

# - EXAMPLE -



MINNESOTA STATE

## Minnesota State Institution: Minnesota State University Moorhead

### MSUAASF Position Description

- **Employee's Name:** Click or tap here to enter text.
- **Working Title:** Click or tap here to enter text.
- **Position Control Number:** Click or tap here to enter text.
- **Salary Range present:** Choose an item.
- **Salary Range proposed:** Choose an item.
- **Department:** Click or tap here to enter text.
- **Bargaining Unit:** 211- MSUAASF
- **Employment Status:** ☐ Full Time ☐ Part Time
- **Travel:** Click or tap here to enter text.
- **FLSA Designation present:** Choose an item.
- **FLSA Designation proposed:** Choose an item.
- **Created by:** Click or tap here to enter text.
- **Reports to:** Click or tap here to enter text.

### Resource Management (Factor 2)

- **Lead worker to:** **Classifications not names. Example:**  
*1 – MSUAASF Range B, 1 - OAS Intermediate, 6 – Student Workers*
- **Annual budget authority:** **In the "Annual budget authority" field, enter the annual dollar amount and level of control, e.g., controls, monitors and/or influences. Separate salaries from other funds. Include the value of equipment, materials or other physical property and resources if they indicate the position's control or influence. Example:**  
*Manages and controls budget of \$50,000. Influences budget of \$750,000.*

### Position Purpose

Enter a concise, one or two sentence statement describing the overall reason the job exists or the service it provides or the products it creates. You may find it helpful to begin the purpose with, "This position exists (or performs or provides or is responsible) to..." followed by an identification of the objectives or functions of the position. Please note, this is NOT a summary of the responsibilities of the position. Example:

*Advising: This position provides advising services to prospective students, new freshman, new transfer students, exchange students, and current pre-business majors. It assists with the development and coordination of on-line advising systems and education abroad programs.*

*This position is responsible for developing and coordinating service learning partnership opportunities. It collaborates with faculty and oversees the planning and organizing of academic colleges and departments and external partners on the purpose and expected outcomes of the student service*

learning initiative . It maintains up-to-date information and advises students on the service learning initiative and service learning opportunities.

### **Responsibilities and Results**

**Include up to 7 responsibility statements. Each statement should describe a major activity, begin with an action verb and include: What action...on what or to whom...to produce or achieve what result. Order from most amount of time spent to least amount. % of time should not be in less than 5% increments. Examples:**

1. *Serve as the service learning program's expert/professional resource promoting the program and advising students, faculty, staff and community partners so that successful relationships are developed and issues or problems are resolved in a timely manner*  
Priority: Essential    Percent of Time: 30%
2. *Create assessment tools, track and analyze data and make recommendations for improvements to procedures and support systems to ensure a positive return on service learning programs and partnerships for students, faculty and the university*  
Priority: Essential    Percent of Time: 30%
3. *Advising: Provide advising services to current and returning students in the areas of admissions, assessment, transfer, academic programs, career, financial aid, navigating online and e-learning tools, and student services and make referrals to community services as needed to ensure student correct course placement, retention, success, and educational goal attainment.*  
Priority: Essential    Percent of Time: 30%
4. *Advising: Track and report on advisees' academic progress, identify at-risk students and develop and implement academic recovery plans and retention strategies to ensure student retention and successful completion of their academic programs.*  
Priority: Essential    Percent of Time: 10%
5. *Financial Aid: Meet with, advise and/or assist students, parents, and staff regarding specific and/or complex financial aid questions, situations or appeals so that eligibility requirements are understood, documentation is completed accurately and within deadlines, and students are able to attain all the financial aid resources available to them.*  
Priority: Essential    Percent of Time: 30%
6. *Financial Aid: Review and make determinations on first level academic progress appeals so students are kept informed of their standing in a timely manner and the College complies with Federal and State Financial Aid regulations.*  
Priority: Essential    Percent of Time: 10%
7. *Financial Aid: Gather and analyze data and create and/or complete reports to ensure the college is in compliance with Title IV Regulations, other Federal and State regulations, and MnSCU and college policies and procedures and managers have the information needed to make necessary business decisions.*  
Priority: Essential    Percent of Time: 10%
8. *Annually identify knowledge and skills needs and develop and implement a professional development plan in order to stay current in advances and best practices as applicable to current duties.*  
Priority: Secondary    Percent of Time: 5%

9. *Perform other duties as assigned: Ensure the smooth functioning of the department and maintain the reputation of the institution as the educational solution of choice.*

*Priority: Secondary Percent of Time: 5%*

### **Minimum Qualifications (Factor 1)**

**This is the experience a qualified candidate is expected to have to be qualified to enter this job. Enter education and license requirements 1st. Each type of qualification is a separate bullet point. When entering years, enter 1, 2, 3, 5+ and not ranges. Examples:**

- *Bachelor's degree in \_\_\_\_\_*
- *1 year of experience in working in a higher education environment professional capacity implementing student service and/or experience learning programs*
- *5+ years of experience in Microsoft Office.*
- *Experience in Advising*
- *Driver's License - Class D*
- *Knowledge of research and evaluation methods sufficient to measure and determine program effectiveness*
- *Knowledge of marketing sufficient to create strategies to promote a program and motivate cooperation among varied stakeholders*
- *Knowledge of academic and student programs sufficient to develop and integrate appropriate and supportive initiatives*
- *Written and oral communication skills sufficient to prepare messages and materials for diverse audiences and clearly explain, discuss, and present complex ideas, regulations, policies and/or procedures*
- *Critical thinking skills sufficient to actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from a variety of sources*
- *Computer software applications and systems sufficient to manage, query and analyze data and create reports and presentations for decision making*
- *Ability to manage work/projects sufficient to create clear and attainable objectives aligned with the broader work of the organization, oversee costs, manage project constraints, and communicate progress and end results*
- *Ability to create and maintain positive relationships with a wide range of constituents, including faculty, students, colleagues, administrators, parents, and program partners.*
- *Flexibility, ability to work independently, and eagerness to work in a team environment in a fast-paced office.*
- *Evidence of establishing and interpreting policies, procedures and principles relative to highly sensitive and complex issues*

### **Preferred Qualifications**

**A desired type of experience but it is not expected upon entry to this job. An individual would still be considered qualified to enter this job without this at time of hire. Enter each type of experience as a bullet point. Examples:**

- *Master's degree*
- *Demonstrated ability in working with diverse populations*
- *Knowledge of The Family Educational Rights and Privacy Act (FERPA)*
- *Demonstrate ability to persuade and negotiate decisions that affect multiple stakeholders*

## Working Conditions

It is assumed that all appropriate action necessary to eliminate or minimize undesirable working conditions has been taken. Identify those working conditions that remain unavoidable for this position. Examples:

- *Live-in required*
- *On-call duty required*
- *Weekend/evening assignments may be required*
- *Overtime/Extended work hours required*
- *The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.*
- *The worker is subject to outside environmental conditions. No effective protection from the weather.*
- *The worker is subject to both environmental conditions. Activities occur inside and outside.*
- *The worker is subject to extreme cold. Temperatures typically below 32 degrees for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.*
- *The worker is subject to extreme heat. Temperatures above 100 degrees for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.*
- *The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.*
- *The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.*
- *The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.*
- *The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.*
- *The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.*
- *The worker is required to function in narrow aisles or passageways.*

## Physical Effort

Include 1 of the following in your position description.

- *Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.*
- *Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.*
- *Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.*
- *Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.*
- *Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.*

### **Communications and Relationships (Factor 3)**

**In a concise paragraph, describe the most significant contacts (i.e., key staff, committees, departments, organizations, etc.) the position has within and outside the organization. Include the reason for these contacts, for example receiving and giving information or influencing others or motivating, developing, persuading others to change behaviors. Example:**

*This position must exhibit intercultural competency and be able to gather and share information and influence and motivate students, staff and community members from diverse and varied backgrounds. The incumbent will gather and share information with staff, faculty counselors, administrators and student workers throughout the university to support each student's success. This position will especially work closely with other Student Services staff, communicating information and making recommendations regarding students' needs. The incumbent will develop, maintain and influence relationships with other community support agencies, educational facilities, and individuals in order to meet the varied needs of students while completing their academic programs.*

### **Planning and Assessment (Factor 4)**

**Describe the position's role in identifying priorities, developing and implementing work plans, evaluating results, and modifying plans. Include the scope and time frame of the planning and the breadth of individuals impacted, e.g., sets personal weekly work priorities, plans team's semester-long project, identifies work area's goals and objectives for the biennium.**

*The incumbent will need to plan weekly and semester work and schedules to meet identified priorities and deadlines. The incumbent will assist with conducting assessment activities and gathering data regarding student services and support efficacy related to student recruitment, academic success and retention.*

### **Decision Making and Accountability (Factor 5)**

**In a concise paragraph, describe 1) the position's level of authority/dependence in carrying out the major job responsibilities, include the highest level of action or decision making that can be taken without review; 2) the position's overall accountability in completing the job responsibilities, include how frequently the position reports to a specific higher authority, the method(s) of reporting (oral and/or written), and a description of the externally imposed controls that limit the position's freedom to act, such as laws, rules or procedures. Example:**

*The incumbent has the autonomy to make most decisions without the direct supervisor approval. The incumbent must be able to carry out the duties and responsibilities within the areas specified as primary responsibilities of the position and problem solving with limited supervision. She/he is expected to demonstrate sound judgment communicate regularly with her/his supervisor to provide a status related to work priorities. When decisions impact other departments, those groups will be consulted, and decisions will be made in collaboration.*

*Examples of decisions made by this position would include;*

*Decisions referred to higher authority or others would include;*

*All employees must comply with all department and institution procedures and policies. Minnesota State policies and procedures, as well as local, state and federal laws, regulations, guidelines and business industry standards.*

*This description is intended to indicate the kinds of responsibilities and level of work difficulty required of the position. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her 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 level of difficulty.*

*Minnesota State is an Equal Opportunity Employer and Educator.*

This position description accurately reflects my current job.

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**Employee Signature and Date**

This position description accurately reflects the employee's current job.

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**Supervisor Signature, Title and Date**

This position description accurately reflects the employee's current job.

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**Institution Designee Signature, Title and Date**

## Supervisory Grid

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

| Supervisory Activity  | For State Employees Only |                     |                     |
|---|--------------------------|---------------------|---------------------|
|   | Participate in process   | Make recommendation | Make final decision |
| <b>Hire:</b><br>Review job applications for selections of interviewees; Interview applicants; Make hire determinations; Conduct probationary evaluations; Make certification decision   |                          |                     |                     |
| <b>Transfer:</b><br>Transfer employee from one department to another; Transfer employee within department but to separate location; Transfer employee from one classification to another  |                          |                     |                     |
| <b>Suspend:</b><br>Write/sign letters of suspension; Remove employee from payroll   |                          |                     |                     |
| <b>Promote:</b><br>Complete/sign promotional rating form; Engage in additional evidence of employee promotion   |                          |                     |                     |
| <b>Discharge:</b><br>Write/sign discharge letter; Remove employee from payroll  |                          |                     |                     |
| <b>Assign work:</b><br>Assign work to employees; Assign overtime; establish work schedules; determine work priorities; Confirm temporary reassignments with department  |                          |                     |                     |
| <b>Reward:</b><br>Enter letters of commendation, etc. in employee file; Grant discretionary bonuses   |                          |                     |                     |
| <b>Discipline:</b> Issue oral/written reprimand   |                          |                     |                     |
| <b>Direct work:</b><br>Approve position descriptions; Train/orient new employees on job duties; Instruct employees on performance 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/absence leave |                          |                     |                     |
| <b>Adjust Grievances:</b><br>Hear on management's behalf at 1 <sup>st</sup> /2 <sup>nd</sup> step; Grant/deny grievances  |                          |                     |                     |