B Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2
Administrator – *Setting the strategic direction*	**Scope of Responsibility**	• Head of and responsible for results delivered for an autonomous department. • Collaborates with other Senior Administrators to deliver strategic results for the College. • Actions at this level have primary impact on departmental operations. • Approves workflow, processes/methods, priorities, staff roles, and productivity for a department. Approves enhancements to department processes. • Approves short- and long-term resource allocation needs and develops appropriate contingency for given department. May recommend changes to resource allocation based on strategic needs of the department.	• Head of and responsible for results delivered for an entire business process or division (multiple departments or business units). • Manages multiple layers of Departmental Directors and Managers. • Actions at this level impact College/Institute-wide operations, strategic direction of the College/Institute and external constituencies. • Responsible for delivery of strategic results of business unit or division. • Sets or changes strategic goals, including reallocating resources for broad range of campus initiatives. • Approves long-term resource allocation needs and develops appropriate contingency for business unit or division. Directs resource allocation based on strategic needs.
	Problem Complexity	• Problems may include operational issues, departmental resource allocation and collaborating with other departments to meet institutional needs. • Solutions require thorough understanding of departmental functions and inter-relatedness of department within the broader institution and the ability to assimilate information provided by departmental managers. • Decision making horizon typically spans current and future year.	• Problems impact the entire campus, the external community, the overall quality of the Middlebury/MIIS experience, and/or the financial well being of the College/Institute. • Solutions involve weighing the differing and often competing needs of various business units and taking a leadership role in establishing new thresholds of success for the institution. • Decision making horizon is typically three to five years.
	Autonomy	• Supervision is limited to special situations requiring advice or joint problem solving between multiple departments, when new policies or initiatives are being implemented, or in review of annual review of departmental objectives and accomplishments.	• The position works with considerable independence and has substantial latitude in achieving short- and long-term results. Supervision is limited to review of division outcomes and achievement of strategic objectives.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2
Administrator (cont.)	**Influencing/People Leadership**	• Leads the management team of department. • Has full authority for personnel actions at the department level. • Serves as mentor/coach, providing guidance and training. • Represents the College/Institute on committees or town organizations. • Plays an active role in professional associations within appropriate discipline, influences direction of profession within the region.	• Manages multiple layers of managers and directors. • Reviews and approves personnel actions for departmental leaders or those impacting multiple employees. • Serves as a representative of the College at official functions and /or community forums, requires public speaking. • Plays a leadership role in professional associations within appropriate discipline, influences direction of profession on a national level.
	Organizational Knowledge	• Thorough understanding of departmental history, strengths and weaknesses, working knowledge of other departments with collaborative roles and objectives.	• Understanding of institutional history, interrelationships between divisions, spheres of influence and decision making. • Knowledge of other institutions and their relationships with Middlebury/MIIS and trends within higher education. Depending of focus of role knowledge may expand to understanding on foreign relations, collaborations with other institutions, and expansion of Middlebury's/MIIS's influence outside or our immediate communities.
	Minimum Background/ Experience	• Master's or post graduate degree or equivalent work experience. • At least 10 years of management/leadership experience. • Specific higher education industry or functional experienced typical.	• Master's or post graduate degree or equivalent work experience. • At least 15 years of relevant management experience. • Specific higher education industry or functional experience required.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3
Management - ***Managing other people or programs of significance***	**Scope of Responsibility**	• Manages individual or small groups or teams of members (Supervision of student employees is not a factor for consideration within the Management career band). • Responsible for assignments of duties, training, contributes on performance evaluations and personnel decisions. • Performs a broad range of work seeking guidance and reporting progress. Activities have daily operational focus. • May manage elements/portions of a budget.	• Manages more than one unit/team, or groups of supervisors with multiple staff members under area of responsibility. May also manage Specialists with advanced skills (levels 3&4) where extensive subject matter expertise is required. • Authority to make independent personnel decisions. • Leads project teams, develops project plans, seeks endorsements and resources from administration, accountable for outcomes. • Contributes to development of an operating plan and budget.	• Manages and responsible for results delivered for a large subset or a department, functions as part of the leadership team of a department, typically within larger departments (>20 FTE). Supervises and mentors other managers. • Accountable for program(s) or issue(s) with significant financial impact, affect multiple constituents, and/or are connected to the core mission of the College. • Coordinates efficient and effective teams often led by subordinates to complete projects and accomplish desired results. Counsels and advises managers and supervisors on personnel decisions. • Collaborates with Senior Administrators to define department goals and objectives taking a big picture approach/ long term approach. • Full authority for developing and managing an operating plan and associated budgets within respective department or area.
	Problem Complexity	• Addresses routine issues according to established protocols, documenting and reporting actions to more senior managers. Problems often relate to individual events or occurrences. • Makes a contribution to managing and solving complex, technical/business challenges with guidance from senior manager or administrator.	• Resolves infrequent or serious issues with outcomes that may adversely effect efficiency and operations of a unit or team. • Acts as a resource for recurring or systemic problems which require changes to operations or procedures. Solutions require analysis and investigation.	• Resolves issues with significant intangibles or uncertainties, significant financial or operational impact department-wide and/or beyond individual department. • Problems usually defined by higher level leadership. • Draws upon significant experience to anticipate problems and position department or program accordingly.
	Autonomy	• Works under direct supervision of higher level manager or administrator.	• Seeks guidance and reports periodic progress while functioning independently.	• Individually accountable for the short- and long-term growth and performance of a program, part of a business, or for the efficiency and effectiveness of part of a department or area. Has little or no direct supervision.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3
Management (cont.)	**Influencing/People Leadership**	• Provides day-to-day work direction. May perform similar work to professionals while managing work assignments, staffing and training for all team members. • Serves as mentor/coach, providing guidance and training to staff.	• Supervises, coordinates, provides leadership to, and reviews the work of professional and management level employees in order to accomplish operational plans and results • Ensures performance planning, coaching, and evaluations occur per HR policies.	• Creates workforce and staffing plans and ensures availability of staff necessary to accomplish planned results • Serves as management mentor/coach, provides guidance and expertise to other departments. • Serves as the representative in significant matters that affect multiple constituents to the President & the President's Staff. • Has the authority to commit the institution in matters with major financial impact.
	Organizational Knowledge	• Good grasp of professional principles and skills. Knows and effectively uses fundamental concepts, practices, and procedures of particular area of specialization. • Responds to issues based upon an understanding of departmental polices and procedures.	• Possesses and applies a broad knowledge of principles, practices, and procedures of particular field of specialization to the completion of complex assignments. • Solid knowledge of technologies, policies and practices.	• Translates a broader understanding of strategy and practices to own role and department al objectives. • Role recognizes need for cross-disciplinary understanding and expertise, and ability to anticipate opportunities for collaboration and cooperation campus-wide.
	Minimum Background/ Experience	• Associate's or Bachelor's degree or equivalent work experience. • 2 or more years supervisory experience. • Related higher education industry or functional experience preferred.	• Bachelor's degree or equivalent work experience • 3 to 5 years supervisory/management experience preferred. • Related higher education industry or functional experience typical.	• Bachelor's degree or equivalent work experience. Master's or post graduate degree or equivalent work experience preferred. • At least 8 years of management experience. • Specific higher education industry or functional experience required.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3	4
Specialist – **Applying specialized or technical knowledge**	**Scope of Responsibility**	• Entry level professional contributor. • Performs work assignments that are portions of a broader assignment with a technical/discipline focus. Supports and contributes to a well defined and standardized process. • Work typically focuses on less complex assignments. May provide support for larger projects that have department and area impact.	• Fully productive professional contributor, working independently on larger, moderately complex assignments that have a direct impact on the department, the division. • Performs assignments with complex technical requirements. Assignments are diverse and decisions may require modifying standard procedures with organization-wide implications.	• Seasoned professional contributor with responsibility for an advanced area of work in a professional field. • May be responsible for entire projects that have a modest impact on the organization or for portions of larger projects that have considerable impact on the department, area, or the College or Institute. • Is a technical expert in a department or division process.	• Recognized subject matter expert. Concerned with problems that have a direct and important effect on College/Institute-wide programs and results. • Routinely called upon to apply/demonstrate mastery of existing and emerging technologies, practices, and processes. • May direct major cross-functional projects or programs with significant impact across the College/Institute.
	Problem Complexity	• Works with established procedures and/or protocols. Identifies and resolves clearly-defined problems. • Demonstrates skill in data analysis techniques by resolving missing information and inconsistencies/ in routine research or data.	• Performs full range of standard professional level work that typically requires processing and interpreting complex, less clearly-defined issues. • Identifies problems and possible solutions and takes appropriate action to resolve. • Demonstrates skill in data analysis techniques by resolving misinformation and inconsistencies in complex research or data.	• Performs advanced areas of work for in a professional field. • Identifies key barriers/core problems and applies problem-solving skills in order to deal creatively with complex situations. • Makes decisions under conditions of uncertainty, sometimes with incomplete information.	• Performs leading-edge work in a professional field. • Displays the highest level of critical thinking and analysis in bringing resolution to high-impact, complex, and/or cross-department and division problems. • Work requires prompt decisions when faced with complex and often contradictory alternatives.
	Autonomy	• Receives general supervision; exercises some independent judgment; may be paired with a mentor. • Work typically involves regular process checks or review of output by a co-worker and/or manager.	• Mostly independent work; receives guidance only on unusually complex problems or issues. • Work typically involves periodic review of output by manager and/or direct "customers" of the process.	• Independently performs assignments with instruction limited to results expected and special situations requiring advice or joint problem-solving when guidelines are unavailable or new policies are being implemented. Determines and develops approach to solutions. • Receives technical guidance only on unusual or complex problems or issues.	• Operates with considerable latitude. Situations may have little or no precedent and require original or new approaches without guidance from others. • Reaches decisions under conditions of uncertainty with wide-ranging impact for the organization.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3	4
Specialist (cont.)	**Influencing/People Leadership**	• May provide general guidance and direction or training to other staff members in department procedures or basic technical aspects of assigned work.	• Provides guidance, direction and training to junior, professional personnel on complex technical topics. • May also assist in planning, executing and reviewing work within a team.	• May oversee the completion of projects or assignments including: planning, assigning, monitoring, reviewing progress and accuracy of work, and evaluating results of one or more staff teams. • Provides input in connection with the overall strategy for aligning objectives, activities, timing/tradeoffs and outcomes across projects. • Serves as mentor/coach, providing guidance and training. • Contributes to other employees' professional development. May also supervise 1 – 2 other positions. Supervision is not a substantial job activity.	• Engages others in developing innovative solutions to important, highly-complex strategic and operating problems; cross-department and divisional considerations are often present. • Leads effort to develop overall strategy for aligning objectives, activities and outcomes across projects. Develops strategy for assessing effectiveness/success of project outcomes/deliverables on a short- and long-term basis. • May make recommendations regarding personnel actions such as staffing, performance management, and rewards. May also manage 1 – 3 other positions, but primary contribution is in applying knowledge rather than managing people.
	Organizational Knowledge	• Good grasp of professional principles and skills. Knows and effectively uses fundamental concepts, practices, and procedures of particular area of specialization. • Responds to customers based upon a broad and detailed understanding of work area policies & procedures.	• Possesses and applies a broad knowledge of principles, practices, and procedures of particular field of specialization to the completion of moderately complex assignments. • Solid knowledge of the organization's technologies, policies and practices.	• Possesses and applies comprehensive knowledge of particular field of specialization to the completion of complex assignments. Often viewed as an expert in area of technical expertise. • Advanced knowledge of the organization's technologies and practices.	• Possesses extensive knowledge in primary discipline or technical/ scientific area. • State-of-the-art knowledge of organizations technologies, processes, and practices. • Point of authority and/or source of technical/ scientific knowledge. • Greater than 50% of time is doing individual contributor work.
	Minimum Background/ Experience	• Bachelor's degree or Journeyman's license. • 1-3 or more years related higher education industry or functional experience.	• Bachelor's degree or master's license. Additional specialized certification may be required. • 3 to 7 years related higher education industry or functional experience.	• Bachelor's degree and/or applicable certifications or licenses. Master's or post graduate degree or equivalent work experience preferred. • At least 8 years specific higher education industry or functional experience.	• Master's or post graduate degree or equivalent work experience. • 10 or more years specific higher education industry or functional experience; demonstrates ability to contribute to best practice innovations/solutions.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3	4
Operations – *Providing administrative or service support*	**Scope of Responsibility**	• Responsibilities include routine physical tasks or clerical duties. • Entry level role requiring basic skills. • Once mastered tasks are often repeated daily and required limited training. • Role requires limited direct contact with customers.	• Responsibilities include basic clerical and administrative duties (phones, routine paperwork, reception, customer service roles) or service/labor work requiring regular use of equipment or specialized skills (painting, non-CDL driving). • Some specialty skills required appropriate to work. • Tasks vary throughout the week, requiring more extensive training or knowledge base. • Roles may require basic written and verbal communications skills required to interact with customers.	• Responsibilities include high level administrative duties (supporting faculty, management or high level specialist staff) or leading teams of service workers. • May include supervising student employees, often responsible for administrative functioning of a unit or small department. • Provide administrative support to projects with departmental impact.	• Responsibilities include senior level administrative duties (responsibility for programs or major office functions), operational responsibility for a department or support of senior administrator. • May supervise other employees and have responsibility for time approval and scheduling. • Position requires high level specialty skills (Banner superusers, responsibility for major College/Institute function, etc.). • Responsibilities are often at the division level with impact campus-wide.
	Problem Complexity	• Work follows established routines, clearly prescribed rules, past practices, or instructions. • Seeks advice and guidance on nonroutine or problem areas from supervisor. Any deviations from the norm are cleared by the supervisor.	• Responsible for identifying routine problems and selecting appropriate response from range of prescribed solutions. • Refers complex, unusual problems to supervisor.	• Applies advanced skills to resolve complex problems independently. • May modify processes to resolve situations/problems.	• Serves as a resource to others in resolving complex operation/administrative issues. • Establishes guidelines for problem resolution.
	Autonomy	• Works under close supervision of team leaders or supervisors; exercises limited latitude/independent judgment. • Work typically involves detailed checks or close review of output by a senior co-worker and/or supervisor.	• Under general supervision of work group, exercises some judgment in accordance with well-defined policies, procedures and techniques. • Work typically involves regular review of output by a senior co-worker or supervisor.	• Under limited supervision, relies on experience and exercises independent judgment to determine best approach to achieve desired outcomes. Course of action is often determined by interpreting procedures and policies. • Work typically involves only periodic review of output by a supervisor or direct "customers" of the process.	• Ensures that staff perform work as prescribed by policies and procedures. • Assigns work to staff to achieve productivity, service, and quality standards within the parameters of the operating plan and budget • Works independently with limited supervision from administrator or senior manager.

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Job Content Framework

Career Band	Career Level/ Dimension/Criteria	1	2	3	4
Operations (cont.)	**Influencing/People Leadership**	• May assist in directing and training new staff in work procedures.	• May assist in directing and training junior level personnel in technical complexities of assigned work.	• Is sought out and/or assigned to provide general guidance/direction, training, and technical assistance to junior level support personnel. • May serve as lead worker, with responsibility for planning, organizing, and assigning work to others. • Contributes to employees' professional development but does not have hiring or firing authority.	• Assigns, directs and evaluates work; coordinates work schedules. • Trains employees. • Determines the means, methods and materials for performing work; plans the work operation. • Recommends promotions/discharges, but does not have final authority on these decisions.
	Knowledge	• Applies basic knowledge of one's job, its resources and policies to answer basic inquiries. • Assignments require minimal knowledge beyond the assigned work. • Demonstrates correct understanding of routine aspects of work.	• Responds to customers based upon a general understanding of job and department policies/ procedures, directs others to appropriate resources. • Readily learns and applies new information/concepts in area of practice.	• Thorough knowledge of tasks and responsibilities. • Effectively applies skills in accomplishing tasks. • Responds to customers based upon a broad and detailed understanding of work area and organizational policies/procedures.	• Usually functions as the highest, non-managerial resource immediately available for guiding junior staff. • Has access to and responsibility for confidential information, may act on behalf of manager for routine correspondence and issues resolution. • Demonstrates very highly developed knowledge of the organization, people, processes and information systems that can only be gained through advanced on the job training and extensive practical experience.
	Minimum Background/ Experience	• High School diploma or equivalent work experience preferred. • 0 to 1 years of general work experience.	• High School diploma or GED required. • Specialized skill training/certification may be required. • 1 to 3 years of related experience.	• Technical certification or Associate's degree or equivalent work experience is either required or preferred depending upon unit/team work requirements. • Possesses specialized or job-related technical skill training (e.g., technical licenses, computer operation, bookkeeping) and 3 or more years of related experience.	• Technical certification or Associate's degree or equivalent work experience is required, Bachelor's degree preferred, although, not typically required. • Maintains advanced on-the-job or vocational training. • Illustrates a sustained track record of successful performance in directly related jobs.

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