

Administrative Analyst

University of California, Los Angeles
March, 1973

Class Specifications - F.20

Principal Administrative Analyst II - 7240

Principal Administrative Analyst I - 7241

Senior Administrative Analyst - 7242

Administrative Analyst - 7243

Assistant Administrative Analyst - 7244

SERIES CONCEPT

Administrative Analysts conduct or supervise responsible and complex administrative analysis requiring knowledge of University administrative organization, policies, procedures, and practices; and perform other related duties as required.

Incumbents make analytical studies for campus or University-wide administrative officers; study existing and proposed administrative organizational structure, policies, and procedures; plan details of administrative studies; determine and locate sources for collecting information and data; review, analyze, and summarize reports of administrative officers, committees, and agencies; prepare directives, regulations, and other instructions for issuance to subordinate administrative units; provide consultative service in administrative management to departmental administrators; develop and recommend new administrative organizational structure, policies, and procedures; and establish and maintain contact with officials in the University, government, and industry for the collection and exchange of information.

Assignments are usually given on a project basis and incumbents are expected to fully analyze the problem, gather data and information, find and evaluate alternative solutions, and make a final recommendation. Administrative Assistants and Administrative Service Officers, on the other hand, may perform some administrative analysis, but their work primarily concerns the day-to-day administration of a unit including the responsibility for making decisions.

Positions involving primarily preparation and control of departmental, school, or college budgets or the development and administration of procedures and practices for departments, schools, or colleges are not included in the Administrative Analyst series, but rather are typical of the duties found in administrative service classes such as Departmental Administrative Assistant and Administrative Services Officer.

CLASS CONCEPTS

Principal Administrative Analyst II and I

Incumbents are responsible for supervising or performing the highest level of administrative analysis. Positions are allocated to these levels by the Chancellor or Vice President on the basis of internal

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comparison with the Staff Officer I and II classes and the nature and scope of responsibilities, the role of the position in the overall management function, and the specialized requirements of the work.

Senior Administrative Analyst

Incumbents (a) provide staff assistance to campus officials in studying and developing recommendations which lead to major changes in organization, policies, procedures and practices, and normally supervise other Administrative Analysts, or (b) conduct responsible and complex analysis of administrative organization, policies, procedures, practices, and cost-benefit studies on a University-wide basis. Administrative analysis duties are performed under minimal supervision and work is reviewed in terms of meeting specific goals and objectives.

Typically at this level, incumbents develop and recommend new administrative organizational structure, policies, and procedures which apply campus-wide, University-wide, or to a large and complex school or college; review, analyze, and summarize reports of high level administrative officers, committees, and agencies; prepare directive, regulations, and other instructions for issuance University-wide, campus-wide, or to major administrative units; conduct difficult negotiations to implement specific recommendations which may include, coordinating the implementation with several service departments such as accounting, data processing, personnel or with a number of other different departments; conduct cost-benefit studies; provide advice and assistance to other Administrative Analysts on the more difficult problems; provide consultative service to campus officials; and supervise the work of other Administrative Analysts. Positions at this level are typically found in the office of a Vice President, Chancellor, or Dean of a large and complex school or college having a number of subordinate operating departments.

Administrative Analyst

Incumbents perform the responsible and complex administrative analysis with only general supervision. The majority of administrative analysis duties on a campus are performed at this level.

Typically at this level, incumbents analyze existing and proposed administrative organizational structure, policies, and procedures; identify details of administrative studies; determine and locate sources for collecting information and data; review, analyze and summarize reports; prepare directives, regulations, and other instructions for issuance to subordinate administrative units; and provide consultative service in administrative management to departmental administrators. Assignments are usually given on a project basis and incumbents are expected to analyze fully the problem, gather data and information, find and evaluate alternate solutions, and make a final recommendation.

Assistant Administrative Analyst

Incumbents perform administrative analysis under the supervision of a higher level Administrative Analyst. Assignments may be more limited than those at the Administrative Analyst level, but the primary distinction is the degree of independence with which the incumbent performs a wide variety of administrative analysis functions.

MINIMUM QUALIFICATIONS

Principal Administrative Analyst II

Graduation from college with a major in business administration, economics, operations research, statistics, political science, educational administration, or an allied field, and seven years of experience in administrative analysis or operations research; or an equivalent combination of education and experience.

Principal Administrative Analyst I

Graduation from college with a major in business administration, economics, statistics, political science, educational administration, or an allied field, and six years of experience in administrative analysis or operations research; or an equivalent combination of education and experience.

Senior Administrative Analyst

Graduation from college with a major in business administration, economics, statistics, educational administration, political science, or an allied field, and four years of experience in administrative analysis or operations research; or an equivalent combination of education and experience.

Administrative Analyst

Graduation from college with a major in business administration, economics, statistics, educational administration, political science, or an allied field, and two years of experience in administrative analysis or operations research; or an equivalent combination of education and experience.

Assistant Administrative Analyst

Graduation from college with a major in business administration, economics, statistics, educational administration, political science, or an allied field; or an equivalent combination of education and experience.

CAMPUS CLASSIFICATION GUIDELINES - PRINCIPAL ANALYST I/II

Prepared By University of California, Los Angeles

Campus Personnel Office

(Applies to Principal Administrative, Budget, Personnel Analysts, Principal Accountant, and Principal Analysts)

I. SERIES CONCEPT

Systemwide class concepts for Principal Analyst I and II are as follows:

"Incumbents are responsible for supervising or performing the highest level of analysis. Positions are allocated to these levels by the Chancellor or vice President on the basis of internal comparison, the nature and scope of responsibilities, the role of the position in the overall management function, and the specialized requirements."

Positions at these levels

1. are responsible for ongoing staff functions with the highest level of campus-wide impact, and supervise other analysts and/or
2. perform the highest level of analysis for Vice Chancellors or other Management Program Officials. Projects directly contribute to major campus objectives or resolution of major campus problems usually at the Vice Chancellor level or above.

Analysis at these levels often deals with new issues, proposals, or programs. Analysis at these levels considers many complex variables and interrelationship and requires knowledge of a wide range of concepts, principles, and practices of campus administration as well as skill in applying this knowledge to the development of new programs, methods, approaches, or procedures.

Principal Analysts are frequently responsible for new proposals, Programs, or studies which require the involvement and coordination of a number of different campus offices or departments.

II. CLASS CONCEPTS

Principal Analyst

1. At this level analysts are responsible for ongoing staff functions as described in the series concept above. The analytical unit supervised is of small to moderate size (fewer than ten analysts and administrative staff) and is usually of one functional specialty within the department office, and/or
2. Analysis is performed as described in the series concept above. At this level the emphasis is on the analytical study itself (i.e.: gathering data analyzing the issues, formulating recommendations). Analysts make formal or informal presentations to management and discuss the study and recommendations.

Principal Analyst II

1. At this level analysts are responsible for ongoing staff functions as described in the series concept above. The analytical unit supervised is of moderate to large size (approximately ten or more analysts and administrative staff) and is usually of two or more functional specialties within the department or office.
2. Analysis is performed as described in the series concept above. At this level the emphasis is on the carrying out of the project or the solution of the problems under study. Principal Analysts II gather data, analyze issues and formulate recommendations as at the I level, but in addition carry out or implement the recommendations along with or on behalf of Management. The Principal Analyst II level is intended only for those positions with significant, demonstrable management impact on University of California, Los Angeles.

NOTE: Class Concept #1 for the I and II levels refers to supervision or management of a discrete analytical or staff unit. Classification movement from I to II levels occurs when there has been growth in the unit size and an increase in the number of functional specialties. Classification movement within Class Concept #2, on the other hand, may occur as the Principal Analyst develops management skills, political acumen and gains knowledge of campus management issues. Vacant principal level jobs classified under concept #2 should be filled at the I level. As the analyst gains in knowledge and skill the position may be reclassified to the II level as the classification criteria are met. Concept I and 2 frequently are found together in principal level jobs.

SUPPLEMENTAL GUIDELINES TO ANALYST CLASSIFICATION SERIES

Prepared by University of California, Los Angeles
Staff Personnel Office

**Legend to Analyst
Supplemental Classification Guidelines**

Level	Factors Which Must Apply for Classification
Assistant Analyst	Difficulty and Impact
Analyst	Difficulty and Impact
Senior Analyst	Difficulty and Impact or Supervisor/Unit Head
Principal Analyst	Difficulty or Impact or Supervisor/Unit Head

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1. DIFFICULTY

**CLERICAL
LEVEL III**

Actions vary in each individual case; variety of sources.

**CLERICAL
LEVEL IV**

Work has many separate phases; variety of transactions; qualitative review.

**ASSISTANT
ANALYST**

There is a wide variety of analysis performed under supervision, or independent responsibility for analysis of project with limited variety; assignments are under a project basis and involve report writing; make recommendations with alternative; there is a knowledge of theoretical concepts of the field; operates under supervision, including self-regulatory processes; can't deviate significantly from established standards.

ANALYST

There is a wide variety of analyses performed independently. Higher level input is required where there are large numbers or inter-dependent variables, usually campus-wide. In addition to theoretical knowledge at Assistant level, applies knowledge attained in work environment; works without close supervision and/or within processes that are not "self-regulatory"; solutions require innovation and alternate recommendations within existing programs which may significantly differ from established norms.

**SENIOR
ANALYST**

Specialization of analysis and number of different variables dictates that there is less review of recommendations and their end product; innovation in analysis is required as at Analyst level, but policy application and problems are unique, and the solutions require "first-time" applications and practices. Number of variables or variety normally requires supervising or working through other Analysts.

**PRINCIPAL
ANALYST**

Operates on the forefront of practice (has never been done in campus before). Develops programs based on untested, high level knowledge where few, if any, precedents have been set; the likelihood of program success may be less since it is more difficult to test hypotheses without implementing and evaluating programs - there is more risks-taking and person is breaking new ground; level of analysis tends to be more general than at Senior level since the application must consider more variables, i.e., how the institution's goals and objectives will be affected (teaching, research, budget).

2. IMPACT

RESULTS OF DECISIONS OR RECOMMENDATIONS (WHAT ACTUALLY HAPPENS)

CLERICAL LEVEL III	Procedural implementation or change.
CLERICAL LEVEL IV	Applies interpretations which result in procedural implementation or change.
ASSISTANT ANALYST	Policy or procedural changes are only limited by amount of supervision received by higher level or self-regulatory processes.
ANALYST	Analysis and recommendations of problems, decisions, or planning which requires alternate solutions or plans of action are ultimately made by a higher level.
SENIOR ANALYST	Decisions directly affect policies and procedures of such campus-wide programs as medical student, Academic Affairs, and Business and Finance often requiring input from other Analysts and/or departments.
PRINCIPAL ANALYST	Decisions and recommendations to supv. Involve new programs and/or their development which affect the directional aspects of the department (goals and objectives) which in turn may affect campus programs.

ONGOING: VS. NEW PROGRAMS

CLERICAL LEVEL III	None.
CLERICAL LEVEL IV	Performs qualitative review within ongoing programs where a particular issue can deviate from established policies and procedures.
ASSISTANT ANALYST	Under supervision, primarily deals with ongoing programs or changes.
ANALYST	Deals with ongoing programs and gives essential and important input to unique or first-time programs.
SENIOR ANALYST	Controls ongoing programs with responsibility for the development of new programs, policies, and/or procedures for possible implementation.
PRINCIPAL ANALYST	Performs analysis of issues, such as budget, staffing, and other matters which relate to the implementation of new programs.

PARTICIPATES IN THE IMPLEMENTATION OF CHANGE

CLERICAL LEVEL III	Procedural.
CLERICAL LEVEL IV	Adapts new procedures to former procedures with the capability of going outside own procedural guidelines.
ASSISTANT ANALYST	Under supervision, provides analysis of limited segments of changing programs.
ANALYST	Is a major effector of changes to operating departments within the broad interpretations of University policy.
SENIOR ANALYST	Develops implementation processes typically requiring coordination of multiple campus departments (plans the campaign).
PRINCIPAL ANALYST	Provides the conceptual framework for change with responsibility for strategically reducing the resistance to change, resolution of conflicts and generally providing expertise in the change process.

3. UNIT HEAD

SENIOR ANALYST	Assigns, coordinates, and reviews the work of other professionals; evaluates performance; takes corrective action.
PRINCIPAL ANALYST	In addition to duties performed at Senior level, performs multiple program planning and development; gives significant input to the budgetary process; duties require consideration of the unit's goals and objectives.
MANAGEMENT GRADE III	There is frequent multiple interaction with managers of other units and top campus management (Vice Chancellor/Chancellor); has total responsibility for a campus unit (may be multiple department) requiring planning and program development; has final budget responsibility (allocation of resources).

SENIOR ADMIN. ANALYST

Impact: College-Wide, School-Wide

Scope: Specialist, thus narrow in scope

May supervise other analyst

Typically report to high level staff positions (i.e., Prin. Analyst, MSO's)

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Advanced working level - solutions require first-time applications and practices

PRIN. ADMIN. ANALYST I

Impact: Major segment of campus-wide or a campus (more than one school)

Scope: Generalist, broad in scope more variables considered (how the institution's goals and objectives will be affected)

May supervise other analyst

Typically report to management program positions

Coordinates the function; provides management with high level recommendations. Management presents to approving body (i.e., Dean, Executive Council)

PRIN. ADMIN ANALYST II

Impact: Campus-wide/SW

Scope: Generalist, broad in scope

Typically supervises other analyst and/or other staff which comprise a unit

Typically report to Vice Chancellors

Manage the function; make management decisions as to direction of studies and unit's work. Presents recommend to approving body or if incumbent does not manage a function, then must perform analysis, develop recommendations and directly participate in major management decision. Has significant impact on overall management of campus or unit. Must report directly to V/C or equivalent level.

1. Nature and scope of duties
2. Role of position in overall management function
3. Specialized requirements