

University of Maine System – SECCP

POINT FACTOR INSTRUMENT

1. KNOWLEDGE (education, experience and licensure/certification)

This factor looks at what employees must know or know-how-to-do in order to successfully perform the duties of the position. Knowledge can be obtained in many different ways such as formal education, in-the-position training and experience. Knowledge includes the ability to read, understand instructions, interpret the meanings of research and written materials, apply scientific/mathematical principles, and produce finished work. Evaluation is based upon the depth and complexity of the concepts, the variety of knowledge areas as well as the application of the knowledge or skills across the University.

K1	30	<ul style="list-style-type: none">• Requires <i>entry-level understanding</i> of a specialized body of knowledge.• Rarely applied to activities outside of the relevant work unit or department.
K2	60	<ul style="list-style-type: none">• <i>Requires slightly above entry level</i> of understanding of a specialized body of knowledge.• Typically needs the type of training associated with an Associate’s degree* and typically requires only up to one year of additional RELEVANT professional experience.
K3	120	<ul style="list-style-type: none">• <i>Intermediate level understanding</i> of a specialized body of knowledge.• Knowledge is occasionally applied to activities outside of the relevant work unit or department.• Typically has the type of training associated with a Bachelor’s degree* and typically requires between zero to three years of additional RELEVANT professional experience.
K4	240	<ul style="list-style-type: none">• <i>Thorough understanding</i> of a specialized body of knowledge.• Knowledge is routinely applied to activities outside of the relevant work unit or department.• Must understand how this body of knowledge fits into other related functional areas within the University.• Typically has the type of training associated with a Bachelor’s degree* and typically requires between three to

		<p>five years of additional RELEVANT professional experience.</p> <p>OR</p> <ul style="list-style-type: none"> • A Master's degree and no previous relevant professional experience.
K5	480	<ol style="list-style-type: none"> 1. <i>Comprehensive understanding of a specific field</i> and its relationship with and impact on various other University functions and/or administrative systems. 2. Is viewed as the expert source of knowledge regarding a complex area or field within a division. 3. Typically has the type of training associated with a Masters degree* and typically requires one to seven years of additional RELEVANT professional experience.
K6	720	<ol style="list-style-type: none"> 4. <i>Comprehensive understanding of a diverse fields</i> and its relationship with and impact on numerous and various University functions and administrative systems. 5. Is typically viewed as the subject matter expert source of knowledge regarding more than one complex area or field within a division <p>OR</p> <ol style="list-style-type: none"> 6. Is typically viewed as the subject matter expert regarding a highly complex area <i>or</i> field within a division that is almost always associated with a doctoral degree in that field. 7. Typically has the type of training associated with a doctoral degree* and typically requires more than seven years of additional RELEVANT professional experience.

* and/or an equivalent combination of education and experience.

2. SCOPE (complexity, judgment, problem-solving and interpersonal/communication skills)

Scope assesses the analysis, complexity, judgment, initiative, communication, and ingenuity required to perform the duties and responsibilities of the position. Evaluation is based on the extent to which problem solving is limited by the repetitive nature of the tasks and the difficulty in achieving solutions. Consideration is also given to the extent to which the position incumbent is required to enforce existing policies in the problem resolution process in comparison to required interpretation and development of policies and methods in order to solve problems. Finally, this factor assesses the extent and level of the required communicative skills for the position.

DEGREE	POINTS	EXPLANATION
S1	30	<ul style="list-style-type: none"> • <i>Problems are limited to one specific area</i> of knowledge with little depth. • Involves basic problems of a routine nature. • Requires minimal interpersonal or communication skills. • Problem solving exercises rely solely on following prescribed procedures such as manuals and operation guides, requiring little creativity from the incumbent.
S2	60	<ul style="list-style-type: none"> • <i>Most problems are readily identified and are of a reoccurring nature.</i> • Problems encompass a few areas of knowledge or require moderate depth of understanding in a particular area. • Solutions vary in complexity from quite simple to some complexity. • Limited technical knowledge is required to understand and diagnose the problem. • Problem solving exercises rely predominantly on prescribed procedures such as manuals and operation guides; however, occasionally the incumbent must deviate from these guidelines, thereby requiring some creativity. • Requires exchange of information and responding to questions.
S3	120	<ul style="list-style-type: none"> • While some problems are readily identified and are of a reoccurring nature, <i>many problems arise that have not been encountered previously.</i> • Problems encompass a number of related areas of knowledge or require moderate to reasonable depth of understanding in a particular area.

		<ul style="list-style-type: none"> • Solutions vary in complexity from simple to moderately complex. • Some specialized knowledge is required to understand and diagnose the problem • Problem solving exercises often rely on prescribed procedures such as manuals and operation guides; however, the incumbent must also deviate from these guidelines, often requiring creativity. • Requires interpreting and translating facts and information; explaining situations and issues to people and advising them of alternative courses of action and/or interviewing and acquiring information from others.
S4	240	<ul style="list-style-type: none"> • <i>Problems encompass numerous and somewhat diverse knowledge and/or require significant depth of understanding in a particular area.</i> • Solutions vary in difficulty but are usually of a complex nature. • Solutions are not readily identifiable and technical and/ or professional knowledge is typically required to understand and diagnose the problem. • Problem solving exercises cannot always rely on prescribed procedures; the incumbent must often creatively develop trouble-shooting processes. • The position requires significant creativity in moderately complex problem identification and solution. • Requires persuading others to take action; resolving disputes, disagreements, or conflicts; developing and making formal presentations; or otherwise engaging in communicative activities that substantially contribute to solving problems or achieving work objectives.
S5	480	<ul style="list-style-type: none"> • <i>Problems encompass a number of various knowledge areas or require significant depth of understanding in a particular area.</i> • Solutions are almost always of a complex nature. • Solutions are not readily identifiable and technical and professional expertise is always required to understand and diagnose the problem. • There are few or no prescribed procedures to guide the incumbent in problem solving exercises; the incumbent must creatively develop trouble-shooting processes. • The position requires significant creativity and ingenuity in highly complex problem identification and solution. • Requires exceptionally well-developed communication and interpersonal skills in order to successfully handle problems or situations that are critical to the success of university services, operations and/or projects.

3. IMPACT (decision responsibility and effect of errors)

Impact considers the type of decisions faced and discretion exercised when making decisions. Evaluation is based on the scope and complexity of required decisions and the importance of decisions made. The extent to which the decisions influence university-wide practices, policies and methods of operations is also taken into consideration. In addition, this factor examines the likely effect of an error that could be expected to occur as a position incumbent carries out responsibilities in the regular course of his or her work. Consideration is based on how easily the error can be detected and then corrected as well as the cost of the error in terms of resources such as money and time or the image of the university. Errors consider only typical problems, not "worst case" scenarios.

DEGREE	POINTS	EXPLANATION
I1	20	<ul style="list-style-type: none"> • Incumbent <i>exercises very little to some discretion</i> in position activities but typically consults with supervisor in the decision making process. • Requires exchange of information and responding to questions. • Such discretion may impact others within his/her area but rarely has ramification for others outside of the area. • Errors resulting from decisions made by the incumbent have very little adverse effect on student services, other employees or operations. • Errors are typically detected by the immediate supervisor and are easily corrected.
I2	40	<ul style="list-style-type: none"> • Incumbent typically <i>exercises decision-making involving how an operation is carried out.</i> • Such discretion impacts others within his/her work area, impacts the outcome of end results and occasionally has ramification for others within the department. • Errors resulting from decisions are somewhat serious and may adversely affect operations, other employees or student services. • Errors are usually quickly detected within succeeding operations. • Corrections involve limited expense or inconvenience and limited harm to students, employees or the reputation of the university.

I3	80	<ul style="list-style-type: none"> • Incumbent typically <i>exercises moderate responsibility for decision-making in a work unit or program.</i> • Such discretion impacts others within the unit or program and almost always has ramification for others within the department. • Errors resulting from decisions are serious and may result in significant disruption or damage to specific operations and to the reputation of the university and could result in harm to a student or fellow employees. • Errors are typically not readily apparent. • Correction, when possible, may involve moderate expense as well as harm and inconvenience to others.
I4	160	<ul style="list-style-type: none"> • Incumbent <i>typically makes decisions that impact the department, program or research operations</i> and may have ramifications for others outside of the division. • Work typically involves leadership and significant discretion. • Errors resulting from decisions are very serious and may damage department operations, the university's short-term status or reputation; decisions may bring harm to a group of students or employees. • Errors are not readily apparent and may not be possible to correct for some time. • Corrections, when possible, may involve substantial expense as well as harm and inconvenience to others.
I5	320	<ul style="list-style-type: none"> • Incumbent <i>typically makes decisions that impact “divisional” activities</i> and is occasionally involved in decisions regarding more than one department. • Such discretion impacts others within the division, has ramification for others outside of the division and can impact the entire university. • Work typically involves leadership and broad discretion. • Errors resulting from decisions are extremely serious, are not readily apparent and could result in significant costs or create a serious safety issue or concern. • Correction, when possible, occurs over a long time. • Discretion impacts others within the university and will also impact the university’s image and public relations.
I6	640	<ul style="list-style-type: none"> • <i>Work typically involves university-wide leadership and broad discretion</i> • Correction, when possible, occurs over a long time. • Major responsibility for decisions and final recommendations may result in the formulation of strategic plans of Action to achieve the broad objectives of the university. Decisions affect the long-range future of the university and determine the university’s scope, direction and goals.

4. CONTACTS (external and internal)

Contact is the position requirement of gaining cooperation and agreement, meeting and dealing with others. Evaluation is based on the frequency and regularity of establishing and maintaining contacts; the purpose, importance and variety of contacts; the importance of resulting actions; and the level of sensitivity involved in providing services to various groups.

DEGREE	POINTS	EXPLANATION
C1	20	<ul style="list-style-type: none"> • Works with other individuals to resolve minor problems or routine requests that are <i>generally not of a sensitive nature</i>. • Generally provides services to co-workers and to others outside the work area to give or obtain information.
C2	40	<ul style="list-style-type: none"> • Works with others to resolve problems or handle requests that <i>occasionally involve sensitive issues</i>. • Generally provides services to students, co-workers, other employees and typically to explain information. • Typically has some interaction with students, but most work interactions take place with other employees.
C3	80	<ul style="list-style-type: none"> • Works with others to resolve problems or handle requests that <i>often involve sensitive, confidential or unpopular information issues</i>. • Requires regular contact with clients, students, faculty, or all levels of staff and internal university groups; typically to interpret information. • Generally provides services to co-workers and other employees within and across departments within the division. • Occasionally incumbent interacts with groups of students, employees and/or members of the public, media typically disseminating routine information.
C4	160	<ul style="list-style-type: none"> • Works with others to resolve problems or handle requests that <i>frequently involve sensitive, confidential or unpopular information issues</i>. • Requires high-level contact with employees, public or students in difficult or delicate situations to achieve outcomes. • Incumbent interacts with diverse groups of students, public or employees of varying university levels or members of the media or government agencies in difficult or delicate situations or highly specialized and fairly complex matters. • Impact on public relations is considered to be significant.

C5	320	<ul style="list-style-type: none"> • Represents the university by working with numerous and various others to resolve problems or handle requests that <i>almost always involve sensitive, complex, confidential or unpopular information issues.</i> • Requires high level contact with employees, public and students is to resolve difficult or delicate situations that affect the strategic objectives of the university. • Incumbent has numerous interactions with very diverse groups of students, public and other employees of varying university levels as well as media or legislature involving the most complex, sensitive, confidential or unpopular information issues. • A significant part of the incumbent's position is to represent the university in the most complex and delicate matters. • Impact on public relations is considered to be major.
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5. WORK ENVIRONMENT

WE1	0	<ul style="list-style-type: none">• Work performed in an environment with <i>occasional</i> exposure to Condition 1., and little or no exposure to condition 2.
WE2	30	<ul style="list-style-type: none">• Work performed in an environment with <i>regular</i> exposure to Condition 1.
WE3	60	<ul style="list-style-type: none">• Work performed in an environment with <i>occasional</i> exposure to Condition 2.
WE4	90	<ul style="list-style-type: none">• Work performed in an environment requiring <i>regular</i> exposure to Condition 2.

6. AUTHORITY (supervision and fiscal responsibility)

6. A. SUPERVISION

Supervision is defined as the responsibility to direct/guide the work of others. This factor measures the amount of direct responsibility inherent in the position or placed there by supervisory authority for the planning, direction, instruction and coordination of other people to promote effective use of their time and abilities. It considers four facets of responsibility for supervision of others: (1.) The level and skill required of those supervised; (2.) The difficulty of activities being supervised; (3.) The diversity of functions being supervised; and, (4.) The total number of persons being supervised directly as well as indirectly.

SP1	0	<ul style="list-style-type: none"> No supervisory responsibility.
SP2	10	<ul style="list-style-type: none"> Provides work orientation and training for employees in the unit, <p>OR</p> <ul style="list-style-type: none"> Supervises a small number of student workers or temporary employees (1-9).
SP3	20	<ul style="list-style-type: none"> Serves in a “lead” capacity regarding the supervision of regular employees (see note 4. below), <p>OR</p> <ul style="list-style-type: none"> Supervises a large number of student or temporary employees (10 or more).
SP4	40	<ul style="list-style-type: none"> Supervises a small number of regular employee(s) (e.g. 1-2 professionals or 1-4 classified).
SP5	80	<ul style="list-style-type: none"> Same as SP4, but involves supervision of two or more organizational entities/work units (see note 5. below), <p>OR</p> <ul style="list-style-type: none"> Supervises a larger number of regular employees (3-5 professionals or 5-8 classified)
SP6	100	<ul style="list-style-type: none"> Supervises a larger number of regular employees (6 or more professionals or 9 or more classified).
SP7	120	<ul style="list-style-type: none"> Supervises a large number of regular employees (6 or more professionals or 9 or more classified) in multiple, diversified major organization entities.

6. B. FISCAL RESPONSIBILITY

Budget responsibility is defined as the degree that a position has for monitoring, analyzing and/or administering a university budget, be it E & G or a grant or contract. To administer a budget, the position must have “total control” of the budget in terms of formulating, requesting, securing, monitoring, verifying analyzing (or delegating any of these responsibilities) AND, the position must also ensure full compliance with all institutional budget rules and regulations. To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion; and, to study all the factors in order to determine a financial solution or outcome. To monitor a budget means to watch and check the budget for a specific purpose.

External fund raising is defined as the degree that a position has for bringing funds and/or other resources into the university.

FR1	0	<ul style="list-style-type: none"> No Fiscal Responsibility
FR2	40	<ul style="list-style-type: none"> Monitors fiscal resources for which supervisors/others have management oversight and responsibility; gathers information and makes recommendations for supplies, materials, and equipment. In collaboration with the principal investigator or mentor, develops competitive proposals and assists in securing independent funding for projects/programs. Monitors multiple grants budgets; provides accounting services for a large unit or component of major campus accounting function; prepare budgets and applicable internal and external reports. Raises funds or other fiscal resources for which supervisors/others have management oversight and responsibility; gathers information and makes recommendations.
		<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> Monitors a budget or budgets totally more than \$150,000 OR

	60	<ul style="list-style-type: none"> • Monitors more than 20 accounts.: OR • Raises funds or other fiscal resources of more than \$150,000
FR3	80	<ul style="list-style-type: none"> • Analyzes fiscal resources for which supervisors/others have management oversight and responsibility; may assist in budget planning due to close analytical involvement. • Analyzes budgets of a work unit/department including but not limited to: review, examination for accuracy, expenditures, cost analysis, procedures for expense payment and making financial projections. • Completes or coordinates the completion of account reconciliation and financial reporting activities. • May develop methods to improve controls and processing and participates in the development of new projects and/or new programs. <p>OR</p> <ul style="list-style-type: none"> • Raises funds or other fiscal resources for which supervisors/others have management oversight and responsibility; may assist in the budget planning and expenditure of funds due to close analytical involvement.
	120	<ul style="list-style-type: none"> • Analyzes a budget or budgets of more than \$300,000; OR • Analyzes more than 40 accounts; OR • Raises funds or other fiscal resources of more than \$300,000
FR4	120	<ul style="list-style-type: none"> • Administers relatively large and complex budgets/fiscal resources having “total control” for management oversight and responsibility. • Administers (controls, oversees and ensures sound fiscal operation) unit/department budgets of significant size and complexity. • Directs the development, presentation and implementation of the budget/s for which is accountable. • Develops overall strategies for self-sustaining, fiscally sound revenue-generating enterprise activities. • Creates, develops and implements effective innovative budgeting/fiscal systems and procedures. <p>OR</p> <ul style="list-style-type: none"> • Raises funds or other fiscal resources for which has “total control” for management and responsibility.
	240	<ul style="list-style-type: none"> • Administers a budget or budgets of more than \$950,000; OR • Administers more than 60 accounts; OR • Raises funds or other fiscal resources of more than \$950,000