

Staff Compensation and Job Classification Structure

College-Wide Career Band Framework

REVISED October 10, 2022

Please note: All salaries are calculated on a 40 hour per week 1.0 FTE, 52 week per year equivalent.

Salaries do not reflect housing or meal allowances – jobs that include housing and/or meals may fall below the base salary minimum

| Career Level/Band Job Classification Component | A Min \$17.50/hr Max \$20.50/hr | B Min \$18.00/hr Max \$27.50/hr | C Min \$19.50/hr Max \$37.00/hr | D2 Min \$21.50/hr Max \$41.50/hr D1 Min \$47,000 Max \$80,000 *D2 – Non-exempt D1- Exempt | E Min \$51,500 Max \$95,000 | F Min \$58,100 Max \$145,000 | G Min \$80,000 Max \$200,000 | H Min \$95,000 Max \$350,000 | I Min \$165,000 *Market Based Pay |
|--|--|---|---|---|---|---|--|---|---|
| Typical Role | <ul style="list-style-type: none"> Work is typically in a clerical, support, or technical role. Responsibilities are varied, yet highly routine in nature. Duties follow detailed instructions under close supervision. | <ul style="list-style-type: none"> Skilled workers with proficiency in use of tools, techniques and/or software that is appropriate to the area of specialization. Task oriented, however, duties and tasks are varied and moderately complex. Demonstrates strong multi-tasking capabilities and prioritization skills. | <ul style="list-style-type: none"> Typically performs advanced business processing, customer service, or administrative work that requires specific vocational training and experience. Activities typically involve: <ul style="list-style-type: none"> Extensive customer contact; Use of specialized equipment and/or systems; Frequent need to operate in the absence of direct supervision; and/or Access to sensitive information. In-depth knowledge of a particular topic may be required (e.g., academic program requirements, student housing policies or other topics). May supervise daily operations of clerical, support or technical staff. | <ul style="list-style-type: none"> Roles within this level typically require thorough knowledge of a technical or specialized field using well developed analytical, cognitive, technical and/or computer skills. Serves as a resource to help resolve complex issues and generally work with other areas/ departments/work units to achieve objectives. <ul style="list-style-type: none"> Shows ability to learn quickly; Shows ability to work in project teams; Degreed in profession/field or equivalent level of knowledge; Works on pieces of projects/problems; and/or Technical/discipline focus (vs. business focus). | <ul style="list-style-type: none"> Roles within this career level generally interact with others to analyze information/data, provide advice, opinions, and counsel utilizing problem solving skills. Professionals interpret, plan and execute work within general guidelines to achieve departmental objectives. Positions may require knowledge of a technical or specialized field using well-developed analytical, cognitive, technical and or computer skills. The position's work may include research and/or analysis and problem determination /resolution. May oversee day-to-day operations of segment of department. | <ul style="list-style-type: none"> Responsible for managing resources, portion of a department or program as mid-level manager or high level individual contributor. Solves problems using combined knowledge of technical principles, knowledge skills and College experience. Professionals that are generally expected to interpret and apply college policies manage resources and initiate actions to achieve broadly defined objectives. Provides input into the budget planning process and is responsible for controlling and recommending budget expenditures within a scope of authority. | <ul style="list-style-type: none"> Roles typically involve activities that interpret, plan and execute work within general guidelines to achieve departmental objectives. Provides input into strategic decisions that affect planning, policies, practices and operations for a department. Applies broad knowledge of one's job area or broad knowledge of several related job areas. Individual contributors apply or impart their own experience and the advanced concepts, practices and procedures of their specialty field to achieve their objectives. | <ul style="list-style-type: none"> Fully responsible for interpreting, organizing, executing and coordinating major department or College projects. Provides input into strategic decisions that affect planning, policies, practices and operations for a department. Typically one of the highest level resources in a business process or professional discipline. Collaborates with and/or directs others to achieve tactical business results. | <ul style="list-style-type: none"> Roles typically involve development of overall administrative and professional policies governing the College in accordance with regulatory or legal compliance. Responsible for strategy and budgetary planning. Applies in-depth understanding of campus business goals in daily activities. Recognized externally by the relevant business or professional community as an expert and/or key representative for the College. <p style="text-align: right;">Senior Officers Only</p> |

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| Scope/ Accountability <i>(Nature and scope of influence a position has on its area of responsibility)</i> | <ul style="list-style-type: none"> Follows defined procedures/ processes under supervision and guidance to deliver own output/services. Outcomes of decisions are immediate, impacting own job responsibilities and work area. Output is based upon pre-determined guidelines. | <ul style="list-style-type: none"> Works to achieve objectives and deliver results with a short-term operational focus. Decisions and actions typically affect the operations and work of others within the department. Decisions or suggestions are based on specific rules, policies or procedures. | <ul style="list-style-type: none"> Sets and achieves moderately complex day-to-day objectives that have some impact on others both within and outside the department. Ability to establish own guidelines to facilitate work and responsibilities. Refers more complex issues to supervisors. | <ul style="list-style-type: none"> Set objectives and delivers results that have a direct and significant impact within the job area. Contributes materially to the development of guidelines and procedures that impact achievement of results within the job area. Consults with others on difficult situations and shares responsibility for decisions. Serves as a resource to others in resolving issues. | <ul style="list-style-type: none"> Performs defined work assignments independently that are typically portions of a broader assignment. Provides measurable input into new processes, standards or operational plans in support of a department's objectives. Decisions and actions impact the operations and work performed within own department. Typically works under guidance of a more experienced professional. | <ul style="list-style-type: none"> Provides measurable input in decisions and actions which impact the operations and work performed by multiple departments. Provides final approval on policy decisions that affect the department or multiple departments. Based on vision and strategy set by Senior Officers, set objectives and deliver results that have a significant impact on department results. Assignments usually have clear objectives that often involve investigation of a number of variables. | <ul style="list-style-type: none"> Develops new processes, standards or operational plans in support of department strategies, with a direct impact on department/division overall results. Responsible for planning, establishing, and implementing strategies with a near and long-term (i.e., 3 to 5 year) focus. | <ul style="list-style-type: none"> Marked contribution to defining the direction for new processes, standards or operational plans based upon department/division strategy, with an impact on overall College results. Works with other senior managers in leading the College in establishing and implementing College strategies or plans with a longer-term focus based on the College need. Makes critical contributions to managing, longer-term matters of importance, and solving complex, and/or large technical and institutional challenges. | <ul style="list-style-type: none"> Directly influences development of a College division strategy within the context of the overall institutional strategy. Leads the College in developing, implementing and achieving its mission, vision and values. Influence extends to matters affecting long term viability of the College and is subject to Board review. |

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| Problem Solving <i>(Refers to the difficulty and complexity involved in identifying problems or developing solutions for problems and making decisions regarding problems)</i> | <ul style="list-style-type: none"> Work is generally defined with established instructions and processes. Relatively few problems arise during the usual course of work. | <ul style="list-style-type: none"> Problems are identifiable and their solutions are standard and specifically defined. Problems encountered in this job have usually been dealt with before and are solved using standard procedures. Difficult decisions are often referred to supervisors or more experienced co-workers to be resolved. | <ul style="list-style-type: none"> Problems encountered in this level are varied, and it may be difficult to identify some related issues. Solutions are not well established and require analysis of several factors. May be required to analyze problems to determine appropriate course of action. | <ul style="list-style-type: none"> Problems are usually apparent but precise identification of the nature of the problem may require further investigation. Solutions and decisions are based on standard procedures or well-established methods. At manager's/ supervisor's discretion, makes decisions that are operational in nature based on established policies and/or procedures. | <ul style="list-style-type: none"> Problems may not be readily apparent as symptoms may be vague and facts may be incomplete. Further investigation, which is generally (but not exclusively) confined to the work-related area is necessary. Solutions and decisions require interpretation of information with independent judgment and risk. Receives guidance in addressing complex problems outside primary specialty. | <ul style="list-style-type: none"> Problems encountered include solving both commonly encountered and unusual problems. Problems encountered in this level are difficult, and it is typically very hard to identify all related issues. Solutions require extensive research and analysis of alternatives involving many factors typically outside one's own work area. | <ul style="list-style-type: none"> This level requires the anticipation of problems and determination of solutions that incorporate other department or division strategies. Solutions require the integration of many complicated concepts. | <ul style="list-style-type: none"> Problems are more complex and are difficult to identify as facts are insufficient or misleading. Comprehensive investigation or research is necessary. Solutions and decisions require considerable judgment and integration of unrelated or variable information. | <ul style="list-style-type: none"> Problems lack definition. Solutions involve strategic thinking or abstract reasoning where precedent or policy has not been established, or may involve the development of new opinions or processes. This level requires the anticipation of problems and determination of solutions that integrate with overall College strategies. |
| Judgment <i>(Refers to the extent to which typical duties and responsibilities of the job are determined by others or own judgement).</i> | <ul style="list-style-type: none"> Follows a well-established and familiar set of job activities or a job process to derive a solution. Work is assigned by others and performed under frequent direction or monitoring. Work in progress is continually checked for accuracy and adequacy within established standards. | <ul style="list-style-type: none"> Work is assigned and performed under occasional direction. Completed tasks are generally reviewed for accuracy and adequacy and measured against established standards. | <ul style="list-style-type: none"> Work may be assigned by others but performed independently and checked for overall adequacy through a review process. Checks and corrects problems that are not immediately evident in existing systems or processes. Judgment is required as to methods or procedures to be | <ul style="list-style-type: none"> This level has latitude to decide what is to be done and when the work is to be completed within the scope of the job. Work is done independently and involves some judgment. Results are reviewed by others to ensure compliance with department/division processes. Independently performs assignments with instructions from management limited to results expected. Informs management of progress as scheduled | <ul style="list-style-type: none"> Work is governed by broad objectives and College policy. There is considerable latitude in the scope and identification of the work activities. Often little guidance or precedent is available. Reports progress to supervisor according to daily work schedule, project plans, or based on employee's discretion. | <ul style="list-style-type: none"> This level is required to contribute to and influence the development of strategic direction and policy for a College department or division. There is wide latitude in the scope and identification of department/division goals and objectives. | <ul style="list-style-type: none"> This level defines the strategy, direction and policies for a division or multiple College departments. A senior College leader may be consulted for clarification of policies. | <ul style="list-style-type: none"> This level has primary responsibility for selecting and determining strategic direction and policy for the College after receiving advice from other College leaders and experts. There is wide latitude in the scope and identification of the work activities for self and staff. | <ul style="list-style-type: none"> Operates with substantial latitude for actions or decisions that are not reviewed and have a direct impact on College programs, policies, and external messages. |

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| Judgment (continued) | | | used. ▪ Only unusual problems are referred to supervisors or more experienced staff. | and/or on a need-to-know basis. | | | | | |
| Communication <i>(Refers to the contacts, communication, and human relationship skills required by a level with respect to others within and outside the College)</i> | <ul style="list-style-type: none"> Communication within Bowdoin involves obtaining or providing routine information and answering straightforward questions. This level is also responsible for providing quality service to customers in a timely way according to the specific requests and expectations of the customer. | <ul style="list-style-type: none"> Communication involves obtaining or providing more complex information and answering questions that require interpretation. This level is also responsible for providing quality service to customers in a timely way according to the specific requests and expectations of the customer. Communication outside the College involves obtaining or providing routine information and answering straightforward questions. | <ul style="list-style-type: none"> This level requires the ability to explain procedures to others; interact with customers on routine and some complex matters. Communication requires consideration of the points of view of others and involvement in reaching group consensus. Communication outside the College involves obtaining or providing more complex information. Communication often requires some interpretation (e.g. dealing with inquiries). | <ul style="list-style-type: none"> Communication requires negotiation with considerable explanation to gain acceptance of ideas or proposed action. This level is responsible for providing quality service that is based on developing a full understanding of a customer's requests. Communication outside the College involves some interpretation of questions, persuasion and accommodation to gain acceptance of ideas or advice. | <ul style="list-style-type: none"> This level requires the communication skills to discuss sensitive materials with senior College leaders and strong negotiation skills to gain acceptance of ideas or proposed actions. This level is responsible for providing quality service that is based on looking beyond a customer's immediate needs. It is necessary to understand the effects the advice or service is likely to have on a customer's situation. Communication outside the College involves considerable interpretation of questions, persuasion and accommodation to gain acceptance of ideas or advice. Some negotiation may be required. | <ul style="list-style-type: none"> Actively interacts with internal and external constituencies, coordinates resources and initiates actions to achieve defined objectives. Provides comprehensive approaches to new concepts, practices, and approaches within the College. Actively interacts with internal and external constituencies, coordinates resources and initiates actions to achieve defined objectives. Provides quality service that is based on looking beyond a customer's immediate needs. It is necessary to understand the effects the advice or service is likely to have on a customer's situation. | <ul style="list-style-type: none"> Communication within Bowdoin requires the exercise of authority, and judgment to motivate others to accept guidance and direction here their interest may be divergent. Utilizes persuasion and negotiation skills to design or change policies and programs and facilitate implementation. | <ul style="list-style-type: none"> Communication within this level does require broad-based presentation of the College's goals, culture and objectives. This level requires the ability to persuade and negotiate with Senior Officers on strategic issues and plans or sensitive/ controversial issues. This level has responsibility for providing quality service based on anticipation of customer needs. Daily actions may typically involve persuading others to take action to resolve conflicts. Developing and delivering formal presentations is a typical part of roles at this career level. | <ul style="list-style-type: none"> This level requires complex interactions with internal and external contacts (i.e., other department heads, faculty, Board, and other Colleges) Communication outside the College requires public representation of the College on important matters. Each action or opinion may be interpreted as representing College policy or beliefs. It is necessary to anticipate changes in the higher education industry to accommodate customer's changing needs. Can experience exceptionally difficult negotiations, which require strategy and skill to achieve outcomes of significant importance. |

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| Leadership/ Mentorship <i>(Requirement to provide guidance and direction (leadership) to other employees in the performance of their duties – OR - to assist others in the development of their skills and knowledge (mentorship).)</i> | <ul style="list-style-type: none"> Works collaboratively with others in the completion of own work. Does not typically require supervision of staff. Responsible for assisting others in the completion of tasks. | <ul style="list-style-type: none"> Maybe responsible for providing guidance to one or more employees in the completion of day to day responsibilities. May supervisor or train student workers. Works collaboratively with others in team completion of group or department objectives. | <ul style="list-style-type: none"> May be responsible for coordinating or overseeing assigned work and activities of other employees or student workers who perform work that is similar or closely related to the position. Provides frequent guidance to employees in the completion of work within the work area/department. May participate in group projects that involve other departments. | <ul style="list-style-type: none"> Assigns work to other employees and actively trains staff in developing their skills. Mentors and supports others. Actively encourages others to make decisions and take action. Actively participates in group projects and encourages others to work collaboratively. May manage administrative, administrative support, service employees or students. | <ul style="list-style-type: none"> Shares department direction with others while actively listening to ensure personal understanding and buy-in. Direction, leadership and mentorship of others are a requirement at this level. It is necessary to assist others in relating their interests, skills and activities to department objectives. Typically manages administrative, administrative support, service employees or students If individual contributor, demonstrates leadership by demonstrating concepts such as influence, motivation, teamwork when interfacing with other professionals on projects | <ul style="list-style-type: none"> Leads staffing decisions and setting work objectives of staff. Leadership, mentorship and motivation are required to integrate the objectives of others with the objectives of the College. These objectives are often divergent and must be reconciled to obtain necessary commitment. If individual contributor, may facilitate internal teams to solve problems/purse opportunities within one's primary area. Actively instructs and teaches more junior colleagues. | <ul style="list-style-type: none"> Holds self and others accountable for achieving established performance expectations while still encouraging and supporting others to take reasonable risks for which they will be accountable. Typically manages professional and supervisory employees. As individual contributor, guides senior College leaders on technical or other key business issues. | <ul style="list-style-type: none"> If in management role, may typically manage and direct supervisory/ managerial employees of a department to ensure defined goals and objectives of the department are effectively met. Regularly coaches and trains others in their own work area, understanding concerns of other areas, and works together to solve problems which may cross numerous areas in the College. If serving as individual contributor, may work alone with the highest degree of autonomy or as an expert-leader of a team of specialized professionals at the E, F and G career levels. | <ul style="list-style-type: none"> In this level, direction, leadership and mentorship are a requirement in the creation of strategic vision to focus and engage members of the Bowdoin community. Actively works with directors, Vice Presidents, Dean and the President to achieve overall College goals. Typically manages managerial level employees responsible for a Department/Division . |

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| Education/Experience <i>(Typical education/ experience required of roles within the career level)</i> and Physical Efforts <i>(Intensity, frequency and duration of physical effort)</i> | <ul style="list-style-type: none"> High school degree or equivalent. Some experience preferred (but less than 1 year). May include considerable physical effort or strain resulting from long periods of intense physical activity or continuous, sustained light physical activity. Significant physical exertion may be required at this level. | <ul style="list-style-type: none"> High school degree or equivalent. Typically 1 to 3 years experience related to the job. May include considerable physical effort or strain resulting from long periods of intense physical activity or continuous, sustained light physical activity. Significant physical exertion may be required at this level. | <ul style="list-style-type: none"> High school degree or equivalent. At least 1 to 3 years experience related to the job. May include moderate physical effort or strain resulting from frequent or longer periods of intense physical activity or almost continuous light physical activity. Moderate physical exertion may be required at this level. | <ul style="list-style-type: none"> An Associates or Bachelor's degree. At least 3 to 5 years experience related to the job. May include some, but limited physical effort or strain from short periods of intense physical activity or almost continuous light physical activity. Some physical exertion may be required at this level. | <ul style="list-style-type: none"> Typically a Bachelor's degree. At least 3 to 5 years experience related to the job. May include some, but limited physical effort or strain from short periods of intense physical activity or almost continuous light physical activity. Some physical exertion may be required at this level. | <ul style="list-style-type: none"> At least a Bachelor's degree. Typically 5 to 7 years experience related to the job. No, or limited physical effort beyond that resulting from normal day to day movement about the workplace. | <ul style="list-style-type: none"> Typically Bachelor's or Master's degree. Typically 5 to 10 years experience related to the job. No, or limited physical effort beyond that resulting from normal day to day movement about the workplace. | <ul style="list-style-type: none"> Typically Bachelor's or Master's degree. Typically 5 to 10 years experience related to the job. No, or limited physical effort beyond that resulting from normal day to day movement about the workplace. | <ul style="list-style-type: none"> Typically Master's degree; maybe Doctoral degree. Typically 10 or more years experience related to the job. No, or limited physical effort beyond that resulting from normal day to day movement about the workplace. |