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Date: September 11, 1998

To: CSU Presidents

From: Samuel A. Srafac
Interim Senior Director
Human Resources

Subject: Administrative Support Series and Administrative Analyst/Specialist Classification – New Classification and Qualification Standards

Human Resources is pleased to announce the establishment of the Administrative Support Series and the Administrative Analyst/Specialist classification. These classifications have been incorporated into the California State Employees’ Association (CSEA) bargaining unit effective September 1, 1998; however, based on our agreement with CSEA, they will not be available for campus use until April 1, 1999. The new classifications and their position skill levels are listed below:

<table>
<thead>
<tr>
<th>Class Codes</th>
<th>Classification</th>
<th>Position Skill Levels</th>
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</thead>
<tbody>
<tr>
<td>1030-1032 *</td>
<td>Administrative Support Assistant</td>
<td>I and II</td>
</tr>
<tr>
<td>1033-1035 *</td>
<td>Administrative Support Coordinator</td>
<td>I and II</td>
</tr>
<tr>
<td>1036-1038 *</td>
<td>Administrative Analyst/Specialist</td>
<td>Non-Exempt, Exempt I, Exempt II</td>
</tr>
</tbody>
</table>

The new classifications replace existing Clerical Assistant I-IV, Department Secretary I-III, Secretary, Senior Secretary, Administrative Secretary, Executive Secretary and Administrative Operation Analyst I-III classifications. Implementation of the new classifications will be accomplished through a predetermined process that will move affected employees from the existing classifications into the new classifications effective April 1, 1999.

The following attachments are provided for your reference:
- Classification Standards and Transmittal Sheet (Attachment A)
- Memorandum of Understanding (Attachment B)
- List of Classifications to be Abolished (Attachment C)

*Separate class codes denote ten month, eleven month, and twelve month pay plans for each classification.

-Over-

Distribution: (All with Attachments)
Vice Presidents, Administration
Vice Presidents, Academic Affairs
Vice Presidents, Information Resources
Vice Presidents/Deans of Students
Vice Presidents, University Advancement
Associate Vice Presidents/Deans of Faculty

Human Resources Directors
Budget Officers
Benefits Officers
Payroll Managers
Employee Relations Designees
Affirmative Action Officers
Implementation Agreement Highlights and Process

Key components of the CSEA Memorandum of Understanding and information regarding the implementation process are summarized below:

- The Administrative Support Series and the Administrative Analyst/Specialist classification will be implemented according to the “Implementation Road Map.” This “Road Map” identifies the new equivalent classification and position skill level for each existing classification for implementation purposes. Effective April 1, 1999, employees classified in the “Existing Classifications” listed below will be moved to the appropriate classification under the “New Classification/Level” listed below.

<table>
<thead>
<tr>
<th>Existing Classification</th>
<th>New Classification/Level</th>
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<tbody>
<tr>
<td>Clerical Assistant I</td>
<td>Administrative Support Assistant I</td>
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<tr>
<td>Clerical Assistant II</td>
<td>Administrative Support Assistant I</td>
</tr>
<tr>
<td>Clerical Assistant III</td>
<td>Administrative Support Assistant II</td>
</tr>
<tr>
<td>Department Secretary I</td>
<td>Administrative Support Assistant II</td>
</tr>
<tr>
<td>Secretary</td>
<td>Administrative Support Assistant II</td>
</tr>
<tr>
<td>Clerical Assistant IV</td>
<td>Administrative Support Coordinator I</td>
</tr>
<tr>
<td>Department Secretary II</td>
<td>Administrative Support Coordinator I</td>
</tr>
<tr>
<td>Senior Secretary</td>
<td>Administrative Support Coordinator I</td>
</tr>
<tr>
<td>Department Secretary III</td>
<td>Administrative Support Coordinator II</td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>Administrative Support Coordinator II</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>Administrative Support Coordinator II</td>
</tr>
<tr>
<td>Administrative Operations Analyst I</td>
<td>Administrative Analyst/Specialist-Non-Exempt</td>
</tr>
<tr>
<td>Administrative Operations Analyst II</td>
<td>Administrative Analyst/Specialist-Non-Exempt</td>
</tr>
<tr>
<td>(See “Note” below)</td>
<td>Administrative Analyst/Specialist-Exempt I</td>
</tr>
<tr>
<td>Administrative Operations Analyst III</td>
<td>Administrative Analyst/Specialist-Exempt II</td>
</tr>
</tbody>
</table>

Note: No current employees will be moved to the Administrative Analyst/Specialist-Exempt I classification at implementation; however, it is available for use effective April 1, 1999.

- Employees moved on April 1, 1999, to one of the new classifications will have their base salary rates increased by 1.02% effective July 1, 1999, provided they are in one of the new classifications at that time. Funding for the 1.02% increase will be from available 1998/99 systemwide CSEA compensation pool funds already allocated to campuses.

- Reclassifications of positions in any of the classifications listed above (Existing or New) will not be permitted during the period of February 1, 1999 to May 31, 1999, to ensure accuracy of the classification data. This reclassification freeze will provide lead time for the April 1, 1999 implementation date.
• Reclassification requests dated, received, and not completed by the campus human resources office prior to the 4/1/99 implementation are to be reviewed based on the existing classifications and then moved to the new classifications pursuant to the “Implementation Road Map.” Human Resources Administration staff is planning information and training sessions on the new classifications to clarify how this process will work.

• As part of the CSEA Implementation Agreement, employees currently ineligible for a SBSI in existing classifications will remain ineligible for a SBSI in their new classifications after the implementation during fiscal year 1998-99. After FY 1998/99, employees in the new classifications will be eligible for future SBSIs under the terms of the MOU as long as they are below the SBSI maximum.

**General Information**

• A Technical Letter will be released later in the year outlining the payroll procedures to be followed for implementation of the Administrative Support Series and the Administrative Analyst/Specialist classification.

• Preliminary information on these new classifications will be provided this fall at various human resources meetings.

• Human Resources Administration staff will offer formal training after the first of the year to assist campus human resources personnel in implementing and using the new standards.

If you have questions regarding the new classifications or personnel related issues, please call Ron Hull (562/985-2653), Pamela Chapin (562/985-2652), or Gina Caywood (562/985-2654).

SAS/rh/pc
Attachments
THE CALIFORNIA STATE UNIVERSITY
POSITION CLASSIFICATION AND QUALIFICATION STANDARDS

Human Resources
Transmittal Sheet No. 243
September 11, 1998

Attached are new Classification and Qualification Standards for the Administrative Support Assistant and the Administrative Support Coordinator that comprise the Administrative Support Series (R07).

The new Administrative Analyst/Specialist Classification and Qualification Standard is also attached (R09).

<table>
<thead>
<tr>
<th>Class Codes</th>
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</tbody>
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The effective date for these new Classification and Qualification Standards is September 1, 1998.

Cathy Robinson, Senior Director
Human Resources Administration
Human Resources
### Administrative Support Series

<table>
<thead>
<tr>
<th>Class Title</th>
<th>Class Codes</th>
<th>Date Established</th>
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</thead>
<tbody>
<tr>
<td>Administrative Support Assistant</td>
<td>1030-1031-1032</td>
<td>09/01/98</td>
</tr>
<tr>
<td>Administrative Support Coordinator</td>
<td>1033-1034-1035</td>
<td>09/01/98</td>
</tr>
</tbody>
</table>

**INTRODUCTION:**
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.

**DISTINGUISHING FEATURES:**
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 levels 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 AREAS:**
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 of 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 government 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.
Classification and Qualification

STANDARDS
The California State University System

Administrative Support Assistant
Class Codes 1030-1031-1032
Established 09/01/98

OVERVIEW:
Positions in this classification 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. Positions 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 work coordination and/or lead work direction responsibilities.

Employees 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:
Enter 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 arithmetic 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 LEVELS:

<table>
<thead>
<tr>
<th>POSITION SKILL LEVEL I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical nature of work assignments:</td>
</tr>
<tr>
<td>• Clerical work assignments up to moderate complexity, with relatively short work cycles, involving independently implementing standard clerical procedures and practices.</td>
</tr>
<tr>
<td>• Assignments are usually of narrow scope and may involve completing a component of a project.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Day-to-day work is initially performed with direct supervision and detailed instructions changing to an occasional review as more independence is achieved.</td>
</tr>
<tr>
<td>• Assignments involve limited use of discretion, judgment, and innovation. Policies and procedures are regularly referenced and applied.</td>
</tr>
<tr>
<td>• Assignments involve establishing and maintaining working relationships with others within and outside of the work group.</td>
</tr>
</tbody>
</table>

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 arithmetic 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. |
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 guided 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
Class Codes 1033-1034-1035
Established 09/01/98

OVERVIEW:
Positions in this classification are distinguished by the administrative nature and scope of the 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, positions in this classification are responsible for the full scope of project activities including initiation, execution, coordination, implementation, and evaluation. Positions in this classification may coordinate the office support for an entire academic, special program or administrative office, or for an administrative head to one of these offices.

Employees assigned to this classification 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 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 LEVELS:

<table>
<thead>
<tr>
<th>POSITION SKILL LEVEL I</th>
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<tbody>
<tr>
<td>Typical nature of work assignments:</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

| 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. |
**POSITION SKILL LEVEL I**

(Continued)

**Typical nature of work assignments:**
- 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 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.

(Continued)

**Typical knowledge and skill requirements:**
- 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. May function as the office information technology specialist.
- 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.
Administrative Analyst/Specialist
Class Codes 1036-1037-1038
Established 09/01/98

OVERVIEW:
The Administrative Analyst/Specialist is a broad classification with three position skill levels. It is designed for positions covering a wide range of general and/or specialized administrative responsibilities in support of a program and/or organizational unit. The majority of work is administrative and analytical in nature with duties covering operational, policy and program research, analysis, reporting, and evaluation for the effective development and administration of programs or improvements to operational policies and procedures. Incumbents may also provide program administration or leadership. Responsibilities may include overseeing day-to-day administrative operations and providing lead work direction to others.

Position Skill Level - Non-Exempt - Incumbents in positions at this level serve primarily as individual contributors providing day-to-day administration of a program, and/or performing a variety of administrative and technical duties requiring knowledge of methods and procedures in support of an organizational unit. Administrative and analytical work relates primarily to operations and procedures.

Position Skill Level - Exempt I - Incumbents in positions at this level perform the full range of work related to program and policy research, analysis, development, evaluation, and/or operational and fiscal analysis related to an administrative specialty. Work requires applying a theoretical knowledge base to develop recommendations and conclusions. Incumbents often serve as program administrators.

Position Skill Level - Exempt II - Incumbents in positions at this level often provide program leadership of a strategic nature through program or organizational unit planning activities and the analysis, development, and evaluation of highly complex programs with broad impact.

DISTINGUISHING FEATURES:
Positions in this classification are distinguished by the level and scope of the administrative, analytical, and development responsibilities which require a more extensive and thorough knowledge of internal policies and procedures, and often require a professional foundation in applicable administrative theories, practices and procedures, or in a particular administrative or program specialty. Incumbents are often individual contributors, though the full scope of their duties may include providing lead work direction to others in the organizational unit.

Unlike the administrative support series, positions in the first level of this classification are not primarily responsible for leading or coordinating the clerical operations or support function for an organizational unit. In contrast, they are directly responsible for or participate in program administration or perform specialized or general duties related to the overall administrative operations of an organizational unit. Administrative operations include the range of activities related to directing the policy and affairs of an organizational unit such as fiscal and budgetary analysis and management, personnel administration, program and policy research, development, implementation, and evaluation. Unlike positions in the Management Personnel Plan, positions in the higher skill levels of this classification are not assigned the full scope of supervisory and/or management authority.
CORE AREAS:
A position in the Administrative Analyst/Specialist classification may be focused in one program area and/or administrative specialty or may include more general duties crossing several programs or administrative specialties. Program areas and administrative specialties may include, but are not limited to, the following core areas:

Program Administration - Program areas cover the full range of academic and/or administrative functions. Duties include, but are not limited to: program and policy research, analysis, development, reporting, and evaluation; determining methods, policies, and procedures to achieve programmatic goals; leading related committees; ensuring compliance with applicable regulations or requirements governing the program; and serving as liaison to outside agencies or entities related to the program.

Administrative Specialties - Duties include, but are not limited to the following specialties: budget analysis, financial planning, and fund management; staff and faculty personnel; accounting and administration; systems planning, development, and administration; office automation planning and coordination; market planning, analysis, and administration; facilities planning and administration; contract administration; construction coordination; emergency services and coordination; event planning and coordination; publications development and coordination; and university development functions.

General Administrative Functions - Duties include such functions as the analysis, design, implementation, and evaluation of various administrative systems to support organizational unit operations; advising management on policy and procedures related to personnel, budgets, and related operational functions to meet programmatic goals; acting as an internal and external resource on policy and procedural matters; and leading or coordinating projects involving the management of external parties.

ENTRY QUALIFICATIONS:
Entry to this classification requires general knowledge and skills in the applicable administrative and/or program field with a foundational knowledge of public administration principles, practices, and methods. This foundation would normally be obtained through a bachelor’s degree and/or equivalent training and administrative work experience involving study, analysis, and/or evaluation leading to the development or improvement of administrative policies, procedures, practices, or programs.

POSITION SKILL LEVELS:
Three position skill levels are defined within the classification. Progression from one position skill level to another within a classification is referred to as an in-classification progression. The factors used to determine position skill level include: complexity, scope, and impact of work; level, type, and scope of knowledge required to perform the work; autonomy exercised and level of supervision received; position accountability for work results; judgment and discretion exercised by the position; problem solving and analytical skills required by the work; level of creativity and ingenuity required by the work; and level and diversity of contacts and interactive capabilities required by the work.

A position is placed at a skill level based on where the majority of and/or most critical position responsibilities and 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 entry to the first position skill level of the classification. Further progression within the classification depends first, on the need for a position at that skill level, second, on the duties and requirements of the position, and third, on an employee’s demonstrated and applied skills and abilities.
POSITION SKILL LEVEL - NON-EXEMPT

Typical nature of work assignments:
- Performance of a variety of administrative, technical and analytical duties of limited to moderate complexity and/or day-to-day administration of a program within an organizational unit under general supervision. Work activities relate primarily to operations and procedures.
- Work is usually limited to immediate organizational unit, but may coordinate projects within or with other units. Assignments require handling of multiple work priorities and accountability for own work results.
- Assignments regularly require the use of independent judgment to make decisions, interpret, and apply a wide range of policies and procedures related to the program area and/or administrative specialties. Standard procedures and practices are followed.
- A wide range of administrative problems related to day-to-day work unit and program operations will require solutions. Precedents may often be relied on to determine appropriate solutions.
- Typically, the work requires limited innovation, but some ingenuity may be used to meet new needs.
- The work focuses primarily on own work assignments and projects, rather than lead work direction. However, duties may include overseeing clerical operations and providing lead direction to support staff.

Typical knowledge and skill requirements:
- Entry qualifications as described above.
- Working knowledge of general practices, program, and/or administrative specialty. Basic knowledge of and ability to apply fundamental concepts.
- Working knowledge of budget policies and procedures.
- Ability to learn, interpret, and apply a wide variety of policies and procedures relating to and impacting the applicable program, organizational unit, and/or administrative specialty.
- Knowledge of basic methods and procedures for research and statistical analysis and the ability to apply them.
- Ability to analyze data and make accurate projections using business mathematics and basic statistical techniques.
- Ability to organize and plan work and projects including handling multiple priorities.
- Ability to make independent decisions and exercise sound judgment.
- Ability to compile, write, and present reports related to program or administrative specialty.
- Demonstrated ability to establish and maintain effective working relationships within and outside the work group and serve as a liaison for the organizational unit.

POSITION SKILL LEVEL - EXEMPT I

Typical nature of work assignments:
- Independent performance of varied or specialized administrative and analytical duties and/or service as a program administrator. Work is reviewed against goals and involves independently planning and performing research and participating in the development, alteration, implementation, and evaluation of the organizational unit’s and/or program’s policies and procedures.
- Contribution to the completion of broader and more complex organizational or program projects and goals. Often provides project leadership or represents the work unit on key projects within and outside the organization.
- Accountable for own work results which are reviewed for soundness of judgment.
- Considerable judgment and discretion reflective of a thorough knowledge of a professional administrative specialty and/or program and/or policy areas need to be exercised. Policies and practices referenced for guidance.
- Analyze and address problems using reasoning and the interpretation and application of theories and principles to develop and recommend alternatives and best courses of action.
- Ingenuity in determining methods to achieve programmatic goals and develop and implement program policies required.

In addition to Position Skill Level - Non-Exempt knowledge and skill requirements, work assignments typically require:
- Working knowledge of and ability to apply standard theories, principles, practices, and techniques applicable to the program and/or administrative specialty to develop conclusions and make recommendations.
- Thorough knowledge of policies, procedures, and outside regulations pertaining to the applicable program and/or administrative specialty.
- Working knowledge of operational and fiscal analysis and techniques.
- Ability to take initiative and independently plan, organize, coordinate, and perform work in various situations where numerous and diverse demands are involved.
- Skill in the research, development and evaluation of policies and programs, including skill in the collection, evaluation, and interpretation of data to develop sound conclusions and make appropriate recommendations.
- Expertise in investigating and analyzing problems with a broad administrative impact and implications. Ability to anticipate problems and address them proactively.
(Continued)

Typical nature of work assignments:

♦ Work requires coordination with individuals at all levels within the organization. As needed, acts as a representative to outside entities.

♦ As required, day-to-day program or work unit operations are overseen and lead work direction to administrative staff, including accountability for results.

(Continued)

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

♦ Demonstrated ability to effectively interpret, organize, and present information and ideas in written or presentation form.

♦ Ability to train others on new skills and procedures and provide lead work direction.

POSITION SKILL LEVEL - EXEMPT II

Typical nature of work assignments:

♦ Under general direction, performance of administrative and/or program leadership in a large and/or complex organizational unit with broad impact. Required to assess, formulate, and evaluate the impact of recommended or implemented policies from a strategic and operational perspective. Work requires regular participation in planning and development activities and, as required, independent determination of methods to meet programmatic or administrative goals.

♦ Influence over key objectives and longer term goals of an organizational unit and/or program with high visibility or broad impact within and outside the organization.

♦ Independent determination of approaches to project and priorities. Work is reviewed against overall goals and objectives, with full accountability for results.

♦ Use of appreciable judgment in the development of policies and procedures related to issues frequently not covered by existing policies and procedures. Precedents and policies to guide development activities may be available for reference.

♦ Use of appreciable ingenuity and innovation to conceive of new approaches and solutions to address complex problems and issues.

♦ Serve as the prime contact for the program, specialty, and/or organizational unit. May manage relationships with outside entities or agencies and manage sensitive information and situations.

♦ May oversee day-to-day program or organizational unit operations and provide lead work direction to other professional or administrative staff, with accountability for results.

In addition to Position Skill Levels - Non-Exempt and Exempt I knowledge and skill requirements, work assignments typically require:

♦ Thorough knowledge of and ability to apply extensive expertise to complex programs and/or administrative specialties, including pertinent laws and regulations.

♦ Demonstrated expertise in and advanced knowledge of the principles, problems, and methods of public and business administration and operational and fiscal management.

♦ Expertise in administrative survey techniques, operations and systems analysis, statistical and research methods, and the ability to interpret and evaluate results to develop sound conclusions and recommend new or revised policies.

♦ Ability to understand problems from a broad, interactive perspective and discern applicable underlying principles to conceive of and develop strategic solutions.

♦ Ability to work with representatives from public and private entities and handle potentially sensitive situations. Demonstrated consultative skills in working with internal and external constituent groups.

♦ Ability to effectively present ideas and concepts in written or presentation format and use consultative and facilitation skills to gain consensus.
Memorandum of Understanding
Implementation of the Administrative Support Series
& Analyst/Specialist Classification

This Memorandum of Understanding constitutes the entire agreement between The California State University (CSU) and the California State Employees Association (CSEA), and satisfies all bargaining obligations resulting from meeting and conferring pursuant to HEERA and Article 17 of the parties Collective Bargaining Agreement on the issue of the impact of the implementation of The Administrative Support Series and the Analyst Specialist Classification. In accordance with the foregoing the parties hereby agree as follows:

1. The Administrative Support Series & the Administrative Analyst Specialist classification shall be implemented according to the implementation road map which is attached as Appendix “A”. The classifications of employees shall be moved from those listed in the “Existing Classifications” column to those listed in the “New Classification/Level” column.

2. The salary ranges in the Salary Schedule which is attached as Appendix “B” shall be implemented, and all rates of pay contained therein shall be increased by the negotiated general salary increase for those classifications for fiscal year 1998/99.

3. The salaries of all employees who were moved pursuant to paragraph (1) above shall be increased by one and two - one hundredths percent (1.02%) effective July 1, 1999. Notwithstanding any provision of the Agreement between the parties there shall be no other increase in salary for any employee as a result of the implementation pursuant to paragraph (1) above.

4. The implementation pursuant to paragraph (1) above shall be effective April 1, 1999. Notwithstanding any provisions of the Agreement between the parties, there shall be no reclassifications of employees in any of the classifications in Appendix “A” effective from February 1, 1999 to May 31, 1999.

A reclassification request dated, received by Human Resources, and not completed prior to implementation shall be reviewed based on the existing classifications listed in Appendix A, and then moved to the new classifications pursuant to the Implementation Road Map.
5. The CSU agrees to conduct two input meetings of limited duration with six CSEA representatives in order to discuss implementation communication concerns two months before and after the implementation.

6. Employees who are not currently eligible for an SBSI in existing classifications as listed in Appendix A shall not become eligible for an SBSI after the implementation during fiscal year 1998-99.

7. The classifications of Administrative Support Assistant, Administrative Support Coordinator, and Administrative Analyst/Specialist shall be added to Appendix F.

The time line requirements in provision 17.7 for employee requested position descriptions do not apply to this implementation.

/s/ __________________________ /s/ __________________________
For the CSU Date For the CSEA Date
## List of Classifications to Be Abolished

<table>
<thead>
<tr>
<th>Class Code</th>
<th>Classification Title</th>
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<tbody>
<tr>
<td>5341</td>
<td>Administrative Operations Analyst I</td>
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<tr>
<td>5342</td>
<td>Administrative Operations Analyst II</td>
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<td>5343</td>
<td>Administrative Operations Analyst III</td>
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<td>1131</td>
<td>Administrative Secretary</td>
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<tr>
<td>1125</td>
<td>Clerical Assistant I</td>
</tr>
<tr>
<td>1126</td>
<td>Clerical Assistant II</td>
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<td>Clerical Assistant IV</td>
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<td>Secretary</td>
</tr>
<tr>
<td>1130</td>
<td>Senior Secretary</td>
</tr>
</tbody>
</table>

The effective date for abolishing the above classifications will be announced in the forthcoming Technical Letter on payroll processing instructions.