

**Santa Fe College
Administrative and Professional Salary Study**



The following section to be completed by the employee:

Personal Information:

Name

Work Phone

Email

Official Job Title

Working Job Title (unofficial)

Department

Supervisor

Length of time worked at SFC

Length of time in current position

1. My primary duty consists of the following (check one):

- Managing the college or a customarily recognized department or subdivision of the college
- Performing office or non-manual work directly related to the management or general business operations of the college or the college's customers
- Performing work requiring knowledge of an advanced type which is predominantly intellectual in character in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction
- Performing work requiring invention, imagination, originality or talent in a recognized field of artistic or creative endeavor
- Performing work of a computer systems analyst, computer programmer, software engineer or other similarly skilled work in the computer field
- None of the above descriptions apply. My primary duty consists of the following

2. **If your primary duty is performing the work of a computer systems analyst, computer programmer, software engineer or other similarly skilled work in the computer field, please check all of the following duties that you perform.**

The application of systems analysis techniques and procedures, including consulting with users, to determine hardware, software or system functional specifications

The design, development, documentation, analysis, creation, testing or modification of computer systems or programs, including prototypes, based on and related to user or system design specifications

The design, documentation, testing, creation or modification of computer programs related to machine operating systems

A combination of the aforementioned duties, the performance of which requires the same level of skills

None of the above

3. **My primary duty requires me to consistently exercise discretion and independent judgment with significant matters** yes no

If yes, please describe

4. **My primary duty requires me to regularly and customarily direct the work of two or more employees** yes no.

If yes, please indicate names, position titles and full or part-time status:

5. **Although I do not regularly and customarily direct the work of two or more employees, my primary duty gives me the authority to hire or fire other employees or my suggestions and recommendations to hire, fire, promote, advance or change the status of other employees is given particular weight**
yes no

If yes, please explain:

6. **I am responsible for college budgets** yes no

If yes, please indicate the number of budgets you are responsible for and the total combined dollars for all budgets

7. **Knowledge required to perform my job** (*check one*)

Knowledge of simple, routine, or repetitive tasks or operations which typically includes following step-by-step instructions and requires little or no previous training or experience...*or*...skill to operate simple equipment or equipment which operates repetitively, requiring little or no previous training or experience

Knowledge of basic or commonly-used rules, procedures, or operations which typically requires some previous training or experience...*or*...basic skill to operate equipment requiring some previous training or experience, such as keyboard equipment

Knowledge of a body of standardized rules, procedures, operations, services, tools, or equipment requiring considerable training and experience to perform the full range of standard clerical assignments and resolve recurring problems...*or*...skill, acquired through considerable training and experience, to operate and adjust varied equipment for purposes such as performing numerous standardized tests or operations

Knowledge of an extensive body of rules, procedures, operations, products or services requiring extended training and experience to perform a wide variety of interrelated or nonstandard procedural assignments and resolve a wide range of problems...*or*...practical knowledge of standard procedures in a technical field, requiring extended training or experience, to perform such work as: Adapting equipment when this requires considering the functioning characteristics of equipment; interpreting results of tests based on previous experience and observations (rather than directly reading instruments or other measures); or extracting information from various sources when this requires considering the applicability of information and the characteristics and quality of the sources

Knowledge (such as would be acquired through a pertinent baccalaureate educational program or its equivalent in experience, training, or independent study) of basic principles, concepts, and methodology of a professional or administrative occupation, and skill in applying this knowledge in carrying out elementary assignments, operations, or procedures...or...in addition to the practical knowledge of standard procedures in the level above, practical knowledge of technical methods to perform assignments such as carrying out limited projects which involve use of specialized, complicated techniques

Knowledge of the principles, concepts and methodology of a professional or administrative occupation as described in the level above which has been either: (a) supplemented by skill gained through job experience to permit independent performance of recurring assignments, or (b) supplemented by expanded professional or administrative knowledge gained through relevant graduate study or experience, which has provided skill in carrying out assignments, operations, and procedures in the occupation which are significantly more difficult and complex than those covered in the level above...or...practical knowledge of a wide range of technical methods, principles, and practices similar to a narrow area of a professional field, and skill in applying this knowledge to such assignments as the design and planning of difficult, but well-precedented projects

Knowledge of a wide range of concepts, principles, and practices in a professional or administrative occupation, such as would be gained through extended graduate study or experience, and skill in applying this knowledge to difficult and complex work assignments...or...a comprehensive, intensive, practical knowledge of a technical field and skill in applying this knowledge to the development of new methods, approaches, or procedures

Mastery of a professional or administrative field to: Apply experimental theories and new developments to problems not susceptible to treatment by accepted methods...or...make decisions or recommendations significantly changing, interpreting, or developing, important policies or programs

Mastery of a professional field to generate and develop new hypotheses and theories

8. Complexity of the Work (*check one*)

The work consists of tasks that are clear-cut and directly related. There is little or no a choice to be made in deciding what needs to be done. Actions to be taken or responses to be made are readily discernible. The work is quickly mastered.

The work consists of duties that involve related steps, processes, or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of and differences among a few easily recognizable situations. Actions to be taken differ in such things as the source of information, the kind of transactions or entries, or other differences of a factual nature.

The work includes various duties involving different and unrelated processes and methods. The decision regarding what needs to be done depends upon the analysis of the subject, phase, or issues involved in each assignment, and the chosen course of action may have to be selected from many alternatives. The work involves conditions and elements that must be identified and analyzed to discern interrelationships.

The work typically includes varied duties requiring many different and unrelated processes and methods such as those relating to well-established aspects of an administrative or professional field. Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach, and incomplete or conflicting data. The work requires making many decisions concerning such things as the interpreting of considerable data, planning of the work, or refining the methods and techniques to be used.

The work includes varied duties requiring many different and unrelated processes and methods applied to abroad range of activities or substantial depth of analysis, typically for an administrative or professional field. Decisions regarding what needs to be done include major areas of uncertainty in approach, methodology, or interpretation and evaluation processes resulting from such elements as continuing changes in program, technological developments, unknown phenomena, or conflicting requirements. The work requires originating new techniques, establishing criteria, or developing new information.

The work consists of broad functions and processes of an administrative or professional field. Assignments are characterized by breadth and intensity of effort and involve several phases being pursued concurrently or sequentially with the support of others within or outside of the college. Decisions regarding what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and scope of the problems. The work requires continuing efforts to establish concepts, theories, or programs, or to resolve unyielding problems.

9. Scope and Effect of the Work (*check one*)

The work involves the performance of specific, routine operations that include a few separate tasks or procedures. The work product or service is required to facilitate the work of others; however, it has little effect beyond the immediate organizational unit or beyond the timely provision of limited services to others.

The work involves the execution of specific rules, regulations, or procedures and typically comprises a complete segment of an assignment or project of broader scope. The work product or service affects the accuracy, reliability, or acceptability of further processes or services.

The work involves treating a variety of conventional problems, questions, or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs, or equipment; the adequacy of such activities as field investigations, testing operations, or research conclusions; or the social, physical, and economic well-being of persons.

The work involves establishing criteria; formulating projects; assessing program effectiveness; or investigation or analyzing a variety of unusual conditions, problems, or questions. The work product or service affects a wide range of departmental activities or the operation of other departments.

The work involves isolating and defining unknown conditions, resolving critical problems, or developing new theories. The work product or service affects the work of other experts, the development of major aspects of administrative or scientific programs or missions, or the well-being or substantial numbers of people.

The work involves planning, developing, and carrying out vital administrative or scientific programs. The programs are essential to the mission of the college or affect large numbers of people on a long-term or continuing basis.

10. Personal Contacts (*check one*)

The personal contacts are with employees within the immediate department, office, project, or work unit, and in related or support units...*and/or*...The contacts are with students or members of the general public in very highly structured situations (e.g., the purpose of the contact and the question of with whom to deal are relatively clear). Typical of contacts at this level are purchases of admission tickets at a ticket window.

The personal contacts are with employees within the college, but outside the immediate department. People contacted generally are engaged in different functions, missions, and kinds of work, e.g., representatives from various levels within the college...*and/or*...The contacts are with students or members of the general public, as individuals or groups, in a moderately structured setting (e.g.,

the contacts are generally established on a routine basis, usually at the college; the exact purpose of the contact may be unclear at first to one or more of the parties; and one or more of the parties may be uninformed concerning the role and authority of other participants).

The personal contacts are with individuals or groups from outside the college in a moderately unstructured setting (e.g., the contacts are not established on a routine basis; the purpose and extent of each contact is different and the role and authority of each party is identified and developed during the course of the contact). Typical of contacts at this level are those with persons in their capacities as attorneys, contractors; or representatives of professional organizations, the news media, or public action groups.

The personal contacts are with high-ranking officials from outside the college at state, national or international levels in highly unstructured settings (e.g., contacts are characterized by problems such as: The officials may be relatively inaccessible; arrangements may have to be made for accompanying staff members; appointments may have to be made well in advance; each party may be very unclear as to the role and authority of the other; and each contact may be conducted under different ground rules). Typical of contacts at this level are those with presidents of other organizations, nationally recognized representatives of the news media, members of Congress, leading representatives of mayors of large cities, State governors, or representatives of foreign governments.

11. Physical Demands (*check one*)

The work is sedentary. Typically, I sit comfortably to do the work. However, there may be some walking; standing; bending; carrying of light items such as papers, books, small parts; driving an automobile, etc. No special physical demands are required to perform the work.

The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching, or similar activities; recurring lifting of moderately heavy items such as personal computers and record boxes. The work may require specific, but common, physical characteristics and abilities such as above average agility and dexterity.

The work requires considerable and strenuous physical exertion such as frequent climbing or tall ladders, lifting heavy objects over 50 pounds, crouching or crawling in restricted areas and defending oneself or others against physical attack.

12. Work Environment (*check one*)

The work environment involves everyday risks or discomforts which require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, and residences or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals, etc. The work area is adequately lighted, heated and ventilated.

The work involves moderate risks or discomforts which require special safety precautions, e.g., working around moving parts, carts, or machines, with contagious diseases or irritant chemicals, etc. Use of protective clothing or ear such as masks, gowns, coats, boots, goggles, gloves or shields may be required.

The work environment involves high risks with exposure to potentially dangerous situations or unusual environmental stress which require a range of safety and other precautions, e.g., working at great heights under extreme outdoor weather conditions, subject to possible physical attack, or similar situations where conditions cannot be controlled.

13. Does your job require a certificate or license ? yes no

If yes, what is it?

15. Comments

EMPLOYEE SIGNATURE

DATE

The following section to be completed by the employee's supervisor:

1. Supervision Given to the Employee (check one)

For both one-of-a-kind and repetitive tasks I give the employee clear, detailed and specific instructions. The employee works as instructed and consults with me on all matters not specifically covered in the original instructions or guidelines. The work is closely controlled either through the structured nature of the work itself or the circumstances in which it is performed. I may check the progress of the work or review the completed work for accuracy, adequacy, and adherence to instructions and established procedures

I provide continuing or individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines, and priority of assignments. I provide additional, specific instructions for new, difficult, or unusual assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems, and unfamiliar situations not covered by instructions to me for decision or help. I assure that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments

I make assignments by defining objectives, priorities, and deadlines and I assist the employee with unusual situations which do not have clear precedents. The employee plans and carries out the successive steps and handles problems and deviations in the work assignment in accordance with instructions, policies, previous training, or accepted practices in the occupation. Completed work is usually evaluated for technical soundness, appropriateness, and conformity to policy and requirements. The methods used in arriving at the end results are not usually reviewed in detail

I set the overall objectives and resources available. The employee and I, in consultation, develop the deadlines, projects, and work to be done. The employee having developed expertise in the line of work, is responsible for planning and carrying out the assignment, resolving most of the conflicts which arise, coordinating the work with others as necessary, and interpreting policy on his/her own initiative in terms of established objectives. In some assignments, the employee also determines the approach to be taken and the methodology to be used. The employee keeps me informed of progress, potentially controversial matters, or far-reaching implications. Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results

I provide administrative direction with assignments in terms of broadly defined missions or functions. The employee has the responsibility for planning, designing, and carrying out programs, projects, studies or other work independently. Results of the work are considered as technically authoritative and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence of the overall program, or the contribution to the advancement of technology. Recommendations for new projects and alteration of objectives are usually evaluated for such considerations as availability of funds and other resources, broad program goals or priorities

2. Guidelines Provided to the Employee (*check one*)

Specific, detailed guidelines covering all important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines. I must authorize deviations

Procedures for doing the work have been established and a number of specific guidelines are available. The number and similarity of guidelines and work situations requires the employee to use judgment in locating and selecting the most appropriated guidelines, references, and procedures for application, and in making minor deviations to adapt the guidelines in specific cases. The employee may also determine which of several established alternatives to use. Situations to which the existing guidelines cannot be applied or significant proposed deviations from the guidelines are referred to me

Guidelines are available, but are not completely applicable to the work or have gaps in specificity. The employee uses judgment in interpreting and adapting guidelines such as policies, regulations, precedents, and work directions for application to specific cases or problems. The employee analyzes results and recommends changes

Administrative policies and precedents are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use. The employee uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies

Guidelines are broadly stated and nonspecific, e.g., broad policy statements and basic legislation which require extensive interpretation. The employee must use judgment and ingenuity in interpreting the intent of the guides that do exist and in developing applications to specific areas of work. Frequently, the employee is recognized as a technical authority in the development and interpretation of guidelines

3. Comments:

SUPERVISOR SIGNATURE_____ **DATE**_____