JOB FAMILY CONCEPT

This family consists of five levels of research management work. Levels are distinguished based on the complexity of the work, level of supervision received, degree of autonomy, budget complexity and authority, the impact of recommendations or decisions on the organizational unit's policies and programs, degree of sensitivity and scrutiny, and organizational structure. This job family is distinguished from other professional or specialist job families by the primary responsibility for unit management and increased accountability. This job family is distinguished from supervisory levels of other families by the greater degree of responsibility of organizing, planning and leading a research department, managing a larger staff, and serving as a strategic advisor. It is distinguished from other management job families by the responsibility for managing a broad range of functions in an area which requires a broad knowledge base in research. Positions in this family direct, manage, supervise and coordinate research activities and operations including the following:

- Organize department and determine department mission, vision and goals
- Strategic and long-range planning and implementation
- Analysis and interpretation of rules and regulations
- System, program, policy and procedure development
- Staff selection, training, evaluation, supervision and performance management
- Create and manage budgets

TYPICAL FUNCTIONS

The typical functions listed are typical examples of work performed by positions in this job classification. Not all functions assigned to every position are included, nor is it expected that all positions will be assigned every typical function.

- Direct, motivate, and manage the diverse functions and activities of staff and subordinate units/departments
- Develop and implement rules, regulations, processes, policies and procedures, ensuring necessary administrative actions and directives are carried out
- Develop, implement, manage, and assess research programs
- Develop, manage, analyze, and administer budgets
- Prepare, develop, or assist with annual budget projections and "what if" scenarios
- Advise senior administrator(s) of budget projections, problems, and adjustments
- Review past budgets and project future needs
- Create and implement long range and strategic plans
- Incorporate or coordinate unit plans with larger unit plans
- Develop, establish, and implement priorities, goals, strategic focus, and direction of unit/department
- Communicate priorities and goals to staff and subordinate units/departments
- Commit the organization to major obligations and expenditures

- Ensure compliance with applicable rules, regulations, processes, policies, and procedures
- Participate in grant development and ensure compliance with reporting requirements
- Identify unit/department needs and make recommendations to executive management
- Identify processes for improvement, and direct changes to processes
- Promote efficient functioning and/or continuous improvement in services and/or operations
- Prepare, analyze, and approve management reports
- Formulate responses to inquiries from internal and external entities
- Represent the unit/department and/or University in response to inquiries from internal and external entities
- Act as signature authority for all documents and expenditures on behalf of senior administrator(s) for unit/department
- Advise senior administrator(s) of administrative operations and potential and/or actual items of concern
- Analyze and resolve far-reaching, complex problems
- Manage, analyze, and assess liabilities as they relate to unit/department
- Determine and implement course of action for meeting goals and objectives
- Represent the unit and senior administration on committees, to the public and with other units
- Explain, interpret and/or provide guidance on matters related to the unit's endeavors to students, staff, faculty, and the public
- Mediate interpersonal or interdepartmental conflict
- Maintain confidentiality on a variety of sensitive issues
- Manage facilities regarding maintenance, property control, and capital improvements
- Serve as subject-matter expert
- Advise senior management on items as they relate to industry trends and best practices

LEVELS AND COMPETENCIES

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

Level 1 **Grade 81**
PCLS: 05030 **Exempt**

Descriptors

Work is performed under general direction. Direct a research unit and budget that are small in complexity* AND scope*. Responsible for an important component of a comprehensive specialized program. Plans and performs the administration of research program activities. Involved in the day-to-day research activities of the research program and performs professional duties related to the program. In conjunction with higher level managers and/or senior administrator(s), develops

and participates in the planning process. Decisions made at this level will not impact the policy of another unit. May write grants.

Knowledge, Skills, and Abilities
Knowledge of research administration. Knowledge of programs. Knowledge of strategic, short and long range planning processes. Research program/project management skills. Excellent public speaking, customer service, tact, diplomacy and persuasion skills. Ability to analyze information. Ability to communicate effectively in person and in writing. Ability to manage budget and personnel. Ability to build successful teams. Ability to resolve interpersonal conflict. Ability to analyze complex situations and propose viable solutions and courses of action. Ability to define appropriateness of requests.

Education and Experience
Bachelor's degree in relevant field and three years progressively responsible research experience, or an equivalent combination of training and experience.

Level 2 **Grade 82**
PCLS: 05031 **Exempt**

Descriptors
Work is performed under general direction. Direct a research unit and budget that is moderate in complexity* OR scope*. Responsible for multiple components of a comprehensive or specialized program. Respond to requests for information from external constituencies, including deciphering requests and providing accurate information to correctly address requests. Creates reports for use in executive level meetings. Identify financial needs and write grants to secure funding. Negotiate contracts, agreements and partnerships with outside agencies and organizations. In consultation with higher level managers, recommend new program creation, participate in creating new programs, develop processes and participate in the planning process. This level is distinguished from the lower level by the increased latitude to commit the unit/department to expenditures, increased latitude to determine priorities, and involvement in responding to requests for information. Decisions made at this level may impact the policy of another unit.

Knowledge, Skills, and Abilities
Same as level one, plus: Knowledge of research grant processes. Knowledge of program design. Negotiation skills. Ability to decipher requests for information and formulate appropriate responses to such requests. Ability to synthesize information from multiple sources to create comprehensive reports. Ability to develop and implement policy. Ability to make complex decisions that may not be favorable to all parties. Ability to resolve interdepartmental conflicts.

Education and Experience
Bachelor's degree in relevant field and five years progressively responsible research experience, or an equivalent combination of training and experience.

Level 3 **Grade 83**
PCLS: 05032 **Exempt**

Descriptors
Work is performed under long-range research administrative direction. Direct a unit and budget that are moderate in complexity* AND scope*, which may be mission critical to the program or unit. Act as a sounding board for unit executive management, and provide advice on industry trends and best practices. Act on behalf of executive management in their absence. In conjunction with executive management, set direction for larger reporting unit. Participate in the accreditation process on the behalf of the unit. Recommend and create new programs, develop processes, and participate in the planning process. Respond to requests for information from external constituencies, including deciphering requests and providing accurate information to correctly address requests. Identify financial needs and write research grants to secure funding. Negotiate partnerships, agreements, and contracts with external organizations and agencies. This level is distinguished from the lower levels by the significance of serving as a sounding board for executive management, participating as a research management representative in the accreditation process, and the responsibility for independently developing, recommending, and creating new programs and policies free from supervisor's review.

Knowledge, Skills, and Abilities
Same as level two, plus: Knowledge of the accreditation process. Knowledge of industry best practices and trends. Public administration skills. Ability to develop and initiate sound recommendations to executive management. Ability to recommend process improvements. Ability to formulate response to inquiries. Ability to identify larger unit to address requests for information when necessary. Ability to create and implement effective long range and strategic plans. Ability to develop and recommend programs/projects. Ability to balance needs of department and the needs of the university.

Education and Experience
Bachelor's degree in relevant field and six years progressively responsible research experience, or an equivalent combination of training and experience. Advanced degree preferred.

Level 4 **Grade 84**
PCLS: 05033 **Exempt**

Descriptors
Work is performed under long-range research administrative direction. Direct or manage a major research unit and budget that are large in complexity* OR scope*, which may include a unit that has significant mission critical MAU wide impact. Responsible for a comprehensive unit that has multiple research operations, programs or projects. Act on behalf of executive management in their absence. Set direction and policies for larger reporting unit. Interprets and applies applicable policies and regulations. Creates research reports or prepares documents for consideration that impacts funding or strategic planning. Participate in the accreditation process on behalf of the research unit. Recommend and create new research programs, develop research processes, and

participate in the research planning process. Respond to requests for information from external constituencies, including deciphering requests and identifying appropriate staff to provide response to request. Identify financial needs and write research grants to secure funding. Works with external organizations and agencies in negotiating partnerships, agreements, and contracts. This level is distinguished from the lower levels by the impact decisions have on the MAU, the authority to regularly act on behalf of executive management, and the increased responsibility for setting direction and policies for larger reporting unit.

Knowledge, Skills, and Abilities
Same as level three, plus: Extensive knowledge of processes to understand how activities affect MAU. Increased depth and breadth of knowledge and accountability in unit operations. Expert planning and leadership skills. Strong public administration skills. Ability to mediate conflict and motivate. Ability to identify, organize, plan and allocate resources.

Education and Experience
Master's degree in relevant field and five years progressively responsible research experience, or an equivalent combination of training and experience.

* **Complexity:** Refers to higher level interpretation of and diversity of rules and regulations (e.g. Federal, State and University policies and regulations, state statutes and laws, funding sources, contracts). Complexity increases as the application, interpretation, and frequency of working with these rules and regulations increases. Complex positions typically work with external constituencies, multiple departments, faculty, and campuses. Complexity increases as positions more frequently work with these entities. Complexity increases as positions manage more diverse functional units which require increased breadth or depth of knowledge.

***** **Scope:** Refers to the impact that a unit/department has on the university or those it impacts, or the size of the organization. Scope also refers to the impact of recommendations or decisions a position has on policies and programs, and the political sensitivity or scrutiny of the unit/department. Functional departments within the Administrative Management family are ones that are responsible for a distinct service which has a cohesive staff that can easily share and transfer ideas, knowledge and contacts. Common functional areas include communications, finance, human resources, development, IT, etc.

** **Lead:** Provide day-to-day guidance, training and direction for staff in addition to other duties. Regularly assign and review work. Is fluent in assigned area of responsibility.

****** **Supervise:** Hire, train, evaluate performance and initiate corrective action.

******* Exemption status determined on a case-by-case basis. Essential functions of each job will be reviewed and evaluated in accordance with Fair Labor Standards Act regulations.