

**UNIVERSITY OF NEVADA, RENO**

**ADMINISTRATIVE FACULTY SALARY MODEL**

**May 2005**

## **PREFACE**

This manual provides a detailed description of the eight factors used in placing an administrative faculty position on the salary model. The Introduction describes the policies applicable to the development and implementation of the Administrative Salary Model. Also provided in the introduction is a glossary defining terminology used to reference administrative components and hierarchy. The manual then describes in detail the distinguishing characteristics of each of the eight factors. The second half of the manual portrays the same factor information by range, rather than by factor.

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**UNIVERSITY OF NEVADA, RENO**  
**ADMINISTRATIVE FACULTY SALARY MODEL**

University of Nevada, Reno administrative faculty are clustered by level of responsibility, rather than by rank, and placed within 1 of 7 salary ranges. Placement within a salary range is based upon 8 weighted factors and by a comparison of the position with other positions in that range:

**Factors for Administrative Faculty Salary Range Placement (% Weight)**

- Complexity of Problems to be Solved (10%)
- Minimum Skills and Knowledge Required (10%)
- Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities (10%)
- Organizational Levels at which Interpersonal Relationships Ordinarily Occur (10%)
- Nature of Responsibility Exercised within the Context of the Overall Operations of the University (20%)
- Extent of Functional Responsibility Exercised (10%)
- Constraint on Independent Action within which the Position Functions (10%)
- Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development (20%)

The salary range for each level is equal to the average salary for comparable positions at the 49 universities comprising an approved peer group, adjusted for a cost-of-living differential, and extended in either direction by an amount equal to 25% of that average salary.

A Committee, appointed by the President and representing the major divisions in which administrative faculty are employed, recommends to the President placements within the model. New or vacant positions must be reviewed prior to any search to determine the appropriate salary range for the position. If a permanent reassignment of administrative duties and responsibilities occurs, the position should be reviewed to determine the appropriate range. IF the new duties and responsibilities are determined to be at a higher range, the salary is increased to the minimum salary for that range or 10%, whichever is greater.

Where the new duties and responsibilities are determined not to be significantly different from those of the current position, the position remains in the same range. In cases of demotion, if the current salary is beyond the maximum of the lower range, it is retained until such time as it is within the range as a result of range adjustments.

Temporary salary adjustments may be made where an administrative faculty member has been temporarily assigned additional duties and responsibilities. These additional duties and responsibilities in combination with those of the permanent position are reviewed to determine at what range they would normally be compensated. If such duties are compensated at the same range as the administrative faculty member's current salary, no additional increment is granted. If the temporary duties and responsibilities are determined to be at a higher range, a temporary adjustment to the minimum of the higher range or up to a 10% increase in current salary is granted during the period that these additional responsibilities were assigned.

Individuals who believe that they have been placed within an inappropriate salary range may appeal, in writing, to the Office for the President through appropriate administrative channels.

## Glossary

- Function: A major subdivision of work, involving similar tasks and serving a common purpose, that make up a distinct area of responsibility, which is generally located within a department/program.
- Program: A group of activities serving a common set of objectives, which are generally located, but not always, within a department/unit.
- Department: An academic, administrative, or other organizational entity that has distinct fiscal, programmatic, administrative, and budgetary identity typically managed by a chair or director.
- Unit: An academic or administrative entity with fiscal, programmatic, administrative, and budgetary responsibility for a number of departments, programs, and functions typically managed by a dean or assistant vice resident.
- Division: The units, departments, programs, and functions for which a university vice president is responsible.

This table illustrates examples of function, programs, department, unit, and divisions. It should be noted that not all examples have each level of the structure.

|            | <b>Academic Affairs</b> | <b>Administrative Affairs</b> | <b>Student Services</b>    | <b>University Advancement</b> |
|------------|-------------------------|-------------------------------|----------------------------|-------------------------------|
| Function   | Chemistry Stores        | Data Book                     |                            | News Bureau                   |
| Program    | ---                     | Institutional Analysis        | Student Employment         | Public Relations              |
| Department | Chemistry               | ---                           | Student Financial Services | Communications                |
| Unit       | Science                 | Planning, Budget & Analysis   | Enrollment Services        | ---                           |
| Division   | Vice Provost            | Administration & Finance      | Student Services           | University Relations          |

### Examples:

- (1) Chemistry Stores is a function within the Department of Chemistry which reports to the unit of the College of Science. The College of Science is under the office of the Vice Provost.
- (2) Preparation of the UNR Data Book is a function within the program of Institutional Analysis which reports to the unit of Planning, Budget, and Analysis. Planning, Budget, and Analysis is in the division of Administration and Finance.
- (3) Student Employment is a program within the Department of Student Financial Services which reports to the unit of Enrollment Services. Enrollment Services is in the division of Student Services.
- (4) The News Bureau is a function within the program of Public Relations which reports to the Department of Communications. Communications is in the division of University Relations.

**DESCRIPTION OF EACH FACTOR FOR  
ADMINISTRATIVE SALARY RANGE PLACEMENT**

**COMPLEXITY OF PROBLEMS TO BE SOLVED (10%)**

**Range 1**

- Tasks are more defined and involve relatively few choices where thinking is more limited by detailed instructions, rules, or regulations.
- Requires applying established rules and procedures and making decisions that affect quality, accuracy, or effectiveness of results.
- Characterizes entry level professional positions, typically without supervisory responsibilities.
- Technical specialists with responsibilities for a single function and general administrative “assistant to” functions within a unit/programs

**Range 2**

- Variety of difficult but usually fairly well defined and related problems where thought process is usually structured by substantially diversified principles or methodology.
- Requires applying established rules and procedures and making decisions that affect quality, accuracy, or effectiveness of results.
- Characterizes technical specialists and professionals within a unit/program.
- Also characterizes first level supervisors and general administrative “assistant to” functions within a unit/program.

**Range 3**

- Variety of difficult but usually fairly well defined and related problems where thought process is usually structured by substantially diversified principles or methodology.
- Requires judgment in applying broad policies to problems and situations not falling clearly within precedents; may require adopting or modifying methods to meet changing conditions.
- Characterizes administrators with operating responsibility of a small unit/program; or professionals within a unit/program.
- Also applicable to assistant administrators who have operating responsibility for a specific function within their unit/program.

**Range 4**

- Diverse and difficult problems requiring practical, often innovative solutions where methods are numerous but approach is generally defined.
- Principles, guidance, and counsel are usually available and/or precedents are well-established.
- Requires judgment in applying broad policies to problems and situations not falling clearly within precedents; may require adopting or modifying methods to meet changing conditions.
- Characterizes administrators with operating responsibility of smaller and/or less diverse units/programs.
- May characterize associate administrators of large or diverse units/programs who have full operating responsibilities for a function(s). Also applicable to technical specialists with administrative responsibility for a major function(s) within a unit/program.

### **Range 5**

- Diverse and difficult problems requiring practical, often innovative solutions where methods are numerous but approach is generally defined; principles, guidance, and counsel are usually available and/or precedents are established.
- Work is governed only by broad objectives usually involving frequently changing conditions and requires considerable judgment to apply factual background to develop problem solving approaches and techniques.
- Characterizes administrators with operating responsibility for definable units/programs.
- May characterize associate administrators of large, diverse units/programs who have full operating responsibility for a complex function(s).
- Also applicable to technical specialists with administrative responsibility for a major function(s) within a unit/program.

### **Range 6**

- Wide range of loosely defined problems, where basic approaches are only suggested and the application of creativity and originality are required; guidance and counsel are sometimes not available but precedents are usually available.
- Requires analysis of broad problems, planning of interrelated activities, and the coordination of efforts of diverse units/programs.
- Characterizes administrative positions with operating responsibility for large, diverse, and/or technologically sophisticated units/programs.
- Also applicable to professionals whose actions are not ordinarily subject to administrative review.

### **Range 7**

- Wide range of loosely defined problems, where basic approaches are only suggested and the application of creativity and originality are required; guidance and counsel are sometimes not available but precedents are usually available.
- Requires analysis of broad problems, planning of interrelated activities, and the coordination of efforts of diverse units/programs.
- Recommendations influence long-term policies relating to major issues of the university.
- Characterizes administrative positions with operating responsibility for large, diverse, and/or technologically sophisticated units/programs.
- Also applicable to professionals whose actions are not ordinarily subject to administrative review.

## MINIMUM SKILLS AND KNOWLEDGE REQUIRED (10%)

| <u>Range</u> | <u>Description</u>   |
|--------------|--|
| 1            | Normally requires a Bachelor's degree and 1 year of professional experience; or a Master's degree.   |
| 2            | Normally requires a Bachelor's degree and 2 years of professional experience; or a Master's degree and 1 year of professional experience.  |
| 3            | Normally requires a Bachelor's degree and 4 years of related professional experience, a Master's degree and 2 years of related professional experience; or a Doctorate.  |
| 4            | Normally requires a Bachelor's degree and 5 years of comparable managerial experience; a Master's degree and 3 years of comparable professional experience; or a Doctorate and 1 year of comparable professional experience. |
| 5            | Normally requires a Master's degree and 4 years of comparable managerial experience or a Doctorate and 2 years of comparable managerial experience.  |
| 6            | Normally requires a Master's degree and 5 years of comparable managerial experience or a Doctorate and 3 years of comparable managerial experience.  |
| 7            | Normally requires a Master's Degree and 6 years of comparable managerial experience or a Doctorate and 4 years of comparable managerial experience.  |

**INTERPERSONAL RELATIONSHIPS ORDINARILY INVOLVED  
IN DAY-TO-DAY ACTIVITIES (10%)**

| <u>Range</u> | <u>Description</u>  |
|--------------|---|
| 1            | Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. May coordinate administrative activities. Applicable to professionals who must explain technical material to others.  |
| 2            | Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. May coordinate administrative activities. Applicable to those who must explain technical material to others or deal with matters of a highly personal nature.   |
| 3            | Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. Characterizes the heads of administrative functions and/or the coordination of administrative activities. Applicable to professionals who must explain technical material to others and counselors dealing with matters of a highly personal nature.                        |
| 4            | Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Applicable to professionals who must explain technical material to others. Characterizes the heads of administrative functions and the coordination of a variety of administrative activities; may also represent the university to various publics, including alumni and the general community.  |
| 5            | Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Characterizes the heads of major administrative functions with responsibility for coordination of multiple administrative activities; may also represent the university to various publics, including alumni, legislators, and the general community.   |
| 6            | Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Characterizes the heads of major, complex administrative functions with responsibility for coordination of multiple, diverse administrative activities; represents the university to various publics, including alumni, legislators, and the general community.   |
| 7            | Strategy and diplomacy in handling the most delicate relationships and successfully concluding negotiations are critical aspects of the position. Characterizes the highest levels of university policy making, administrative, inter-institutional, and development activities. Characterizes the heads of major units/programs within a division of the university involving numerous complex administrative functions with responsibility for coordination of multiple, diverse administrative activities; represents the university to various publics, including alumni, legislators, and the general community. |

**ORGANIZATIONAL LEVELS AT WHICH  
INTERPERSONAL RELATIONSHIPS ORDINARILY OCCUR (10%)**

| <u>Range</u> | <u>Description</u>  |
|--------------|---|
| 1            | Contacts are with lower level administrators of external organizations involving the exchange and interpretation of information. Also applicable to internal contacts at lower administrative levels.   |
| 2            | Contacts are with lower level administrators of external organizations involving the exchange and interpretation of information. Also applicable to internal contacts at lower administrative levels.   |
| 3            | Contacts are with those at middle management levels of external organizations who have a moderate impact on the attainment of university objectives and involve the exchange of information for decision making and evaluation of processes and programs. Also applicable to internal contacts at the middle management level.  |
| 4            | Contacts are with those at middle management levels of external organizations who have a moderate impact on the attainment of university objectives and involve the exchange of information for decision making and evaluation of processes and programs. Also applicable to internal contacts at the middle management level.  |
| 5            | Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve the exchange of information for decision making and evaluation of processes and programs regarding issues which have broad impact. Also applicable to internal contacts at the vice president level. |
| 6            | Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve evaluating and persuading in order to set broad policy which impacts the university. Also applicable to internal contacts at the president and vice president levels.                                |
| 7            | Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve evaluating and persuading in order to set broad policy which impacts the university. Also applicable to internal contacts at the president and vice president levels.                                |

**NATURE OF RESPONSIBILITY EXERCISED WITHIN THE CONTEXT OF  
THE OVERALL OPERATIONS OF THE UNIVERSITY (20%)**

| <u>Range</u> | <u>Description</u>  |
|--------------|---|
| 1            | Minimal supervisory or advisory responsibility; responsibility for a specialty area which may have technical elements. Also applies to professionals providing faculty information or service to students, faculty, and staff.  |
| 2            | Responsibility for a specialized function composed of different technical elements. Also applies to professionals providing faculty information or service to students, faculty, and staff. Supervisory responsibility is typically of non-administrative activities within a department/program of the university.   |
| 3            | Administrative responsibility for specific activities within a department/program. Responsibility for the coordination of administrative activities within or between function or program areas; may be an assistant administrator in a small department/program or an assistant/associate administrator in a large department/program; also applies to professionals who provide consultative assistance to faculty and administrators.            |
| 4            | Administrative responsibility for a department/program. Translation of university goals and/or policies into operational plans and procedures typically through the administration of a university function. Also applies to professionals and consultants who serve as the senior university authority in their area of expertise, or whose professional activities receive limited administrative review.   |
| 5            | Administrative responsibility for a complex department/program with multiple functions. Translation of university goals and/or policies into operational plans and procedures typically through the administration of diverse functions or programs. Also applies to professionals who serve as the senior university authority in their area of expertise or whose professional activities are not ordinarily subject to administrative review.    |
| 6            | Administrative responsibility for one or more departments/programs with multiple functions. Translation of university goals and/or policies into operational plans and procedures typically through the administration of a range of diverse functions. Also applies to professionals who serve as the senior university authority in their area of expertise or whose professional activities are not ordinarily subject to administrative review. |
| 7            | Policy making and administrative responsibility for a unit or several complex departments/programs with multiple functions at the highest level within a division. Establishment of university goals and supervision of operational plans to attain them.   |

## **EXTENT OF FUNCTIONAL RESPONSIBILITY EXERCISED (10%)**

| <u>Range</u> | <u>Description</u>  |
|--------------|---|
| 1            | Responsible for a specialized activity composed of differing, technical elements within a function or program area.   |
| 2            | Responsible for a specialized activity or set of activities composed of differing, technical elements within a function or program area.  |
| 3            | Responsible for several specialized activities within a department/program.   |
| 4            | Responsible for a department/program of the university composed of a variety of activities.   |
| 5            | Responsible for a complex department/program of the university composed of diverse activities.  |
| 6            | Responsible for one or more complex departments/programs of the university composed of diverse activities and substantial numbers of personnel.   |
| 7            | Responsible for a unit or several complex departments/programs at the highest level within a division of the university composed of many diverse activities and substantial numbers of personnel. |

**CONSTRAINT ON INDEPENDENT ACTION  
WITHIN WHICH THE POSITION FUNCTIONS (10%)**

| <u>Range</u> | <u>Description</u>   |
|--------------|--|
| 1            | Assigned specific but multiple tasks with specific administrative guidance concerning procedures to be used and priorities; usually checked for adequacy of performance at intermediate steps.   |
| 2            | Assigned multiple work assignments with completed work often being checked for accuracy. May be assigned extended multiple work assignments or projects within framework of prescribed procedures; activities are checked for proper procedure at intervals and for progress towards completion where accuracy is usually assumed.   |
| 3            | Assigned extended multiple work assignments or projects; usually knows how to proceed but may be instructed as to priorities; may also be checked for progress towards completion but accuracy is usually assumed. Administers policies and procedures usually within a department/program of the university; has latitude for independent action and is evaluated on short-to-intermediate term results of actions on a periodic basis. |
| 4            | Develops administrative procedures for a department/program of the university, and recommends university policies. May be assigned specific projects but knows how to proceed with some consultation as to priorities. Has considerable latitude for independent action and is evaluated on intermediate term results of actions but not normally on specific procedures used.   |
| 5            | Develops administrative procedures for a department/program of the university, and recommends university policies. May be reassigned specific projects but knows how to proceed with some consultation as to priorities. Has considerable latitude for independent action and is evaluated on intermediate term results of actions but not normally on specific procedures used.   |
| 6            | Develops administrative procedures for one or more complex departments/programs of the university, and recommends university policies; has considerable latitude for independent action; establishes procedures and priorities; and is evaluated on long-term results of actions and broad policy effectiveness.   |
| 7            | Develops major university policies and administrative procedures for a unit or several complex departments/programs; has broad latitude for un-reviewed actions and is evaluated on long-term results of actions and broad policy effectiveness.   |

**IMPACT OF INDEPENDENT ACTIONS ON THE ATTAINMENT OF GOALS  
FOR EDUCATIONAL PROGRAMS AND/OR INSTITUTIONAL DEVELOPMENT (20%)**

| <u>Range</u> | <u>Description</u>  |
|--------------|---|
| 1            | Inadequate performance might result in delays or inefficiencies in the administration of university programs. Errors result in loss of time and inconvenience within the function or program area.  |
| 2            | Inadequate performance results in delays or inefficiencies in the administration of university programs. Errors result in loss of time and inconvenience within the department/program.   |
| 3            | Inadequate performance has a detrimental effect on the achievement of objectives related to major university goals. Errors may not be immediately apparent but are revealed through adverse impact on the operation of a department or program. Errors extend inconvenience to other departments/programs and are somewhat detrimental to the reputation and services provided by the department/program.   |
| 4            | Actions contribute indirectly to university accomplishments to the extent that inadequate performance has a detrimental effect on the achievement of university goals. Errors are not immediately apparent but are revealed through adverse impact on the operation of a department/program. Errors extend inconvenience to other departments/programs and are detrimental to the reputation and services provided by the department/program.   |
| 5            | Actions contribute directly to the success of university accomplishments to the extent that inadequate performance has a detrimental effect on the achievement of major university goals. Errors are not immediately apparent but are revealed through adverse impact on the operation of the department/program. Errors extend serious inconvenience to other units/departments and are detrimental to the reputation and services provided by the department/program.   |
| 6            | Actions contribute directly to the success of university accomplishments to the extent that inadequate performance results in the failure to achieve major university goals. Errors from decisions affect long-term unit/department/program efficiency and effectiveness and disrupt interrelationships of units/departments/programs. Errors cause substantial inconvenience to other divisions and are detrimental to working relationships with other divisions, units, departments, and programs.                                     |
| 7            | Impact of independent actions are critical to the success of the university to the extent that inadequate performance results in the failure to achieve major university goals. Errors from decisions affect long-term division, unit, department, and program efficiency and effectiveness and disrupt interrelationships of divisions, units, departments, and programs. Errors cause substantial inconvenience to other divisions and are detrimental to working relationships with other divisions, units, departments, and programs. |

## **FACTORS FOR ADMINISTRATIVE SALARY – RANGE 1**

### Complexity of Problems to be Solved

Tasks are more defined and involve relatively few choices where thinking is more limited by detailed instructions, rules, or regulations. Requires applying established rules and procedures and making decisions that affect quality, accuracy, or effectiveness of results. Characterizes entry level professional positions, typically without supervisory responsibilities; technical specialists with responsibilities for a single function; and general administrative “assistant to” functions within a unit/program.

### Minimum Skills and Knowledge Required

Normally requires a Bachelor’s degree and 1 year of professional experience; or a Master’s degree.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. May coordinate administrative activities. Applicable to professionals who must explain technical material to others.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with lower level administrators of external organizations involving the exchange and interpretation of information. Also applicable to internal contacts at lower administrative levels.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Minimal supervisory or advisory responsibility; responsibility for a specialty area which may have technical elements. Also applies to professionals providing faculty information or service to students, faculty, and staff.

### Extent of Functional Responsibility Exercised

Responsible for a specialized activity composed of differing, technical elements within a function or program area.

### Constraint on Independent Action within which the Position Functions

Assigned specific but multiple tasks with specific administrative guidance concerning procedures to be used and priorities; usually checked for adequacy of performance at intermediate steps.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Inadequate performance might result in delays or inefficiencies in the administration of university programs. Errors result in loss of time and inconvenience within the function or program.

## **FACTORS FOR ADMINISTRATIVE SALARY – RANGE 2**

### Complexity of Problems to be Solved

Variety of difficult but usually fairly well-defined and related problems where thought process is usually structured by substantially diversified principles or methodology. Requires applying established rules and procedures and making decisions that affect quality, accuracy, or effectiveness of results. Characterizes technical specialists and professionals within a unit/program; also characterizes first-level supervisors and general administrative “assistant to” functions within a unit/program.

### Minimum Skills and Knowledge Required

Normally requires a Bachelor’s degree and 2 years of professional experience; or a Master’s degree and 1 year of professional experience.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. May coordinate administrative activities. Applicable to those who must explain technical material to others or deal with matters of a highly personal nature.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with lower level administrators of external organizations involving the exchange and interpretation of information. Also applicable to internal contacts at lower administrative levels.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Responsibility for a specialized function composed of different technical elements. Also applies to professionals providing faculty information or service to students, faculty, and staff. Supervisory responsibility is typically of non-administrative activities within a department/program of the university.

### Extent of Functional Responsibility Exercised

Responsible for a specialized activity or set of activities composed of differing, technical elements within a function or program area.

### Constraint on Independent Action within which the Position Functions

Assigned multiple tasks with completed work often being checked for accuracy. May be assigned extended multiple work assignments or projects within framework of prescribed procedures; activities are checked for proper procedure at intervals and for progress toward completion where accuracy is usually assumed.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Inadequate performance results in delays or inefficiencies in the administration of university programs. Errors result in loss of time and inconvenience within the function or program.

## FACTORS FOR ADMINISTRATIVE SALARY – RANGE 3

### Complexity of Problems to be Solved

Variety of difficult but usually fairly well-defined and related problems where thought process is usually structured by substantially diversified principles or methodology. Requires judgment in applying board policies to problems and situations not falling clearly within precedents; may require adopting or modifying methods to meet changing conditions. Characterizes administrators with operating responsibility of a small unit/program; or professionals within a unit/program. Also applicable to assistant administrators who have operating responsibility for a specific function within their unit/program.

### Minimum Skills and Knowledge Required

Normally requires a Bachelor's degree and 4 years of professional experience; or a Master's degree and 2 years of professional experience, or a Doctorate.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Creating rapport where basic human relations skills are necessary to gain cooperation and/or discuss difficult information. Patience and clarity in giving and receiving difficult information where cooperation is expected but is dependent upon understanding. Ordinary courtesy in communicating information and working with others. Characterizes the heads of administrative functions and/or the coordination of administrative activities. Applicable to professionals who must explain technical material to others and counselors dealing with matters of a highly personal nature.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with those at middle management level of external organizations who have a moderate impact on the attainment of university objectives and involve the exchange of information for decision making and evaluation of processes and programs. Also applicable to internal contacts at the middle management level.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Administrative responsibility for specific activities within a department/program. Responsibility for the coordination of administrative activities within or between function or program areas; may be an assistant administrator in a small department/program or an assistant/associate administrator in a large department/program; also applies to professionals who provide consultative assistance to faculty and administrators.

### Extent of Functional Responsibility Exercised

Responsible for several specialized activities within a department/program.

### Constraint on Independent Action within which the Position Functions

Assigned extended multiple work assignments or projects; usually knows how to proceed but may be instructed as to priorities; may also be checked for progress towards completion but accuracy is usually assumed. Administers policies and procedures usually within a department/program of the university; has latitude for independent action and is evaluated on short-to-intermediate term results of actions on a periodic basis.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Inadequate performance has a detrimental effect on the achievement of objectives related to major university goals. Errors may not be immediately apparent but are revealed through adverse impact on the operation of the department/program. Errors extend inconvenience to other departments and are somewhat detrimental to the reputation and services provided by the department program.

## **FACTORS FOR ADMINISTRATIVE SALARY – RANGE 4**

### Complexity of Problems to be Solved

Diverse and difficult problems requiring practical, often innovative solutions where methods are numerous but approach is generally defined; principles, guidance, and counsel are usually available and/or precedents are well-established. Requires judgment in applying broad policies to problems and situations not falling clearly within precedents; may require adopting or modifying methods to meet changing conditions. Characterizes administrators with operating responsibility of smaller and/or less diverse units/programs. May characterize associate administrators of large or diverse units/programs who have full operating responsibilities for a function(s). Also applicable to technical specialists with administrative responsibility for a major function(s) within a unit/program.

### Minimum Skills and Knowledge Required

Normally requires a Bachelors degree and five years of comparable professional experience; a Master's degree and three years of comparable professional experience; or a Doctorate and one year of comparable professional experience.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Applicable to professionals who must explain technical material to others. Characterizes the heads of administrative functions and the coordination of a variety of administrative activities; may also represent the university to various publics, including alumni and the general community.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with those at middle management levels of external organizations who have a moderate impact on the attainment of university objectives and involve the exchange of information for decision making and evaluation of processes and programs. Also applicable to internal contacts at the middle management level.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Administrative responsibility for a department/program. Translation of university goals and/or policies into operational plans and procedures typically through the administration of a university function. Also applies to professionals and consultants who serve as the senior university authority in their area of expertise, or whose professional activities receive limited administrative review.

### Extent of Functional Responsibility Exercised

Responsible for a department/program of the university composed of a variety of activities.

### Constraint on Independent Action within which the Position Functions

Develops administrative procedures for a department/program of the university, and recommends university policies. May be assigned specific projects but knows how to proceed with some consultation as to priorities. Has considerable latitude for independent action and is evaluated on intermediate term results of actions but not normally on specific procedures used.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Actions contribute indirectly to university accomplishments to the extent that inadequate performance has a detrimental effect on the achievement of university goals. Errors are not immediately apparent but are revealed through adverse impact on the operation of the department/program. Errors extend inconvenience to other departments and are detrimental to the reputation and services provided by the department program.

## FACTORS FOR ADMINISTRATIVE SALARY – RANGE 5

### Complexity of Problems to be Solved

Diverse and difficult problems requiring practical, often innovative solutions where methods are numerous but approach is generally defined; principles, guidance, and counsel are usually available and/or precedents are established. Work is governed only by broad objectives usually involving frequently changing conditions and requires considerable judgment to apply factual background to develop problem-solving approaches and techniques. Characterizes administrators with operating responsibility for definable diverse units/programs; may characterize associate administrators of large, diverse units/programs who have full operating responsibility for a complex function(s). Also applicable to technical specialists with administrative responsibility for a major function(s) within a unit/program.

### Minimum Skills and Knowledge Required

Normally requires a Master's degree and four years of comparable managerial experience or a Doctorate and two years of comparable managerial experience.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Characterizes the heads of major administrative functions with responsibility for coordination of multiple administrative activities; may also represent the university to various publics, including alumni, legislators, and the general community.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve the exchange of information for decision making and evaluation of process and programs regarding issues which have broad impact. Also applicable to internal contacts at the vice president level.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Administrative responsibility for a complex department/program with multiple functions. Translation of university goals and/or policies into operational plans and procedures typically through the administration of diverse functions of a university program. Also applies to professionals who serve as the senior university authority in their area of expertise or whose professional activities are not ordinarily subject to administrative review.

### Extent of Functional Responsibility Exercised

Responsible for a complex department/program of the university composed of diverse activities.

### Constraint on Independent Action within which the Position Functions

Develops administrative procedures for a complex department/program of the university, and recommends university policies. Has considerable latitude for independent action; establishes procedures and priorities; and is evaluated on long-term results of actions.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Actions contribute directly to the success of university accomplishments to the extent that inadequate performance has a detrimental effect on the achievement of major university goals. Errors are not immediately apparent but are revealed through adverse impact on the operation of the department/program. Errors extend inconvenience to other units/departments/programs and are detrimental to the reputation and services provided by the department/program.

## FACTORS FOR ADMINISTRATIVE SALARY – RANGE 6

### Complexity of Problems to be Solved

Wide range of loosely-defined problems, where basic approaches are only suggested and the application of creativity and originality are required; guidance and counsel are sometimes not available but precedents are usually available. Requires analysis of broad problems, planning of interrelated activities, and the coordination of efforts of diverse units/programs. Characterizes administrators with operating responsibility for large, diverse, and/or technologically sophisticated units/programs. Also applicable to professionals whose actions are not ordinarily subject to administrative review.

### Minimum Skills and Knowledge Required

Normally requires a Master's degree and five years of comparable managerial experience or a Doctorate and three years of comparable managerial experience.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Persuasion and convincing of merit in order to convert the thinking of others where gaining acceptance is difficult and of major importance to the job. Characterizes the heads of major, complex administrative functions with responsibility for coordination of multiple, diverse administrative activities; represents the university to various publics, including alumni, legislators, and the general community.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve the exchange of information for decision making and evaluation of process and programs regarding issues which have broad impact. Also applicable to internal contacts at the vice president level.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Administrative responsibility for one or more departments/programs with multiple functions. Translation of university goals and/or policies into operational plans and procedures typically through the administration of range of diverse functions. Also applies to professionals who serve as the senior university authority in their area of expertise or whose professional activities are not ordinarily subject to administrative review.

### Extent of Functional Responsibility Exercised

Responsible for one or more complex departments/programs of the university composed of diverse activities and substantial numbers of personnel.

### Constraint on Independent Action within which the Position Functions

Develops administrative procedures for one or more complex departments/programs of the university, and recommends university policies; has considerable latitude for independent action; establishes procedures and priorities; and is evaluated on long-term results of actions and broad policy effectiveness.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Actions contribute directly to the success of university accomplishments to the extent that inadequate performance results in the failure to achieve major university goals. Errors from decisions affect long-term unit/department/program efficiency and effectiveness and disrupt interrelationships of units/departments/programs. Errors cause substantial inconvenience to other divisions and are detrimental to working relationships with other divisions, units, departments and programs.

## **FACTORS FOR ADMINISTRATIVE SALARY – RANGE 7**

### Complexity of Problems to be Solved

Wide range of loosely-defined problems, where basic approaches are only suggested and the application of creativity and originality are required; guidance and counsel are sometimes not available but precedents are usually available. Requires analysis of broad problems, planning of interrelated activities, and the coordination of efforts of diverse units/programs. Recommendations influence long-term policies relating to major issues of the university. Characterizes administrators with operating responsibility for large, diverse, and/or technologically sophisticated units/programs. Also applicable to professionals whose actions are not ordinarily subject to administrative review.

### Minimum Skills and Knowledge Required

Normally requires a Master's degree and six years of comparable managerial experience or a Doctorate and four years of comparable managerial experience.

### Interpersonal Relationships Ordinarily Involved in Day-to-Day Activities

Strategy and diplomacy in handling the most delicate relationships and successfully concluding negotiations are critical aspects of the position. Characterizes the highest levels of university policy making, administrative, inter-institutional, and development activities. Characterizes the heads of major units/programs within a division of the university involving numerous complex administrative functions with responsibility for coordination of multiple, diverse administrative activities; represents the university to various publics, including alumni, legislators, and the general community.

### Organizational Levels at which Interpersonal Relationships Ordinarily Occur

Contacts are with those at the top levels of organizations who have the ability or opportunity to critically affect the attainment of university goals and involve evaluating and persuading in order to set broad policy which impact the university. Also applicable to internal contacts at the president and vice president level.

### Nature of Responsibility Exercised within the Context of the Overall Operations of the University

Policy making and administrative responsibility for a unit or several complex departments/programs with multiple functions at the highest level within a division. Establishment of university goals and supervision of operational plans to attain them.

### Extent of Functional Responsibility Exercised

Responsible for a unit or several complex departments/programs at the highest level within a division of the university composed of many diverse activities and substantial numbers of personnel.

### Constraint on Independent Action within which the Position Functions

Develops major university policies and administrative procedures for a unit or several complex departments/programs; has broad latitude for un-reviewed actions and is evaluated on long-term results of actions and broad policy effectiveness.

### Impact of Independent Actions on the Attainment of Goals for Educational Programs and/or Institutional Development

Impact of independent actions is critical to the success of the university to the extent that inadequate performance results in the failure to achieve major university goals. Errors from decisions affect long-term division, unit, department, and program efficiency and effectiveness and disrupt interrelationships of divisions, units, departments and programs. Errors cause substantial inconvenience to other divisions and are detrimental to working relationships with other divisions, units, departments, and programs.