institution of higher education until a compensation plan for each campus and administrative office has been submitted to and approved by the Board of Trustees of the University of Tennessee or the Board of Regents, respectively. Such plans shall be submitted to the commissioner of finance and administration and the office of legislative budget analysis."

To comply with this legislation, the University has developed the enclosed compensation plan for all campuses and institutes of the University of Tennessee. This plan has been reviewed by the President, his staff, by the University's Chief Business Officers, and by Personnel Officers. This plan reflects current practice by the University of Tennessee.

Recommended Board Action:

The University Administration recommends that The University of Tennessee Compensation Plan be approved effective July 1, 1999, and that the University Administration be authorized to approve salary increases in accordance with this plan.

/act

Enclosure

**The University of Tennessee
Compensation Plan**



The University of Tennessee Compensation Plan

Introduction

The University of Tennessee is charged with a threefold mission of instruction, research, and public service. To help achieve that mission, the University set an objective of providing equity, incentive, and external credibility in the administration of the University's compensation program. University Personnel Policy 405, Compensation Philosophy, provides that within the framework of applicable law, and consistent with the judicious expenditure of funds entrusted to it, The University of Tennessee shall attempt to employ competent personnel at competitive rates; motivate those employees to perform well; and create inducements, both through basic compensation and fringe benefits, to retain competent employees for productive periods of service.

Four compensation plans are established to ensure the fulfillment of this philosophy: the Executive Plan, the Faculty Plan, the Exempt Salary Administration Plan, and the Non-exempt Wage and Salary Administration Plan. Each of the four plans is discussed below.

Executive Plan

The method of job evaluation and salary determination used for executive level jobs is one where compensation is dictated almost exclusively by market demands. This practice is generally referred to as "direct market pricing." Market rate information for comparable job titles and jobs is obtained from surveys such as the College and University Personnel Association (CUPA) "Administrative Compensation Survey," the CUPA "CEO Survey," and similar surveys conducted by UT and by other peer institutions. Salaries at time of hire are dictated by market pay levels and the market demands for individuals with comparable skills and abilities. Subsequent salary increases are based primarily upon annual State funding allocations. In addition, market adjustments are made from time to time to ensure retention of individuals who possess the skills that are critical to the success of the University. Given the availability of funds, there is also a component to salary increases which is based upon the performance of individuals and their value to the University.

Faculty Plan

The method of job evaluation and salary determination used for faculty jobs is also based on "direct market pricing." Faculty hiring rates are based upon market pay levels at comparable institutions within the appropriate rank and discipline or specialty area in which the faculty member is working. The comparative market pay data needed to administer the Faculty Plan are obtained from surveys performed by the respective UT campus or institute, the Integrated Postsecondary Education Data System (IPEDS), the College and University Personnel Association (CUPA), the American Association of University Professors (AAUP), and similar surveys.

Salary increases are based primarily on funding allocations received from the State. However, for faculty positions, it is imperative to consider market competitiveness. Therefore, as funds become available, additional increases for faculty with critical skills and abilities may be provided on an individual basis in accordance with market demands; and, when sufficient funds are available, there is a component to salary increases based upon individual performance.

Faculty promotions and resulting salary increases are based on plans established by each academic campus and the Institute for Agriculture. Such promotions and associated salary increases are submitted to and approved by The University of Tennessee Board of Trustees each June as part of their review and approval of the proposed budget for the coming fiscal year.

Exempt Salary Administration Plan

The method of job evaluation for exempt positions is a "point-factor" system. Exempt positions are evaluated using three factors: know-how, problem-solving, and accountability. Based on the degree to which these factors are required by the position, a job size value (expressed in points) is assigned. The guide charts for these factors were developed by Hay Associates and adapted by Hay for use by The University of Tennessee. The Exempt Salary Administration Plan Job Evaluation Guide Charts are provided in Appendix A of this document.

Salary pay ranges are developed by the campus or institute for each exempt position based upon measurement of job size and upon market salary data appropriate for the particular campus or institute. The market data is obtained from peer institutions using salary surveys such as the College and University Personnel Association "Administrative Compensation Survey," the Tennessee Hospital Association survey, the UT Knoxville "National Survey of University Exempt Positions," and local surveys of peer institutions. Salary ranges are developed by performing a regression analysis using the job size and market data for the jobs surveyed. The resulting regression formula is then applied to other exempt positions to establish guideline salary ranges.

Hiring rates are based upon the salary range for the position and the market demands for persons with the requisite skills and abilities. Individual salary increases are based primarily upon State funding allocations. If additional funds are available, consideration is given to the position of an employee's salary within the appropriate range and the market demands for the job. Whenever funds are available, there is a component to salary increases based upon individual performance.

Certain exempt jobs, such as those that are highly technical or heavily research oriented, may not lend themselves to the point factor job evaluation process. Salaries for such positions are developed and maintained based upon market pay levels and market demands for individuals with comparable skills.

Non-exempt Wage and Salary Administration Plan

A "point-factor" system is used to evaluate non-exempt positions. Each position is evaluated using nine factors: complexity, educational requirements, experience, latitude, accuracy, contacts, physical effort, job conditions, and supervision of others. Based on the degree to which these factors are required by the position, a grade level is assigned. The Non-exempt Job Evaluation Plan describing the evaluation factors is provided in Appendix B of this document.

Pay ranges for non-exempt jobs are developed by University personnel officers based upon the grade level of the position, market salary data, and availability of funding. The market salary data is for competitors in the local market obtained through salary surveys such as The University of Tennessee Statewide Non-exempt Compensation Survey, the Tennessee Hospital Association survey, local personnel association surveys, and surveys conducted by UT's campuses and institutes.

Hiring rates for non-exempt jobs are generally set at the minimum of the range, but may be up to eight percent (8%) above the minimum for the grade level of the job if warranted by applicant skills and qualifications. Individual salary increases are based primarily upon State funding allocations. If funds are available, consideration is given to the market pay rates for the job or job family. Additionally, there may be a component to salary increases which is based upon individual performance.

General Pay Plan Issues

The assignment of job titles to individual positions depends upon the type of position. Faculty titles are generally assigned by the campus or institute Office of the Academic Vice Chancellor or Provost in conjunction with the personnel officer. Job titles for executive, exempt and non-exempt positions are assigned based upon a review of the job content by the campus or institute personnel officer. New job titles are requested by the campus or institute personnel officer and reviewed by the staff of the Office of Personnel Services. In the case of non-exempt jobs, titles are reviewed by a committee of personnel officers to determine the appropriateness of the proposed title. Once reviewed and approved, the job title, associated grade level, and other attributes of the title are implemented.

A promotion involves an increase in position or rank resulting from the assumption of duties of a position at a higher classification or the assumption of duties which warrant a reclassification to a higher level. Salary increases for non-exempt employees which result from promotions may be awarded as follows: the dollar difference between the starting salary of the present job and the starting salary of the job to which the employee is being promoted; or, when warranted by circumstances such as exceptional employee qualifications or limited market availability, up to eight percent (8%) above the starting salary of the new job. Provided sufficient funds are available, faculty, executive, and exempt employees, when promoted, may receive salary increases that are based upon the market demand for the new level of job responsibilities and for persons with comparable skills and abilities. In addition, promotional increases for exempt employees may take into consideration the position of the employee's salary within the appropriate salary range.

A lateral transfer implies the assumption of duties of another position at the same level. When an employee accepts a lateral transfer, generally no adjustment in salary is made. A transfer to a lower level position or the assumption of duties at a lower classification may result in a salary decrease.

Salary increases for passing the Certified Professional Secretary (CPS) examination are provided to non-exempt employees who are in clerical-secretarial and clerical-management positions. The salary increase is nine percent (9%).

Salary increases may be provided when additional responsibilities are assumed by an employee and a promotion to a higher job classification is not warranted, or when the duties are assumed on a temporary basis.

An exceptional rate process is available to establish salary rates for jobs that require more competitive salaries than those provided by standard University pay ranges. These exceptional rates may be developed for a single job or a job family. Jobs for which the exceptional rate process has been used include, but are not limited to, the medical and technical job families.

Student employees are paid no less than the federal minimum wage. Individual salaries are established based upon the requirements of the job and the skills of the student employee.

Longevity pay is provided to reward employees for their years of service to the University and the State. The employees eligible for longevity pay are regular full-time employees and certain regular part-time employees who have completed 36 or more full-time equivalent months of service with The University of Tennessee, The Tennessee Board of Regents, or any other agency of the State of Tennessee. Longevity pay is paid at the rate of \$100 per year of eligible service up to a maximum of \$2,500.

Salary range adjustments are normally made annually provided sufficient State funding is available. Other range adjustments may be made as changes occur in market demand and/or market rates for certain positions.

Each year, as part of approving the annual budget for The University of Tennessee, the Board of Trustees authorizes the University Administration to make salary adjustments for personnel as may be necessary during the year. A copy of the resolution as passed by the Board for fiscal year 1999-2000 is provided in Appendix C.

APPENDIX A

THE UNIVERSITY OF TENNESSEE

Exempt Salary Administration Plan

Job Evaluation Guide Charts



DEFINITION: Know-How is the sum total of every kind of skill, knowledge, and experience needed for acceptable job performance. This sum total which comprises the total fund of knowledge has three dimensions, the requirements for:

- Depth and breadth of knowledge (gaining from basic through advanced levels of the knowledge and experience and job-related knowledge which is not learned through formal education)
- Know-How of integrating and harmonizing the diversified functions involved in managerial situations (operating, engineering and administrative). This Know-How may be acquired consultatively as well as associatively, and involves in some combination the areas of organizing, planning, executing, controlling and evaluating.
- Active participation (person to person skills in the area of human relationships)

KNOW-HOW

GUIDE CHART

HAY MANAGEMENT CONSULTANTS 1987

MEASURING KNOW-HOW: Know-How has both scope (breadth) and depth. The scope of knowledge is the range of knowledge about a lot of things, or a lot of knowledge about a few things. The total Know-How is the combination of scope and depth. This concept makes practical the comparison and weighing of the total Know-How content of different jobs in terms of "HOW MUCH KNOWLEDGE ABOUT HOW MANY THINGS"

• • • M A N A G E R I A L K N O W - H O W

	M A N A G E R I A L K N O W - H O W																			
	T. Performance at a task or objective in relation to objective and content with limited awareness of surrounding circumstances and events.			I. Performance or supervision of activity or activities specific as to objective and content, with appropriate awareness of related activities.			II. Operational integration of activities which are related to the business in the line and objective.			III. Operational integration of activities which are diverse in nature and objectives or an enterprise management area, or company-wide, covering a function or a function.			IV. Integration of major functions in an operating company or a function which requires coordination of a strategic function which significantly affects corporate planning or operations.			V. Integration of major functions or corporate-wide coordination of a strategic function, where substantial complexity or risk is inherent in the breadth of management.			VI. Total management.	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
L. LIMITED Basic instructions and simple work routines to carry out manual tasks.	28	33	38	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43		
A. PRIMARY Basic literacy and/or computing skills plus work instruction for performance of repetitive operational or clerical routines which may involve use of common tools and standard single purpose machines.	28	43	60	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
B. ELEMENTARY VOCATIONAL Fundamental and understood work routine, and/or use of equipment and machines.	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
C. VOCATIONAL Practical, systematic proficiency, which may involve a facility in the use of specialized equipment.	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
D. ADVANCED VOCATIONAL Some specialized (generally non-theoretical) skill, acquired on or off the job, giving additional breadth or depth to a generally single function.	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
E. BASIC SPECIALIZED Sufficiently in a technique which requires a grasp either of theory and principles, or of details, or of both.	115	132	162	176	200	230	264	264	264	264	264	264	264	264	264	264	264	264		
F. REASONED SPECIALIZED Proficiency gained through wide exposure, in a technique which combines a broad understanding of the involved practices and precedents, or of scientific theory and principles, or both.	162	176	200	230	264	304	360	360	360	360	360	360	360	360	360	360	360	360		
G. SPECIALIZED MASTERY Determines mastery of techniques, practices and the development through wide reasoning and/or specialized development.	200	230	264	304	360	400	460	460	460	460	460	460	460	460	460	460	460	460		

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• • • H U M A N R E L A T I O N S S K I L L S

	1. BASIC: Courtesy, tact and effective communication skills, including the ability to establish and maintain working relationships, including contacts to request or provide information.	2. IMPORTANT: Attention to combined self and others, including the ability to understand and appreciate the needs of others, and the ability to establish and maintain working relationships, including contacts to request or provide information.	3. CRITICAL: Attention to combined self and others, including the ability to understand and appreciate the needs of others, and the ability to establish and maintain working relationships, including contacts to request or provide information.
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DEFINITION: Problem Solving is the original "self-study" thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at and making conclusions. To the extent that thinking is circumscribed by standards, covered by precedents, or referred to others, Problem Solving is diminished and the emphasis correspondingly is on Know-How.

Problem Solving has two dimensions:

- The environment in which the thinking takes place.
- The challenge presented by the thinking to be done.

Thinking guided or circumscribed by:

A. STRICT ROUTINE Simple rules and detailed instructions.	10%	14%	19%	25%	33%
B. ROUTINE Established routines and standing instructions.	12%	16%	22%	29%	38%
C. SEMI-ROUTINE Somewhat diversified procedures and precedents.	14%	19%	26%	33%	43%
D. STANDARDIZED Substantially diversified procedures and specialized standards.	16%	22%	29%	38%	60%
E. CLEARLY DEFINED Clearly defined policies and principles.	19%	26%	33%	43%	57%
F. BROADLY DEFINED Broad policies and specific objectives.	22%	29%	38%	60%	66%
G. GENERALLY DEFINED General policies and ultimate goals.	25%	33%	43%	67%	76%
H. ABSTRACTLY DEFINED General laws of nature or science, business philosophy and cultural standards.	29%	38%	50%	66%	87%

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MEASURING PROBLEM SOLVING: Problem Solving measures the intensity of the mental process which employs Know-How to: (1) identify, (2) define, and (3) resolve a problem. "You think with what you know." This is true of even the most creative work... The raw material of any thinking is knowledge of facts, principles, and means; ideas are put together from something already there. Therefore, Problem Solving is treated as a percentage utilization of Know-How.

PROBLEM SOLVING

GUIDE CHART

HAY MANAGEMENT CONSULTANTS 1947

P R O B L E M S O L V I N G C H A L L E N G E					
1. REPETITIVE	2. PATTERNED	3. INTERPOLATIVE	4. ADAPTIVE	5. UNCHARTED	
Identical situations requiring solution by simple choice of learned things.	Similar situations requiring solution by discriminating choice of learned things which generally follow a well defined pattern.	Differing situations requiring a search for solutions or new applications within area of learned things.	Variable situations requiring analytical, interpretive, evaluative, and/or constructive thinking.	Novel or nonrecurring perplexing situations requiring the development of new concepts and imaginative approaches.	
A.	10%	14%	19%	25%	33%
B.	12%	16%	22%	29%	38%
C.	14%	19%	26%	33%	43%
D.	16%	22%	29%	38%	60%
E.	19%	26%	33%	43%	57%
F.	22%	29%	38%	60%	66%
G.	25%	33%	43%	67%	76%
H.	29%	38%	50%	66%	87%

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DEFINITION: Accountability is the ensurability for an action and for the consequences thereof. It is the measured effect of the job on end results. It has three dimensions in the following order of importance:

- Freedom to Act - the degree of personal or procedural control and guidance as defined in the left-hand column below.
- Job Impact on End Results - as defined at upper right.
- Magnitude - indicated by the general dollar size of the area(s) most clearly or primarily affected by the job (on an annual basis), stated in terms of Constant Dollars, 1965 Base.

• • IMPACT OF JOB ON END RESULTS

REMOTE: Informational, recording, or incidental services for use by others in relation to some important end results.

CONTRIBUTORY: Interpretive advisory, or facilitating services for use by others in taking action.

SHARED: Participating with others (except own subordinates and superior), within or outside the organizational unit, in taking action.

PRIMARY: Controlling impact on end results, where any shared accountability of others is secondary.

INDIRECT

DIRECT

ACCOUNTABILITY

	(1) VERY SMALL OR INDETERMINATE Under \$100M				(2) SMALL \$100M - \$1MM				(3) MEDIUM \$1MM - \$10MM				(4) LARGE \$10MM - \$100MM				(5) VERY LARGE \$100MM - \$1MMM				
	R	C	S	P	R	C	S	P	R	C	S	P	R	C	S	P	R	C	S	P	
																					R
A. PRESCRIBED These jobs are subject to: Direct and detailed instructions Close supervision	10	14	19	25	14	19	25	33	19	26	33	43	19	26	33	43	26	33	43	67	74
B. CONTROLLED These jobs are subject to: Instructions and established work routines Close supervision	16	22	29	38	22	29	38	50	29	38	50	66	29	38	50	66	38	50	66	87	115
C. STANDARDIZED These jobs are subject, wholly or in part, to: Standardized practices and procedures General work instructions Supervision of progress and results	25	33	43	57	33	43	57	78	43	57	78	100	43	57	78	100	67	78	100	132	176
D. GENERALLY REGULATED These jobs are subject, wholly or in part, to: Practices and procedures covered by precedents or well-defined policy Supervisory review	38	50	66	87	50	66	87	115	66	87	115	162	66	87	115	162	87	115	162	200	264
E. DIRECTED These jobs, by their nature or size, are subject to: Broad practice and procedures covered by functional precedents and policies Achievement of a circumscribed operational activity Managerial direction	43	57	76	100	57	76	100	132	76	100	132	176	76	100	132	176	100	132	176	230	304
F. ORIENTED DIRECTION These jobs, by their nature or size, are broadly subject to: Functional policies and goals General managerial direction	60	66	87	115	66	87	115	162	66	87	115	162	66	87	115	162	115	162	200	264	350
G. BROAD GUIDANCE These jobs are inherently subject only to broad policy and general management guidance.	57	76	100	132	76	100	132	176	100	132	176	230	100	132	176	230	132	176	230	304	400
H. GENERALLY UNGUIDED	66	87	115	162	87	115	162	200	115	162	200	264	115	162	200	264	162	200	264	350	460
	76	100	132	176	100	132	176	230	132	176	230	304	132	176	230	304	176	230	304	400	528
	87	115	162	200	115	162	200	264	152	200	264	350	152	200	264	350	200	264	350	460	608
	100	132	176	230	132	176	230	304	176	230	304	400	176	230	304	400	230	304	400	528	700
	115	162	200	264	152	200	264	350	200	264	350	460	200	264	350	460	264	350	460	608	800
	132	176	230	304	176	230	304	400	230	304	400	528	230	304	400	528	304	400	528	700	920
	152	200	264	350	200	264	350	460	264	350	460	608	264	350	460	608	350	460	608	800	1066
	176	230	304	400	230	304	400	528	304	400	528	700	304	400	528	700	400	528	700	920	1216
	200	264	350	460	264	350	460	608	360	460	608	800	360	460	608	800	460	608	800	1066	1400
	230	304	400	528	304	400	528	700	400	528	700	920	400	528	700	920	528	700	920	1216	1600
	264	350	460	608	350	460	608	800	460	608	800	1066	460	608	800	1066	608	800	1066	1400	1840

• • • MAGNITUDE

— AMI EQUIVALENT

• • • IMPACT

AMI for use with _____ dollars is _____

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APPENDIX B

THE UNIVERSITY OF TENNESSEE

Non-exempt Job Evaluation Plan

WEIGHTING OF FACTORS

B-1

FACTORS									
Degree	Complexity of Duties	Educational Requirements	Experience	Latitude	Accuracy	Contacts	Physical Effort	Job Conditions	Supervision of Others
A	15	15	10	10	5	5	5	5	5
B	30	30	20	20	10	10	10	10	10
C	45	45	30	40	20	20	15	15	20
D	60	60	40	60	40	30		20	40
E	80	80	60	80	60	50			60
F	100	100	80	100	80	70			80
G	125	125	100		100	100			100
H	150		125						
I			150						

GRADE LEVELS AND POINT VALUES

<u>POINT RANGE</u>	<u>GRADE LEVEL</u>	<u>POINT RANGE</u>	<u>GRADE LEVEL</u>
Under - 100	1	255 - 275	8
105 - 125	2	280 - 300	9
130 - 150	3	305 - 325	10
155 - 175	4	330 - 350	11
180 - 200	5	355 - 375	12
205 - 225	6	380 - 400	13
230 - 250	7		

COMPLEXITY OF DUTIES

This factor appraises the significant difficulties and expresses the general complexity of the work. It indicates the traits and abilities required to comprehend an assignment, to recognize the application of fundamental principles to specific problems, and to exercise judgment in using knowledge acquired through training and experience.

Degree

- A. Routine or highly repetitive work, simple in nature, in which the employee is allowed little or no choice of action.
- B. Routine or repetitive work involving straightforward application or readily understood rules and procedures where clearly prescribed standard practice is followed. May make minor decisions, usually of relatively little importance and affecting efficiency of operation rather than accuracy, correctness, or quality of work.
- C. Work generally routine or standardized, but involves choice of action within limits defined by standard practices and instructions. Requires application of established rules and procedures. Decisions required may affect quality, accuracy, or utility of results to some degree.
- D. Work generally semi-routine or diversified. Requires judgment in the application of broad aspects of established practices and procedures to problems and situations not falling clearly or concisely within the limitations of accepted standards or precedents. Works toward assigned objectives. Sometimes adopts or modifies methods and standards to meet variations in controlling conditions.
- E. Work is governed generally by broad instructions, objectives and policies and usually involves frequently changing conditions and problems. Considerable judgment is required in the development of approaches and techniques for solving problems through the application of fundamental principles to factual data.
- F. Work requires analysis of broad problems, planning of interrelated activities and sometimes coordination of the effort of more than one major department or division. May work out programs and approaches to major problems. In general, performs duties where recognized general principles may be inadequate to determine procedures or decisions.
- G. Work carries responsibility for consideration and analysis of major University problems. Requires the development of data and recommendations influencing decisions on long-term policies relating to major functions.
- H. Work involves participation in the formulation of broad policies and long-term programs which require a thorough analysis of all available data. Make decisions which serve as guides and general directives for the entire University.

EDUCATIONAL REQUIREMENTS

This factor refers to the preliminary training (formal or informal) necessary to prepare an individual for the job. It is not to be interpreted as meaning that a designated amount of formal education is absolutely necessary. For convenience, however, the ratings are stated in terms of educational equivalents expressed in years.

<u>Degree</u>	<u>Approximate Time Beyond Elementary School</u>
A. Minimum requirements; read and understand simple instructions, use of basic arithmetic, etc. This level is roughly equivalent to elementary school education.	None
B. Requires knowledge to understand decimals and uses arithmetic involving decimals. Requires use and comprehension of simple drawings, charts or diagrams. Equivalent to partial (technical) high school education; or comparable brief shop training.	1 or 2 years
C. (1) Requires knowledge to understand somewhat complicated and ordinary shop mathematics (including use of handbook formulas and tables), basic principles and methods of set-up and operation of various machine tools (or highly specialized knowledge of one or two types of machine tools); or a broad knowledge of other types of shop operations. Equivalent to partial high school education plus 2 or 3 years apprenticeship or trades training; or the equivalent of about 4 years of trades training when a high school equivalent is not required.	
(2) For office type jobs, a general education background is required. It is usually equivalent to a full high school education, which may include specialized courses relevant to the job under consideration, such as stenography, bookkeeping or elementary accounting, statistical methods, fundamentals of mechanical drawing.	3 to 5 years
D. (1) Training or education in a highly skilled trade is required which is usually attained through 3 or 4 years apprenticeship or its equivalent, in addition to 2 or more years mechanical drawing and other courses where mathematics equivalent to a technical high school education is needed.	
(2) This degree applies to office and administrative jobs which generally require specialized training of one or two years beyond a high school education. Examples of such training are: extensive business school	

<u>Degree</u>	<u>Approximate Time Beyond Elementary School</u>
training in subjects like accounting or general office management; technical training in drafting or design; training in industrial organization and management, materials control, etc.; training such as indicated in (1) above. May also be equivalent to about two years of college or medical school training	5 to 7 years
E. Requires broad training in a professional field of other recognized vocations generally obtained through 4 years of college education. May also include jobs that require about 2 years of college plus broad additional training.	8 years (college education)
F. Requires broad scientific or medical training in a recognized profession, plus extensive knowledge of a specialized field; involves familiarity with experimental and research techniques, new developments and methods, beyond the scope of ordinary college training, usually equivalent to college education plus one or two years of graduate work.	9 or 10 years
G. Requires 4 years of undergraduate work in college, plus additional training in some advanced profession usually equivalent to 3 or 4 years of college work beyond the basic 4-year course.	11 or 12 years

EXPERIENCE

This factor is to be considered after the Educational Requirements have been determined. The Experience Requirement is a measure of the average time required for an individual who has the specific educational background to acquire sufficient general knowledge of University and departmental activities and to acquire practical knowledge of the specified job. This factor is applied by first determining the formal and/or informal education required and "adding to the years of education" the amount of time required for an individual to learn the specific job.

<u>Degree</u>	<u>Experience Required</u>
A	Under 1 month
B	1 to 3 months
C	3 to 6 months
D	6 to 12 months
E	1 to 3 years
F	3 to 5 years
G	5 to 8 years
H	8 to 12 years
I	Over 12 years

LATITUDE

This factor is a measure of the requirements to proceed alone and unguided in the performance of an assignment and to make decisions.

Degree

- A. Works under immediate supervision or follows completely detailed instructions. Employee is permitted little or no latitude in method of performing work, and refers all questionable problems to supervisor.
- B. Work is subject to frequent guidance and checks, or standard practices are followed in the performance of routine work. Refers all questions to the supervisor that do not fall within standard practice and established procedure.
- C. Follows established practice and clearcut policy in performing work. Makes decisions when general instructions, established methods and clearly defined precedents indicate action to be taken. Refers unusual problems to superiors.
- D. Plans details of procedure and methods to attain definite objectives. Makes decisions which are within broad limitations of University policy and/or standards which are widely accepted within the occupation, vocation or profession.
- E. Works independently on broad general assignments with responsibility for planning all work, limited only by University policy. Makes major decisions without reference to superiors, except when large investments or long-term programs are involved.
- F. Work decisions relate to the broader administrative and policy-making activities and major programs and plans of the University. Work is checked only through consultation and agreement with others rather than by directives from superiors.

ACCURACY

This factor appraises the opportunity for, and the probable effect of errors on the job. It attempts to estimate the probable monetary loss to the University resulting from errors in accuracy and in decisions. Analysis of this factor should be confined to consideration of reasonable, normal errors and losses, and should not deal with extreme possibilities.

Degree

- A. Probable errors are readily detected in normal course of the work by standard check or routine cross-check. They would be due to carelessness in most instances, and cause little or no difficulty or loss of time to correct.
- B. Probable errors may be detected within the department or section in which they occur, but may affect the work of others within the unit, thus requiring expenditures of time to trace errors and make all necessary corrections.
- C. Probable errors may cause inaccuracies in reports, records or technical data, and result in dissemination of inaccurate or incomplete information. Errors in service, maintenance or production work might delay progress of programs and influence costs to a limited extent. They would usually be detected, however, before results became serious.
- D. Probable errors may produce delaying factors in a particular department or phase of work or may result in monetary losses in terms of expenditures for materials, minor equipment items, or working time not justified by results obtained.
- E. Probable errors may cause serious delays, such as those due to lack of coordinated effort, or shortages of vital materials. Results of errors in development and experimental work, and in recommendations and decisions have a major effect on University regulations or on external relationships.
- F. Probable errors may affect broad aspects of University relations or public relations, and have far-reaching effects on University prestige, programs and operations. Results of errors are usually of major importance, although they may be mitigated in some instances by future action of superiors.
- G. Probable errors are those of top executives or University officers who have full responsibility for successful functioning of the University and whose decisions are subject to little or no check. There is little opportunity to correct an error except over a long period of time and at great cost.

CONTACTS

B-8

This factor appraises the responsibility for effective handling of any personal contacts that are essential for full and adequate performance of the job. Due consideration is given as to how the contacts are made, how often, whether contacts involve furnishing or obtaining information only, or whether they involve influencing others.

Degree

- A. Contacts are of little importance and are usually with immediate associates. Requires only ordinary courtesy to avoid friction in relationships with others.
- B. There are occasional routine contacts with others beyond immediate associates. May obtain, present, or discuss data, but only as pertinent to an immediate and specific assignment. There is no responsibility for obtaining cooperation or approval of actions or decisions.
- C. Contacts are for such purposes as coordinating effort or supervising others in closely related work. There are frequent contacts with other departments. Tact is required in discussing problems, presenting data and making recommendations, but responsibility for action and decision reverts to others.
- D. Contacts are with other departments and frequently with individuals in administrative or executive positions. These contacts are for the purpose of consulting on problems requiring judgment and tact in obtaining cooperation or approval of action to be taken. Other important contacts are with subordinates in advanced supervisory jobs and outside the University where handling of contacts is of some importance.
- E. Contacts are within the University where poor communication may lead to poor coordination of effort between departments or phases of University activity or may have an adverse effect upon employee relations. The lack of tact and judgment in contacts outside the University may result in some loss of prestige to the University.
- F. Contacts are of considerable importance, both inside and outside the University, and are of such nature that failure to exercise considerable judgment in developing contacts and maintaining good relations may result in important losses to the University.
- G. Internal and external contacts of this degree are those of top level authorities in important and critical situations. They are usually with leading University, community and government officials and are of significant importance to present and long-range prosperity of the University.

PHYSICAL EFFORT

B-9

This factor appraises the degree of physical effort required by the job, including its intensity and degree to which it is continuous. Analysis may be at fault unless a sufficiently broad view of the work is considered.

Degree

- A. This degree is assigned to light work involving a minimum of fatiguing physical effort. Intermittent sitting, standing, and walking is required.
- B. This degree describes constant repetitive work of a mechanical nature where there is a small amount of lifting and carrying. There are occasional difficult working positions and those where continuous sitting or considerable moving around is required also assigned to this degree.
- C. This degree is assigned to jobs requiring continuous standing, walking, or difficult working positions, working with average or heavy weight materials and supplies, or fast manipulative skill in the almost continuous use of machine or office equipment on paced work.

JOB CONDITIONS

This factor appraises the surroundings or working conditions under which the job must be done. Due consideration is also given to conditions which disturb the physical or mental well-being of the employee if they are beyond the employee's control.

Degree

- A. Usual office working conditions.
- B. Some disagreeable factor is present in office working conditions which disturb the physical or mental well-being of the employee such as poor ventilation, uneven temperature, or the possibility of damage to clothing.
- C. Best shop conditions - slightly dirty. Small, clean assembly or bench work. Office and supervisory jobs which require considerable time in the shop and are subject to disagreeable elements part of the time such as heat, cold, dampness, fumes, dust, noise or vibrations are assigned this degree.
- D. Continuous exposure to several disagreeable elements or factors such as an especially dirty, oily, and noisy job. Jobs with almost continuous outdoor exposure are assigned this degree.

SUPERVISION OF OTHERS

B-11

This factor appraises the responsibility for organizing, leading, guiding and directing the efforts of others. Scoring will depend upon the number of people normally supervised and the extent of the supervisory responsibility. When no supervision of others is involved this factor is not used and receives no score.

Degree

- A. Directs one to five assistants or helpers with responsibility for the correct completion of assignments. Generally participates in the work of those supervised.
- B. Leads a group of more than five in number but seldom over ten or twelve. Assigns and checks work, assists and instructs as required, but performs the same work as those supervised or closely related work most of the time. The strictly supervisory and administrative duties generally occupy no more than 25% to 35% of time.
- C. Supervises or leads a group of approximately 10 to 25 employees or a smaller number if difficult technical work requiring considerable direction and assistance is being performed. Plans, directs and coordinates work; makes decisions and performs the more difficult aspects of the same broad assignment. Supervisory and administrative duties generally require more than 50% of the time.
- D. Supervisor or foreman of a department, section, or other unit usually with more than 25 employees and is responsible for the effective operations, work schedules, planning and results in general. Work supervised is usually limited in scope and diversity. Supervisory and administrative duties normally occupy 80% to 100% of time.
- E. Supervisor or manager of a department or section performing work of considerable diversity and complexity; or of a large group numbering over 50 if work is not diverse or complex. Supervisory, administrative and related duties occupy 100% of time. The supervision of 1 to 3 assistants or subordinate supervisors may be involved.
- F. Supervisor of a phase of work of primary importance within one of the major functional divisions, when it involves planning and coordination of the work of several departments, sections, or units, and the direction and general supervision of several subordinates who themselves spend over 80% of their time on supervisory, administrative and related duties.

SUPERVISION OF OTHERS (Cont.)

B-12

Degree

- G. Supervisor of secondary rank, but generally carrying broad responsibilities for the effective operation of a major function, and involving planning and coordination of the work of several departments or other units of considerable size and importance; or may be an executive assistant to those holding positions classified as officers or senior executives of the University.

APPENDIX C

RESOLUTION TO APPROVE
THE UNIVERSITY OF TENNESSEE BUDGET FOR FY 1999-2000

AGENDA ITEM K.4. APPROVAL OF UNIVERSITY BUDGET FOR FY 1999-2000

I hereby move that the budgets, salary schedules and other compensation and benefit schedules, and schedules of student fees and tuition appearing in the Budget Document for Fiscal Year 1999-2000, including all University budgetary units' gift funds handled in accordance with previously approved procedures and policies, be approved and adopted with the understanding that should changes in estimated resources require, the budgets will be modified by the Administration so that expenditures will not exceed available resources, and that any remaining balance of Current Funds be considered as reserves for contingencies to be used to employ additional staff where enrollments and reorganization requirements warrant; increase operating appropriations of departments where changing conditions during the year necessitate additional funds; make salary adjustments for personnel as may be necessary during the year, and improve physical facilities for academic and research departments as opportunities arise.

