Campus Evaluation Committee (CEC)

MSUAASF Position Evaluation Process - MSUM

9/1/2015
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

<table>
<thead>
<tr>
<th>Actions:</th>
<th>Responsible Party:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Employee/Supervisor</td>
</tr>
<tr>
<td>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.</td>
<td>Campus Human Resources Office</td>
</tr>
<tr>
<td>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.</td>
<td>Campus Evaluation Committee</td>
</tr>
<tr>
<td>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.</td>
<td>Campus Human Resources Office</td>
</tr>
<tr>
<td>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.</td>
<td>MnSCU Staffing Representative in Office of the Chancellor</td>
</tr>
<tr>
<td>Notify the employee, supervisor and CEC members of the determination made by the MnSCU Staffing Representative.</td>
<td>Campus Human Resources Office</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Actions:</th>
<th>Responsible Party:</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Employee/supervisor</td>
</tr>
<tr>
<td>Convene regularly scheduled meetings of the SEC as needed.</td>
<td>Associate Vice Chancellor for Personnel or designee.</td>
</tr>
<tr>
<td>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.</td>
<td>System Evaluation Committee</td>
</tr>
<tr>
<td>Notify the campus Human Resources Office of the SEC's decision.</td>
<td>Associate Vice Chancellor for Personnel or designee.</td>
</tr>
<tr>
<td>Notify the employee and supervisor of the SEC's decision.</td>
<td>Campus Human Resources Office</td>
</tr>
</tbody>
</table>
MSUUASF Position Evaluation Process Overview

**MSUUASF Position Evaluation**

- Supervisor completes CEC forms and gives to CHRO

- CHRO reviews forms for completeness and convenes CEC Meeting

- CEC meets and evaluates position(s) and makes initial determination on Salary Range

- CHRO sends information to MnSCU for final determination

- CHRO notifies Supervisor of outcome

- Supervisor agrees/disagrees with decision

- **YES**
  - MSUUASF Position Evaluation Process Complete

- **NO**
  - Supervisor appeals decision to SEC

  - SEC reviews information for position appeal and makes determination

  - CHRO notifies Supervisor of SEC decision

  - SEC notifies CHRO of decision

- MSUUASF Position Evaluation Process Complete
Underlying Assumptions That Apply to the Use of the MSUAASF Position Allocation Matrix and the Evaluation Process

- No single factor will determine the level of a position.
- Most positions will have responsibilities at multiple levels – the majority of the position’s responsibilities will determine the level of the position.
- Higher level positions will incorporate lower levels of functioning.
- Position allocations are based upon ongoing duties and responsibilities. Temporary work assignments are not a factor.
- 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.
- Position qualifications (degrees and experience) are based upon the documented responsibilities of the position, not the qualifications of the incumbent.
- 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.
- A salary range assignment evaluation request would not be appropriate when and 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.
# Supervisory Functions

<table>
<thead>
<tr>
<th>Function</th>
<th>Duties</th>
</tr>
</thead>
</table>
| Hire           | • Review job applications for selections of interviewees  
                 • Interviewing applicants  
                 • Hiring  
                 • Conduct probationary evaluations  
                 • Make certification decision |
| Transfer       | • Transfer employee from one department to another  
                 • Transfer employee within department but to separate location  
                 • Transfer employee from one classification to another |
| Suspend        | • Write/sign letters of suspension  
                 • Remove employee from payroll |
| Promote        | • Complete/sign promotional rating forms  
                 • Other evidence of promoting |
| Reward         | • Enter letters of commend, etc. in employee’s file  
                 • Grant discretionary bonuses |
| Direct         | • Approve position descriptions – train or orient new employees on job duties  
                 • Instruct employees in 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/sick leave |
| Discharge      | • Write/sign discharge letter  
                 • Remove employee from payroll |
| Assign         | • Assign work to employees  
                 • Assign overtime  
                 • Establish work schedules  
                 • Determine work priorities  
                 • Determine temporary reassignments with department |
| Discipline     | • Oral/written reprimands |
| Adjust Grievances | • Hear on management’s behalf at 1st/2nd steps  
                     • Grant/deny grievance |
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.
MSUAASF Range Assignment Appeal Process Guidelines

A meeting of the System Evaluation Committee (SEC) has been scheduled to hear your appeal of the range assignment evaluation of your position. Please note 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.

Preparing for any presentation can be time-consuming and at times anxiety promoting. This document is intended to help you use your time most efficiently and dispel some anxiety.

In the presentation, you will be talking with five evaluators/raters. Their goal is to gain a thorough understanding of the job so that an accurate evaluation is achieved. The MnSCU Staffing Representative from the Office of the Chancellor will be facilitating the meeting.

The committee members will have received in advance the position description, the Position Analysis Questionnaire, an organizational chart and any other material that was provided at the time of the original audit request. The committee members will have reviewed these materials, and will have a basic understanding of the role of the position you are presenting.

Typically, the supervisor of the position will present the appeal to the SEC members and answer any questions they may have. The incumbent may attend to clarify the position in more detail, if necessary. A representative of the university HR Office may be in attendance to assist with any questions.

Following are a few guidelines that may be helpful to you in making the presentation:

1. **Give a brief presentation of the job.** Describe the job duties and the purpose of the position. You may bring samples or work products or outcomes if you wish, but the SEC members may not have the time to review these materials.

2. **Organize your presentation to cover the eight factors on the Position Allocation Matrix.** These are the dimensions on which the job will be evaluated, and it is helpful to the SEC if you organize your presentation around them. The committee members will have the Position Analysis Questionnaire for this position so all you will need to do is expand on the questions and provide specific examples to better clarify your responsibilities.

3. **There will be a question and answer period after your presentation.** You should be prepared to field questions. All members of the SEC may ask questions to better understand the position’s responsibilities, and its role within the university. You may be asked about your responsibilities as the supervisor of the position.

4. **Limit your presentation to a maximum of 20 minutes.** The entire process, including the question period, should last approximately 30 to 45 minutes. After you have
concluded the presentation and answered all questions and have left the committee members will then discuss and evaluate the position and make a final decision on the range assignment.

The staffing representative of the Office of the Chancellor will contact your HR office the same day of the SEC meeting and give them the final outcome and then follow up with a written notice of the final salary range determination.
MSUAASF Position Evaluation Documents
Exhibit A – MSUAASF Position Description Form
Employee Name:  Position Control Number:  
University:  Area & Section:  
Department & Program:  Organizational Level:  
Current Range:  Position Title:  
☐ Non-Exempt  ☐ Full-time  ☐ Exempt: ☐ Professional ☐ Part-time  ☐ Administrative  
☐ Permanent  ☐ Probationary  ☐ Intermittent  
☐ Fixed Term  ☐ Externally Funded  
Indicate number of months per year:  

This position description accurately reflects my current job.  
This position description reflects the employee's current job.  
Employee Signature  Date  Supervisor Signature  Date  
University Designee’s Signature  Date  Supervisor’s Title  

University Designee’s Title  

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

POSITION SUMMARY (One or two sentences summarizing the primary purpose for which this position exists):  

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.)  

<table>
<thead>
<tr>
<th>Resp. #</th>
<th>% of Time</th>
<th>Description of Responsibilities and Duties</th>
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<tbody>
<tr>
<td>1</td>
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<td>7</td>
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</tr>
</tbody>
</table>

Minnesota State Colleges and Universities is an EO/AA/Vet/Disability employer/educator committed to the principles of diversity.
**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:

Professional Licensure/Certification:

Experience: # of years:_______ Type of experience:

Other Special Requirements (knowledge, skills and abilities):

Please identify any special working conditions such as the requirement to "live-in," on-call duty, weekend/evening assignments, etc.:

Physical requirements (e.g. lifting and carrying equipment and materials, required overnight travel, etc.):  

**DIMENSIONS:**

Operating Budget: $_____________________ (not including salaries)

<table>
<thead>
<tr>
<th></th>
<th>Number of People Directly Lead</th>
<th>Total People Lead (directly and indirectly)</th>
<th>Salary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head count</td>
<td>FTE</td>
<td>Head count</td>
</tr>
<tr>
<td>State Employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employees*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
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</tbody>
</table>

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

This description is not intended to limit or in any way modify the to assign, direct and control the work of employees. 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.

* Minnesota State Colleges and Universities is an EO/AA/Vet/Disability employer/educator committed to the principles of diversity.

Original: 02/17/2004
Revised: 12/30/2014
Exhibit B – MSUAASF Position Analysis Questionnaire
Minnesota State Colleges and Universities
Position Analysis Questionnaire
For Positions in MSUAASF
Please type your responses.

<table>
<thead>
<tr>
<th>Position Title: ______________________________________</th>
<th>University___________________________</th>
</tr>
</thead>
</table>

| Employee's Name: ___________________ | PCN: ___________________ |

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

| Employee's Signature: ___________________ | Date: ___________________ |

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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.

<table>
<thead>
<tr>
<th>Supervisor's Signature: ___________________</th>
<th>Date: ___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: ______________________________________</td>
<td></td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>For State Employees</th>
<th>For Student Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participate in</td>
<td>Make final decision.</td>
</tr>
<tr>
<td></td>
<td>process.</td>
<td></td>
</tr>
<tr>
<td>Participate in</td>
<td>Make recommendation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make final decision.</td>
<td></td>
</tr>
</tbody>
</table>

Hiring
Transfer
Suspend
Promote
Discharge
Assign work
Reward
 Discipline
Direct work
Adjust Grievances

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?
Exhibit C – MSUAASF Position Allocation Matrix
<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> 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>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.</td>
<td>Descriptions in columns A &amp; 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 department activity to the broader work of the university. Serves as a university’s expert for the policies, procedures, and principles applicable to a department.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Factor 2</strong> Innovative Thinking</td>
<td>Apply established policies, procedures and precedents. Innovation is most often expressed as process improvement.</td>
<td>Description in column A applies, plus: Interpret current policies and procedures relative to well-defined issues and recommend innovative solutions where none exist.</td>
<td>Descriptions in columns A &amp; 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.</td>
<td>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.</td>
<td>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.</td>
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</tbody>
</table>
### 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>
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</thead>
<tbody>
<tr>
<td>Factor 3: Strategic Planning and Assessment</td>
<td>Participate in strategic planning and goal setting for <strong>program</strong>. Conduct assessment activities as assigned.</td>
<td>Description in column A applies, plus: Develop and implement tactical initiatives in support of <strong>program</strong> 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 <strong>department</strong>; responsible for the development of strategic plans, goals, and objectives for a <strong>program</strong>; design and conduct assessment projects.</td>
<td>Descriptions in columns A-C apply, plus: <strong>Assure alignment of program/department planning and assessment activities with section/university strategic plan.</strong></td>
<td>Descriptions in columns A-D apply, plus: <strong>Responsibility for the development of the strategic and long range plans, goals, and objectives for one or more departments.</strong></td>
</tr>
<tr>
<td>Factor 4: Policy, Procedures, Laws and Regulations</td>
<td>Apply and follow university-wide and <strong>program/departmental</strong> 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 <strong>program/departmental</strong> policies and procedures. Develop procedures for a program.</td>
<td>Description in columns A &amp; B apply, plus: Recommend policies for a <strong>program</strong> or specialized activity. Grant appeals and exceptions where precedent exists.</td>
<td>Descriptions in columns A-C apply, plus: <strong>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).</strong></td>
<td>Descriptions in columns A-D apply, plus: <strong>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).</strong></td>
</tr>
<tr>
<td>Factor 5: Decision Making and Accountability and Impact</td>
<td>Independent decisions are made within the <strong>program</strong>, following established procedures.</td>
<td>Description in column A applies, plus: Independent decisions are made within the <strong>program</strong>, in conformance with policies and precedents.</td>
<td>Description in columns A &amp; B apply, plus: <strong>Program level decisions are made by choosing from among multiple courses of action that affect stakeholders with competing interests. May involve review of decisions made at a lower level.</strong></td>
<td>Descriptions in columns A-C apply, plus: <strong>Decisions are made within a department that affects multiple stakeholders with competing interests. May involve review of decisions made at a lower level.</strong></td>
<td>Descriptions in columns A-D apply, plus: <strong>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.</strong></td>
</tr>
<tr>
<td>Factor 6: Resource Management</td>
<td>May monitor resources. Responsibility for managing <strong>resources</strong> is not a significant factor in this position.</td>
<td>Has some discretion for limited <strong>resources</strong> and/or limited discretion over larger resources for dedicated purposes.</td>
<td>Description in columns B &amp; C apply, plus: Discretion to manage <strong>resources</strong> for a <strong>program</strong>(s).</td>
<td>Descriptions in columns B &amp; D apply, plus: <strong>Authority to manage and commit resources for a department/section that have a major impact on the university.</strong></td>
<td>Descriptions in columns B-D apply, plus: Authority to manage and commit <strong>resources</strong> for a <strong>department/section</strong> that have a major impact on the university.</td>
</tr>
</tbody>
</table>

*Original: 02/17/2014*

*Revised: 07/14/2014*
Position Allocation Matrix for Use in Evaluating MSUAAASF 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>Factor 7 Leadership and Management</td>
<td></td>
<td>Accomplish assigned tasks in predetermined priority order. May assign work to clerical and student workers.</td>
<td>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.</td>
<td>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.</td>
<td>Description 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.</td>
</tr>
<tr>
<td>Factor 8 Communications and Relationships</td>
<td></td>
<td><strong>Communicates effectively</strong> and clearly with stakeholders and coworkers. Obtains and provides information and factual data.</td>
<td>Description in column A applies, plus: Interprets and/or integrates data and information in order to provide advice and counsel to others. <strong>Communicates effectively</strong> with internal and external stakeholders, including eliciting additional and clarifying data.</td>
<td>Description in columns A &amp; B apply, plus: <strong>Communicates effectively</strong> with stakeholders on sensitive and emotionally charged issues on a regular and recurring basis.</td>
<td>Description in columns A-D apply, plus: <strong>Persuade and negotiate</strong> with stakeholders to obtain the desired results that have an impact on the department or may impact on the university.</td>
</tr>
</tbody>
</table>