Job Description Submission/Job Creation Process

Instructions:

1. Review/Familiarize yourself with the LevelUp Competencies.

2. Open the LevelUp Job Description Template and save it as: POSITION#.Title.2122 (ex. *S05041.Student Employment Manager.2122*) We created an example for inspiration based on a past submission from the Dean of A&S.

3. Create the job description in the new template format. This document should allow for copy and paste from past job descriptions to make it easier on you. *Please be sure to remove and/or replace anything in italics, since those are helpful reminders of what to include, but are not intended to be in the final job description.*

4. In the **Duties and Responsibilities** grid, put an "X" in the boxes for the competencies that best correspond to the skills your student might grow in while performing that task. There is no need to count the "X's" in a "TOTAL" line like we had done in the past.

5. Use the information above as the position number and pay level for the position.

6. Review the below list of questions that will appear on the submission form. Unfortunately, the form will not let you save and come back at another time, so preparation can save you frustration down the line.

7. Complete the comprehensive position submission form including uploading the job description file on the last page. Please take your time in completing this form since we are requesting you to select positions identifiers that will help Stetson better identify the position classification, position eligibility for federal and state funding (like FWS), training needs, and safety considerations. We encourage you to plan 30-45 minutes of focused time as you complete the form.

8. Save this job description where it will be easily accessible for others in your department (Teams folder, OneDrive, S: Drive). Often I hear from supervisors who cannot locate past position descriptions due to computer failure, supervisor changes, or other miscellaneous reasons. This job collection process will enable us to store these documents in Banner as scans for future recall, but they will not be easily editable documents, so it is best you save the Word document in your departmental files too.

9. If this position is a NEW position at Stetson, please complete the Position Creation Form. This will inform us to create and fund the position appropriately.

Questions included in Comprehensive submission process

General Position Information:
- Position Name
- Position Number
- Will this be an active position between July 1, 2021 and June 30, 2022?
- Do you have any notes you wish to share on this role? (only if you selected no to the above question)

Connecting to Academics and Student Learning:
- Please put the below LevelUp competencies in order from most to least likely growth within this position. (Lists LevelUP Competencies and has you put them in order)
- Connecting to possible QEP (Quality Enhancement Plan) learning outcomes. Program focuses on Bridging the GAP- Gather, Analyze, Present. (Select Answer: Definitely, Likely, or Unlikely)
  (Please note the final two outcomes represent to idea of the plan and not explicit learning outcomes.)
  - GATHER: Students will persist in strategically searching for information using appropriate research tools to answer a research question.
  - GATHER: Students will critically evaluate source types to select sources to support claims or answer a research question.
  - ANALYZE: Students will critically analyze multiple theories of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question.
  - ANALYZE: Students will critically analyze multiple methodologies of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question.
  - PRESENT: Students will present orally on their experience to others outside of their department/organization.
  - PRESENT: Students will write about their experience in this role for others outside of the department (ex. end of year report or program assessment).
- The Major Connection: List of all University majors and you identify the strength of the connection between the position and major as Strong Connection, Likely Connection, Possible Connection, or Little to No Connection.
- Could this role be considered an INTERNSHIP given the following criteria?
  - * The experience must be an extension of the curriculum: a learning experience that provides for applying the knowledge gained through the curriculum. It must not be simply to advance the operations of the host site.
  - * The experience has a defined beginning and end, and the internship functions and expectations must align with the student's course of study and/or career path.

- *There are clearly developed learning objectives/goals related to the professional goals of the student's academic coursework.
- * There is regular feedback by the intern's on-site supervisor.
- * There are resources, equipment, and/or facilities provided by the host site that supports learning.
- Answers: Yes-This Criteria directly aligns, Yes-with minimal effort for alignment, Yes-With significant adjustment and alignment, and No.
- Could this role be considered an EXPERIENTIAL LEARNING OPPORTUNITY (ELR) given the following criteria? (The ELR is a requirement for students with majors in SOBA.)
  - The experience functions and expectations align with the student's course of study and/or career path. The experience is an extension of the curriculum: a learning experience that provides for applying the knowledge gained through the curriculum.
  - * The experience has a clear schedule that allows for the student to complete a minimum of 70 hours in the course of 6 weeks.
  - * There are clearly developed learning objectives/goals related to the professional goals of the student's academic coursework. Student will be introduced to ongoing organizational projects or will be guided developing new projects useful to the organizations.
  - * There will be regular feedback by the intern's on-site supervisor. It is clear that there will be supervision, guidance, and feedback to student throughout his/her learning.
  - * There are resources, equipment, and facilities provided by the host site that supports learning.
  - * Students must have an active role in their internship and the organization.
  - Answers: Yes-This Criteria directly aligns, Yes-with minimal effort for alignment, Yes-With significant adjustment and alignment, and No.

Federal Work Study Considerations:
- Answer the following by selecting: Always, Sometimes, Rarely, and Never
  - This position involves community service as defined by: designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems relate...
  - This position involves community service in an agency organization that is open and accessible to the general public. Access to services provided does not require membership, have geographic limitations.

- Students might serve as a reading or mathematics tutor for preschool age children or children who are in elementary school.
- Students might be performing family literacy activities in a family literacy project that provides services to families with preschool age children or children who are in elementary school.
- Students in this role might teach civics in schools, raise awareness of government functions or increase civic participation.
- Duties might involve the construction, operation, or maintenance of any part of a facility used or to be used for religious worship or sectarian instruction.
- Role requires students to solicit, accept, or permit the soliciting of any fee, commission, contribution, or gift as a condition for a student's employment.

Position Safety and Risk Considerations:

- Does position have duties or responsibilities that include: Answer Yes/No
  - Access to Confidential Documents (University budgets, FERPA or HIPAA protected documents)
  - Art Studio Use
  - Banner Access
  - Building Access/Management
  - Cash Management and/or Handling over $200
  - Credit Card Intake or Processing
  - Driving – Golf Cart
  - Driving – University Vehicle or Van *Students cannot drive for University business until they have been approved as a driver through Risk Management
  - Driving - Potential need for student to use personal vehicle for work.
  - First Aid, AED, & CPR Certification Needed
  - General Maintenance Tasks (Collecting recycling or trash, grounds work, minor repairs, etc.)
  - In-person Contact with Children (Under age 18)
  - Potential travel as part of role (athletics team manager)
  - Knowledge of Fire Extinguisher Use and Fire Safety
  - Lifeguarding
  - Outdoor Work (Exposure to heat and/or lightning)
  - Potential Bloodborne Pathogen Exposure (Providing first aid, collecting trash,
  - Print Shop Machinery Use
  - Science Laboratory Use
  - Stewards of Emergency Procedures
- Following questions require an answer of "No" or an explanation of how it connects to the job duties:
  - Does performance of job duties include Aerial or Scissor Lift Use?
  - Does performance of job duties include Chemical Use or Exposure?
  - Does performance of job duties include Electrical Safety & Circuit Breaker Safety?
  - Does performance of job duties include Forklift Use?
  - Does performance of job duties include Ladder Use?
  - Does performance of job duties include Lifting over 50 lbs.?
  - Does performance of job duties include wearing of Personal Protective Equipment Use (Electrical boots, gloves, eye goggles, etc.) ?
  - Does performance of job duties Requires some or all off campus work?
  - Does performance of job duties Use of Equipment or Supplies valued over $5,000?
  - Does performance of job duties Use of Hand Tools and/or Power Tools?
  - Does performance of job duties Use of Hand Truck and/or Dolly?
  - Does performance of job duties include Work on elevated surfaces (Roofs, platforms, scaffolding, ladders, lifts, etc.) ?

COVID Related Safety Considerations:

- Are students able to maintain physical distancing (6 ft.) from others throughout work shift? (Yes/No)
- Does role include Significant public/Stetson community interaction (averaging 5 or more visitors per hour like CUB Information desk, Hollis Center Front Desk)? (Yes/No)
- Does role include significant public/Stetson community physical interaction lasting longer than 15 minutes in each instance (like an Admissions tour guide)? (Yes/No)
- Has this position been previously Identified by the Safer Campus Task Force as a role that required mandatory COVID-19 testing for its student employees? (Yes/No)

Position Related Training:

- Please share the job-specific training your students receive in this role.
- Where are records of these training kept?

Position Selection Criteria and Expectations:

- On a scale of 1-10 rank the following statements:
  - Position requires skills beyond those that can be readily learned on the job.
  - Position involves independent decision making.
  - Position requires consistent and frequent oversight by supervisor
- Position provides training and/or scheduling of other employees (Yes/No)
- Position oversees/manages other student employees (moderate oversight, high-level oversight, no oversight)
- If position manages university projects or initiatives, please list the project(s) here. (ex. Greenfeather, FOCUS Coordinator)
- How do you consider diversity, equity, and inclusion in your hiring practices for this position?

LevelUp Job Description Submission:

- Please upload the position LevelUp job description here.