



Winona State University

Unclassified Position Description Packet

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 should include the position description, position analysis questionnaire, and organizational chart. Reclassification requests require the same documents as well as 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.

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.

Unclassified Position Description Terminology

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.

Stakeholder – An individual or constituent group with common interests that has internal or external associations to the university. (e.g. students, faculty, workgroups, state officials, 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

University – one of the seven state universities, including all campuses and off-campus sites.

Area – that part of the university that falls under the jurisdiction of a vice president or a dean that reports directly to a president.

Section – 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, etc.

Department – a functional portion of a section or area, such as Financial Aid, Admissions, Residential Life, TRIO, etc. A department may report to the president.

Program – a specific function within a department, providing direct service to clientele: Annual Giving, marketing, publications, ADA, child development center, Learning Center, Greek life.

Salary Range Reassignment Terminology

Reassignment: the process of getting a position description categorized into a different salary range assignment based on a change in job duties and responsibilities of that position

MSUAASF: Minnesota State University Association of Administrative and Service Faculty

SEC: System Evaluation Committee

CEC: Campus Evaluation Committee

PCN: Position Control Number: control number assigned to each position that can be found on the organizational chart.

FTE: Full Time Equivalent

MINNESOTA STATE COLLEGES AND UNIVERSITIES
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:	Responsible Party:
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.	Employee/Supervisor
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.	Campus Human Resources Office
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.	Campus Evaluation Committee
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.	Campus Human Resources Office
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.	MnSCU Staffing Representative in Office of the Chancellor
Notify the employee, supervisor and CEC members of the determination made by the MnSCU Staffing Representative.	Campus Human Resources Office

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:	Responsible Party:
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.	Employee/supervisor
Convene regularly scheduled meetings of the SEC as needed.	Associate Vice Chancellor for Personnel or designee.
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.	System Evaluation Committee
Notify the campus Human Resources Office of the SEC's decision.	Associate Vice Chancellor for Personnel or designee
Notify the employee and supervisor of the SEC's decision.	Campus Human Resources Office

**MSUAASF
POSITION DESCRIPTION**

CAMPUS HUMAN RESOURCES USE ONLY

Current Range: _____ PCN: _____
FLSA Status: _____ Organizational Level: _____
Date Received In Human Resources: _____

MN State Colleges & Universities

OFFICE OF THE CHANCELLOR USE ONLY

Range Determination: _____
Date of Range Determination: _____
Career Family Code: _____

Employee Name: _____

University: _____

Area & Section: _____

Department & Program: _____

Position Title: _____

Assignment Specialty, if applicable: _____

*Note: (Attach a detailed **organizational chart** which clearly indicates reporting relationships and organizational context.)*

Employee Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Supervisor's Title: _____

Appropriate President/Vice President/University Designee's
Signature: _____ Date: _____

University Designee's Title, if applicable: _____

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.

Supervision:

	Number of People Directly Supervised		Total People Supervised (directly and indirectly)		Salary Budget
	Head count	FTE	Head count	FTE	
State Employees					
Student Employees*					
Totals					

- including Work Study, Interns, Graduate Assistants, etc.

Position Assigned to Work: indicate number of months per year: ___ months/year;
 indicate whether full or part-time: ___ full time; ___ part-time

Please identify any special working conditions such as the requirement to "live-in," on-call duty, 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 heave 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.

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?

DUTIES AND RESPONSIBILITIES:

(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?

Percent of Time: Each responsibility should specify an average percentage of time spent performing it. Duties that are performed less than 5% of the time should not be included unless it is essential to the job. The total percentages should add up to 100%.

Resp. # % of time Description of duties and responsibilities

1		
2		
3		
4		
5		
6		
7		
8		

QUALIFICATIONS FOR APPOINTMENT Knowledge, skills and abilities required to perform duties and responsibilities described above:

Describe any knowledges, skills, and abilities that are necessary to perform this position' s responsibilities at a minimally acceptable standard. Also describe knowledges, skills, and abilities that are wanted for performing this position' s responsibilities. Include information on how each knowledge, skill, and ability is used to achieve the position' s responsibilities. The description should provide an understanding of the minimum levels of knowledges, skills, and abilities necessary to perform the position' s responsibilities at entry level. Include any special techniques that are required for this position.

Knowledge: Understanding of concepts and information through work experience, training, or education.

Skill: Talent that can be demonstrated.

Ability: Potential to learn new things to be able to fulfill the position' s primary responsibilities.

REQUISITE 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.

Which types of experience might be substituted for the education requirements?

If it is possible to substitute experience in place of formal education, include the number of years of experience as well as the type of experience required for the position.

Other Special Requirements: 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.

This description is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under her/his supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Winona State University is an affirmative action, equal opportunity employer and educator.

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.

Tips for Completing the Position Analysis Questionnaire

Tips for writing responses to the questions in the position analysis questionnaire

- Provide examples of work done and responsibilities executed that illustrate what the position does. Assume that the reader is unfamiliar with the position and the department. Be descriptive enough to give the readers a good understanding of what the position entails.
- Answer all questions completely providing clear and concise high level examples of responsibilities and tasks that this position encounters.
- Each of the eight factors in the position analysis questionnaire directly correlates to the eight factors in the position allocation matrix. Refer to the matrix, but do not simply use the broad terms from the position allocation matrix without supporting them with thorough examples.
- Avoid the use of acronyms that would not be relevant outside the position or department.

Tips for completing Section V “Decision making, accountability and impact”

- Be sure to include examples of decision making that this position has autonomy in making.
- Be sure to include examples of the level of decisions that this position makes.

Tips for completing Section VII “Leadership and Management”

- Be sure to include any projects that this position is responsible for developing, revising, or modifying.
- Be sure to include any projects that this position has been involved in collaboration with others inside or outside the department, and include the level of involvement this position has with the project.
- If this position has taken part in search committees, that information could be included.

Minnesota State Colleges and Universities
Position Analysis Questionnaire
For Positions in MSUAASF
Please type your responses.

Position Title: _____ University _____

Employee's Name: _____ PCN: _____

If position is filled: I affirm that the responses to the questions in this document are current, complete and accurate.

Employee's Signature: _____ Date: _____

Supervisor and appropriate Vice President or University Designee: I have read the responses to the questions in this document and confirm that those responses are current, complete and accurate.

Supervisor's Signature: _____ Date: _____

Title: _____

Vice President's/Designee's Signature: _____ Date: _____

Title: _____

The following questions are based upon the eight factors used in evaluating positions. The responses to these questions supplement the position description and will be used to properly evaluate the position. Respond to all of the questions. If a question is not applicable to your position, note "N/A" after the question. Attach a copy of the completed and signed questionnaire to your position description. Responses should be concise but thorough.

- I. Knowledge/expertise - This factor encompasses the type and level of knowledge/expertise required to perform the duties of this position as well as the application of that knowledge within the work unit and across other units of the university.
1. Describe any specialized technical knowledge required to perform the duties of this position.
 2. Describe how this position applies this knowledge and expertise in the job setting.
 3. If applicable, describe how this application of knowledge is integrated with the work of others in a broader university setting.
 4. Is this position expected to function as the university's expert on policies, procedures and principles at the program, department or area level? If so, describe and provide examples.

- II. Innovative Thinking - This factor addresses the use of innovative thinking to address issues in the work setting.
1. Describe the issues this position must frequently address, and the scope and nature of these issues.
 2. Describe the authority this position has to resolve these issues.
 3. Provide examples of innovative responses to issues that have been presented.
- III. Strategic Planning and Assessment - This factor addresses the role this position plays in short and long range planning and its involvement in assessment of results against those plans. Responses to the following questions might describe more than one role and must identify the organizational level at which the position operates in each role.
1. Describe this position's role in the short and long range planning processes.
 2. Describe this position's role in assessing results against the short and long range plans.
- IV. Policies, Procedures, Laws and Regulations - This factor describes the relationship of this position to institutional policies and procedures as well as with the laws and regulations of entities external to the university.
1. Describe how the position is constrained by state and federal law, or local ordinance.
 2. Describe the role of this position in development and implementation of policies, procedures and precedents, including identification of the organizational level at which this role is played.
 3. How does this position impact the development or interpretation of laws and regulations of external entities? Identify these external entities.
- V. Decision making, accountability and impact - This factor addresses typical decisions made by this position and the impact of those decisions on the work unit and the university.
1. Describe the decisions typically made by this position.
 2. What input is this position expected to solicit from other parties before making these decisions?
 3. Identify the specific groups affected by these decisions.
- VI. Resource Management - This factor addresses the position's responsibility for managing facilities, money (including salary budgets), technology, equipment and supplies, but does not include people.
1. What resources are managed?
 2. What level of discretion does the position have in using these resources?

3. What is the impact of the decisions made with respect to the use of resources?
4. If applicable, discuss the position's responsibility for generation of revenue for the university.

VII. Leadership and Management - This factor addresses the role the position plays in the development and implementation of work plans and responsibility for directing the work of others.

1. Does this position have responsibility for personnel decisions? If so, place check marks in the applicable boxes in the following check list.

Activity	For State Employees			For Student Employees		
	Participate in process.	Make final recommendation.	Make final decision. *	Participate in process.	Make final recommendation.	Make final decision. *
Hiring						
Transfer						
Suspend						
Promote						
Terminate						
Assign work						
Reward						
Discipline						
Adjust Grievances						

* Higher authority may sign papers, but the decision is made by the person in this position.

2. Identify specific positions or groups that are given work direction by this position.
3. For each group identified above, describe the nature of the work direction, setting of priorities and technical direction.
4. If applicable, describe the position's responsibility for developing and/or implementing work plans, other than the daily work plan, e.g. annual or quarterly work plan, or project plan.

VIII. Communications and Relationships - This factor addresses the scope and nature of communications with co-workers, students and other clientele.

1. Identify individuals and groups that this position is expected to communicate with and develop working relationships with (e.g. university/department committees, president, vice-presidents and deans, university faculty and staff, alumni, donors, vendors, special community groups, parents, state and federal agencies, etc.).
2. Describe the nature and purpose of communications with these groups. Examples of the purpose of these communications include providing or collecting information; communicating concepts or ideas; persuading others; negotiating with others; and influencing opinions.

Is there any additional information that you believe would be useful in the evaluation of this position?

Employee and Supervisor Checklists

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 do 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?

MINNESOTA STATE COLLEGES AND UNIVERSITIES

POSITION ALLOCATION MATRIX FOR USE IN EVALUATING
MSUAASF POSITIONS

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.)

Level	A	B	C	D	E
Factor 1 Knowledge, expertise	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.	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.	Descriptions in columns A & B apply, plus: 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: Advanced 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: Comprehensive knowledge of a complex set of principles, policies, practices and data applicable to a department or section . Ability to relate and integrate knowledge of the functions of the department or section to the university and its diverse purposes. Serves as the university's recognized authoritative expert for one or more departments.
Factor 2 Innovative Thinking	Apply established policies, procedures and precedents. Innovation is most often expressed as process improvement.	Description in column A applies, plus: Interpret current policies and procedures relative to well-defined issues and recommend innovative solutions where none exist.	Descriptions in columns A & B apply, plus: Interpret current policies and procedures relative to complex issues that affect others and recommend innovative solutions. Communicate with those affected prior to implementation.	Descriptions in columns A - C apply, plus: A high level of innovation is needed to proactively address issues affecting a department . Most issues are addressed independently. Consultation occurs as appropriate in highly sensitive or complex situations.	Descriptions in columns A - D apply, plus: Innovative solutions are expected to situations without precedent or in definition of new directions. 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.

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.)

Level	A	B	C	D	E
Factor 3 Strategic Planning and Assessment	Participate in strategic planning and goal setting. Conduct assessment activities as assigned.	Description in column A applies, plus: Develop and implement tactical initiatives in support of program strategies.	Descriptions in columns A & B apply, plus: Participate in developing long range strategic plans. Responsible for the development of strategic plans, goals, and objectives for a program . Design and conduct assessment projects.	Descriptions in columns A - C apply, plus: Assure alignment of program/department planning and assessment activities with section/university strategic plan.	Descriptions in columns A - D apply, plus: Responsible for the development of the long range strategic plans, goals and objectives for one or more departments .
Factor 4 Policy, Procedures, Laws and Regulations	Apply and follow university-wide and program/departmental policies and procedures as well as state and federal laws.	Description in column A applies, plus: Apply university-wide policies and procedures as well as laws and regulations of state and federal agencies and other governing bodies (e.g. NCAA, INS, NCA/HLC). Interpret and implement program/departmental policies and procedures.	Descriptions in columns A & B apply, plus: Develop and implement policies and procedures for a program or specialized activity.	Descriptions in columns A - C apply, plus: Establish and implement policies and procedures on the program/department 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, INS, NCA/HLC).	Descriptions in columns A - D apply, plus: Develop, obtain approval of, and implement university-wide policies and procedures . (See glossary) Identify and interpret applicable laws and regulations of state and federal agencies and other governing bodies (e.g. NCAA, INS, NCA/HLC).
Factor 5 Decision making and accountability (and impact)	Independent decisions are made within the program , following established procedures.	Description in column A applies, plus: Independent decisions are made within the program , in conformance with policies and precedents.	Descriptions in columns A & B apply, plus: Program level decisions are made by choosing from among multiple courses of action that affect stakeholders with diverse interests. Decisions may affect more than one program.	Descriptions in columns A - C apply, plus: Decisions are made within a department that affect multiple stakeholders with competing interests. May involve review of decisions made at a lower level.	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.
Factor 6 Resource Management	Responsibility for managing resources is not a significant factor in this position.	Has some discretion for limited resources and /or limited discretion over larger resources for dedicated purposes.	Descriptions in column B apply, plus: Discretion to manage resources for a program(s) .	Descriptions in columns B & C apply, plus: Discretion to manage all or most of the resources for a department .	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 .

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.)

Level	A	B	C	D	E
Factor 7 Leadership and Management	Accomplish assigned tasks in predetermined priority order. May assign work to clerical and student workers.	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.	Descriptions in columns A & 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.	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 of professional level employees. Recommend new initiatives.	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.
Factor 8 Communications and Relationships	Communicates effectively and clearly with clientele and coworkers. Obtains and provides information and factual data.	Description in column A applies, plus: Interprets and/or integrates data and information in order to provide advice and counsel to others. Communicates effectively and clearly with internal and external clientele, including eliciting additional and clarifying data.	Descriptions in columns A & B apply, plus: Communicates effectively with students and others within the university on sensitive and emotionally charged issues on a regular and recurring basis.	Descriptions in columns A - C apply, plus: Persuade and negotiate with internal clientele and inherently supportive external clientele (e.g. alumni, booster clubs, etc.)	Descriptions in columns A - D apply, plus: Persuade, negotiate and influence external clientele under neutral or adverse conditions in order to obtain the desired results that have a broad impact on the university .

Frequently Asked Questions about Position Descriptions

1. What should I do if I disagree with the salary range assignment? Can I appeal the decision?

The decision made by the Campus Evaluation Committee is not eligible to the grievance procedure in the collective bargaining agreement. However, employees can appeal. To appeal, contact Winona State University's Human Resources department.

2. How often should position descriptions be reviewed or updated?

Positions descriptions should be reviewed when there has been a significant change in duties for the employee. It is also a good idea to review the position descriptions annually with the performance review, or at least every three years.

3. When should position descriptions be updated?

Position description should be updated when there has been a significant change in job duties of a current position or when this position is vacant. They should also be reviewed on a regular basis to ensure that the position description accurately reflects the duties that the position is fulfilling. Updates can be made without reclassifying.

4. What is the purpose of a position description?

Position descriptions are designed to give an accurate illustration of the purpose and responsibilities of the position as well as the ways in which the job is executed.

5. Is it appropriate for me to request reassignment?

If you feel that the duties and responsibilities in your job do not match your current position description, then it would be appropriate to go through the process of requesting a reassignment.

6. What is the purpose of updating a position description? What are you hoping to accomplish?

The purpose of updating a position description is to ensure that it is in alignment with the work being done. The intention should not be to receive a raise or a promotion.

7. How can I obtain an Organizational Chart?

Winona State University's Human Resources Department can assist with creating an organizational chart.

8. What is reassignment?

Reassignment is the process of getting a position description categorized into a different salary range assignment based on a change in job duties and responsibilities of that position.

9. Who is eligible for reassignment?

Unclassified employees have the right to review assignments and write a proposed position description and position analysis questionnaire. However, both documents need approval from the immediate supervisor, and the vice president or dean of the department prior to being submitted to the Human Resources department.

10. How do I obtain a copy of a job description?

Every Winona State Employee should have a copy of his or her position description. If not, contact Human Resources.

11. Since the position description should be a reflection of what I am currently doing, what time period should it cover?

Position descriptions are a reflection of the current permanent job duties. The time period should start with the last date that the position description was reviewed through the date that the position description was written.

12. What happens if the supervisor does not agree with the duties and responsibilities that the employee has written?

The supervisor and the employee need to work out the details of the employee's job duties and responsibilities. If the employee has written job duties and responsibilities that the supervisor does not feel accurately reflect the actual job duties and responsibilities, then the supervisor and employee must rewrite the position description so that both people feel the proposed position description is accurate. The supervisor is responsible for ensuring that the employee is actually doing the work that is written on the proposed position description. Both employee and supervisor signature approvals are required for the proposed position description to be processed.

13. What is the basis for requesting a review of a position?

The basis for requesting a review of a position is to ensure that the job duties being regularly and permanently performed by the employee align with the duties documented in the employee's position description.

14. What factors count in reassignment decisions?

The reassignment decisions are based on the information contained in the position description and the position analysis questionnaire. Information in the position description is intended to provide the reader with an overall understanding of the position. For determining reassignments, more weight is placed on the more detailed information contained in the position analysis questionnaire.

15. Who should initiate a reassignment review request?

The employee and his or her supervisor are responsible for ensuring that the position is accurately assigned. Employees that think that their position description belongs in another assignment range can go through the steps of the position description reassignment process.

16. Can a position be reassigned to a lower range?

Yes, a position can be reassigned to a lower level. This is rare occasion, since typically an employee would not request assignment into a lower range.

17. Can I view my current position description online?

No, currently Winona State University's position descriptions are not yet available online.

18. How long should I plan on waiting for reclassification decisions?

Position description reviews can typically take a few weeks to be processed by Winona State's Human Resources Department. If there are questions that need to be answered, or further investigation needed, the Human Resources Department will contact the employee. The Human Resources Department will return any proposed position descriptions that are incomplete, unsigned, or need modifications prior to being passed along to the Campus Evaluation Committee. The Campus Evaluation Committee will need a few weeks to meet to evaluate the position. If they decide it should not be reassigned to a different range, then the Human Resources department will notify the employee and/or the supervisor of the decision. The Human Resources Department will forward the Campus Evaluation Committee's range recommendation and rationale to the MNSCU staffing representative for final determination. The OOC staffing representative will notify the Human Resources Department of the range decision and Human Resources Department will inform the employee, supervisor, and union representative. If the documents are forwarded to the Office of the Chancellor, it takes about one to two weeks for a decision. Overall, the process can take up to 2 months once the paperwork has been submitted.