Objective

Project Updates
• What has been done to date
• What is happening now
• What comes next

How to find more information and share feedback

Time Estimate
X minutes

x minutes
## Project Approach

### Scope & Objectives

|----------|-------------|------------|-----------|-----------|----------|----------|-----------|-----------|----------|

### 1. Project Planning and Discovery
- Project kickoff
- Weekly Project Update calls
- Stakeholder interviews
- Strategic session to review current and future state assessment findings
- Strategic session to discuss communication and engagement strategy

### 2. Job Architecture and Updated Job Catalog
- Working session to design key components of job architecture
- Working session to review and refine the job architecture design model
- Working session on mapping tool orientation and mapping validation materials review
- Working session to provide feedback on preliminary mapping and review validation materials
- Calibration review session
- Titling session

### 3. Compensation Philosophy and Benchmarking
- Compensation philosophy review session
- Benchmarking methodology and identification of benchmark jobs
- Market matches review session
- Competitive assessment results review
- Working session to review salary structure and initial benchmark job assignments to structure
- Session to finalize salary structure(s) and market findings

### 4. Strategies and Implementation
- Strategy sessions to discuss and refine rollout, including roadmap, timing, training steps needed, and communication plan
- Review go forward model including administration guidelines

**Key Meetings**

- We are here
Phase 1 – Project Planning and Discovery

- UVM Steering Committee
  - X
  - Y

- Stakeholder Sessions
  - X

- Communicates Strategy
  - X
Phase 2 – Job Architecture & Position Mapping

• UVM Steering Committee
  • x
  • Y

• Stakeholder Sessions
  • X

• Communicates Strategy
  • x
What is a Job Architecture?

In its most fundamental form, a Job Architecture outlines the internal organization of jobs (job levels, career streams, job families and sub-families) within an organization.

From an employee perspective, a job architecture provides clarity and transparency around where a role fits within the organization and progression criteria (competencies, career paths, success profiles).

From a manager perspective, a job architecture empowers managers to support employees on their career paths and progression and helps to guide staffing plans.

From an organization perspective, a job architecture helps promote consistency across functions and geographies and helps anchor HR processes.
Job Architecture Design
Building Blocks

**Nature of Work**
- Broadly shared skill & responsibility types performed by job

**Hierarchies of Work**
- Type & degree of contribution, as measured by work dimensions

**Value**
- Value of work performed

**Job Catalog**
- Exhaustive catalog of all required work profiles

### Job Family
- Academic Services & Programming
- Agriculture & Extension
- Athletics
- Communications & Marketing
- Facilities & Infrastructure
- Finance
- Health Services
- Human Resources
- Information Technology
- Legal & Compliance
- Library & Museum

### Sub-Family
- Benefits
  - Compensation
  - Employee & Labor Relations
  - HR Generalist

### Career Stream
- Executive
- Management
- Professional Contributor
  - Operational Contributor

### Career Level
- Principal
- Senior
- Experienced
- Entry

### Grade
- 04
- 03
- 02
- 01

### Mgmt. Level
- Senior Director
- Director
- Senior Manager
- Manager
- Supervisor

### Profile
- Benefits Principal Professional
- Benefits Senior Professional
- Benefits Experienced Professional
- Benefits Entry Professional

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7
Collaboration Process

High Level Process

- Mapping occurs in the following high-level phases:

  - **PRELIMINARY JOB MAPPING** by UVM Project Team
  - **JOB MAPPING REVIEW & PREPARATION** by the UVM Project Team and Mercer
  - **VALIDATION SESSIONS**
  - **STAFF MAPPING** by Mercer & UVM Project Team in partnership with departmental leaders, managers/directors, and other experts
Mapping Process

Preliminary Mapping by UVM HR

• UVM HR completed a preliminary mapping of all staff members to the job architecture based on current job classification, job responsibilities and duties, and in some cases other factors such as number of direct reports and time in position.

• For example, there are currently 63 Academic Services Professionals
  – Based on job responsibilities and accountabilities 46 staff members were assigned to the Student Services Job Family.
  – Of those 46 assigned to the Student Services Job Family:
    - 31 were assigned to Academic Advising
    - 1 was assigned to Admission & Enrollment
    - 2 were assigned to Career Services
    - 1 was assigned to Global Initiatives
    - 1 was assigned to Student Life
    - 8 were assigned to Student Success

• Also, career stream and level preliminary mapping was completed by reviewing current classification titles, responsibilities and accountabilities, and additional factors such as number of direct reports or time in position.
Job Mapping Review Process

1. Review the job family / sub-family
2. Review the career stream (e.g., Operational Contributor, Professional Contributor, Management, Executive)
3. Review the level
Collaboration Process

Leadership Review

• Your role is to review the preliminary mapping of staff members under your responsibility to ensure the preliminary mapping of job family, sub-family, career stream, and level are appropriate.

• When reviewing preliminary job mapping, **focus on the current responsibilities and accountabilities, not the staff member**
  
  – We know that there are many jobs where a staff member may be highly tenured, an exceptional performer, or an underperformer

  – Staff performance **should** not be considered except when performance has led to changes in responsibilities and accountabilities for the job that would necessitate a different level

  – Think about the job from the perspective: “What are the responsibilities that are expected of the role assigned to the staff member?” or “If the staff member was to leave tomorrow, what would we be looking for to fill the position?”
Phase 3 – Compensation Philosophy & Benchmarking

- **UVM Steering Committee**
  - x
  - y

- **Stakeholder Sessions**
  - X

- **Communicates Strategy**
  - x
Benchmarking Methodology

Overview

1. Confirm Methodology
   - Confirm the peer group scopes and determine peers for market data

2. Confirm Surveys
   - Select surveys to benchmark against, keeping in mind the following criteria: survey age, survey description, data relevance, survey statistics

3. Relevant Markets
   - Ensure selection of data cuts that match the targeted markets (industry, size, location).

4. Select & Match Jobs
   - Match UVM’s jobs to survey jobs based on content (good match if 70%-80% of benchmark job matches)

5. Gather Comp Statistics
   - Collect multiple data percentiles for base salary (to understand competitive landscape and the range of pay)

6. Make Adjustments to Data
   - Make adjustments (premiums or discounts) to the available survey data based on differences in responsibilities, level, institution size, location, etc.

7. Age Compensation Data
   - Age the data from the various survey sources to a common point in time

8. Develop Market Composite
   - Combine the data from multiple survey sources into a single, blended number based on the relevance of each data source

9. Analyze Market Results
   - Evaluate competitiveness and use market data to inform salary ranges

Objective 1, 2, 3 Today
Appendix - Job Families & Sub-Families
## Job Families and Sub-Families (1 of 3)

<table>
<thead>
<tr>
<th>Academic Services &amp; Programming</th>
<th>Agriculture &amp; Extension</th>
<th>Athletics</th>
<th>Communications &amp; Marketing</th>
<th>Facilities &amp; Infrastructure</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Agriculture</td>
<td>Athletics Administration and Compliance</td>
<td>Communications Generalist</td>
<td>Custodial</td>
<td>Accounts Payable/ Receivable</td>
</tr>
<tr>
<td>Academic Program Management</td>
<td>Extension</td>
<td>Athletics Coaches</td>
<td>Content Development</td>
<td>Facilities Engineering, Design &amp; Planning</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>Instructional Design</td>
<td></td>
<td>Athletics Performance</td>
<td>Marketing Programs</td>
<td>Facilities Management and Services</td>
<td>Financial Analysis &amp; Budgeting</td>
</tr>
<tr>
<td>Instructional Services</td>
<td></td>
<td></td>
<td>Media Relations</td>
<td>Landscaping and Grounds</td>
<td>Fiscal Operations &amp; Business Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multimedia (Photo/Video/Broadcasting/Digital Social Media)</td>
<td>Real Estate Administration</td>
<td>General Accounting and Financial Reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shipping &amp; Receiving</td>
<td>Payroll and Tax Services</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Skilled Trades</td>
<td>Procurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transportation</td>
<td>Treasury Operations</td>
</tr>
</tbody>
</table>
## Job Families and Sub-Families (2 of 3)

<table>
<thead>
<tr>
<th>Health Services</th>
<th>Human Resources</th>
<th>Information Technology</th>
<th>Legal &amp; Compliance</th>
<th>Library &amp; Museums</th>
<th>Outreach &amp; Engagement</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Training</td>
<td>Benefits</td>
<td>IT Business Analysis</td>
<td>Affirmative Action and Civil Rights</td>
<td>Archives</td>
<td>Community Outreach</td>
<td>Grant Administration</td>
</tr>
<tr>
<td>Counseling</td>
<td>Compensation</td>
<td>IT Database Development &amp; Administration</td>
<td>Audit</td>
<td>Collection Management</td>
<td>Outreach Education</td>
<td>Research Commercialization</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Employee &amp; Labor Relations</td>
<td>IT Engineering/Application Development</td>
<td>Compliance &amp; Regulatory Affairs</td>
<td>Digital Library Services</td>
<td>Sustainability</td>
<td>Research Compliance</td>
</tr>
<tr>
<td>Medical Specialists</td>
<td>HR Generalist</td>
<td>IT Generalist</td>
<td>Legal</td>
<td>Library Access Services</td>
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<td>Research Data Analysis</td>
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<tr>
<td>Nursing</td>
<td></td>
<td>IT Classroom Technology</td>
<td>Risk Management</td>
<td>Library Research</td>
<td></td>
<td>Research Development</td>
</tr>
<tr>
<td>Physician</td>
<td></td>
<td>IT Informational Security</td>
<td></td>
<td>Museums</td>
<td></td>
<td>Research Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT Network Administration &amp; Telecommunications</td>
<td></td>
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<td></td>
<td>Research Laboratory</td>
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<td></td>
<td></td>
<td>IT Support</td>
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<td>Research Program Administration</td>
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<td></td>
<td></td>
<td>IT Systems Administration</td>
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<td></td>
<td>Research Scientists</td>
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<td></td>
<td></td>
<td>IT Web Technology</td>
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# Job Families and Sub-Families (3 of 3)

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Safety &amp; Protection</th>
<th>University Operations &amp; Administration</th>
<th>Veterinary and Animal Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>Environmental Health &amp; Safety</td>
<td>Administration</td>
<td>Animal Care</td>
</tr>
<tr>
<td>Admissions &amp; Enrollment</td>
<td>Police</td>
<td>Administrative Strategy &amp; Institutional Research</td>
<td>Veterinary</td>
</tr>
<tr>
<td>Career Development</td>
<td>Police Services</td>
<td>Business Operations</td>
<td></td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>Safety &amp; Protection Generalist</td>
<td>Customer Service and Sales</td>
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</tr>
<tr>
<td>Housing &amp; Residential Life</td>
<td></td>
<td>Diversity, Equity &amp; Inclusion</td>
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<tr>
<td>Registrar</td>
<td></td>
<td>Events Management</td>
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<tr>
<td>Student Life</td>
<td></td>
<td>Project/Program Management</td>
<td></td>
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<tr>
<td>Student Services Generalist</td>
<td></td>
<td>University Printing</td>
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<tr>
<td>Student Success</td>
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</tbody>
</table>
Appendix - Career Streams & Levels
# Career Streams and Levels

<table>
<thead>
<tr>
<th>Career Stream</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Includes Institution Heads, Function Heads, and Sub-Function Heads providing strategic vision and/or tactical/strategic direction. Majority of time is spent overseeing area of responsibility directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports.</td>
</tr>
<tr>
<td>Management</td>
<td>Focused on the tactical, operational activities within a specified area. Levels within the Management career stream typically have two or more direct reports. Majority of time is spent overseeing their area of responsibility, planning, prioritizing, and/or directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports.</td>
</tr>
<tr>
<td>Professional Contributor</td>
<td>Professional contributors with responsibility in a professional or technical discipline or specialty. May manage one staff. May direct the work of other lower-level professionals or manage processes and programs. Majority of time is spent overseeing the design, implementation or delivery of processes, programs and policies using specialized knowledge and skills typically acquired through advanced education (University degree or direct and applicable experience).</td>
</tr>
<tr>
<td>Operational Contributor</td>
<td>Operational contributors that provide institutional related support or service or roles operating in a “hands on” environment in support of daily business activities. Majority of time is spent in the delivery of support services or activities typically under supervision. Work typically requires a high school degree or 1-2 years vocational training / associates degree.</td>
</tr>
</tbody>
</table>

NOTE: Career Stream definitions can be found in the Appendix.
# Career Levels

## Operational Contributor
- **Job Level**: 12 to 1
- **Role**: Provides institutional related support or service in roles operating in a “hands on” environment. Majority of time is spent in the delivery of services or activities typically under supervision. Work typically requires a high school degree or 1-2 years vocational training / associates degree.

## Professional Contributor
- **Job Level**: 4 to 1
- **Role**: With responsibility in a professional or technical discipline or specialty. May have administrative management for less than two staff or non-represented. May direct the work of have functional supervision of lower levels. Majority of time is spent overseeing the design, implementation or delivery of processes, programs and policies using specialized knowledge and skills typically acquired through advanced education (University degree or direct and applicable experience).

## Management
- **Job Level**: M1 to M5
- **Role**: Management and supervisory professionals focusing on the tactical, operational activities within a specified area. Levels within the Management career stream will have two or more direct reports. Majority of time is spent overseeing their area of responsibility, planning, prioritizing, and directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports.

## Leadership
- **Level**: L1 to L3
- **Role**: Institution and Function Heads providing strategic vision and/or tactical strategic direction. Majority of time is spent overseeing the Function(s) and/or Academic College(s). The goal achievement is typically accomplished through the performance of direct and/or indirect reports, which include multiple layers of management.

### Career Streams

<table>
<thead>
<tr>
<th>Job Level</th>
<th>Operational Contributor</th>
<th>Professional Contributor</th>
<th>Management</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>OC3: Senior Oper. Contributor</td>
<td>PC4: Specialist Professional</td>
<td>M4: Management IV</td>
<td>L2: Sr. Vice Provost/Sr. VP</td>
</tr>
<tr>
<td>10</td>
<td>OC2: Experienced Oper. Contributor</td>
<td>PC3: Senior Professional</td>
<td>M3: Management III</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>OC1: Entry Oper. Contributor</td>
<td>PC2: Experienced Professional</td>
<td>M2: Management II</td>
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</tr>
<tr>
<td>8</td>
<td></td>
<td>PC1: Entry Professional</td>
<td>M1: Management I</td>
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<td>7</td>
<td></td>
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<td></td>
<td>L1: Vice President/Provost &amp; Dean</td>
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</tbody>
</table>
## UVM CAREER STREAM LEVEL GUIDES

### LEADERSHIP CAREER TRACK

Academic College and Function Heads providing strategic vision and overall direction. The majority of time is spent overseeing the Function(s) and/or Academic College(s). The goal achievement is typically accomplished through the performance of direct and/or indirect reports, which include multiple layers of management.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Problem Solving &amp; Complexity</th>
<th>Communication &amp; Influence</th>
<th>Leadership &amp; Talent Management</th>
<th>Knowledge &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and scope of influence the level has on its area of responsibility</td>
<td>Degree to which the level needs to identify and devise solutions to problems and the level of autonomy to make decisions</td>
<td>Describes the nature of communication the level is responsible for and the level of influence required</td>
<td>Responsibility for people development, including supervision, training, coaching, and performance management</td>
<td>Level of expertise required to fulfill level responsibilities as defined by minimum levels of formal education and/or work experience</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
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</tr>
<tr>
<td>• President of the entire University. Leads the institution to achieve mission and values.</td>
<td>• Oversees and advises on the development of end-to-end solutions to address problems that are multi-dimensional and impact the entire institution.</td>
<td>• Communicates with parties within and outside of the institution, which may include external stakeholders.</td>
<td>• Leads the entire University through a team of Senior Leaders. Ensures appropriate selection, organization and leadership for major areas within the institution. Coaches and develops executive talent.</td>
<td>• Requires exceptional business knowledge, general management and leadership capability to lead the institution.</td>
</tr>
<tr>
<td>• Focus is on long-term strategies (e.g., 5+ years) to achieve business results. Establishes the mission, vision and values of the University.</td>
<td>• Provides guidance and leadership to implement transformational change that has broad impact on the achievement of results for the institution.</td>
<td>• Negotiates on matters of strategic importance with internal and external parties who often have conflicting objectives.</td>
<td>• Has broad substantive management experience across multiple professional disciplines within the institution.</td>
<td>• Has broad practical experience across multiple professional disciplines within the institution.</td>
</tr>
<tr>
<td>• Develops solutions to problems that are complex and impact the entire University.</td>
<td>• Problems and issues faced are multi-dimensional and extend broadly across the entire institution.</td>
<td>• Represents the “face” of the institution to the public.</td>
<td>• Applies extensive business and industry expertise and provides institutional thought leadership.</td>
<td>• Requires extensive business and industry expertise and provides institutional thought leadership.</td>
</tr>
<tr>
<td>• Requires ability to influence the strategic vision of the University and represent the University to the community.</td>
<td></td>
<td>• Requires the ability to set the strategic vision of the institution, through guidance from the Board.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **LEVEL 2** | | | | |
| • Oversees multiple Functions and/or Academic Colleges. Establishes and implements strategies for the area of responsibility, with substantial impact for contributing to University strategic decisions and initiatives. | • Responsible for improving upon entire processes or systems, leveraging on expertise and in-depth understanding of best practices in the marketplace that may improve the competitive position of the University. | • Communicates with parties within and outside of own Functions and/or Academic Colleges, and has responsibilities for communicating with parties external to the University. | • Leads multiple Functional areas and/or Academic Colleges. Responsible for developing mid to long-term plans on how to optimize one or more areas of the University and the talent required to execute strategies for the job area. | • Requires advanced institutional knowledge, general management, and leadership expertise to lead multiple Functions and/or Academic Colleges. |
| • Focus is on mid- to long-term strategies (e.g., 3-5 years) to achieve results, which may require substantial development of new processes, standards or operational plans to achieve strategies. | • Problems and issues faced are complex and multi-dimensional, requiring broad-based consideration of variables that impact the entire institution or major portions of the entire University. | • Negotiate and compromise to influence internal and external parties to accept concepts, practices and approaches of the Functions and/or Academic Colleges. | • Has substantial latitude for hiring, terminating, promotion and reward authority within own area, in accordance with University Guidelines. | • Has broad practical experience across multiple professional disciplines within the University, combining theory, past practical experience and industry experience. |
| • Develops solutions to problems that are complex and impact the entire University. | • Extensively assesses problems to seek understanding of the root cause of the problem. | • Requires ability to influence and effectively communicate with other senior leaders regarding matters of strategic importance to the University. Frequently conducts briefings to other leaders both within and outside of the Functions and/or Academic Colleges of responsibility. | | |
| • Requires ability to influence the strategic vision of the University and represent the University to the external community. | | | | |
| • Reports directly to the President. | | | | |
**LEADERSHIP CAREER TRACK**

*Academic College and Function Heads providing strategic vision and overall direction. The majority of time is spent overseeing the Function(s) and/or Academic College(s). The goal achievement is typically accomplished through the performance of direct and/or indirect reports, which include multiple layers of management.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>Nature and scope of influence the level has on its area of responsibility</td>
</tr>
<tr>
<td><strong>Problem Solving &amp; Complexity</strong></td>
<td>Degree to which the level needs to identify and devise solutions to problems and the level of autonomy to make decisions</td>
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<tr>
<td><strong>Communication &amp; Influence</strong></td>
<td>Describes the nature of communication the level is responsible for and the level of influence required</td>
</tr>
<tr>
<td><strong>Leadership &amp; Talent Management</strong></td>
<td>Responsibility for people development, including supervision, training, coaching, and performance management</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Experience</strong></td>
<td>Level of expertise required to fulfill level responsibilities as defined by minimum levels of formal education and/or work experience</td>
</tr>
</tbody>
</table>

- **LEVEL 1**
  - Head of a Function or Academic College. Establishes and implements tactical and operational plans for Function and/or Academic College.
  - Focus is on mid-term and long-term strategies (e.g., 3 - 5 years) to achieve results, which may require substantial development of new processes, standards or operational plans to achieve strategies.
  - Develops solutions to problems that are complex and impact the entire University or entire Academic College.
  - Requires ability to influence the strategic vision of the University and represent the University to the external community.
  - Reports directly to the President or Provost.
  - Responsible for improving upon entire processes or systems, leveraging on expertise and in-depth understanding of best practices in the marketplace that may improve the competitive position of the University.
  - Problems and issues faced are complex and multi-dimensional, requiring broad-based consideration of variables that impact areas outside area of responsibility.
  - Extensively assesses problems to seek understanding of the underlying issue and root cause of the problem.
  - Communicates with parties within and outside of own Function and/or Academic College, and typically has responsibilities for communicating with parties external to the University.
  - Typically negotiates and compromises to influence internal and external parties to accept concepts, practices and approaches of the Function or Academic College.
  - Requires ability to effectively communicate with other senior leaders regarding matters of strategic importance to the University. Frequently conducts briefings to other leaders both within and outside of the Function or Academic College.
  - Leads a Function or Academic College. Responsible for developing mid to long plans on how to optimize talent required to execute strategies for the Function or Academic College.
  - Has hiring, terminating, promotion and reward authority within own area, in accordance with University Guidelines.
  - Requires advanced University knowledge, general management and leadership capability to lead a Function or Academic College.
  - Typically has mastery within a specific function or academic discipline or broad expertise across multiple related disciplines.
# UVM CAREER STREAM LEVEL GUIDES

## MANAGEMENT CAREER TRACK

Management and supervisory professionals focusing on the tactical, operational activities within a specified area. The majority of time is spent overseeing their area of responsibility, strategizing, planning, prioritizing, and/or directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports. Levels within the Management career stream will have two or more direct reports.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Problem Solving &amp; Complexity</th>
<th>Communication &amp; Influence</th>
<th>Leadership &amp; Talent Management</th>
<th>Knowledge &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 5</strong></td>
<td>Recommends operational plans and strategies that will directly impact a large component of the entire University. Establishes short to mid term operational plans for a large component of the University.</td>
<td>Responsible for making significant improvements of processes or systems to enhance performance of a large component of the entire University</td>
<td>Manages multiple Sub-Functions led by Managers or Supervisors. Responsible for creating workforce and staffing plans to accomplish functional results.</td>
<td>Requires advanced management and leadership knowledge to lead multiple Sub-Functions.</td>
</tr>
<tr>
<td></td>
<td>Work requires a high degree of responsibility for resources, and frequently influences University decisions made by senior leadership.</td>
<td>Problems and issues faced are numerous, complex and undefined and significantly impact a large component of the entire University.</td>
<td>Has hiring, terminating, promotion and reward authority within own area, in accordance with University Guidelines.</td>
<td>Typically has mastery level knowledge and skills within a specific professional discipline with broad understanding of other areas within the Function.</td>
</tr>
<tr>
<td></td>
<td>Recommends and implements new or revised processes, policies, standards or operating plans impacting a large component of the entire University.</td>
<td>Problems are typically solved through drawing from seasoned expertise and in-depth analysis of issues.</td>
<td>Requires ability to communicate with senior leadership regarding matters of significant importance to the University. May conduct briefings with senior leaders within the job function.</td>
<td>Typically requires a University Degree or equivalent experience and significant senior management experience in discipline.</td>
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<td>Typically has budget or P&amp;L accountability for area of responsibility.</td>
<td>Degree to which the level needs to identify and devise solutions to problems and the level of autonomy to make decisions.</td>
<td>Communicates regularly with parties within and outside of own function, and has responsibilities for communicating with parties external to the University.</td>
<td>Requires broad management knowledge to lead Sub-Functions.</td>
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<td><strong>LEVEL 4</strong></td>
<td>Owns key elements of strategic and operational plans with measurable contribution towards the achievement of results for an Academic College, Function, or Large/Multiple Sub-Function(s). Focus is on short-to mid-term operational plans.</td>
<td>Responsible for making moderate to significant improvements of processes or systems to enhance performance of sub-function.</td>
<td>Manages a large team typically comprising of other Managers and/or Supervisors and experienced professionals.</td>
<td>Typically has mastery level knowledge and skills within a specific professional discipline with broad understanding of other areas within the sub- Function.</td>
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<td>Recommends and implements new processes, standards or operational plans in support of the Function or Academic College strategy.</td>
<td>Problems and issues faced are numerous, may be complex and undefined and impacts the Function, Academic College and/or University.</td>
<td>Has hiring, terminating, promotion and reward authority within own area, in accordance with University guidelines.</td>
<td>Typically requires a University Degree or equivalent experience with significant management experience in discipline.</td>
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<td>Typically will manage elements of the budget or have budget or P&amp;L accountability for area of responsibility.</td>
<td>Problems typically impact multiple areas or specialties.</td>
<td>Communicates with functional or college leaders regarding matters of importance to the University.</td>
<td>Requires broad management knowledge to lead Sub-Functions.</td>
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<td>Recommends operational plans and strategies</td>
<td>Problems are typically solved through drawing from seasoned expertise and in-depth analysis of issues.</td>
<td>Communicates often with parties within and outside of own job function.</td>
<td>Typically has mastery level knowledge and skills within a specific professional discipline with broad understanding of other areas within the Function.</td>
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UVM CAREER STREAM LEVEL GUIDES

MANAGEMENT CAREER TRACK
Management and supervisory professionals focusing on the tactical, operational activities within a specified area. The majority of time is spent overseeing their area of responsibility, strategizing, planning, prioritizing, and/or directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports. Levels within the Management career stream will have two or more direct reports.

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<td>LEVEL 3</td>
<td>Manages a team with focus on policy and strategy implementation within academic area/sub-function. Establishes operational plans with measurable contribution towards the achievement of results of the sub-function/academic area. Focus is on short-term operational plans.</td>
<td>Responsible for making moderate to significant improvements of processes, or systems to enhance performance of college/sub-function.</td>
<td>Communicates with parties within and outside of own job area.</td>
<td>Requires practical knowledge in leading and managing the execution of processes, projects and tactics within job area.</td>
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<td>Provides measurable input to new processes or standards, or in operational plans in support of the sub-function or Academic College strategy.</td>
<td>Problems and issues faced are numerous and undefined, and require detailed information gathering, analysis and investigation to understand the problem.</td>
<td>Explains policies, practices and procedures of the job area to others within the University. Sometimes requires ability to influence others outside of own job area on policies, practices and procedures.</td>
<td>Typically has advanced knowledge and skills within a specific technical or professional discipline with understanding of the impact of work on other areas of the University.</td>
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<td>May have budget or P&amp;L accountability for area of responsibility, or manage elements of the budget.</td>
<td>Problems typically impact a single department or job area but may occasionally have impact across multiple job areas.</td>
<td>Works to justify and gain cooperation of other parties on practices, policies and procedures.</td>
<td>Typically requires a University Degree or equivalent experience and previous managerial and discipline specific experience.</td>
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<td>• Manages a small to mid-sized team. Leads, directs and reviews the work of a team who exercise latitude in their assignments.</td>
<td>Problems are typically solved through drawing from prior experience and analysis of issues.</td>
<td>• Typically has hiring, terminating, promotion, and reward authority within own area, in accordance with manager review and approval.</td>
<td>• Understands basic management approaches such as work scheduling, prioritizing, coaching and process execution.</td>
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<td>LEVEL 2</td>
<td>Plans and establishes goals and objectives for team, with direct impact on the short-term operational results of the department.</td>
<td>Responsible for making moderate improvements of processes, or systems to enhance performance of the job area.</td>
<td>Communicates with parties within own job function and sometimes outside of job function.</td>
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<td>Typically does not have budget or P&amp;L accountability, but may manage day-to-day elements of the budget (e.g., expense monitoring).</td>
<td>Problems and issues faced may be difficult, and may require understanding of broader set of issues.</td>
<td>Explains policies, practices and procedures of the job area to others within the University.</td>
<td>Typically requires advanced knowledge of job area typically obtained through advanced education combined with experience.</td>
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<td>Problems typically involve impact a single department or job areas.</td>
<td>May work to justify and gain cooperation of other parties on practices, policies and procedures.</td>
<td>Typically requires a University Degree or equivalent experience and significant relevant experience.</td>
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MANAGEMENT CAREER TRACK
Management and supervisory professionals focusing on the tactical, operational activities within a specified area. The majority of time is spent overseeing their area of responsibility, strategizing, planning, prioritizing, and/or directing the responsibilities of staff. Goal achievement is typically accomplished through performance of direct and/or indirect reports. Levels within the Management career stream will have two or more direct reports.

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<td>Level of expertise required to fulfill level responsibilities as defined by minimum levels of formal education and/or work experience</td>
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**LEVEL 1**
- Plans and establishes day-to-day operational objectives for a team of support employees within a clearly defined area. Assigns tasks to a team to achieve operational targets, service standards, etc.
- Typically does not have budget or P&L accountability, but may manage day-to-day elements of the budget (e.g., expense monitoring, overtime for staff).
- Responsible for making adjustments or recommended enhancements in systems and processes to solve problems or improve effectiveness of job area.
- Problems and issues faced are general, and may require understanding of broader set of issues, but typically are not complex.
- Problems may require understanding of other job areas.
- Problems are typically solved through drawing from prior experiences or standard procedures.
- Communicates with parties within and outside of own area, which may include external customers or vendors depending upon the area.
- Explains policies, practices and procedures of the area of responsibility to others within the University.
- Supervises a team consisting of support roles. Provides day-to-day work direction for team, focused on maintaining steady workflow and productivity and resolving operational decisions.
- Provides primary input to hiring, terminating, promotion, performance and rewards decisions for direct reports.
- Understands basic management approaches such as work scheduling, prioritizing, coaching and process execution.
- Typically requires broad job knowledge of technical or operational practices within assigned discipline.
- Typically requires significant relevant experience. May require associate degree or technical certification.
## PROFESSIONAL CONTRIBUTOR CAREER TRACK

Provide expertise in a professional discipline. The majority of time is spent overseeing the design, implementation or delivery of processes, programs and policies using specialized knowledge and skills typically acquired through advanced education (4 year University degree or direct and applicable experience). Non-represented employees may have administrative supervision for less than two staff and/or may have functional supervision of lower levels.

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<td>Level 5</td>
<td>Implement strategic initiatives in support of goals established by functional leadership. Establishes operational plans for Sub-Function or specialty area with mid-term (2 yrs.) impact on results.</td>
<td>Responsible for improving upon existing processes and systems using significant conceptualizing, reasoning and interpretation skills.</td>
<td>Communicates with parties within and outside of own job function, and typically has responsibilities for communicating and collaborating with parties external to the University.</td>
<td>Requires expert knowledge in discipline or field and often recognized as an expert outside of the University.</td>
</tr>
<tr>
<td></td>
<td>Provides measurable input into new or revised processes, standards and/or operational plans that will have major impact on the achievement of overall Function results.</td>
<td>Problems and issues faced are numerous, typically undefined where information is difficult to obtain.</td>
<td>Works to influence others to accept job function’s view/practices and agree/accept new concepts, practices, and approaches.</td>
<td>Typically has a Master’s degree or equivalent experience and significant years of related work experience and demonstrated expertise as a subject expert internally and externally. Some disciplines will not require this level of expertise.</td>
</tr>
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<td></td>
<td>Works independently with only high level direction from management.</td>
<td>Conducts extensive investigation to understand root cause of problems.</td>
<td>Requires ability to communicate with senior leadership regarding matters of significant importance to the University.</td>
<td>Requires mastery level knowledge of job area and viewed as subject matter expert within the University.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Implement strategic goals established by functional leadership.</td>
<td>Problems are very difficult and significantly complex.</td>
<td>Required for improving upon existing processes and systems using significant conceptualizing, reasoning and interpretation.</td>
<td>Typically requires a University Degree and significant years of related work experience. Some disciplines will not require this level of expertise.</td>
</tr>
<tr>
<td></td>
<td>Develops operational plans for job area with short-to-mid-term impact on results (e.g., 1-2 years).</td>
<td>Problems span a wide range of difficult and unique issues across Functions and/or Academic Colleges.</td>
<td>Responsible for improving upon existing processes and systems using significant conceptualizing, reasoning and interpretation.</td>
<td>Requires expert knowledge in discipline or field and often recognized as an expert outside of the University.</td>
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<td>Often manages large and strategic projects that span outside of job area.</td>
<td>Frequently responsible for leading large, complex initiatives of strategic importance to the University or Academic College, involving large cross-functional teams.</td>
<td>Problems are difficult and significantly to moderately complex.</td>
<td>Typically requires a University Degree and significant years of related work experience. Some disciplines will not require this level of expertise.</td>
</tr>
<tr>
<td></td>
<td>Provides measurable input into new or revised processes, standards and/or operational plans that will have some impact on the achievement of overall Function results.</td>
<td>Problems and issues faced are numerous, typically undefined where information is difficult to obtain.</td>
<td>Problems span a wide range of difficult and unique issues across Functions and/or Businesses.</td>
<td>Typically responsible for delegating work and reviewing of work products of others.</td>
</tr>
</tbody>
</table>

### Knowledge & Experience
- Non-represented employees may have administrative supervision for less than two staff and/or may have functional supervision of lower levels.
- Typically requires a University Degree and significant years of related work experience. Some disciplines will not require this level of expertise.

### Impact
- Nature and scope of influence the level has on its area of responsibility

### Problem Solving & Complexity
- Degree to which the level needs to identify and devise solutions to problems and the level of autonomy to make decisions

### Communication & Influence
- Describes the nature of communication the level is responsible for and the level of influence required

### Leadership & Talent Management
- Responsibility for people development, including supervision, training, coaching, and performance management

### Knowledge & Experience
- Level of expertise required to fulfill level responsibilities as defined by minimum levels of formal education and/or work experience.
PROFESSIONAL CONTRIBUTOR CAREER TRACK

Provide expertise in a professional discipline. The majority of time is spent overseeing the design, implementation or delivery of processes, programs and policies using specialized knowledge and skills typically acquired through advanced education (4 year University degree or direct and applicable experience). Non-represented employees may have administrative supervision for less than two staff and/or may have functional supervision of lower levels.

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**LEVEL 3**

- • Works to achieve operational targets with significant impact on the departmental results.
- • Contributes to the development of goals for the department and planning efforts (budgets, operational plans, etc.).
- • May manage large projects or processes that span outside of immediate job area.
- • Work is performed with limited oversight.
- • Responsible for making improvements of processes, systems or products to enhance performance of job area.
- • Problems and issues faced are numerous and undefined, and require detailed information gathering, analysis and investigation to understand the problem.
- • Problems are difficult and moderately complex.
- • Problems typically impact multiple departments or specialties.
- • Problems are typically solved through drawing from prior experience and analysis of issues.
- • Communicates with parties within and outside of own job function to agree/accept concepts, practices, and approaches. Depending on function, may have responsibility for communicating with external customers and vendors.
- • Works to influence parties within and outside of the job function regarding policies, procedures and practices.
- • Repairs and makes improvements of processes, systems or products to enhance performance of job area.
- • Responsible for making adjustments or recommended enhancements in systems and processes to solve problems or improve effectiveness of job area.
- • Problems and issues faced are general and may require understanding of broader set of issues but typically are not complex.
- • Problems may require understanding of other job areas.
- • Problems are typically solved through drawing from prior experiences, with analysis of the issue.
- • Communicates with contacts typically within the department on matters that involve sharing information to reach agreement or resolve problems. Depending on function, may have responsibility for communicating with external customers and vendors.
- • May work to influence parties within own job function at an operational level.
- • May provide guidance, coaching and training to other staff within job area.
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## UVM CAREER STREAM LEVEL GUIDES

### PROFESSIONAL CONTRIBUTOR CAREER TRACK

Provide expertise in a professional discipline. The majority of time is spent overseeing the design, implementation or delivery of processes, programs and policies using specialized knowledge and skills typically acquired through advanced education (4 year University degree or direct and applicable experience). Non-represented employees may have administrative supervision for less than two staff and/or may or have functional supervision of lower levels.

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**LEVEL 1**

- Works to achieve operational targets within job area which has some impact on the overall achievement of results for the department.
- Work responsibilities are typically clearly defined and/or performed with supervisory direction.
- Responsible for making minor changes in systems and processes to solve problems.
- Identifies, defines and addresses problems that are not immediately evident but typically not complex.
- Problems are typically within the immediate job area.
- Problems are typically solved through drawing from prior experiences or standard procedures and basic analysis.
- Communicates with contacts typically within the department on matters that involve obtaining or providing information requiring some explanation or interpretation in order to reach agreement. Depending on function, may have responsibility for communicating with external customers and vendors.
- Jobs at this level are typically focused on self-development.
- Requires knowledge in concepts related to the work being performed, typically obtained through advanced education.
- Typically has a University degree (BS/BA) or equivalent work experience.
## OPERATIONAL AND ADMINISTRATIVE CONTRIBUTOR CAREER TRACK

Provide institutional support or service in a "hands on" environment. The majority of time is spent in the delivery of business activities or operational services.

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### LEVEL 4
- Works to deliver day-to-day objectives with significant impact on achievement of results for the job area and some impact on the overall achievement of results for the department.
- May achieve operational targets through having advance knowledge of the operational procedures OR leading other team members within the job area through delegation and review.
- Works under general supervision
- Checks and makes adjustments to work methods to solve problems that are not routine and do not exist in current work processes and systems.
- Highlights areas of concerns/problems and puts forth solutions to supervisor in own job area
- Problems and issues faced are general, and may require understanding of broader set of issues, but typically are not complex. Problems may require understanding of other job areas. Problems are typically solved through drawing from prior experiences, with analysis of the issue.
- Communicates with contacts typically within and outside the department on matters of significant importance to the job area.
- May act as a team lead and assist the supervisor or manager OR act as a lead or subject matter expert in the Operational Contributor career stream.
- Requires broad knowledge of operational systems and practices typically gained through extensive experience and/or education.
- Typically requires minimum High School or equivalent education, some positions may require an Associate's Degree (or equivalent combination of education and related work experience). Typically requires significant relevant experience.

### LEVEL 3
- Works to deliver day-to-day objectives with significant impact on achievement of results for the job area.
- Work consists of tasks that are typically not routine.
- Works independently under limited supervision.
- May be required to apply discretion within broad operational boundaries and procedures.
- Responsible for making minor changes in systems and processes to solve problems or improve effectiveness of job area.
- Expected to independently propose solutions to problems for manager review.
- Problems and issues faced are general, and may require some analysis to understand and resolve.
- Communicates with contacts typically within and outside the department on matters that involve obtaining or providing information on matters of moderate importance to the job area.
- Explains practices, procedures and policies in order to reach agreement.
- Provides assistance and training to lower-level Operational Contributor staff (hourly).
- Requires broad knowledge of operational systems and practices typically gained through extensive experience and/or education.
- Typically requires minimum High School or equivalent education, some positions may require an Associate's Degree (or equivalent combination of education and related work experience). Typically requires substantial relevant experience.
- May require vocational or technical education in addition to prior work experience.
OPERATIONAL & ADMINISTRATIVE CONTRIBUTOR CAREER TRACK

Provide institutional support or service in a “hands on” environment. The majority of time is spent in the delivery of business activities or operational services.

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<td>Responsibility for people development, including supervision, training, coaching, and performance management</td>
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<tr>
<td>Level of expertise required to fulfill level responsibilities as defined by minimum levels of formal education and/or work experience</td>
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</tbody>
</table>

**LEVEL 2**
- Works to deliver on day-to-day objectives with direct impact on achievement of results for the job area.
- Work consists of tasks that are typically routine, with some deviation from standard practice.
- Works under moderate supervision

**LEVEL 1**
- Works to deliver on day-to-day objectives with some impact on achievement of results for the job area.
- Delivers job responsibilities following defined standards, procedures, and practices. Supervision is provided for new or unique duties.
- Work consists of tasks that are more routine, or well defined, with specific instructions to achieve standardized solutions.

**Knowledge & Experience**
- Requires basic job knowledge of systems and procedures obtained through prior work experience or education.
- Typically requires minimum High School or equivalent education, some positions may require an Associate's Degree (or equivalent combination of education and related work experience). Typically requires prior experience.
- May require vocational or technical education in addition to prior work experience.