



JOB CLASSIFICATION AND COMPENSATION PROGRAM (JCCP)

JOB GROUPS AND LEVELS GUIDE

As of July 19, 2017

Job Progression Level Guide



Overview

- The purpose of the job groups is to provide staff employees with a defined progression of job responsibilities within each of five Job Groups:
 1. Administrative and Operations Support – AO (Five Job Levels)
 2. Professional and Technical Specialist – PT (Five Job Levels)
 3. Research and Instruction – RI (Five Job Levels)
 4. Supervisory and Management – SM (Four Job Levels)
 5. Administrator/Department Head – AD (Two Job Levels)
- The following pages describe the job factors within each job group:
 1. Scope of responsibility
 2. Decision making/problem solving
 3. Supervision
 4. Leadership
 5. Knowledge
 6. Typical minimum background/experience
- It is important to remember that the job groups attempt to capture the broad set of job responsibilities and differences between jobs. It is not meant to capture each job's responsibilities. Some jobs may have job factors that are in different levels. In those situations, the job will be placed in the level that best fits the job after reviewing the job's total responsibilities.
- In certain instances, a job with a similar level of responsibilities to other jobs might be placed in a different level due to various factors, which might include career progression within a job family, market demand for a job or a unique skill set that is required.
- Human Resources is responsible for administering the jobs groups and salary bands.
 - Human Resources is committed to working with managers to ensure that the program is transparent and administered equitably.

Job Groups



Administrative and Operations Support	Professional and Technical Specialist	Research and Instruction	Supervisory and Management	Administrator and Department Head
<ul style="list-style-type: none"> • Primary contribution is providing administrative or operations support. • May act as lead for supervising or leading administrative or operations support staff. 	<ul style="list-style-type: none"> • Primary contribution is applying professional, technical, specialized knowledge. • Jobs require formal specialized training, certification, license or degree. • May act as lead for other professional and technical specialists. 	<ul style="list-style-type: none"> • Primary contribution is research and instructional support for students and faculty. • Jobs typically require a graduate degree. • Research is defined as the systematic investigation into and study of materials and sources in order to produce new knowledge. • Instruction is defined as working directly with students to help them to acquire and develop knowledge and skills. 	<ul style="list-style-type: none"> • Primary contribution is managing other people. • Supervises or manages a team of individual contributors in a department or section. 	<ul style="list-style-type: none"> • Primary contribution is setting the strategic direction of the department in support of the college's mission. • Supervises multiple directors/managers. • Serves as advisor to senior leadership or others.



Administrative and Operations Support

AO – Levels 1-5

Jobs Groups and Salary Bands: Administrative and Operations Support



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	AO-1	AO-2	AO-3	AO-4	AO-5
Scope of Responsibility	<ul style="list-style-type: none"> Responsibilities include routine administrative, physical or other operations support tasks. Entry-level role requiring basic skills. Tasks are often repeated daily and require limited training. Role may require contact with students, staff and faculty. 	<ul style="list-style-type: none"> Responsibilities include routine administrative, physical or other operations support tasks. Some specialty skills required according to the job. Tasks are generally repeated daily but may be focused on a particular area of specialization. Role typically requires contact with students, staff and faculty. 	<ul style="list-style-type: none"> Responsibilities include basic administrative duties (phones, routine paperwork, reception, student service roles) or service/labor work requiring regular use of equipment or specialized skills. Some specialty skills required according to the job. Tasks vary throughout the week, requiring more extensive training or knowledge base. Roles may require written and verbal communications skills to interact with students, staff and faculty. 	<ul style="list-style-type: none"> Responsibilities include high-level administrative or operations duties (supporting faculty, management or high-level specialist staff) or leading teams of administrative or support staff. May include supervising student employees, often responsible for administrative functioning of an area or small department. Provide administrative, operations or academic support to projects with departmental impact. 	<ul style="list-style-type: none"> Responsibilities include senior-level administrative duties (responsibility for programs or major office functions), operational responsibility for a department or support of senior leadership staff. May supervise other employees and have responsibility for time approval and scheduling. Position requires high-level specialty skills. Responsibilities are often at the division-level, with impact campus-wide.
Decision Making/ Problem Solving	<ul style="list-style-type: none"> Work follows established routines, clearly prescribed rules, past practices or instructions. Seeks guidance on problem areas from peers or supervisor. Refers non-routine or unusual problems to supervisor. 	<ul style="list-style-type: none"> Work follows established routines, clearly prescribed rules, past practices or instructions, with some latitude to address minor issues. Seeks guidance on problem areas from peers or supervisor. Refers non-routine or unusual problems to supervisor. 	<ul style="list-style-type: none"> Responsible for solving routine problems. Refers complex, unusual problems to supervisor. Decisions are guided by established policies and procedures. 	<ul style="list-style-type: none"> Independently applies advanced skills to resolve complex problems. May modify processes to resolve situations/problems. 	<ul style="list-style-type: none"> Serves as a resource to others in resolving complex administrative issues. Establishes guidelines for problem resolution.

Jobs Groups and Salary Bands: Administrative and Operations Support



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	AO-1	AO-2	AO-3	AO-4	AO-5
Supervision	<ul style="list-style-type: none"> Works under close supervision of team leaders or supervisors and other management staff. Exercises limited latitude/independent judgment. Work typically involves detailed checks or close review by a senior co-worker and/or supervisor. 	<ul style="list-style-type: none"> Works under close supervision of team leaders or supervisors and other support staff. Exercises some independent judgement in accordance with well-defined policies, procedures and techniques. Work typically involves regular review by a senior co-worker or supervisor. 	<ul style="list-style-type: none"> Works under moderate supervision. Exercises some independent judgement in accordance with well-defined policies, procedures and techniques. Work typically involves regular review by a senior co-worker or supervisor. 	<ul style="list-style-type: none"> Works under limited supervision. Course of action is often determined by interpreting procedures and policies. Work typically involves only periodic review by a supervisor or other staff. 	<ul style="list-style-type: none"> Often works independently with limited supervision from management. Relies on experience and exercises independent judgement to determine best approach to achieve desired outcomes.
Leadership	<ul style="list-style-type: none"> May assist in directing and training new employees. 	<ul style="list-style-type: none"> May assist in directing and training new employees. 	<ul style="list-style-type: none"> May assist in directing and training new employees on the technical complexities of assigned work. 	<ul style="list-style-type: none"> Frequently provides general guidance/direction, training and technical assistance to other support personnel. May serve as team lead, with responsibility for planning, organizing and assigning work to others. Contributes to employees' professional development, but does not have hiring or firing authority. 	<ul style="list-style-type: none"> Assigns, directs and evaluates work; coordinates work schedules. Trains and develops employees. Determines the means, methods and materials for performing work; plans the work operation. May provide input about other staff's performance, but does not have final authority on personnel decisions.

Jobs Groups and Salary Bands: Administrative and Operations Support



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	AO-1	AO-2	AO-3	AO-4	AO-5
Knowledge	<ul style="list-style-type: none"> Applies basic knowledge of job, uses resources and policies to answer basic inquiries. Assignments require minimal knowledge beyond the assigned work. Demonstrates understanding of routine aspects of work. 	<ul style="list-style-type: none"> Responds to situations based upon a general understanding of job and department policies/procedures, and directs others to appropriate resources. Assignments require some knowledge beyond the assigned work. Has developed required skills through formal training or work experience. 	<ul style="list-style-type: none"> Responds to situations based upon a general understanding of job and department policies/procedures, and directs others to appropriate resources. Readily learns and applies new information/concepts in area of practice. Has developed skills through formal training or work experience. 	<ul style="list-style-type: none"> Thorough knowledge of tasks and responsibilities. Effectively applies skills in accomplishing tasks. Responds to situations based upon a broad and detailed understanding of work area and organizational policies/procedures. Has developed proficiency through job-related training and considerable work experience. 	<ul style="list-style-type: none"> Usually functions as the highest, non-managerial resource immediately available for guiding support staff. Has access to and responsibility for confidential information; may act on behalf of manager for routine problems and issue resolution. Demonstrates very highly-developed knowledge of the organization, people, processes and information systems that can only be gained through advanced on-the-job training and extensive practical experience.
Typical Minimum Background/ Experience (not to be used as primary criteria)	<ul style="list-style-type: none"> High school diploma or equivalent work experience preferred. Less than one year of general work experience. 	<ul style="list-style-type: none"> High school diploma required. Specialized skill training/certification may be required. One to two years of related experience. 	<ul style="list-style-type: none"> High school diploma or associate's degree required. Specialized skill training/certification may be required. One to three years of related experience. 	<ul style="list-style-type: none"> Technical certification or associate's degree or equivalent work experience is either required or preferred, depending upon work requirements. Possesses specialized or job related technical skill training (e.g., technical licenses, computer operation, bookkeeping) and three or more years of related experience. 	<ul style="list-style-type: none"> Technical certification or associate's degree or equivalent work experience is required. Stays current on required training to perform the job. Illustrates a sustained track record of successful performance in directly-related jobs.



Professional and Technical Specialist PT – Levels 1-5

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Scope of Responsibility	<ul style="list-style-type: none"> • Entry-level professional and technical specialist. • Performs work assignments that are portions of a broader assignment with a technical/discipline focus. • Supports and contributes to a well-defined and standardized process. • Work typically focuses on less complex assignments. • May provide support for larger projects that have department and area impact. • May assist in developing or updating procedures for a department or area. 	<ul style="list-style-type: none"> • Professional contributor working independently on larger, moderately complex assignments that have a direct impact on the department or the division. • Performs assignments with complex requirements. • Assignments are diverse and decisions may require modifying standard procedures with organization-wide implications. 	<ul style="list-style-type: none"> • Seasoned career professional contributor with responsibility for an advanced area of work in a professional field. • Is a technical expert in a department or division processes. • May be responsible for entire projects with impact on the organization or for portions of larger projects that have considerable impact on the department or the College. 	<ul style="list-style-type: none"> • Recognized subject matter expert within own area of expertise. • Manages projects that have a direct and important effect on College-wide programs and results. • Routinely called upon to apply/demonstrate mastery of existing and emerging technologies, practices and processes. • May direct major cross-functional projects or programs with significant impact across the College. 	<ul style="list-style-type: none"> • Recognized subject matter expert beyond own area of expertise. • Project and programs managed are significant to the College. • Routinely called upon to apply/demonstrate mastery of existing and emerging technologies, practices and processes. • Routinely directs major cross-functional projects or programs with significant impact across the College.

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Decision Making/ Problem Solving	<ul style="list-style-type: none"> The job requires an understanding of practices and procedures. Uses existing procedures to solve routine or standard problems. Problems are varied but similar, and selects best option for resolution from a set of defined procedures or based on precedence. Escalates complex issues to more senior team members or supervisor. 	<ul style="list-style-type: none"> The job consists of broad responsibilities requiring the application of policies to dynamic situations. Performs full range of standard, professional-level work that typically requires processing and interpreting complex, less clearly-defined issues. Identifies problems and possible solutions, and takes appropriate action to resolve. Uses previous experience and knowledge to identify the most appropriate option for resolution. 	<ul style="list-style-type: none"> The job requires performing advanced work in several areas of the professional field. Identifies key barriers/core problems and applies problem-solving skills in order to deal creatively with complex situations. Makes decisions under conditions of uncertainty, sometimes with incomplete information. Solves moderately complex problems for department, using assessment tools and proven techniques. 	<ul style="list-style-type: none"> The job requires performing leading-edge work in a professional field. Displays a high level of critical thinking and analysis in bringing resolution to high-impact, complex and/or cross- department and division problems. Work requires prompt decisions when faced with complex and often contradictory alternatives. Resolves most complex problems for department. Problems generally require significant analysis and judgment. 	<ul style="list-style-type: none"> The job requires performing leading-edge work in a professional field. Displays the highest level of critical thinking and analysis in bringing resolution to high-impact, complex and/or cross-department and division problems that have a broad impact throughout College. Work requires prompt decisions when faced with complex and often contradictory alternatives. Solutions may include adapting exiting policies and systems to address unique situations.

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Supervision	<ul style="list-style-type: none"> Receives general supervision, guidance and direction from others. Supervisor or others regularly review work methods, progress and outcomes. 	<ul style="list-style-type: none"> Receives a moderate level of guidance and direction on unusually complex problems or issues. Work outcomes periodically reviewed during assignments and at milestones. 	<ul style="list-style-type: none"> Operates with moderate latitude, with instruction limited to results expected and special situations. Acts as a resource for colleagues with less experience. Determines and develops approach to solutions. Receives technical guidance only on unusual or complex problems or issues. 	<ul style="list-style-type: none"> Often works independently, receiving minimal guidance. Situations may have little or no precedent and require original or new approaches without guidance from others. Reaches decisions under conditions of uncertainty with wide-ranging impact for the College. 	<ul style="list-style-type: none"> Works independently, with guidance in only the most complex situations. Operates with considerable latitude. Situations may have little or no precedent and require original or new approaches without guidance from others. Reaches decisions under conditions of uncertainty with wide-ranging impact for the College.

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Leadership	<ul style="list-style-type: none"> May provide general guidance and direction or training on procedures or basic technical aspects of assigned work to other staff members in department. 	<ul style="list-style-type: none"> Provides guidance, direction and training to other professional employees on complex technical topics. May also assist in planning, executing and reviewing work within a team. 	<ul style="list-style-type: none"> May oversee the completion of projects or assignments including: planning, assigning, monitoring, reviewing progress and accuracy of work, and evaluating results of staff or teams. Provides input in connection with the overall strategy for aligning objectives, activities, timing/tradeoffs and outcomes across projects. Contributes to other employees' professional development, providing guidance and training. May also coordinate the work of other staff members 	<ul style="list-style-type: none"> Frequently oversees completion of projects or assignments including: planning, assigning, monitoring, reviewing progress and accuracy of work, and evaluating results of one or more staff teams. Engages others in developing innovative solutions to operating problems; cross-department and divisional considerations are often present. Leads efforts to develop the overall strategy for aligning objectives, activities and outcomes across projects. Develops strategy for assessing effectiveness/success of project outcomes/deliverables on a short-term basis. May make recommendations regarding personnel actions such as staffing, performance management and rewards. 	<ul style="list-style-type: none"> Engages others in developing innovative solutions to important, highly-complex strategic and operating problems; cross-department and divisional considerations are often present. Leads project teams to develop overall strategy for aligning objectives, activities and outcomes across projects. Develops strategy for assessing effectiveness/success of project outcomes/deliverables on a short and long- term basis. May make recommendations regarding personnel actions such as staffing, performance management and rewards. May also manage one to three other positions, but primary contribution is in applying knowledge rather than managing people.

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Knowledge	<ul style="list-style-type: none"> Knows and effectively uses fundamental concepts, practices and procedures of particular area of specialization. Responds to issues based upon a broad and detailed understanding of work area and procedures. 	<ul style="list-style-type: none"> Possesses and applies a broad knowledge of principles, practices and procedures of particular field of specialization to the completion of moderately complex assignments. Solid knowledge of the College's technologies, procedures and practices. 	<ul style="list-style-type: none"> Possesses and applies comprehensive knowledge of particular field of specialization to the completion of complex assignments. Often viewed as an expert in area of technical expertise. Advanced knowledge of the College's technologies, procedures and practices. 	<ul style="list-style-type: none"> Possesses extensive knowledge in primary department or technical/scientific area. Point of authority and/or source of technical/scientific knowledge. Requires specialized depth and/or breadth of expertise. Interprets internal or external issues and recommends solutions/best practices. 	<ul style="list-style-type: none"> Is recognized as an expert within the College, both within and beyond own department. Anticipates internal and/or external business challenges and/or regulatory issues; recommends processes, products or service improvements. Possesses extensive knowledge in primary discipline or technical/scientific area. State-of-the-art knowledge of organizations, technologies, processes and practices.

Jobs Groups and Salary Bands: Professional and Technical Specialist



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	PT-1	PT-2	PT-3	PT-4	PT-5
Typical Minimum Background/ Experience (not to be used as primary criteria)	<ul style="list-style-type: none"> Typical education and experience or equivalent combination: bachelor's; up to two years of related professional experience. 	<ul style="list-style-type: none"> Typical education and experience or equivalent combination: bachelor's; two to five years of related professional experience. Considered and experienced professional. 	<ul style="list-style-type: none"> Typical education and experience or equivalent combination: bachelor's (and possibly an advanced degree); five to 10 years of related professional experience. Considered a seasoned professional. 	<ul style="list-style-type: none"> Typical education and experience or equivalent combination: bachelor's (advanced degree preferred); 10 to 15 years of related professional experience. Considered an expert in discipline. 	<ul style="list-style-type: none"> Typical education and experience or equivalent combination: bachelor's (advanced degree preferred); 15+ years of related professional experience. Considered an authority in discipline.



Research and Instruction

RI – Levels 1-5

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Scope of Responsibility	<ul style="list-style-type: none"> Works independently on large, moderately complex assignments that have a direct impact on the department or the division. Assignments are diverse and decisions may require modifying standard procedures with institutional implications. Conducts research under the direction of others to produce new knowledge. Provides instruction and training to students, including tutoring. Provides guidance in the use of resources. Participates in the development, implementation, and evaluation of policies, goals, and procedures. For coaching jobs, assists with all aspects of an NCAA Division III sport. Responsible for other related duties assigned by the Head Coach and/or Director of Athletics. 	<ul style="list-style-type: none"> Coordinates daily operations of a section within a department. Recognized as a subject matter consultant to other staff, faculty, students, and/or departments. Delivers classroom instruction in research methods, museum practice, software, and services, or academic disciplines. Conducts research to produce new knowledge. Discovers, acquires, classifies, or interprets scholarly information and/or artifacts. Contributes to developing standards for creating instructional materials or conducting research. May collaborate with faculty in the development of curriculum, laboratory experiments, research, and exhibitions. Serves as a resource for students in a variety of situations. For coaching jobs, responsible for all aspects of an NCAA Division III sport. Responsible for other related duties assigned by the Senior Coach and/or Director of Athletics. 	<ul style="list-style-type: none"> Plans and evaluates daily operations of a section within a department. Recognized as a subject-matter specialist within own area of expertise; serves as subject matter specialist to other faculty, academic staff, and/or departments. Creates and delivers instruction in disciplinary/interdisciplinary research (includes laboratory research). Conducts research to produce new knowledge. Discovers, acquires, classifies, or interprets scholarly information and/or artifacts. Manages and oversees research, educational, curatorial, and/or public education programs. Supports students, faculty and staff in conducting research or creating experiential educational opportunities. Coordinates activities and projects often performed by others or by teams. For coaching jobs, manages an NCAA Division III sport and is responsible for other related duties assigned by Director of Athletics 	<ul style="list-style-type: none"> Assists in the direction of work and strategic planning of research, educational, curatorial, public programs, and/or training programs for a department. Responsible for developing new programs for the department or center and assisting and overseeing the roll-out of these programs. Functions as part of the leadership team of a department. Collaborates with administrators and department heads to define department goals and objectives, using a long-term approach. May also manage specialists with advanced skills where extensive subject matter expertise is required. Contributes to the development of an operating plan and budget within respective department or area. May work closely with deans, faculty or others in the management of academic issues. 	<ul style="list-style-type: none"> Designs and directs the work and strategic planning of activities, instruction, curricula, or training programs for a department. Responsible for providing leadership, vision, planning and management of a group, large subject, department, or a significant collection. Accountable for program(s), collections(s) or issue(s) with significant financial impact, affecting multiple constituents, or connected to the core mission for the College. Leads project teams, develops project plans, seeks support and resources from other departments and is accountable for outcomes. Full authority for developing and managing an operating plan and associated budgets within respective department or area.

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Decision Making/ Problem Solving	<ul style="list-style-type: none"> The job consists of broad responsibilities requiring the application of policies to dynamic situations. Performs full range of standard professional-level work that typically requires processing and interpreting complex, less clearly-defined issues. Identifies problems and possible solutions, and takes appropriate action to resolve. Uses previous experience to identify the most appropriate option. Problems generally require significant analysis and judgment. 	<ul style="list-style-type: none"> The job requires performing semi-advanced work in several areas of a professional field. Identifies key barriers/core problems and applies problem-solving skills in order to deal creatively with complex situations. Makes decisions under conditions of uncertainty, sometimes with incomplete information. Solves moderately complex problems and may include adapting existing policies and systems to address unique situations. 	<ul style="list-style-type: none"> The job requires performing advanced work in a professional field. Displays a high level of critical thinking and analysis in bringing resolution to high-impact, complex and/or cross-department and division problems. Work requires prompt decisions when faced with complex and often contradictory alternatives. Resolves complex problems for department or unit within department. Solutions may include adapting exiting policies and systems to address unique situations and the application of current learning, research, or instructional theory. 	<ul style="list-style-type: none"> Decisions are guided by policies and procedures, with limited involvement from others. Displays the highest level of critical thinking and analysis in bringing resolution to high-impact, complex and/or cross-department and division problems that have a broad impact throughout College. Resolves infrequent or serious issues with outcomes that may adversely affect efficiency and operations of a department or team. Acts as a resource for recurring or systemic problems that require changes to operations or procedures. Solutions require analysis and investigation. 	<ul style="list-style-type: none"> Requires ability to facilitate complex discussions, serves as a resource for the College community, creates complex written communications. Decisions are often not guided by policies and procedures, and may be long-term in nature. Resolves issues with significant intangibles or uncertainties, significant financial or operational impact department-wide and/or beyond individual department. Draws upon significant experience to anticipate problems and position department or program accordingly.

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Supervision	<ul style="list-style-type: none"> Often works independently; receives a moderate level of guidance and direction only on unusually complex problems or issues. Work outcomes periodically reviewed during assignments and at milestones. Supervises students. 	<ul style="list-style-type: none"> Operates with moderate latitude. Determines and develops approach to solutions. Receives guidance only on unusual or complex problems or issues. Supervises assistant coaches and student-athletes. 	<ul style="list-style-type: none"> Seeks guidance and reports periodic progress while functioning independently. Reaches decisions under conditions of uncertainty with wide-ranging impact for the College. Supervises coaches. May supervise undergraduate teaching assistants, interns, post-bacs, green deans, student workers, and/or casual employees. 	<ul style="list-style-type: none"> Operates with considerable latitude. Situations may have little or no precedent and require original or new approaches without guidance from others. Reaches decisions under conditions of uncertainty with wide-ranging impact for the College. Supervises head coaches. May work under direct supervision of dean, director or chair. 	<ul style="list-style-type: none"> Individually accountable for the short- and long-term growth and performance of a program, or for the efficiency and effectiveness of part of a department or area. Works with minimum supervision.

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Leadership	<ul style="list-style-type: none"> • Provide guidance and direction to students in departments or centers that offer academic support. • Provides input in connection with the overall strategy for aligning objectives, activities, timing/tradeoffs and outcomes across projects within the department. • Contributes to other employees' professional development, providing guidance and training. 	<ul style="list-style-type: none"> • Provides guidance, direction and training to other professional employees on complex technical topics. • May oversee the completion of projects or assignments, including planning, assigning, monitoring, reviewing progress and accuracy of work, and evaluating results of student work. • May supervise one to two other positions or a group of students. • May also assist in planning, executing and reviewing work within a team. 	<ul style="list-style-type: none"> • Frequently oversees completion of projects or assignments, including planning, assigning, monitoring, reviewing progress and accuracy of work, and evaluating results of one or more staff teams or group of students. • Engages others in developing innovative solutions to operating problems; cross-department and divisional considerations are often present. • May make recommendations regarding personnel actions, resources and funding. • May also manage one to three other positions, but primary contribution is in applying knowledge rather than managing people. 	<ul style="list-style-type: none"> • Manages, coordinates, and provides leadership to accomplish operational plans and results. • Ensures performance planning, development and supervision of employees. • Leads efforts to develop the overall strategy for aligning and assessing effectiveness/success of objectives, activities and outcomes. 	<ul style="list-style-type: none"> • Creates workforce and staffing plans and ensures availability of staff necessary to accomplish planned results. • Plans and coordinates the acquisition of resources and implements best practices. • Provides guidance and expertise to other departments. • Serves as the representative in significant matters that affect multiple constituencies.

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Knowledge	<ul style="list-style-type: none"> • Possesses and applies a broad knowledge of principles, practices and procedures of particular field of specialization to the completion of moderately complex assignments. • Basic knowledge and understanding of best practices. 	<ul style="list-style-type: none"> • Possesses and applies comprehensive knowledge of particular field of specialization to the completion of complex assignments. • Often viewed as an expert in area of expertise. • Solid knowledge and understanding of best practices. 	<ul style="list-style-type: none"> • Possesses extensive knowledge in primary department or area. • Point of authority and/or source of knowledge. • Considered a specialist in discipline. • Requires specialized depth and/or breadth of expertise. • Interprets internal or external issues and recommends solutions/best practices. 	<ul style="list-style-type: none"> • May requires personnel management skills as well as specialized depth and/or breadth of expertise within the function. • Possesses and applies a broad knowledge of principles, practices and procedures of particular field of specialization to the completion of complex assignments. • Considered an expert in discipline. • Advanced knowledge and understanding of best practices. 	<ul style="list-style-type: none"> • Translates a broader understanding of strategy and practices to own role and departmental objectives. • Role recognizes need for cross-disciplinary understanding and expertise, and ability to anticipate opportunities for collaboration and cooperation across the College.

Jobs Groups and Salary Bands: Research and Instruction



Job Factor	Level 1	Level 2	Level 3	Level 4	Level 5
Salary Band	RI-1	RI-2	RI-3	RI-4	RI-5
Typical Minimum Background/ Experience (not to be used as primary criteria)	<ul style="list-style-type: none"> • Typical education and experience or equivalent combination: bachelor's; three to five years of related academic or specialized experience in job's field. • For coaching jobs, at least one year of college coaching experience is required. 	<ul style="list-style-type: none"> • Typical education and experience or equivalent combination: masters in specialized field and related professional experience. • For positions in the Library, a Master of Library Science degree from an ALA accredited program is required. • For positions in the Writing Center, a Master's degree is required. • For instructional positions in academic departments, a Doctoral degree in the specialized field is required. • For positions in the Mead Art Museum, a Doctoral degree in specialized field is preferred. • For coaching jobs, at least three years of college coaching experience is required. 	<ul style="list-style-type: none"> • Typical education and experience or equivalent combination: masters in specialized field and related professional experience. • For positions in the Library, a Master of Library Science degree from an ALA accredited program is required. • For positions in the Writing Center, a Master's degree is required. • For instructional positions in academic departments, a Doctoral degree in the specialized field is required. • For positions in the Mead Art Museum, a Doctoral degree in specialized field is preferred. • For coaching jobs, at least five years of college coaching experience is required. 	<ul style="list-style-type: none"> • Appropriate graduate degrees as per Level 3 are required. • At least three years supervisory/management experience preferred or five plus years of related professional experience preferred for high-level, individual contributors. • Related higher education or functional experience. • Produces new content that feeds the Amherst curriculum and/or has an impact on the field. • Considered an expert in discipline: accepts invitations to speak at national or international conferences or talks, publishes in peer-reviewed journals or books, or produces travelling exhibitions. • Formal training in pedagogy is preferred. 	<ul style="list-style-type: none"> • Appropriate graduate degrees as per Level 3 are required. • At least five years of management experience or 10+ years of related professional experience preferred for high-level, individual contributors. • Specific higher education or functional experience required. • Produces new content that feeds the Amherst curriculum and/or has a broad impact on the field. • Considered an authority in discipline: accepts invitations to speak at national or international conferences or talks, publishes in peer-reviewed journals or books, or produces travelling exhibitions. • Formal training in pedagogy is preferred.



Supervisory and Management SM – Levels 1-4

Jobs Groups and Salary Bands: Supervisory and Management



Job Factor	Level 1	Level 2	Level 3	Level 4
Salary Band	SM-1	SM-2	SM-3	SM-4
Scope of Responsibility	<ul style="list-style-type: none"> • Team leader who supervises small groups of students or employees who perform routine work. • May coordinate work flow with other managers. • Responsible for assignments of duties and training. • Contributes on performance evaluations and other personnel decisions. • Performs a broad range of work, seeking guidance and reporting progress. • Activities have daily operational focus. 	<ul style="list-style-type: none"> • Manages small groups of students and/or staff. • May coordinate work flow with other managers. • Responsible for assignments of duties and training. • Contributes and may have a limited authority on performance evaluations and other personnel decisions. • Performs a broad range of work, seeking guidance and reporting progress. • Activities have daily operational focus. • May manage elements/portions of a budget. 	<ul style="list-style-type: none"> • Manages more than one unit/team or group of supervisors with multiple staff members under area of responsibility. • May also manage specialists with advanced skills where extensive subject matter expertise is required. • Authority to make hiring, development and disciplinary decisions with support from Human Resources. • Leads project teams, develops project plans, seeks endorsements and resources from administration, and is accountable for outcomes. • Contributes to development of an operating plan and budget. 	<ul style="list-style-type: none"> • Manages and is responsible for results delivered for a large subset or a department. • Functions as part of the leadership team of a department, typically within larger departments. • Supervises and leads other managers. • Accountable for program(s) or issue(s) with significant financial impact, affecting multiple constituents, and/or connected to the core mission for the College. • Coordinates efficient and effective teams often led by subordinates to complete projects and accomplish designed results. • Counsels and advises managers and supervisors on personnel decisions. • Collaborates with administrators and department heads to define department goals and objectives, using a long-term approach. • Full authority for developing and managing an operating plan and associated budgets within respective department or area.

Jobs Groups and Salary Bands: Supervisory and Management



Job Factor	Level 1	Level 2	Level 3	Level 4
Salary Band	SM-1	SM-2	SM-3	SM-4
Decision Making/ Problem Solving	<ul style="list-style-type: none"> Decisions are frequently guided by policies and procedures with some involvement from others. Addresses routine issues according to established protocols, documenting and reporting actions to more senior managers. Problems often relate to individual events or occurrences. 	<ul style="list-style-type: none"> Decisions are frequently guided by policies and procedures with some involvement from others. Addresses routine issues according to established protocols, documenting and reporting actions to more senior managers. Problems often relate to individual events or occurrences. Makes a contribution to managing and solving complex, technical/business challenges with guidance from senior manager or administrator. 	<ul style="list-style-type: none"> Decisions are guided by policies and procedures, with limited involvement from others. Resolves infrequent or serious issues with outcomes that may adversely affect efficiency and operations of a department or team. Acts as a resource for recurring or systemic problems that require changes to operations or procedures. Solutions require analysis and investigation. 	<ul style="list-style-type: none"> Decisions are often not guided by policies and procedures, and may be long-term in nature. Resolves issues with significant intangibles or uncertainties, significant financial or operational impact department-wide and/or beyond individual department. Draws upon significant experience to anticipate problems and positions department or program accordingly.
Supervision	<ul style="list-style-type: none"> Works under direct supervision of a manager, dean, director or chair. 	<ul style="list-style-type: none"> Works under direct supervision of higher-level manager, dean, director or director. 	<ul style="list-style-type: none"> Seeks guidance and reports periodic progress while functioning independently, reporting to a dean, director or chair. 	<ul style="list-style-type: none"> Individually accountable for the short and long-term growth and performance of a program or for the efficiency and effectiveness of part of a department or area. Has little supervision.
Leadership	<ul style="list-style-type: none"> Provides day-to-day work direction for group of employees in a work group. Performs similar work to professionals while managing work assignments, staffing and training for all team members. Serves as team leader, providing guidance and direction to staff. 	<ul style="list-style-type: none"> Provides day-to-day work direction for group of employees in department. May perform similar work to professionals while managing work assignments, staffing and training for all team members. Serves as mentor/coach, providing strategic direction and mentoring to staff. 	<ul style="list-style-type: none"> Manages, coordinates, provides leadership to and reviews the work of professional and management-level employees in order to accomplish operational plans and results. Manages performance planning, coaching and professional development for staff. 	<ul style="list-style-type: none"> Creates workforce and staffing plans and ensures availability of staff necessary to accomplish planned results. Provides guidance and expertise to other departments. Serves as the representative in significant matters that affect multiple constituencies.

Jobs Groups and Salary Bands: Supervisory and Management



Job Factor	Level 1	Level 2	Level 3	Level 4
Salary Band	SM-1	SM-2	SM-3	SM-4
Knowledge	<ul style="list-style-type: none"> Requires supervisory skills as well as specialized depth and/or breadth of expertise within the work area. Knows and effectively uses fundamental concepts, practices and procedures of particular area of specialization. Responds to issues based upon an understanding of departmental procedures. 	<ul style="list-style-type: none"> Requires personnel management skills as well as specialized depth and/or breadth of expertise within the function. Knows and effectively uses fundamental concepts, practices and procedures of particular area of specialization. Responds to issues based upon an understanding of departmental procedures. 	<ul style="list-style-type: none"> Requires personnel management skills and understanding of trends in personnel and operations management. Aligns actions with the department strategy and implements best practices. Possesses and applies a broad knowledge of principles, practices and procedures of particular field of specialization to the completion of complex assignments. 	<ul style="list-style-type: none"> Requires the ability to transfer a broad understanding of strategy and best practices, and its application to departmental objectives. Role recognizes need for cross-disciplinary understanding and expertise, and ability to anticipate opportunities for collaboration and cooperation across the College.
Typical Minimum Background/ Experience (not to be used as primary criteria)	<ul style="list-style-type: none"> Technical certification or associate's degree, or equivalent work experience is required. Maintains advanced on-the-job training. Illustrates a sustained track record of successful performance in directly-related jobs. 	<ul style="list-style-type: none"> Bachelor's degree or equivalent work experience. Two or more years supervisory experience. Related higher education, industry or functional experience preferred. 	<ul style="list-style-type: none"> Bachelor's degree or equivalent work experience. Five years supervisory/management experience preferred. Related higher education, industry or functional experience typical. 	<ul style="list-style-type: none"> Bachelor's degree or equivalent work experience. Master's or postgraduate degree or equivalent work experience preferred. At least eight years of management experience. Specific higher education, industry or functional experience required.



Administrator and Department Head

AD – Levels 1-2

Jobs Groups and Salary Bands: Administrator/Department Head



Job Factor	Level 1	Level 2
Salary Band	AD-1	AD-2
Scope of Responsibility	<ul style="list-style-type: none"> Serves as administrator or head of department. Collaborates with other administrators and senior leadership to deliver strategic results for the College. Actions at this level have primary impact on departmental operations. Manages other directors, managers or supervisors. Interprets internal or external business issues as it relates to the department and recommends/implements solutions. Sets department's goals in support of the College's strategic plan. Approves workflow, processes/methods, priorities, staff roles and performance indicators for a department. Approves enhancements to department processes. Implements College's policies; assures regulatory compliance; establishes standards and best practices. Approves short- and long-term resource allocation needs and develops appropriate contingency for given department. May recommend changes to resource allocation based on strategic needs of the department. 	<ul style="list-style-type: none"> Serves as administrator or head of multiple departments. Collaborates with other administrators and senior leadership to deliver strategic results for the College. Actions at this level impact College-wide operations, strategic direction of the College and external constituencies. Manages multiple layers of directors and managers. Responsible for the delivery of the strategic results of the division. Sets or changes strategic goals, including reallocating resources for a broad range of campus initiatives. Approves long-term resource allocation needs and develops appropriate contingency for division. Directs resource allocation based on strategic needs.
Decision Making/ Problem Solving	<ul style="list-style-type: none"> Decision-making horizon typically spans current and future year. Decisions impact critical College initiatives or a department's achievement of major goals/objectives, and are highly visible internally and possibly externally. Decisions may have a long-term effect on the overall success of a function and may also impact other functions and operations. Problem solving may include operational issues, departmental resource allocation and collaborating with other departments to meet institutional needs. Solutions require thorough understanding of departmental functions and inter-relatedness of department within the broader institution, and the ability to assimilate information provided by departmental managers. 	<ul style="list-style-type: none"> Decision making horizon is typically three to five years. Decisions impact the College's achievement of major goals/objectives and are visible to external interests as well as broadly across many internal functions. Problems impact the entire campus, the external community, the overall quality of the Amherst experience and/or the financial wellbeing of the College. Decisions likely have a long-term effect on the College's success and health, especially its future. Interactions require negotiations of extremely critical matters within the College, the external community and other key stakeholders. Can persuade key decision makers, manages strategic communications/decisions and resolves conflicts, and manages divergent audience perspectives. Solutions involve weighing the differing and often competing needs of various divisions and taking a leadership role in establishing new thresholds of success for the institution.

Jobs Groups and Salary Bands: Administrator/Department Head



Job Factor	Level 1	Level 2
Salary Band	AD-1	AD-2
Supervision	<ul style="list-style-type: none"> Works independently; consults with division senior manager, as necessary. Supervision is limited to special situations requiring advice or joint problem-solving among multiple departments. 	<ul style="list-style-type: none"> The position works with considerable independence and has substantial latitude in achieving short- and long-term results. Supervision is limited to review of division outcomes and achievement of strategic objectives.
Leadership	<ul style="list-style-type: none"> Leads the management team of department and may manage multiple disciplines within a function. Has full authority for personnel actions at the department level. Sets standards for staff, ensuring coaching, development, guidance and training is provided. Represents the College on external committees. Plays an active role in professional associations within appropriate discipline. Focuses on setting priorities and human capital/resource requirements; reallocates to optimize results. 	<ul style="list-style-type: none"> Leads and manages multiple layers of management. Reviews and approves personnel actions for departmental leaders or those impacting multiple employees. Serves as a representative of the College at official functions and/or community forums; requires public speaking. Plays a leadership role in professional groups or associations within appropriate discipline; influences direction of profession on a national level. Sets priorities and human capital/resource requirements.
Knowledge	<ul style="list-style-type: none"> Knowledge is broad and extensive within a group/functional area and its relationship to other groups/functions. Interprets internal or external business issues as it relates to the group and recommends/implements solutions. 	<ul style="list-style-type: none"> Expert knowledge of multiple groups/functions and their and interrelationship. High level of skills in the management of a major group of the organization. Manages multiple disciplines within a function. Understanding of institutional history, interrelationships between divisions, spheres of influence and decision making. Knowledge of other institutions and their relationships with Amherst and trends within higher education.
Typical Minimum Background/ Experience (not to be used as primary criteria)	<ul style="list-style-type: none"> Master's or postgraduate degree, or equivalent work experience. At least 10 years of management/leadership experience. Specific higher education industry or functional experience typical. 	<ul style="list-style-type: none"> Master's or postgraduate degree, or equivalent work experience. At least 15 years of relevant management experience. Specific higher education industry or functional experience required.