Unclassified ASF Position Description Information Packet

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Introduction / Overview

- Position descriptions lay the groundwork for the incumbent and the position so that the job duties performed are clearly identified. Reassignments are made when there have been significant changes to the position’s primary responsibilities and duties which may cause the position to be categorized into a different salary range. Reassignment requests should be initiated by the supervisor or employee when the position description and questionnaire no longer accurately reflect the major responsibilities of the position. The position description is intended to provide the reader with an overall idea of what the position does.

- Position descriptions and position analysis questionnaires should be a reflection on the position, not on the performance of the person holding the position. Once the position description has been updated and the position analysis questionnaire has been completed, be sure to review all of the information. Look at the documents both as a whole and at each individual section.

- When there is a vacancy, the position description should be reviewed to ensure necessary updates. When new positions are created, position descriptions should be created prior to the position being filled.

- New position requests require:
  - Position description
  - Position analysis questionnaire
  - Organizational chart

- Reclassification requests require:
  - Position description
  - Position analysis questionnaire
  - Organizational chart
  - A memo from the supervisor explaining the rationale for the request and the substantive changes in duties and responsibilities that warrant review of the existing salary range assignment

02/17/2004
Key Aspects of Unclassified Position Descriptions

☐ Position descriptions and position allocation questionnaires should reflect the position, not the incumbent.

☐ Reassignments have no correlation to the position title. Salary range assignments are based solely on the responsibilities and duties of the position.

☐ Qualifications of the position are a reflection of the minimum requirements needed to successfully execute the responsibilities and duties of the position, and should not be based upon the credentials of the incumbent.

☐ The responsibilities described in the documents should reflect the permanent responsibilities of the position. Temporary or seasonal responsibilities are not a factor in reassignment situations.

☐ The Campus Evaluation Committee looks at the documents collectively as a whole, and their decisions are not based on any single factor.

☐ Even though positions may have responsibilities that are assigned different levels, the level that the majority of the responsibilities are assigned will be the overall assigned level.
Glossary of Terms Used in Allocation Matrix
for MSUAASF Positions

Recognizing that each university has adopted its own vocabulary for describing organizational units, we have adopted the following glossary for the purpose of using the allocation guides.

**Communicate effectively** means that a person is able to convey information to others clearly and accurately, either orally or in writing.

**Persuade and negotiate** means that a person is able to influence or convince others to believe or do something and conducts business with others through the exchange of proposals and ideas.

**Professional** – When referring to professional employees, this term includes graduate assistants, interns and any employee in a classification represented by MSUAASF, MAPE, MMA, MNA, MGEC or the IFO, or an exempt employee covered by the Commissioner’s Plan.

**Resources** – For the purpose of the Resource Management factor, this term includes facilities, money (including salary budgets), technology, equipment and supplies, but does not include employees, student workers or volunteers.

**Stakeholders** – An individual or constituent group with common interests that has internal or external associations to the university (e.g. students, faculty, workgroups, state officials, alumni, booster clubs, parents, embassy officials, elected officials, Code officials, donors, local community members, etc.).

**University-wide Policies and Procedures** – are those established through an institutionalized consultation approval process that includes executive council or presidential approval.
Definitions of Organizational Layers in Hierarchical Order

With a Generic Org Chart to Illustrate Hierarchy of Organizational Units
As Defined in Glossary used with MSUASASF Position Allocation Matrix

University:
One of the seven state universities, including all campuses and off-campus sites

Area (under Dean):
That part of the University that falls under the jurisdiction of a vice president or a dean that reports directly to a president

Area (under VP):
A major portion of a vice president’s span of control, typically a college (e.g., College of Business), school or other major management unit such as auxiliary services, enrollment management

Section:
A functional portion of a Section or Area, such as Financial Aid, Admissions, Residential Life, TRIO, etc. A Department may report to the president

Department:
A specific function within a Department, providing direct service to clientele: Annual Giving, marketing, publications, ADA, Learning Center, etc.

Program:
Administrative Procedure for Salary Range Assignments
of MSUAASF Positions

Purpose
The purpose of this administrative procedure is to document the process used to assign new MSUAASF positions to a salary range and to review and, where appropriate, change the salary range assignment of existing positions when substantive changes in duties and responsibilities occur.

General provisions
Documents used in this process include the Position Description, Position Analysis Questionnaire (PAQ), organization chart and the MSUAASF Position Allocation Matrix, including the Glossary of Terms, Underlying Assumptions, and the Evaluation Form.

Documentation of the duties and responsibilities of the position in question is the responsibility of the employee and/or supervisor. This documentation includes a current Position Description, a Position Analysis Questionnaire, a cover memorandum explaining why the position should be evaluated and an organization chart that includes all positions in the organizational unit and shows reporting relationships. Organizational charts must show individual positions, not functions. A review of a position will not take place until all documentation has been received by the campus Human Resources Office.

A Campus Evaluation Committee (CEC) shall be established at each state university. The CEC is comprised of the campus Human Resources Director or designee, a MSUAASF campus representative, and a Vice President or designee, who must be a MnSCU Administrator. The direct supervisor over the position being evaluated shall not serve on the CEC for that position. All CEC members must have received training in the use of the Position Allocation Matrix prior to serving on the CEC. The function of the CEC is to review requests for new salary range assignments or re-evaluations of existing assignments and to make recommendations to the Office of the Chancellor.

A System Evaluation Committee (SEC) shall be established. The SEC is comprised of the Associate Vice Chancellor for Personnel or designee, a campus Human Resources Director or designee, a MnSCU Administrator from a campus and two (2) MSUAASF representatives. The direct supervisor over the position being evaluated shall not serve on the SEC for that position. All SEC members must have received training in the use of the Position Allocation Matrix prior to serving on the SEC. For purposes of continuity and consistency, the MSUAASF appointments to the SEC should be staggered. The function of the SEC is to review appeals of salary range assignment decisions made by the CEC and/or the Office of the Chancellor. The SEC is not limited in its deliberation to the content of the appeal, but may consider all relevant information available to determine the appropriate range assignment of the position. The decisions of the SEC are final and not subject to the grievance procedure contained in the collective bargaining agreement. If a request for review of a salary range assignment results in a change to a higher salary range, the results shall be implemented effective the date the fully documented request was received by the Campus Human Resources Office.
**Position Evaluation Process**

**Actions:**
- Complete and sign the position description and position analysis questionnaire. Create or obtain a current and complete organization chart. For filled positions, write a cover memo explaining the rationale for the request, and explaining the substantive changes in duties and responsibilities that warrant review of an existing salary range assignment. Submit the documents to the Campus Human Resources Office.
- Review documentation for completeness. If complete, log the audit request and submit audit packet to appropriate Vice President for approval. Notify employee/supervisor of approval or denial. If approved, convene a meeting of the CEC.
- Provide the employee/supervisor an opportunity to make a presentation to the CEC before the committee reviews and evaluates the position.
- Use the Position Allocation Matrix and supporting documents to formulate a committee recommendation on the appropriate salary range assignment. Complete the evaluation form to document fully the rationale for the recommendation.
- Where the CEC recommends the initial salary range assignment for a new position, or a revised salary range assignment for an existing position, forward the completed evaluation form, position description, position analysis questionnaire, organization chart and job audit cover sheet to the assigned MnSCU Staffing Representative.
- For existing positions, if the CEC decision is that the position should remain in the current salary range, notify the employee/supervisor of the CEC decision and forward a copy of the evaluation form to the assigned MnSCU Staffing Representative for informational purposes only.
- Review the documentation and the CEC recommendation and determine consistency and appropriate range assignment. If the CEC recommendation is not accepted, provide rationale for the determination. Notify the campus Human Resources Office of the range assignment.
- Notify the employee, supervisor and CEC members of the determination made by the MnSCU Staffing Representative. Notify Campus Association of final determinations (see Article 3, Section C of BU agreement).

**Responsible Party:**
- Employee/Supervisor
- Campus Human Resources Office
- Campus Evaluation Committee
- Campus Human Resources Office
- Campus Human Resources Office
- MnSCU Staffing Representative in Office of the Chancellor
- Campus Human Resources Office
Appeals
When the employee/supervisor is notified of a CEC decision that the position should remain in the current salary range or the MnSCU Staffing Representative’s salary range determination, the employee/supervisor may appeal the result to the SEC.

**Appeal Process Actions:**
Write appeal, providing the rationale for the appeal and additional information not contained in the original request for review, including comparisons to other MSUAASF positions. Submit written appeal to the Associate Vice Chancellor for Personnel or their designee, with a copy to the campus Human Resources Office, within 30 calendar days of the date of the Campus Human Resources Office provides written notice to the employee and supervisor of the MnSCU Staffing Representative’s salary range notification. If no written appeal is timely filed, then the salary range determination of the MnSCU staffing representative will be final. Upon approval in advance by the Associate Vice Chancellor for Personnel or their designee this deadline may be extended. All appeal information must be received by the MnSCU Staffing Representative three weeks before the next scheduled SEC meeting. Written correspondence as provided in this provision may be by e-mail.
Convene regularly scheduled meetings of the SEC as needed.
Provide the employee/supervisor with an opportunity to make a presentation to the committee before the committee reviews the appeal documentation. Evaluate the position using the Position Allocation Matrix and supporting documents. The SEC is not limited in its deliberation to the content of the appeal, but may consider all relevant information available to determine the appropriate range assignment of the position. The SEC’s decision is final and not subject to the grievance procedure in the collective bargaining agreement.

**Responsible Party:**
Employee/supervisor

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**Associate Vice Chancellor for Personnel or designee.**

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**System Evaluation Committee**

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**Notify the campus Human Resources Office of the SEC’s decision.**

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**Notify the CEC, employee and supervisor of the SEC’s decision. Notify Campus Association of final determinations.**

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**Associate Vice Chancellor for Personnel or designee**

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**Campus Human Resources Office**

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09/17/2014
Tips for Writing Position Descriptions

☐ Remember the position description reflects the job, not the person holding the position. There should be no references to qualities or characteristics of an individual.

☐ Write as though the reader has no idea who the incumbent is. Use language that is completely objective.

☐ Be factual and impersonal when writing. Ensure that the writing is objective, free from bias, judgments, and opinions. Write the position description in a third person writing style avoiding words such as “I” and “me” when referencing the incumbent.

☐ Be accurate. The responsibilities and duties are a reflection of what the position does on a regular basis. Responsibilities that the position had in the past or will have in the future are not to be included in the proposed position description. Temporary duties and responsibilities are not relevant. Both the employee and the supervisor need to approve the proposed position description, so be accurate right from the start.

☐ Be clear and concise. Ensure that the information included adds value to what needs to be communicated. Avoid using words that can easily be omitted without changing the meaning of what is being said. For example, words like “a” or “the” when they can easily be omitted. Ambiguous words should be avoided as well in order to provide a clear description. Too much information that is not relevant loses focus on the pertinent information. Use words that have only a single meaning, leaving little room for interpretation. Avoid using generalized statements by adding qualifiers to enhance clarity.

☐ Details that are meaningless outside the immediate department of the incumbent should either not be included or should be clearly defined if absolutely necessary. Use position titles rather than the names of the incumbents. Avoid details specific to the organization that are not relevant for someone outside of the organization to understand the position.

☐ Focus on the critical activities for the major responsibilities. Group together tasks that can fit under major responsibilities. Start with the most important responsibility, and continue in order of importance.

☐ Use action verbs in the present tense when writing job duties and responsibilities.

☐ Write to describe the outcome of the work rather than the processes done to complete the work.

☐ Be sure to use common terminology so that the average person reading it would be able to understand it. Avoid using terminology that is technical, an acronym, jargon, or a phrase that are specific to just this position.

☐ Provide examples to support and qualify the position responsibilities. Thoroughly and concisely describe examples.
### KSA Qualification Statement Examples

*“...sufficient to...” Format for MSUAASF Positions*

<table>
<thead>
<tr>
<th>Category</th>
<th>“...sufficient to...” Qualification Statement Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>Knowledge of academic programs, curriculum, student services, resources, policies and procedures sufficient to assist applicants and students in making sound career and educational decisions.</td>
</tr>
<tr>
<td>Advising</td>
<td>Ability to develop and maintain working relationships with peers at other higher educational institutions sufficient to secure knowledge of applicable academic credit transfer issues and degree articulation agreements.</td>
</tr>
<tr>
<td>Advising</td>
<td>Knowledge of community resources sufficient to locate resources to address students' basic needs, including housing, food, transportation, health, etc. services.</td>
</tr>
<tr>
<td>Advising</td>
<td>Ability to interpret institutional, state and federal financial and academic policies and regulations sufficient to translate them into financial aid and/or advising procedures and processes.</td>
</tr>
<tr>
<td>Communication</td>
<td>Presentation skills sufficient to develop, modify, interpret, and explain academic, financial aid, and/or student affairs information, policies, practices, procedures and/or requirements to groups of 10 or more.</td>
</tr>
<tr>
<td>Communication</td>
<td>Written communication skills sufficient to write, prepare, and edit materials such as memos, procedures, reports, presentations, etc., using correct grammar and clearly explaining complex ideas, regulations, policies and procedures to varied audiences.</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal communication skills sufficient to participate in discussions and communicate complex ideas, regulations, policies and procedures to staff and managers and present recommendations and reports to senior managers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Written and verbal communication skills sufficient to write, prepare, and edit materials such as memos, procedures, reports, presentations, etc., and clearly explain, discuss, communicate and present complex ideas, regulations, policies and procedures to staff, managers and senior managers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Ability to develop, modify, evaluate/improve, interpret, and explain academic, financial aid, and student affairs policies, practices and procedures.</td>
</tr>
<tr>
<td>Computer</td>
<td>Comprehensive computer software skills, including knowledge of word processing, spreadsheet, database, graphics, charting, and other business software applications sufficient to collect, query and analyze data and prepare charts, reports and presentations for varied audiences.</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Customer services skills sufficient to actively listen to and understand needs and provide accurate information and appropriate alternatives in a timely, thorough, courteous, respectful, and professional manner in person, over the phone and in writing.</td>
</tr>
<tr>
<td>Data Privacy</td>
<td>Ability to learn, explain and apply data privacy practices, policies and laws sufficient to maintain the confidentiality of all personal and/or protected data.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Demonstrated commitment to and experience working with culturally, ethnically and linguistically diverse students, faculty/staff, communities and/or organizations sufficient to maintain a work environment that respects and values differences and diversity.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Experience working with students from diverse and traditionally underserved backgrounds and with varied needs sufficient to ensure their success in completing academic goals.</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Analytical, conceptual and problem-solving skills sufficient to fully understand customer requirements and create viable solutions.</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>Organizational skills sufficient to manage multiple projects simultaneously, delivering results and meeting deadlines.</td>
</tr>
<tr>
<td>Project Management</td>
<td>Ability to manage multiple projects simultaneously from inception through execution and evaluation sufficient to create clear and attainable project objectives, build project requirements, oversee cost, time and scope of projects, manage project constraints, and communicate progress and end results.</td>
</tr>
<tr>
<td>Teaching/Training</td>
<td>Skill and/or experience in designing, developing, and delivering courses sufficient to engage learners and achieve learning objectives.</td>
</tr>
</tbody>
</table>
**Responsibility Statement Examples**
for MSUAASF Positions

<table>
<thead>
<tr>
<th>Performs What Action</th>
<th>On What or to Whom</th>
<th>Why/To Produce What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, identify and develop</td>
<td>service learning opportunities with college faculty and external organizations</td>
<td>to ensure opportunities are available and students’ learning and experience needs are met. ensuring that program goals and action steps are identified, updates are communicated and objectives are met on time and within budget</td>
</tr>
<tr>
<td>Develop</td>
<td>program work plans</td>
<td></td>
</tr>
<tr>
<td>Develop, implement, assess and continuously improve</td>
<td>a 30 month work plan for multi-year recruitment efforts</td>
<td>to ensure staff have the tools, training and skills needed and are able to meet student enrollment goals</td>
</tr>
<tr>
<td>Coordinate</td>
<td>partnership agreements with external organizations</td>
<td>so that all requirements are accurately documented and goals and objectives are delivered on time and within budget</td>
</tr>
<tr>
<td>Advise</td>
<td>students on courses and schedules, major and minor options, and possible career paths</td>
<td>to ensure academic requirements are understood and successfully met and students graduate on time</td>
</tr>
<tr>
<td>As university’s student-centered approach expert, continuously research, design and develop</td>
<td>policies, procedures and best practices</td>
<td>so that the means for positively impacting student persistence and success at all levels and across all colleges are implemented</td>
</tr>
<tr>
<td>Direct</td>
<td>department employees and student workers</td>
<td>ensuring that staff are trained, scheduled as needed, and understand work assignments and department work/project deadlines are met and within budget</td>
</tr>
</tbody>
</table>

**Supervisory Functions**
1. **Hire**
   - reviewing job applications for selections of interviewees
   - interviewing applicants
   - hiring
   - conducting probationary evaluations
   - making certification decision

2. **Transfer**
   - transfer employee from one dept. to another
   - transfer employee within dept. but to separate location
   - transferring employee from one classification to another

3. **Suspend**
   - writing/signing letters of suspension
   - removing employee from payroll

4. **Promote**
   - complete/sign promotional rating forms
   - other evidence of promoting

5. **Reward**
   - entering letters of commend, etc., in employee’s file
   - granting discretionary bonuses

6. **Direct**
   - approve positions descriptions -training or orient new employees on job duties
   - instruct employees in performances of their job duties
   - approve /reject work of employees
   - grant/withhold step increases
   - conduct performance evaluations and complete forms
   - approve time records
   - approve/reject vacation/sick leave

7. **Discharge**
   - write/sign discharge letter
   - remove employee from payroll
8. **Assign**
   - assign work to employees
   - assign overtime
   - establish work schedules
   - determine work priorities
   - temporary reassignments with department

9. **Discipline**
   - oral/written reprimand

10. **Adjust Grievances**
    - hear on management's behalf at 1st/2nd step
    - grant/deny grievances
**Underlying Assumptions**

That Apply to the Use of the MSUAASF Position Allocation Matrix and the Evaluation Process

1. No single factor will determine the level of a position.

2. Most positions will have responsibilities at multiple levels - the majority of the position's responsibilities will determine the level of the position.

3. Higher level positions will incorporate lower levels of functioning.

4. Position allocations are based upon ongoing duties and responsibilities. Temporary work assignments are not a factor.

5. Position titles have no relationship to salary range assignments. Positions are allocated to salary ranges based upon the duties and responsibilities assigned to the position.

6. Position qualifications (degrees and experience) are based upon the documented responsibilities of the position, not the qualifications of the incumbent.

7. Position duties transferred/reassigned between positions must be explained and documented within the process (e.g., in the position description, position analysis questionnaire, cover memo) and may result in the re-evaluation of other positions.

8. A salary range reassignment evaluation request would not be appropriate when an increase/decrease occurs in the volume of the same kind and level of work already assigned, as a reward for good performance, or because an employee has progressed to the maximum of his/her salary range.
Position Allocation Matrix for Use in Evaluating MSUAASF Positions

(Words in the glossary appear in **bold** the first time they are used in each cell)

<table>
<thead>
<tr>
<th>Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor 1</strong></td>
<td>Knowledge expertise</td>
<td>Ability to provide direct customer service at a professional level to meet student or program needs. Ability to recognize and understand the complexity of issues sufficient to make appropriate referrals. Basic knowledge of the higher education environment and general practices. Basic knowledge of a program sufficient to accomplish work assignments.</td>
<td></td>
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<tr>
<td><strong>Factor 2</strong></td>
<td>Innovative Thinking</td>
<td>Apply established policies, procedures and precedents. Innovation is most often expressed as process improvement.</td>
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</tbody>
</table>

Description in column A applies. plus: Knowledge of a specific program or function of a department sufficient to accomplish multiple work assignments and projects. May be the specialist or technical knowledge expert within a particular program. Ability to recognize and understand the impact of work on other functions within the program/department. Ability to integrate general knowledge of other university programs into the provision of information and advice to clientele.

Description in column A & B apply. plus: Advanced knowledge of a complex body of practices and procedures for a specific program(s) or specialized activity within a department (e.g., some positions require in-depth specialized skills and knowledge in order to provide professional services). Ability to integrate all functions within the program(s) or departmental activity to accomplish objectives. Ability to relate the work of the program(s) or departmental activity to the broader work of the university. Serves as a university expert for policies, procedures and principles applicable to a program or specialized activity.

Descriptions in columns A-C apply. plus: Comprehensive knowledge of a complex set of principles, policies, practices and data applicable to the operations of a major activity within a department, section or area. Ability to integrate knowledge of the work and operations of the department to the goals of the department, section or area. Serves as the university’s expert for the policies, procedures, and principles applicable to a department.

Descriptions in columns A-D apply. plus: Innovative solutions to situations without precedent or in definition of new directions are expected. May be a key individual in crisis management situations within the university. Most issues are resolved independently. Consultation occurs in order to take into account the communication needs of management and university administration.
<table>
<thead>
<tr>
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<th>C</th>
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<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 3: Strategic Planning and Assessment</td>
<td>Participate in strategic planning and goal setting for program. Conduct assessment activities as assigned.</td>
<td>Description in column A applies, plus: Develop and implement tactical initiatives in support of program strategies.</td>
<td>Description in columns A &amp; B apply, plus all of the following: Participate in developing strategic and/or long range plans for a department; responsible for the development of strategic plans, goals, and objectives for a program, design and conduct assessment projects.</td>
<td>Descriptions in columns A-C apply, plus: Assure alignment of program/department planning and assessment activities with section/university strategic plan.</td>
<td>Descriptions in columns A-D apply, plus: Responsible for the development of the strategic and long range plans goals, and objectives for one or more departments.</td>
</tr>
<tr>
<td>Factor 4: Policy, Procedures, Laws and Regulations</td>
<td>Apply and follow university-wide and program/departmental policies and procedures as well as laws and regulations of state and federal agencies and other governing bodies (e.g., NCAA, ICE, NCA/HLC). May develop procedures for a program.</td>
<td>Description in column A applies, plus: Interpret and implement program/departmental policies and procedures. Develop procedures for a program.</td>
<td>Description in columns A &amp; B apply, plus: Recommend policies for a program or specialized activity. Grant appeals and exceptions where precedent exists.</td>
<td>Descriptions in columns A-C apply, plus: Establish and implement policies and procedures on the program/departmental level coordinating and integrating within the area. Grant appeals and exceptions, where no precedent exists. Interpret and implement university-wide policies and procedures as well as laws and regulations of state and federal agencies and other governing bodies (e.g., NCAA, ICE, NCA/HLC).</td>
<td>Descriptions in columns A-D apply, plus: Develop, obtain approval of, and implement university-wide policies and procedures. Identify and interpret applicable laws and regulations of state and federal agencies and other governing bodies (e.g., NCAA, ICE, NCA/HLC).</td>
</tr>
<tr>
<td>Factor 5: Decision Making (and Accountability)</td>
<td>Independent decisions are made within the program, following established procedures.</td>
<td>Description in column A applies, plus: Independent decisions are made within the program, in conformance with policies and precedents.</td>
<td>Description in columns A &amp; B apply, plus: Program level decisions are made by choosing from among multiple courses of action that affect stakeholders with diverse interests. May involve review of decisions made at a lower level.</td>
<td>Descriptions in columns A-C apply, plus: Decisions are made within a department that affects multiple stakeholders with competing interests. May involve review of decisions made at a lower level.</td>
<td>Descriptions in columns A-D apply, plus: Departmental level decisions are made that balance competing priorities and needs of various departments, programs, and stakeholders. Decisions are typically made following solicitation of input from affected stakeholders.</td>
</tr>
<tr>
<td>Factor 6: Resource Management</td>
<td>May monitor resources. Responsibility for managing resources is not a significant factor in this position.</td>
<td>Has some discretion for limited resources and/or limited discretion over larger resources for dedicated purposes.</td>
<td>Description in columns B &amp; C apply, plus: Discretion to manage resources for a program(s).</td>
<td>Descriptions in columns B-D apply, plus: Authority to manage and commit resources for a department/section that have a major impact on the university.</td>
<td></td>
</tr>
<tr>
<td>Level</td>
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<td>C</td>
<td>D</td>
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<td>Factor 7</td>
<td><strong>Accomplish assigned tasks in predetermined priority order. May assign work to clerical and student workers.</strong></td>
<td><strong>Description in column A applies, plus: Accomplish multiple assignments with differing time frames and deadlines. May require coordination with others. Priorities are established in consultation with the supervisor. May provide work direction to clerical and student workers.</strong></td>
<td><strong>Description in columns A &amp; B apply, plus: Determine how to implement the work plan. Develop work plan(s) for program(s). Prioritize and reprioritize work. Revise existing processes. May provide work direction to professional level employees. May participate in personnel decisions.</strong></td>
<td><strong>Descriptions in columns A-C apply, plus: Determine priorities and outcomes within the work plan. Will typically develop work plan for department or multiple programs. Lead, direct and assess the work professional level employees. Recommend new initiatives.</strong></td>
<td><strong>Descriptions in columns A-D apply, plus: On an annual basis, determine for department or section what will be done, when it needs to be accomplished and who will perform the work (not necessarily direct reports). May adjust the work plan as needed. Lead, direct and assess the work of others at the department or section level.</strong></td>
</tr>
<tr>
<td>Factor 8</td>
<td><strong>Communicates effectively and clearly with stakeholders and coworkers. Obtains and provides information and factual data.</strong></td>
<td><strong>Description in column A applies, plus: Interprets and/or integrates data and information in order to provide advice and counsel to others. Communicates effectively with internal and external stakeholders, including eliciting additional and clarifying data.</strong></td>
<td><strong>Description in columns A &amp; B apply, plus: Communicates effectively with stakeholders on sensitive and emotionally charged issues on a regular and recurring basis.</strong></td>
<td><strong>Descriptions in columns A-C apply, plus: Persuade and negotiate with stakeholders to obtain the desired results that have an impact on the department or may impact on the university.</strong></td>
<td><strong>Descriptions in columns A-D apply, plus: Persuade and negotiate and influence stakeholders to obtain the desired results that have a broad impact on the university.</strong></td>
</tr>
</tbody>
</table>
Example: Cover Memo Requesting re-comparison of an existing MSUAASF position

MEMORANDUM

Date:

To: Campus HR Director
   Campus Evaluation Committee

From:

Subject: MSUAASF Salary Range Assignment for an Existing Position

We are requesting a review of the salary range assignment of our Director of the Center for Academic Excellence. The present director is retiring and we are taking this opportunity to reevaluate the current salary assignment of this position.

The responsibilities for the leadership of the center and participation in university-wide functions have increased significantly over the past number of years. The complexity of backgrounds and needs of our students have changed dramatically and the center is seen as a lifeline for many of our students, providing their primary sources of support for their educational pursuits. The center is providing additional services in the form of online tutoring as well as providing services at new physical site locations. To meet these needs, the center’s staff has increased by 31 headcount equaling 5.5 full-time equivalents, including both State employees and student workers. This increase in additional staff and services requires budgetary review and oversight of $397,700 annually, an increase of about $100,000 annually.

The position now reports to the Vice President for Student Academic Success and is seen as a primary asset for the development of means for positively impacting student persistence and success at all levels and across all colleges. The advocacy for the student centered approach is a function that the Director is increasingly called upon to perform. The Director has also been asked to participate in a number of university-wide activities including AQIP committees, the Retention taskforce, and the cabinet.

Thank you for your consideration of this request.
Example: Cover Memo Requesting new MSUAASF position

MEMORANDUM

Date:

To: Campus HR Director
    Campus Evaluation Committee

From:

Subject: MSUAASF Salary Range Assignment for New Position

We are requesting a new position, the Director of Service Learning Partnerships, which will provide leadership and support for developing partnerships to provide student service learning opportunities for our university students. Examples of service learning opportunities that this position will be involved in developing include providing

- Counseling to families or children and families who may need social work type of guidance,
- Dental hygiene care,
- Nursing care,
- Speech and hearing care, and, possibly,
- Other programs.

We believe the value for our students is that this type of service opportunity will allow them to practice and use what they are learning in the classroom, provide experiences that will help to prepare them for future employment, and provide opportunities to work with organizations that have minimal resources and real needs.

Currently, the plan is to hire for a part-time position to oversee this program as it continues to evolve and grow. The position will report to the Dean of Graduate Studies and will develop service learning opportunities which are in addition to the internship partnerships being developed by other team members. Funding for this initiative has been through soft-funds, however, the university goal is to integrate this long-term into our general budget.

Thank you for your consideration of this request.
Example: Organizational Chart

7U University
Center of Academic Excellence
Organizational Chart

03/17/2014

Dr. O. Michaels
President
MnSCU Admin President I
PCN 00790001
1.0 FTE

Dr. S. Davis
VP Student Academic Success
MnSCU Admin 5
PCN 00790021
1.0 FTE

O. Castle
Director of Admissions
MSUASFA
PCN 00790020/1
1.0 FTE

S. Vang
Director of Fin/Aid
MSUASFA
PCN 00790010/2
1.0 FTE

J. Delgado
Director CoAE
MSUASFA D
PCN 00790013/4
1.0 FTE

K. Rashal
Registrar
MSUASFA F
PCN 00790030/1
1.0 FTE

T. Canby
Assoc Dir
MSUASFA C
PCN 00790040/1
1.0 FTE

Vacant
CoAE
MSUASFA C
PCN 00790050/1
1.0 FTE

Faculty Tutors
Adjunct Faculty
7 Part-time
Total 3.0 FTE

Graduate Tutors
Graduate Assistants
9 Part-time
Total 2.0 FTE

Peer Tutors
Student Workers
7 Part-time
Total 1.0 FTE

Math Center

M. Williams
Testing Assistant
OAS
PCN 00790060/1
1.0 FTE

I. Jackson
Testing Assistant
OAS
PCN 00790070/1
1.0 FTE

Testing Center

Front-Desk Comp Support
Student Workers
5 Part-time
Total 1.0 FTE

Writing Center

Faculty Tutors
Adjunct Faculty
4 Part-time
Total 3.0 FTE

Graduate Tutors
Graduate Students
7 Part-time
Total 1.0 FTE

Peer Tutors
Student Workers
7 Part-time
Total 1.0 FTE

Science Center
Example: Position Description

**POSITION SUMMARY** (One or two sentences summarizing the primary purpose for which this position exists):
In a short paragraph, one to three sentences, the position purpose should be a brief description of the primary purpose or objective of the position. If appropriate, include the major functions, duties, and responsibilities of the position in a broad overview without going into detail. This should provide a fundamental understanding of the job. Describe the activity first, and then state what the purpose is of doing that activity. The position purpose should answer “why” not “how” the position functions. Why does the position exist? What would be affected if the job did not exist? What is the position expected to accomplish?

**RESPONSIBILITIES AND DUTIES:**
(Percent of time should reflect time over the course of a year. Add rows to the table or use additional sheets as necessary to provide a detailed description of these responsibilities.)
Describe between five and ten of the most essential principal responsibilities of the position. This should be a list created in regards to the level of importance rather than the level of frequency, and the list should be descending based on the percentage of time spent on the responsibilities. Only items that are permanent tasks of the position should be included as a responsibility. The responsibilities should show the reason for the existence of the position. Assume that the person reading this is not familiar with the duties of the position. The primary responsibilities should be listed in a complete concise statement. Below each responsibility there should have a bulleted list of the supporting tasks done to fulfill each responsibility achieving an end result. Each of the sentences should begin with an action verb describing what, why, or how the duty is completed. Avoid using verbs that have unclear meanings, since the intention is to clearly and concisely describe the duty being performed. What are the primary responsibilities of the position? What tasks are necessary to fulfill each responsibility? How important is each responsibility? How much time should be devoted to each responsibility?

**EDUCATION AND EXPERIENCE** (Enter minimum number of years of formal education and/or experience which are required to perform the duties listed above. Do not list preferred qualifications, or an incumbent’s current educational qualifications.)

Education: Indicate the minimum formal educational requirements necessary for the incumbent to meet the basic requirements of the job.

Professional Licensure/Certification: Indicate any license, certification, registration, or other regulatory requirements (if any) are necessary for this position.

Experience: # of years:________ Type of experience: Indicate the minimum number of years of experience and the type of experience that is essential for an incumbent to be able to perform the basic requirements of the position. Give a specific number of the minimum years not a range of years.
Other Special Requirements (knowledge, skills and abilities): Include any job related requirements for the position that are necessary but do not appear elsewhere in the position description. This information should provide further insight into the job that may be unusual to this position that the average person may not realize. Any information included in this section is intended to provide the reader with a deeper understanding of what is typical of the position. Please be concise with this section.

Please identify any special working conditions such as the requirement to "live-in," on-call duty, weekend/evening assignments, etc.: What unusual or special working conditions are necessary for this position? Examples may include standby worked required, travel required, irregular work hours, and other working conditions that are necessary to fulfill the duties of the position. Include the special working conditions and the level of exposure to them whether light, moderate, or heavy exposure.

Physical requirements (e.g. lifting and carrying equipment and materials, required overnight travel, etc.): Are there any unusual or extreme risks or hazards associated with physical or environmental factors that this position experiences on-the-job? Identify both the physical environment and physical effort requirements. Examples may include exposure to loud noises, heavy lifting, exposure to fumes or chemicals, exposure to infectious diseases, operating dangerous machinery, exposure to heights, and other requirements that could potentially cause physical harm while being essential to performing the duties of this position. If this position requires a lot of standing, walking, driving, or heavy lifting, then be sure to include that information in this section. Include the necessary physical requirements as well as the duration and frequency of occurrence.

DIMENSIONS:

Operating Budget: $______________________ (not including salaries) Be sure to include if this position is funded through grants or other external funding. Include all of the budgets in which this position is involved, and state the level of involvement this position has with the budgets. If managing the budget is a primary responsibility, the budget and staff numbers should be included. If working with assets or research grants, include the value of funds with which you are working. Include numbers if you are working with applications, courses, or students. Also include scope and ranges if you are working with projects, programs, and committees. Not all positions work closely with an operating budget.
Employee Checklist

☐ It is important that you, the employee, review the proposed position description and accompanying position analysis questionnaire to ensure that it is accurate to the specific position, it is written in the correct format, and it clearly communicates the necessary information.

☐ Does the position purpose accurately summarize the reason for the position?
☐ Does the position description include information that would be specific to the job?
☐ Do the duties and responsibilities accurately reflect the position without being tailored to me as an employee?
☐ Does the proposed position description accurately reflect how the position has permanently changed?
☐ Is each question in the completed PAQ answered clearly and completely including supporting examples?
☐ Is the information in the PAQ an accurate description of the actual duties the position executes?
☐ Does the PAQ accurately represent the necessary requirements for the job?
☐ Does the PAQ contain all of the information necessary to evaluate the position with the matrix?
☐ Did you reference the position allocation matrix when completing the PAQ to show how the PAQ will be evaluated?
Supervisor Checklist

It is important that you, the supervisor, review this checklist to ensure that you and the employee have the same perspective on the position that is accurately represented on the proposed position description and accompanying position analysis questionnaire.

☐ Does the overall position description and PAQ accurately reflect the position without being tailored to an individual?

☐ Do the duties and responsibilities described accurately reflect those of the position without taking into consideration the performance of the specific employee?

☐ Do the position changes in the proposed position description accurately reflect the changes that have occurred to adapt to the organizational or departmental needs?

☐ Does the proposed position description and PAQ accurately reflect how the position has permanently changed?

☐ Do you agree with everything that the employee included in the proposed position description and PAQ?

☐ Do the dimensions in the proposed position description accurately reflect the budget and clientele of the position?

☐ Do the percentages of time figures accurately represent the amount of time that the employee should be spending on each responsibility?

☐ In the qualification for appointment section of the proposed position description, are there any unnecessary or missing knowledges, skills, or abilities required to perform the job at a minimally accepted standard?

☐ Do you have additional comments on about the position not reflected in the position description that should be included in the cover letter or position analysis questionnaire?