



Administrative Classification and Compensation Structure

Updated June 2019

Introduction

Facing the competitive challenges for students and faculty and, at the same time, executing our long-term strategies for institutional growth and financial solvency, Human Resources has developed a management process for the selection, development, and retention of high potential talent at The New School.

This presentation describes our approach to “talent management” and our ability to support both Deans and Officers in managing the career progression and development of their high potential employees.

There are six elements to our talent management approach:



While high performance is a pre-requisite of high potential, many high performers do not reach their full potential due to their lack of engagement with the university and/or their lack of understanding how they can advance their career .

Classification System Objective

Install a fair and rational compensation system for the Administrative Jobs across the University that will provide

- **objective criteria for management decisions regarding employee pay**
- **support for the recruitment and retention of highly qualified employees**

Job Evaluation Methodology: Guiding Principles

- ✓ **Responsive to the market and anchored by labor market data**
- ✓ **Not time-consuming to administer since resources are limited and overhead has to be reasonable**
- ✓ **A single approach that is universal across all divisions and departments**
- ✓ **Understandable and simple to describe with clear intent**
- ✓ **Flexible in recognizing internal variability among the schools**

Design Model

Identify benchmark positions for use in market assessment

```
graph TD; A[Identify benchmark positions for use in market assessment] --> B[Conduct external market assessment to develop broad compensation ranges]; B --> C[Develop career path structure to manage the career progression of high potential employees];
```

Conduct external market assessment to develop broad compensation ranges

Develop career path structure to manage the career progression of high potential employees

Career Paths: Progression Opportunities

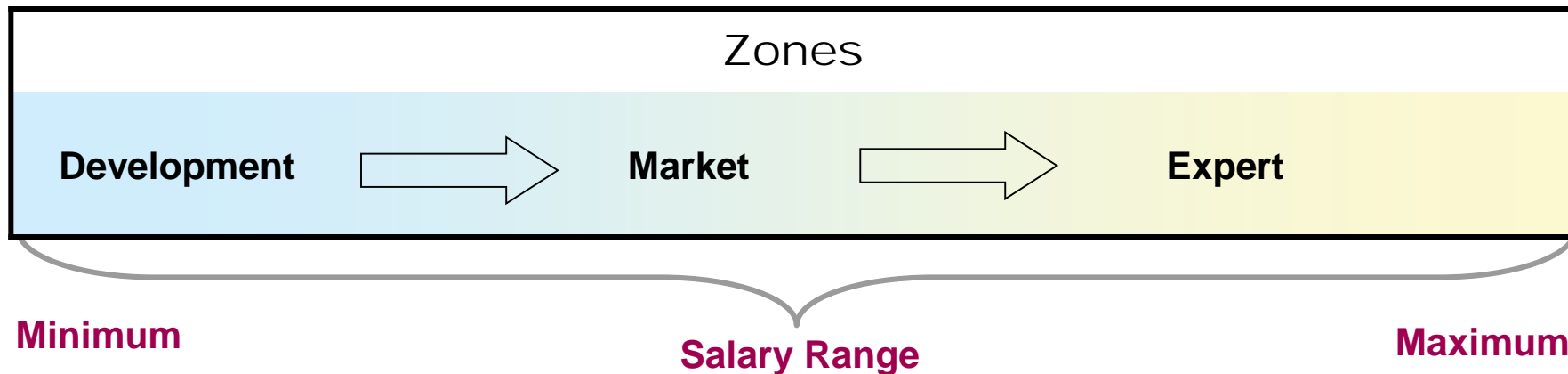


LEVEL OF CAREER PATH	ACADEMIC ADMINISTRATION CAREER PATH	MANAGEMENT CAREER PATH	PROFESSIONAL CAREER PATH	SUPPORT CAREER PATH
Seven	Dean (School), Vice Dean, Vice Provost	Vice President, Associate VP, Assistant VP	Licensed and/or Board Certified Professional, Principal Contributor	
Six	Associate Dean, Assistant Provost	Senior Director	Senior Contributor	
Five	Assistant Dean, Program Director	Director	Contributor	
Four		Associate Director, Assistant Director, Senior Manager	Assistant/Associate Contributor	
Three		Manager	Senior Specialist	Coordinator II, Program Administrator
Two			Specialist	Coordinator I, Program Assistant
Entry			Lab Supervisor	

Salary Bands: Growth/Progression



The goal should be to manage salaries around the market portion of the range, which serves as the competitive territory for the job

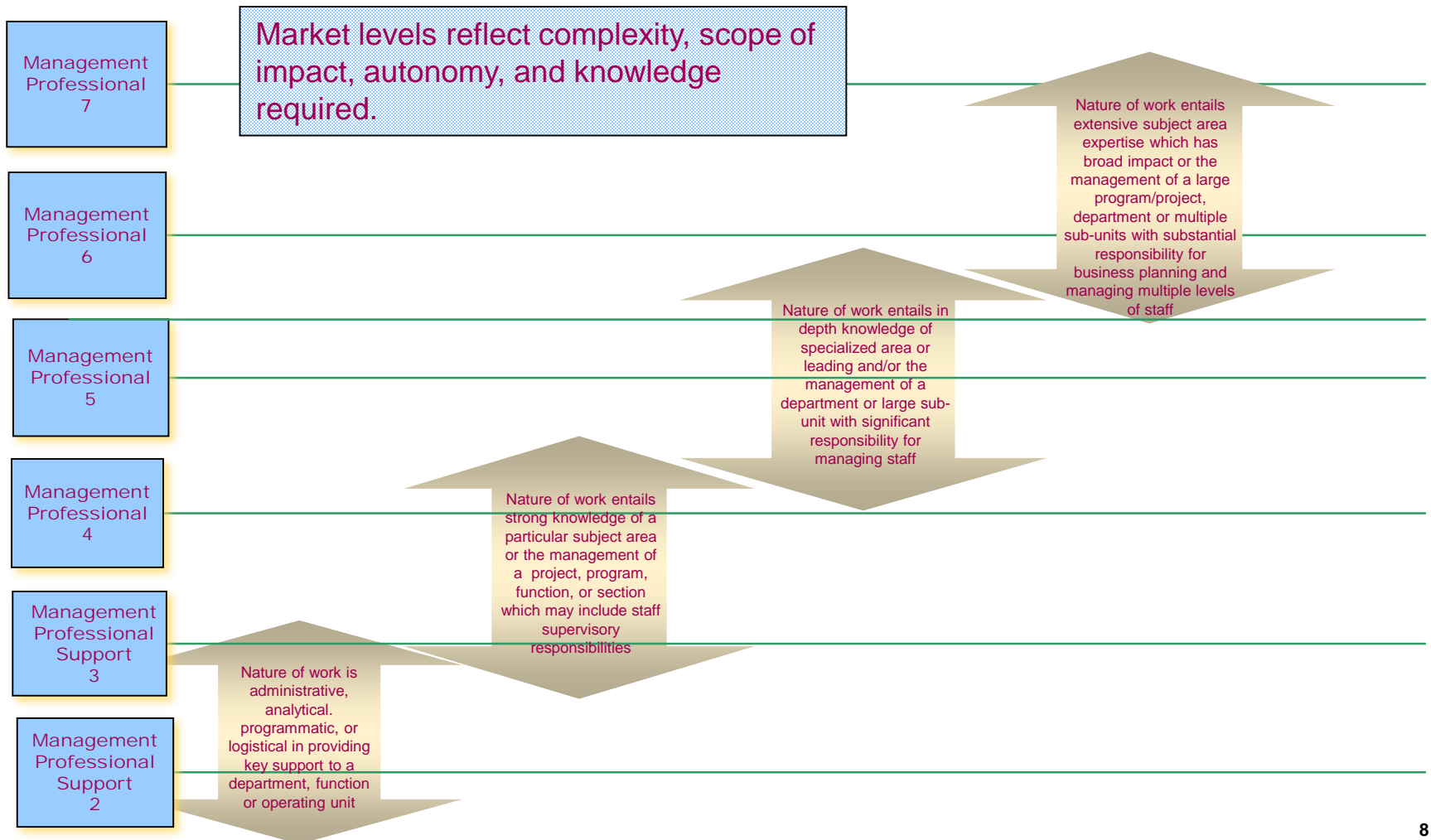


Development	Market	Expert
Basic understanding of work fundamentals while learning to master the broader job elements	Assignments covering full range of duties with ability to carry them out in an acceptable manner	Advanced understanding of all or most areas of the job and regarded as a key resource among others
Regular process checks or review of output to ensure appropriateness	Increasing independence where guidance is received only on unusual or complex problems	Outstanding skill sets and a history of strong and sustained performance
		Considerable latitude in determining approaches to solutions



Salary Bands: Market Level Definitions

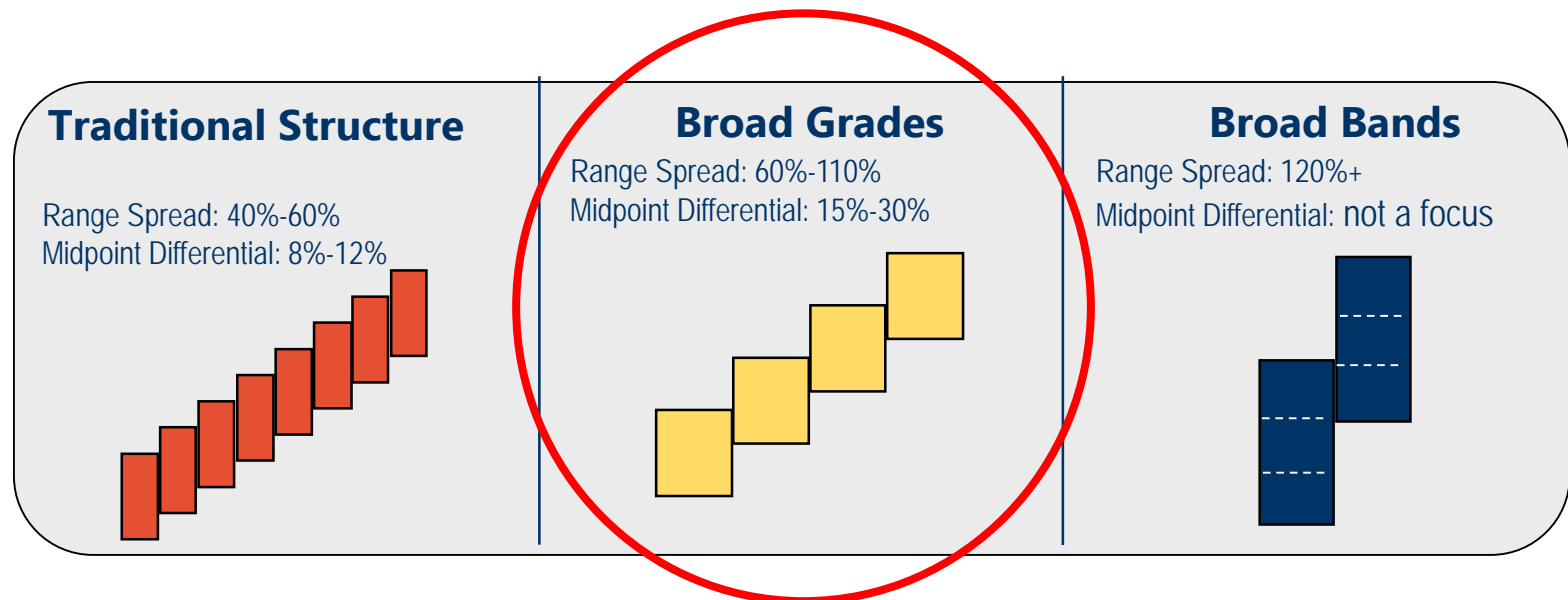
Broad market level definitions have been defined that may be applied across job families to ensure rational treatment and consistency





Salary Bands: Pay Structure Design

- The adoption of broad grades best reflect the University's compensation philosophy
 - An appropriate number of grades to recognize notable differences in jobs
 - Control points that carry meaning in capturing the market value of the jobs
 - Moderately wide ranges to allow the divisions and departments flexibility in managing pay within reasonable limits



Salary Bands: Market Driven Compensation



CAREER PATH	BASE SALARY/RATE		
Competitive Salary Range	Minimum	Midpoint	Maximum

We have designed wage bands that align with the levels of our career paths, and will adjust the bands based on changes within our competitive markets.

In general, entry level employees will be compensated toward the minimum, employees with 5 to 7 years of successful performance will be at or near the midpoint, and highly experienced and high performing employees will be compensated toward the maximum.

Compensation Bands: Market Driven Compensation



CAREER PATH	BASE RATE PER HOUR		
HOURLY	Minimum	Midpoint	Maximum
Seven	\$57.00/hr	\$95.80/hr	\$134.60/hr
Six	\$45.00/hr	\$76.05/hr	\$107.15/hr
Five	\$36.00/hr	\$60.05/hr	\$84.10/hr
Four	\$30.00/hr	\$49.35/hr	\$68.70/hr
Three	\$23.50/hr	\$38.40/hr	\$53.30/hr
Two	\$20.00/hr	\$32.00/hr	\$44.00/hr
Entry	\$17.50/hr	\$26.25/hr	\$35.00/hr
CAREER PATH	BASE SALARY (Full-time at 35 hours per week)		
SALARIED	Minimum	Midpoint	Maximum
Seven	\$103,500	\$174,250	\$245,000
Six	\$82,000	\$138,500	\$195,000
Five	\$65,500	\$109,250	\$153,000
Four	\$58,500*	\$89,800	\$125,000
Three	\$58,500*	\$69,900	\$97,000
Two	\$58,500*	\$58,500*	\$80,000
Entry	N/A*	N/A*	N/A*

* NY State minimum salary amount is \$58,500 (\$32.14/hour). Salary midpoint is not applicable to Career Path Two.



Knowledge and Skill Progression

We analyzed the entry requirements and essential duties for a sample of jobs within each career path and each job family, examining the following factors:

- Reporting Relationship
- Budget Authority
- Scope of Leadership
- Impact
- Policy and Procedure Authority
- Management Breadth
- Approvals Required

We discovered that there were similarities in most factors across the job families within each career path/salary band. The primary differences were found in the type of administrative work (e.g., academic, central, or program/project) and the type of management oversight (e.g., people, processes, and/or projects).

We identified the essential duties of selected roles used in our competitive market study, and discovered that the complexity and impact of essential duties within a specific band were similar across the four career paths (academic administration, management, professional, and support).

Knowledge and Skill Progression



Career Path	Essential Duties
<p>Seven</p>	<ul style="list-style-type: none"> • Reports to a Dean or Officer of a central department or school , and represents the Dean or Officer in his/her absence • Contributes significantly to the development of central department or school strategies, and oversees execution of initiatives and programs based on those strategies and priorities • Assumes broad authority and responsibility to formulate, approve and implement policies within a central department or school , and participates in cross-functional policy development that may have consequences for multiple central departments and/or schools • May have responsibility for external relations with appropriate groups and stakeholders • Directs efforts to identify and solve multifaceted problems that impact the management and direction of a central department or school • Provides leadership and direction through Directors , Senior Managers or Senior Contributors and/or leads cross-departmental or multidisciplinary teams and/or oversees highly complex projects or work processes within a central department or school • Directs the allocation of resources to meet financial, program and/or project objectives within the central department or school; has signature authority for a defined budget area • Serves as thought leader within a strategic discipline or function

Knowledge and Skill Progression



Career Path	Essential Duties
Six	<ul style="list-style-type: none"> • May report to a Dean/Officer OR Senior Director/Principal Contributor within a central department or school • Contributes to the development of central department or school strategies; formulates and executes initiatives and programs based on those strategies and priorities • Delegated authority and responsibility to implement policies within a central departmental or school; consults with manager on major policy changes affecting other departments or schools. • May represent a central department or school on cross-functional policy development that impacts multiple central departments or schools • Anticipates internal or external issues that may impact programs or work processes, and works with others to resolve problems or improve services accordingly • Provides leadership and direction through managers or individual contributors and/or participates on cross-departmental or multidisciplinary teams and/or directs complex projects or work processes • May allocate resources to meet financial, program and/or project objectives within the central department or school; may have signature authority for a defined budget area • Serves as an expert within a strategic discipline or function
Five	<ul style="list-style-type: none"> • May report to a Dean/Officer OR Senior Director/Principal Contributor within a central department or school • Contributes to the identification of central department or school priorities; executes initiatives and programs based on established strategies and priorities • Delegated authority and responsibility to implement policies within area of responsibility; consults with manager on major policy changes affecting functions within a central department or school. • Interprets internal or external challenges that may impact programs or work processes within a central department, function, or school, and works independently or with others to improve the execution of programs or work processes accordingly • Provides direction through managers or individual contributors /specialists and/or participates on multidisciplinary teams within a central department or school and/or executes program or project activities, and/or critical work processes • Has limited authority to allocate resources to meet financial, program and/or project objectives within the central department or school; has limited signature authority for a defined budget area • Demonstrates specialized depth and/or breadth of expertise in own and related disciplines/functions

Knowledge and Skill Progression



Career Path	Essential Duties
<p style="text-align: center;">Four</p>	<ul style="list-style-type: none"> • Reports to a Senior Director or Principal Contributor within a central department or school • Makes decisions that are guided by central department or school priorities, policies, and procedures, • Delegated responsibility to implement policies and procedures within area of responsibility; consults with manager on all policy changes affecting his/her function within a central department or school. • Applies knowledge of best practices to execute initiatives, programs, and/or work processes within a function of a central department or school, and works independently or with others to improve the execution of programs or work processes accordingly • Provides direction through assistant/associate managers and specialists and/or provides technical guidance to program or project managers within a central department or school and/or executes programs, projects or work processes • Demonstrates broad knowledge and complex skills within own discipline/function
<p style="text-align: center;">Three</p>	<ul style="list-style-type: none"> • Typically reports to a Senior Director or Principal Contributor within a central department or school • Performs routine assignments against established short-term objectives, time frames, or budgetary parameters OR acts as a team leader in setting priorities and coordinating the work of others. • Analyzes possible solutions using standard procedures or solves complex problems, which are likely to involve some investigation and data gathering. • Understands key organizational drivers that influences the execution of initiatives, programs, and/or work processes within a function of a central department or school • Provides direction to entry level specialists and coordinators and/or provides technical guidance to program or project managers within a central department or school and/or executes tasks within programs, projects or work processes • Demonstrates level of knowledge and skills within own discipline/function to consistently meet or exceed program or project requirements



Knowledge and Skill Progression

Career Path	Essential Duties
Two	<ul style="list-style-type: none">• Typically reports to a Senior Director or Principal Contributor within a central department or school• Uses existing precedents or procedures to solve routine problems or improve work processes• Applies general knowledge of a central department or school to complete small projects with a limited degree of supervision• May provide technical guidance to program or project managers within a central department or school and/or executes routine assignments within programs, projects or work processes• Demonstrates level of knowledge and skills within a specific activity, process or function to consistently meet or exceed program or project requirements
Entry	<ul style="list-style-type: none">• May report to various levels of management or professional level employees• Works within established procedures with a moderate amount of supervision• Performs a variety of day-to-day activities, and solves typical problems that can occur in own work area• Develops knowledge and skills to perform successfully in the role

The essential duties listed represent responsibilities associated with roles within the level of the career path and salary band, and do not include specific duties and annual performance objectives required for the unique job within the administrative department or function.



Career Paths: Development Opportunities

BAND	POTENTIAL AREAS OF DEVELOPMENT
SEVEN	<ul style="list-style-type: none"> • Attends seminars, courses and workshops for executive or senior managers • Participates in external networking groups • Presents at national, regional, state and local events and academic or professional venues • May serve on boards of nonprofit organizations or leadership in professional organizations
SIX	<ul style="list-style-type: none"> • Attends seminars, courses and workshops for senior managers • Participates in external networking groups and other professional development conferences • Presents at national, regional, state and local events and academic or professional venues • May serve on boards of nonprofit organizations • May participate in executive coaching and/or serve as a University mentor • Attends University Senior Staff meetings
FIVE	<ul style="list-style-type: none"> • May participate in an internal mentoring program • Attends seminars, courses, workshops and internal training programs for middle managers, including performance management, legal liability and other e-learning programs. • Participates in select networking groups and professional associations • May present at professional events • Participates in University committees, and may chair or lead a University committee • Attends University Senior Staff meetings
FOUR	<ul style="list-style-type: none"> • May participate in an internal mentoring program • Attends seminars, courses, workshops and internal training programs for new managers, including performance management, legal liability and other e-learning programs • Participates in select networking groups and professional associations • May present at professional events
THREE	<ul style="list-style-type: none"> • Attends courses and workshops related to skill building and performance management • Attends internal training programs for new managers, including performance management and other e-learning programs
TWO	<ul style="list-style-type: none"> • Attends courses related to skill building (e.g. time management, project management, writing skills) • Attends internal training programs for all employees
ONE	<ul style="list-style-type: none"> • Attends internal training programs for all employees (e.g. customer service training, understanding the structure of the University)