CSU The California State University

Classification and Qualification
STANDARDS

Administrative Support Series

Class Title	Class Code	Range Code	Date Revised	FLSA
Administrative Support Assistant I	*1032*	*1*		*Non-Exempt*
Administrative Support Assistant II	*1032*	*2*		*Non-Exempt*
Administrative Support Coordinator I	*1035*	*1*		*Non-Exempt*
Administrative Support Coordinator II	*1035*	*2*	*06-01-2013*	*Non-Exempt*

Classification Standard Reformatted: 06-01-2013

OVERVIEW:

The administrative support series is comprised of two progressive classifications focusing on general office support and coordination, and secretarial and administrative support work. Each classification has two position skill levels: Position Skill Level I and Position Skill Level II.

♦ *Administrative Support Assistant* – Positions in this classification perform the full range of clerical, secretarial, and general office support functions at varying levels of complexity. Projects are generally of limited to medium scope. At the higher skill level, positions may provide work direction or act as a lead to lower level staff and perform some limited administrative duties.

♦ *Administrative Support Coordinator* – Positions in this classification are distinguished by the administrative nature and scope of the support work performed, and often, ongoing work coordination and/or lead responsibilities with notable accountability for the work results of other support staff. The administrative work performed is usually operational and procedural in nature. Work is often project oriented involving the full scope of activities and accountability from planning, initiation, execution, and coordination to implementation and evaluation. Interpersonal contacts are varied and often at the higher level and tend to involve a broad range of problem solving activities.

Work functions in this series focus on general office and administrative support and/or clerical, secretarial, operational, and/or procedure coordination. The examples of activities noted below cover the full range of work that is encompassed within the series. At the higher level within the series, more substantial administrative support functions and coordination responsibilities are performed. In addition, some administratively related analytical work may be performed. Positions that are primarily analytical or strictly administrative in nature with a focus on programs and policies, and which require a professional foundation and substantial analytical judgment, are not appropriate for this series.

CORE FUNCTIONS:

Positions classified within the Administrative Support Series have varying levels of direct responsibility for supporting, contributing to, coordinating, and/or leading general clerical, secretarial, and administrative support to an academic program or administrative office that serves students, faculty, staff, and/or other university constituents. Typical work activities within the series fall into the following core functional areas:

♦ Office Support – Performing standard clerical and secretarial work such as processing standard and electronic mail; preparing and composing correspondence, reports, and other documents; creating and maintaining standard and electronic records and files and recordkeeping systems; arranging meetings and events; making travel and other arrangements; ordering and maintaining supplies; troubleshooting office technology problems and systems; and performing other general office support and maintenance activities.

♦ Information Gathering and Analysis – Maintaining, gathering, and analyzing data and information for various purposes including tracking, monitoring, coordinating and/or compiling department activities, programs, or events, budgets, and financial data; compiling and preparing various reports; and using and maintaining office support technology and systems such as word processing, desktop publishing, spreadsheets, and databases to produce results.

♦ Communication and Interaction with Others – Interacting with a variety to campus and community constituents including: working with students, faculty, and staff to assist them or resolve problems; networking to build campus relationships to expedite work and projects; coordinating work and projects; and serving as a primary contact and/or resource to outside parties, such as vendors or governmental agencies, and/or to top level administrators.

♦ Administrative Support and Office Coordination – Performing administrative duties in support of work unit operations and coordinating work activities including: setting up and maintaining office procedures related to a specific academic program or administrative office; developing documents involving the use of software features such as charts, tables and graphics; providing lead work direction and coordinating unit work flow; performing administrative duties and/or project work and coordination related to programs, policies, and procedures; organizing and arranging special events; and related activities.

♦ Academic Program Support – Providing academic program support including: providing academic or program office coordination; tracking, monitoring, coordinating, and/or compiling department or program budgets; providing administrative support to faculty, such as assisting in program development and planning; responding to and/or directing student inquiries related to academic requirements; researching, troubleshooting, and resolving academic related problems for students and faculty; developing class and related schedules; and coordinating academic related projects such as program accreditation and grant applications.

POSITION SKILL LEVELS:

Two position skill levels are defined for each of the classifications within the series. Progression from one skill level to the next within a classification is referred to as an in-classification progression. Advancement from the Administrative Support Assistant classification to the Administrative Support Coordinator classification is a re-classification. The factors used to determine position skill level include:

♦ Complexity, scope, and diversity of work

♦ Level, type and scope of knowledge and skills required to perform work

♦ Autonomy exercised and level of supervision received in performing work

♦ Overall accountability for work results

♦ Level of judgment and discretion applied in performing work

♦ Level of problem solving and related thinking skills required to perform work

♦ Level of ingenuity and creativity exercised

♦ Level and diversity of contacts and interactive capabilities required

A position is placed at a skill level based on where the majority and/or critical position skill requirements fall in relation to the position skill level definitions. Position responsibilities and their associated skill requirements are defined by management. It is important to note that the position skill level definitions do not delineate entry requirements at each level, but are composites of the typical position at each level. Entry qualifications are defined for each of the two classifications in the series. Further progression within each classification and the

series depends first, on the need for a position at that skill level, second, on the requirements of the work, and third, on an employee's demonstrated and applied skills and abilities.

ADMINISTRATIVE SUPPORT ASSISTANT

Administrative Support Assistants are primarily responsible for providing varying levels of general office, clerical, and secretarial support for students, faculty, and staff. The full range of work activities includes processing mail, maintaining files and records, scheduling and arranging appointments, providing budget support, processing of documents and records, gathering data, preparing standard reports, and interacting with and solving problems for work unit customers and staff. Incumbents in this classification tend to support a function or department, but may support a particular person(s). Positions at the higher skill level may also have coordination and/or lead work direction responsibilities.

Incumbents assigned to this classification may be required to use a variety of office support technology and systems including: one or more word processing and spreadsheet packages; use of a mainframe computer to enter data and generate reports; maintenance of a workstation or PC-based database; and use of electronic and voice mail.

ENTRY QUALIFICATIONS:

Entry to this classification requires fundamental written and oral communication skills, including a sound foundation in English grammar, spelling, and punctuation; an ability to understand standard office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic mathematical calculations; and typing and keyboard skills.

These entry qualifications would normally be obtained through completion of a high school program or its equivalent and some experience in an office environment.

POSITION SKILL LEVEL I
Typical nature of work assignments:

♦ Clerical work assignments up to moderate complexity, with relatively short work cycles, involving independently implementing standard clerical procedures and practices.
♦ Assignments are usually of narrow scope and may involve completing a component of a project.
♦ Typically no lead responsibilities, but may assist in training new staff members in procedures and coordinating work activities of less experienced individuals. Accountability is usually limited to own work assignments.
♦ Day-to-day work is initially performed with direct supervision and detailed instructions changing to an occasional review as more independence is achieved.
♦ Assignments involve limited use of discretion, judgment, and innovation. Policies and procedures are regularly referenced and applied.
♦ Assignments involve establishing and maintaining working relationships with others within and outside of the work group.

Typical knowledge and skill requirements:

♦ Basic knowledge of applicable university infrastructure, policies, and procedures.
♦ Working knowledge of English grammar, spelling, and punctuation.
♦ Ability to use standard office equipment.
♦ Ability to use standard word processing and related computer software packages.
♦ Ability to identify and solve standard problems and refer more complex problems to appropriate staff.
♦ Ability to perform basic mathematical functions.
♦ Fundamental writing and presentation skills to effectively communicate standard information.

♦ Ability to respond to routine inquiries and explain standard policies and procedures to others.

POSITION SKILL LEVEL II
Typical nature of work assignments:

♦ A full range of moderate to complex clerical and secretarial work assignments involving the use of judgment and discretion in support of an administrative or academic office or individual.

♦ Projects are usually of moderate scope and complexity, such as completion of smaller to medium scale projects or discrete components of larger projects.

♦ Day-to-day work is performed relatively independently with general instructions, except for new assignments.

♦ Own priorities are regularly set and multiple work priorities are managed. May help set priorities for others but primarily accountable for own work results.

♦ Assignments may include planning and coordinating clerical work activities and providing lead work direction and/or training and assistance to others in work processes and procedures.

♦ Assignments are varied involving the regular use of judgment and discretion. Courses of action are guide by some interpretation of policies and procedures.

♦ A variety of problems are addressed and practical, thorough, and at times, creative solutions are developed. Ingenuity may be used to adapt guidelines and procedures to meet new needs.

♦ Assignments and projects often involve coordinating with other work groups to gather routine information or solve problems.

In addition to Position Skill Level I knowledge and skill requirements, work assignments typically require:

♦ Experience to be proficient in performing most or all work assignments.

♦ General working knowledge of applicable university infrastructure, policies, and procedures.

♦ Thorough knowledge of office methods, procedures, and practices.

♦ Fluency in using standard office software packages.

♦ Thorough knowledge of English grammar, punctuation, and spelling.

♦ Ability to learn, interpret independently, and apply a variety of complex policies and procedures. Able to identify deviations from applicable policies.

♦ Ability to apply independent judgment, discretion, and initiative to address problems and develop practical, thorough and, at times, creative solutions.

♦ Ability to perform standard arithmetic functions of a transactional nature, including tracking and comparing data.

♦ Work often involves front line contacts with a variety of campus and community individuals requiring active problem solving and effective interpersonal skills.

♦ Demonstrated competence in effectively presenting standard information in writing.

♦ Demonstrated competence in understanding, interpreting, and communicating procedures, policies, information, ideas, and instructions.

ADMINISTRATIVE SUPPORT COORDINATOR
Administrative Support Coordinators are distinguished by the administrative nature and scope of support work performed and/or ongoing work coordination and/or lead responsibilities with notable accountability for the work results of support staff or unit administrative function. Administrative work is typically operational or procedural in nature relating to the program, office, or projects. Work is often of a project nature and may require specialized knowledge. Typically, incumbents are responsible for the full scope of project activities including initiation, execution, coordination, implementation, and evaluation. Incumbents may coordinate the office support for an entire academic, special program or administrative office, or for an administrative head to one of these offices.

Incumbents are expected to use general office equipment and a full range of office support technology and systems including: one or more word processing and spreadsheet packages; use of a mainframe computer and on-line systems to enter data and generate reports; maintenance of desktop databases; and use of electronic and voice mail. Some positions may require the use of desktop publishing packages with graphics capabilities.

ENTRY QUALIFICATIONS:

Entry to this classification requires a fully functional knowledge of and skill in standard office procedures and practices, as well as an ability to understand and operate in a variety of organizational structures. Additionally, incumbents are expected to have a thorough knowledge of English grammar, spelling, and punctuation and be able to clearly communicate orally and in writing. Some positions may require a knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.

These entry qualifications would normally be obtained through a high school program, technical/vocational program, or their equivalents combined with several years of related office work experience.

POSITION SKILL LEVEL I

Typical nature of work assignments:

♦ Coordination of the clerical and administrative support functions for an academic, special program or administrative office, and/or performance of the full range of secretarial and administrative support functions for an individual administrative head or small to medium-sized group.
♦ Assignments and projects are varied and complex with longer work cycles. Administrative support projects often involve coordinating, prioritizing, and monitoring through their completion with accountability for end results and work performed by others.
♦ Day-to-day work is performed independently under general supervision. Work is supervised in terms of overall accomplishments. Own priorities and often those of other support staff are regularly set.
♦ Common and unique problems are addressed using reasoning and judgment and to develop practical, thorough, and creative solutions**.**
♦ Often involved in planning and coordinating work in the unit and/or providing lead work direction and/or training and assistance to others.
♦ Work involves addressing a wide range of problems which requires interpreting policies and procedures and using ingenuity to put information together in new ways.
♦ Contacts involve coordinating and working with individuals at all levels within the organization, and may include providing training to all levels in standard office procedures.

Typical knowledge and skill requirements:

♦ Experience to be fully functional in all technical aspects of work assignments.
♦ Thorough, detailed knowledge of applicable university infrastructure, policies, and procedures.
♦ Thorough knowledge of English grammar, punctuation, and spelling.
♦ Thorough knowledge of office systems and ability to use a broader range of technology, systems, and packages.
♦ Ability to independently handle multiple work unit priorities and projects.
♦ Ability to apply independently a wide variety of policies and procedures where specific guidelines may not exist.
♦ Working knowledge of budget policies and procedures.
♦ Ability to perform standard business math, such as calculate ratios and percentages, track financial data, and make simple projections.
♦ Ability to draft and compose correspondence and standard reports.
♦ Ability to handle effectively a broader range of interpersonal contacts, including those at a higher level and those sensitive in nature.

POSITION SKILL LEVEL II

Typical nature of work assignments:

♦ Coordination of entire clerical and administrative support functions and/or performance of secretarial and administrative work in a large/complex academic, administrative or program office, and/or in a higher level administrative office.

♦ Administrative work often involves evaluation and recommendations related to operational and procedural matters.

♦ Work is performed independently under general direction related to goals.

♦ Large scale, complex projects with broad, visible impact that involve coordination with other departments are planned and executed. Project needs are identified, detailed plans are outlined, projects are initiated and coordinated, and work is delegated. Project is coordinated through initiation, execution, coordination, implementation, and evaluation.

♦ Support staff and work unit priorities are usually set. Full accountability for work flow and completion of work for the assigned support staff.

♦ Lead work direction, training, and guidance to others are provided. Work may involve assistance with work unit staffing decisions and input to performance evaluations.

♦ Multiple work unit projects and priorities are handled.

♦ Independent decisions on day-to-day operations are made. Specialized policies and procedures are interpreted and applied.

♦ A broad range of operational and procedural office and administrative problems which may at times require research, analysis, and evaluation of information may need to be solved. Ingenuity in developing solutions is required.

♦ Typically, assignments will require interaction at the highest levels within and outside the university, often in sensitive interpersonal situations.

In addition to Position Skill Level I knowledge and skill requirements, work assignments typically require:

♦ Comprehensive and detailed knowledge of the university infrastructure, policies, and procedures.

♦ Thorough mastery of English grammar, punctuation, and spelling.

♦ Expertise in using office software packages, technology, and systems.

♦ Ability to interpret and apply policies and procedures independently, and use judgment and discretion to act when precedents do not exist.

♦ Ability to troubleshoot most office administration problems and respond to all inquiries and requests related to work area.

♦ Ability to understand problems from a broader perspective and anticipate the impact of office administration problems and solutions on other areas.

♦ Ability to analyze operational and procedural problems and develop, recommend, and evaluate proposed solutions.

♦ Ability to perform business math, analyze budgetary data, and make accurate projections requiring some inference.

♦ Ability to effectively write and present own reports.

♦ Ability to effectively handle interpersonal interactions at all levels and handle highly sensitive interpersonal situations.

♦ Ability to use negotiation and persuasion skills to achieve results and expedite projects.