DIMENSION / LEVEL	SUPPORT ROLES				PROFESSIONAL ROLES			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
TYPICAL TRAINING/ EXPERIENCE	▪ HS diploma or GED preferred ▪ 0-2 years of experience in area of responsibility	▪ HS diploma or GED required ▪ Specialized skill training/ certification may be required ▪ Generally 2-5 years of experience in area of responsibility	▪ HS diploma or GED required; Technical certification or Associates degree may be required in some areas ▪ Generally 5-7 years of experience in related area of responsibility **OR** ▪ Bachelor's degree and generally 2 years of experience in related field	▪ HS diploma or GED required; Technical certification or Associates degree may be required in some areas ▪ Generally 8+ years of experience in related area of responsibility **OR** ▪ Bachelor's degree and generally 3 years of experience in related field	▪ Typically requires Bachelor's in related discipline. Certification may be required in some areas ▪ Generally 0-2 years of experience in related field	▪ Typically requires Bachelor's in related discipline ▪ Generally 2-5 years of experience in related field; certification may be required in some areas **OR** ▪ Master's degree and generally 1-3 years of experience in related field; certification may be required in some areas	▪ Typically requires Bachelor's in related discipline ▪ Generally 5-8 years of experience in related field. Certification is required in some areas **OR** ▪ Master's degree and generally 3-5 years of experience in related field. Certification required in some areas	▪ Typically requires Bachelor's in related discipline. Generally 8+ years experience in related field. Certification required in some areas **OR** ▪ Master's degree and generally 5-7 years experience in related field. Certification required in some areas
DEPARTMENT / ORGANIZATIONAL SCOPE AND IMPACT	▪ **Entry level support role** requiring **basic skills**; can perform some of the **basic tasks** within the function; some impact at the job or department level	▪ **Fully functioning support** role that performs *all* (*or most*) of the **standard work** within the function; moderate impact to the department	▪ **Senior support role experienced** in area of responsibility ▪ Performs *all* of the **standard** and *some* **specialized** more complex aspects of the function; increasing department or area impact	▪ Top level in a senior support role **highly experienced in area of responsibility** ▪ **Performs advanced, diversified and confidential administrative duties** to an executive of the organization at the presidential, vice presidential level or equivalent. ▪ Assists executive staff capacity by **coordinating office services, such as personnel, budget preparation and control**	▪ **Entry level professional** contributor ▪ Applies theories/principles of specialized area ▪ Work is of **limited scope**, typically on **smaller, less complex** projects/ assignments or providing **support for larger projects/assignments**	▪ **Fully competent** professional contributor, working independently on **larger, moderately complex projects/assignments**	▪ **Seasoned professional contributor** with responsibility for an advanced area of work in the professional field ▪ May be responsible for **entire projects or functions having modest scope/impact or portions of projects having considerable scope or impact**	▪ **Recognized subject matter expert.** ▪ Focused on matters that have a direct effect on the university ▪ Routinely called upon to **apply/demonstrate mastery** of existing and emerging technologies, practices, and processes ▪ **May direct major projects or programs** with significant University impact
PROBLEM COMPLEXITY	▪ Performs **simple, routine** work ▪ Selects correct processes from **clearly prescribed rules, past practices, or instruction** ▪ Seeks advice	▪ Effectively identifies problems as they occur and takes appropriate steps to solve them in situations where **the problem is not difficult or complex** ▪ Escalates complex, unusual problems to supervisor	▪ Applies advanced skills to resolve **most problems** ▪ Escalates only the most complex issues to higher levels ▪ May modify processes to resolve situations	▪ Duties and tasks are complex and sensitive in nature ▪ Handles a wide variety of complex situations and conflicts involving the clerical and administrative function of the office that often cannot be brought to the attention of the executive	▪ Performs **basic tasks and functions for professional field** of work ▪ Works in compliance with **established policies and/or procedures**. Identifies and resolves **readily identifiable, clearly defined problems**	▪ Performs **full range of standard professional level work** that typically requires processing and interpreting, **more complex, less clearly defined issues.** Identifies problems and possible solutions and takes appropriate	▪ Performs **advanced areas** of work for the professional field ▪ Identifies key barriers/core problems and applies problem-solving skills in order to deal creatively with **complex situations**. Troubleshoots and resolves **complex**	▪ Performs **leading-edge areas of work** for the professional field (where applicable) ▪ Displays **critical thinking and analysis** in bringing successful resolution to **high-impact, complex, and/or cross-department problems** ▪ Makes sound decisions

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	and guidance on non-routine or problem areas from supervisor. Any deviations from the norm are cleared by the supervisor			▪ Resolves questions and problems independently	▪ Demonstrates skill in data analysis techniques by resolving missing/incomplete information, inconsistencies/anomalies in routine research/data	action to resolve ▪ Demonstrates skill in data analysis techniques by resolving missing/incomplete information, inconsistencies/anomalies in more complex research/data	**problems** ▪ Makes decisions under conditions of uncertainty, sometimes with incomplete information, that produce effective end results	when faced with complex and often contradictory alternatives that result in successful outcomes
AUTONOMY	▪ Under **close supervision**, performs tasks in accordance with well-defined policies, procedures, and techniques ▪ Work typically involves **detailed checks or close review of output**	▪ Under **general supervision**, performs tasks in accordance with well-defined policies, procedures, and techniques ▪ Work typically involves **regular review of output**	▪ Under **limited supervision**, exercises judgment to determine best approach to achieve desired outcomes ▪ Course of action is often determined by interpreting procedures and policies using well-established techniques or specific standards described in manuals or other sources ▪ Work typically involves **periodic review of output** by a supervisor or feedback from "customers" of the process	▪ **Operates with considerable latitude** ▪ Exercises discretion and independent judgment with respect to matters of significance ▪ Determines and develops approach to solutions to achieve desired outcomes ▪ Has the authority to implement management policies or operating practices	▪ Nature of work requires **general supervision;** exercises judgment. May be paired with a mentor ▪ Work typically **involves regular process checks** or review of output	▪ Nature of work **requires independent judgment**; receives guidance on unusual complex issues ▪ Work review typically involves **periodic review** of output	▪ Performs assignments with **instruction limited to results expected** ▪ Determines and develops approach to solutions ▪ Receives **technical guidance on unusual or complex issues**	▪ **Operates with considerable latitude** ▪ Situations may have little or no precedent requiring **original or new concepts or approaches without guidance from others** ▪ Reaches decisions under **conditions of uncertainty**
INFLUENCING / PEOPLE LEADERSHIP	None	None	▪ Is sought out and/or assigned to provide **general guidance, training, and technical assistance to Level 1, 2 and temporary support** employees ▪ Contributes to employees' professional development	▪ Is sought out to provide **guidance, training, and technical assistance to Level 1, 2, 3 and temporary Support** Staff ▪ Contributes to employees' professional development, and may make recommendations in hiring decisions	▪ May provide general guidance/direction to Support Staff	▪ May provide general guidance/direction or train support and Level 1 Professional Staff	▪ **May oversee the completion of projects or assignments**, including planning, assigning, monitoring and reviewing progress and accuracy of work, evaluating results, etc. ▪ Contributes to employees' professional development, but does not have hiring or firing authority	▪ Develops or engages/directs others in developing **innovative solutions to important, highly complex** strategic and operating problems ▪ **Cross-department considerations** are often present
KNOWLEDGE	▪ Assignments require **basic knowledge** beyond the assigned work ▪ Demonstrates correct understanding of routine aspects of work	▪ Demonstrates **proficient knowledge** of a technical or specialty area ▪ Readily learns and applies new information/concept in area of practice	▪ **Advanced knowledge** of tasks and responsibilities ▪ Effectively applies skills in accomplishing tasks	▪ Broad and comprehensive experience, skill and knowledge of organization policies and practices	▪ Possesses and applies **basic knowledge of principles, practices and procedures** ▪ Knows and effectively uses fundamental concepts, practices, and procedures of particular area of specialization	▪ 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 University's	▪ Possesses and applies **comprehensive knowledge** of particular field of specialization to the completion of **complex assignments**. Advanced knowledge of University's technologies and practices ▪ No responsibility for developing and	▪ Possesses **extensive knowledge in primary discipline or technical/ scientific area** ▪ **State-of-the-art knowledge** of technologies, processes, and practices ▪ **Point of authority** and/or source of technical/scientific

				technologies and practices	managing operating plans/budgets	knowledge ▪ No responsibility for developing and managing operating plans/budgets