



POSITION DESCRIPTION GUIDELINES

Human Resources

I. PURPOSE

The guidelines that follow have been established to assist managers and supervisors at CSU Stanislaus with writing position descriptions for non-management staff positions.

A position description describes the functions and responsibilities of a particular position. It is the basis for the recruitment and selection process, providing the information necessary for advertising the position and the foundation for developing questions for the interview. The description sets general guidelines and expectations for the job and provides the foundation for performance measurement. The basic position description is described below, followed by descriptions of how it is used for the job vacancy announcement and for performance review.

Regardless of who drafts the position description—the supervisor, the employee or a third party—the immediate supervisor¹ has final determination of the scope of work assigned to an employee and final approval of the position description.

II. ELEMENTS OF THE BASIC POSITION DESCRIPTION

The supervisor provides the basic position description to the employee upon initial appointment and regularly reviews it for possible revision. The supervisor is responsible to ensure it accurately reflects the assigned duties, responsibilities and expectations. To keep the description current, it is recommended that supervisors review position descriptions at least annually.

In creating the position description, use the Position Description Template in Appendix A. Use all of the items, A through E, listed below (item B may be omitted for positions without supervisory/lead responsibilities). Complete the information as follows:

Heading Information (see corresponding Position Description Form)

Department. The department, college, or service group within a division.

New or Existing Position. Indicates if this is a newly established position or one that is or has been previously filled.

Position Classification. The title that corresponds with the appropriate CSU classification standard.

Working Title. A working title that identifies and differentiates this position from other positions. It is not required. If used, it should be as accurate and specific as possible. Avoid inflated and inaccurate working titles, which may suggest an authority that the employee does not have or an exemption from overtime pay.

¹ The supervisor must be in a position that is either a) not represented by a collective bargaining agent or b) represented by a collective bargaining agent other than the agent for the position described.

In particular, the terms, "Director," "Manager," "Administrator" and "Supervisor" are specifically reserved for MPP positions. These titles, and their close derivatives (such as "supervising"), may not be used within the working titles of non-management staff positions. "Associate Director," "Assistant Manager" and similar derivative forms are also reserved for MPP positions. Notice that the title "Office Manager" may not be used for non-management positions.

"Assistant", "Coordinator," "Lead," "Analyst" and "Specialist" are suitable alternatives for non-management staff positions.

Exceptions may be granted by Human Resources in special cases. For example, "Assistant to the Director" and similar derivatives are usually acceptable. "Supervisor" or "Supervising" may be granted as an exception for positions in a CSU classification for which the classification standards explicitly permit supervisory responsibilities. "Officer" may be suitable for certain positions classified as confidential.

Employee Name. The name of the employee currently holding the position. If the position is vacant, leave blank.

Supervisor Name and Classification. The classification of the position that supervises the incumbent and/or conducts the performance review. The supervisor must be in a position that is either a) not represented by a collective bargaining agent or b) represented by a collective bargaining agent other than the agent for the position described.

A. Position Purpose

State the reason the position exists, its objectives and the degree of autonomy or supervision required. Complete this section after completing the section "Essential Duties and Responsibilities," as it summarizes the major duties in a few sentences. Indicate the level of supervision over this position, using the following terms and associated meanings:

1. Under minimal supervision. Position has responsibility for planning and organizing the methods and details for accomplishing work, determining priorities, selecting methodology from various approaches, and recommending actions which may impact the work of others.
2. Under general supervision. The supervisor sets definite work objectives. The methods of performing tasks are frequently left to the judgment of the employee, with a supervisor giving occasional instruction or advice on decisions.
3. Under direct supervision. Greatest amount of supervision is provided. Methods of performing tasks are well established. Assistance is readily available if a problem occurs.

B. Supervisory/Lead Responsibilities

In a collective bargaining environment, a distinction is made between supervising others and leading the work of others.

1. "Supervisory employee" means any individual, regardless of the job description or title, having authority, in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if, in connection with the foregoing, the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment..."
California Code, HEERA, Section 3580.3
2. "A lead" is a liaison between supervisor/manager and employees in the organizational unit; lead positions implement supervisory orders overseeing the work to insure a satisfactory product. Either in the same or in another bargaining unit, with a broad range of responsibilities for providing work direction to others; who, at the same time, participates in the work itself. Duties include:
 - a. Coordinates, instructs, guides, checks and corrects the work of others in order to maintain levels of productivity and quantity;
 - b. Typically gives or passes on instructions according to a logical progression of work or follows a prepared schedule or protocol;
 - c. Implements the orders of a supervisor; oversees work to ensure satisfactory results in an expeditious manner;
 - d. Makes recommendations as to what to do when situations arise where there is no precedent or standard method of performing the work;
 - e. Exercising discretion and independent judgment in setting priorities, determining methods, and troubleshooting issues;
 - f. Provides input to the manager for performance reviews and operational issues.

C. Physical/Cognitive Demands

Describe the physical/cognitive demands in terms of level or intensity, frequency and duration. For example, instead of saying, "must be able to bend over and lift heavy objects," say "Ability to move a case of paper from the floor to the cart about once per month in order to restock the copier supply shelves." Use generic verbs (see Appendix E) in order to allow for reasonable accommodations under ADA. Examples of statements of physical demands are as follows:

1. Working at a desk for long periods of time with occasional opportunity to move to other locations within the building for meetings, to obtain information, etc.
2. About 40% of each working day is spent operating a personal computer.
3. Obtaining reams of paper from five-foot high supply shelves in order to restock the copier three to four times per week.
4. Travel across campus to other buildings and offices required about ten times per week.

D. Work Environment

In this section describe the work environment, paying particular attention to any adverse, hazardous or unpleasant working conditions. Mention the use of any protective clothing or precautionary measures. If the environment is a typical office environment, say so.

E. Education and

F. Experience

CSU classification standards usually provide the minimum qualifications as “a combination of education and experience that is equivalent to [some standard].” Position descriptions normally reiterate this statement of qualifications from the classification standards. Exceptions, which require the approval of Human Resources, must be based on the stated duties of the position.

G. Specialized Knowledge, Skills, and Abilities

Identify the knowledge, skills and abilities (physical and cognitive) that are critical for the incumbent to possess in order to be successful in the position. Consider such matters as analytical skills, interpersonal skills, communication skills, problem-solving ability, decision-making ability, ability to maintain confidentiality and physical abilities. Required licenses/certifications should also be included in this section.

Accurately identifying “Specialized Knowledge, Skills, and Abilities” is critical when recruiting to fill a vacancy covered under CSEA. Contract language in the CSEA bargaining agreement gives preference to current CSEA campus employees unless it can be demonstrated that appointing an outside applicant is necessary to: (1) to achieve workforce diversity; (2) *meet the best interest of the campus by obtaining specialized skills and abilities not available from current employees.*

In order to comply with federal and state laws and regulations, it is important that all items listed in this section are realistic (i.e., not inflated) and clearly related to the duties and responsibilities of the position. In stating required knowledge, include the level or depth of knowledge required. The following may be used as a guide:

1. Working knowledge. Requires a sufficient familiarity with subject to know basic principles and terminology and to understand and solve simple problems.
2. General knowledge. Requires sufficient knowledge of a field to perform most work as assigned with little direct supervision. The work calls for comprehension of standard work situations and should include knowledge of most of the significant aspects of the subject.
3. Thorough knowledge. Requires wide coverage of the subject matter area. The work calls for sufficient comprehension of the subject to solve unusual as well as common work problems, to advise on technical and policy questions, and to plan work programs.

4. Comprehensive knowledge. Requires virtually complete mastery and understanding of the subject. This term is used sparingly and only for unusually exacting or responsible positions.

H. Preferred Qualifications

Describe those qualifications that are desirable, but not required.

I. Essential Duties and Responsibilities

This section describes the activities that must be accomplished in the position and for which accountability can be assigned. The duties listed describe the work as currently organized and performed by a fully qualified employee, not an employee who is still learning the job. The duties and responsibilities should be listed in order of importance (not necessarily by percentage of time) or grouped according to major functions. Some duties, even those performed daily, may not be the most important activities of the position. Don't overlook cognitive functions if they are essential, for example, "accepting direction from supervisors, working with others in a team environment or leading the work of others who have similar responsibilities."

Once the duties and responsibilities are listed in order of importance or grouped according to major function, indicate the percentage of time typically devoted to each. When calculating the percentage of time, consider an average work week, month, or year, depending on the frequency of the duties/responsibilities. Do not list duties that require less than 5% of annual time. If there are a number of miscellaneous duties, group these as "miscellaneous" and briefly list those duties.

It is recommended that this section list duties and responsibilities but not the tasks through which the employee meets the responsibilities. Tasks may be listed in other documents such as guidelines or desk procedures. A given activity may be the most important duty of one position but only a minor task that is part of one duty of another position. For example, "answering the telephone" may be a significant duty for a receptionist and a minor task within one duty of the office coordinator to "back up the receptionist during breaks and absences."

Use the following style:

What is done – use an action verb to begin each sentence (see Appendix D for a list of useful action verbs and their meanings).

How it is done – summarize the function.

Why it is done – the objective or purpose of the function.

For example: Analyzes financial statements consistent with standard accounting practices to determine credit worthiness of a loan applicant.

WHAT - analyzes financial statements

HOW - consistent with standard accounting practices

WHY - to determine credit worthiness of a loan applicant

Although this section is usually the longest one in the position description, it is not meant to be all-inclusive. "Other related duties assigned by the supervisor" may be used as a summary phrase to describe a collection of tasks, minor duties, and duties performed only infrequently.

J. Signatures

Supervisor Name and Signature. The name and signature of the supervisor (see Section B for definitions) or department chair.

Department Head/Area Manager Name and Signature. The name and signature of the appropriate division or department administrator or designee. In some cases the position description may be both prepared by and approved by the same individual.

III. APPROVAL OF POSITION DESCRIPTIONS

Human Resources maintains all current position descriptions as an official record of the duties assigned to a position. When major changes are made in the position description, the supervisor or manager submits it for review by Human Resources to ensure consistency across campus and the appropriate classification of the position. In cases where the position duties are clarified and/or priorities are changed, there is no need for a classification review.

IV. JOB VACANCY ANNOUNCEMENT

The position description is the basis for the recruitment and selection process, providing the information necessary for advertising the position and the foundation for developing questions for the interview. Human Resources prepares a Job Vacancy Announcement based on the position description. The Job Vacancy Announcement includes additional information specifically for recruitment, such as how to apply and notice of nondiscrimination policies.

V. PERFORMANCE REVIEW

The description sets general guidelines and expectations for the job and provides the foundation for performance measurement.

VI. APPENDICES

- A – Staff Position Description Template
- B – Sample ASA II (Academic) Position Description
- C – Sample ASC I (Academic) Position Description
- D – List of Action Verbs
- E – Generic Verbs for Physical/Cognitive Demands



APPENDIX A – POSITION DESCRIPTION FORM

Human Resources

This position description is used as a basis for determining the position classification and is maintained as an official record of the duties assigned to this position. This description is intended to be an accurate reflection of the assigned work, however, it is understood that duties may be removed, modified or assigned, and may not be included on this description.

DEPARTMENT:

POSITION: NEW EXISTING

POSITION CLASSIFICATION:

WORKING TITLE:

EMPLOYEE NAME:

SUPERVISOR NAME AND CLASSIFICATION:

A. POSITION PURPOSE:

B. SUPERVISORY/LEAD RESPONSIBILITIES:

CLASSIFICATION OF POSITION(S):	NUMBER OF EMPLOYEES:

C. PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

D. WORK ENVIRONMENT:

E. EDUCATION:

F. EXPERIENCE:

G. SPECIALIZED KNOWLEDGE, SKILLS, AND ABILITIES:

▪

H. PREFERRED QUALIFICATIONS:

▪

I. ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following	Percentage of Time (%)
	100% TOTAL

J. SIGNATURES: *(Signature indicates that this is an accurate description of assigned duties.)*

_____ Employee Name	_____ Employee Signature	_____ Date
_____ Supervisor Name	_____ Supervisor Signature	_____ Date
_____ Dept Head/Area Manager Name	_____ Dept Head/Area Manager Signature	_____ Date



APPENDIX B – POSITION DESCRIPTION FORM

Human Resources

This position description is used as a basis for determining the position classification and is maintained as an official record of the duties assigned to this position. This description is intended to be an accurate reflection of the assigned work, however, it is understood that duties may be removed, modified or assigned, and may not be included on this description.

DEPARTMENT: Department of Asian Religious Studies

POSITION: NEW EXISTING

POSITION CLASSIFICATION: Administrative Support Assistant II

WORKING TITLE: Administrative Support Assistant II

EMPLOYEE NAME:

SUPERVISOR NAME AND CLASSIFICATION: Kenneth Smith, Ph.D., Department Chair

A. POSITION PURPOSE:

Performs duties under the lead direction of the Administrative Support Coordinator I and general supervision of the Department Chair to provide essential frontline administrative support to a large academic department on the CSU Stanislaus campus (30 faculty members), providing continuity and stability to the central department office and exceptional customer service as first point of contact for department with students, visitors, donors and the campus community at large.

B. SUPERVISORY/LEAD RESPONSIBILITIES:

CLASSIFICATION OF POSITION(S):	NUMBER OF EMPLOYEES:
Student Assistant	1

C. PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The functions of this position are usually performed sitting and may include the need to sit or work at a computer terminal for long periods of time on projects, but may involve some amount of time standing. Some amount of stooping, kneeling, bending, crouching, lifting, traveling across campus to other offices or buildings on and off the main campus, carrying, and other movements may be required.

D. WORK ENVIRONMENT:

Typical office environment and equipment.

E. EDUCATION:

Completion of a high school program or its equivalent.

F. EXPERIENCE:

Full-time equivalent of 2 years of general office clerical/administrative assistant experience which has provided the knowledge, skills, and abilities to be proficient in performing most or all work assignments. Previous related administrative support experience in an academic department preferred.

G. SPECIALIZED KNOWLEDGE, SKILLS, AND ABILITIES:

- Demonstrated experience with answering phones with multiple lines and customer service.
- Demonstrated ability to communicate clearly and effectively, both orally and in writing. Ability to clearly answer routine questions and explain policies and procedures to students and other campus employees.
- Demonstrated ability to work independently as required, using initiative, discretion and good judgment, in performing clerical work of average complexity.
- Demonstrated fluency in using a computer and office software packages to include Microsoft Word, Excel, Outlook, and database programs (FileMaker Pro and Banner preferred); ability to efficiently compile data and prepare ad hoc reports.
- Demonstrated ability to effectively communicate orally and in writing using proper English grammar, punctuation, and spelling, including good proofreading and editing skills.
- Demonstrated ability to be well organized and detail-oriented with the ability to effectively coordinate a number of different tasks simultaneously, while meeting critical deadlines.
- Demonstrated competence in maintaining multiple calendars, including an administrator's appointment calendar; electronic scheduling highly preferred.
- Demonstrated skill in maintaining and reconciling basic budgets.
- Demonstrated skill and experience in providing administrative support to committees, (preparing agendas, taking minutes, following-up/tracking action items, etc.), desirable.

- Must possess excellent interpersonal skills with a demonstrated ability to work with the general public, faculty, staff and students in a competent, diplomatic and open-communication style.

H. PREFERRED QUALIFICATIONS:

- Previous related administrative support experience in an academic department preferred.
- Demonstrated experience with maintaining an electronic calendar in Outlook, highly desirable.
- Demonstrated experience in maintaining a website, highly desirable.
- PeopleSoft knowledge/experience a plus.

I. ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following	Percentage of Time (%)
Department and Office Assistance <ul style="list-style-type: none"> ▪ Serves as a resource for department and the public on university and policy and procedures. ▪ Maintains essential records, such as monthly department meeting calendar, conference room and other room scheduling. Provides support as required for department meetings, such as notifying staff and faculty, taking minutes, preparing presentation materials, arranging catering services, or AV equipment. ▪ Collects payroll vouchers, payroll records, and payroll warrant distribution for faculty, staff and student assistants. ▪ Maintains confidential personnel files, absence reports, and other employment records for the department. ▪ Responsible for the maintenance and ordering of departmental supplies and equipment, especially computers and photocopier, in order to support faculty and programs. ▪ Maintains electronic database of current students and alumni. 	30
Student Support <ul style="list-style-type: none"> ▪ Works with campus Banner system to access and utilize student information, including lifting advisement and probation flags, obtaining transcript and grade records for advisors and faculty, changing grades, clearing incompletes, and doing other projects as necessary. Assists department chair in resolving academic-related problems for students and faculty as appropriate. Maintains files for graduate and undergraduate students to facilitate advising. ▪ Maintains curriculum file, process major and minor curriculum forms, and update undergraduate and graduate catalog for both Anthropology and Behavioral Science programs. 	20
Faculty Appointments and Recruitment <ul style="list-style-type: none"> ▪ Assists in the recruitment process for tenure-track faculty through maintaining applicant files, ensuring required steps are followed in the recruitment and hiring process. ▪ Processes appointment and reappointment papers for each faculty member and ensures the correctness of the salary as coordinated with the Department Chair and Dean's Office. 	5
Administrative Support <ul style="list-style-type: none"> ▪ Assists Chair in preparing the schedule of classes and assigning classrooms by entering schedule into the university's master computerized schedule, notify faculty of their individual schedule, and process any changes or corrections. Works with other departments for cross-scheduling. ▪ Obtains semester reports and census lists of new and current students in the department from Admissions and Records. 	10
Community Outreach and Public Relations <ul style="list-style-type: none"> ▪ Develops and maintains website content, disseminates information via the Internet. ▪ Provides logistical and communications support of faculty engaged in community service-learning and student-based community research. 	10
Budget Support <ul style="list-style-type: none"> ▪ Monitors general fund, lottery, concurrent enrollment, and foundation accounts. ▪ Requests transfer of funds to sub accounts as needed. Make decisions on which account will be used for specific expenditures. ▪ Processes travel reimbursements and purchase requisitions. 	10
Student Assistant Lead <ul style="list-style-type: none"> ▪ Assigns, trains, leads and coordinates the work of student assistants. 	10
Other <ul style="list-style-type: none"> ▪ Performs other duties as assigned. 	5
	100% TOTAL

J. SIGNATURES: *(Signature indicates that this is an accurate description of assigned duties.)*

Employee Name	Employee Signature	Date
Supervisor Name	Supervisor Signature	Date
Dept Head/Area Manager Name	Dept Head/Area Manager Signature	Date



APPENDIX C – POSITION DESCRIPTION FORM

Human Resources

This position description is used as a basis for determining the position classification and is maintained as an official record of the duties assigned to this position. This description is intended to be an accurate reflection of the assigned work, however, it is understood that duties may be removed, modified or assigned, and may not be included on this description.

DEPARTMENT: Department of Asian Religious Studies

POSITION: NEW EXISTING

POSITION CLASSIFICATION: Administrative Support Coordinator I

WORKING TITLE: Administrative Support Coordinator I

EMPLOYEE NAME:

SUPERVISOR NAME AND CLASSIFICATION: Kenneth Smith, Ph.D., Department Chair

A. POSITION PURPOSE:

Performs duties under general supervision of the Department Chair but works independently to provide essential frontline administrative support to a large academic department on the CSU Stanislaus campus (30 faculty members), providing continuity and stability to the central department office, oversight of daily operations, and exceptional customer service as first point of contact for department with students, visitors, donors and the campus community at large.

B. SUPERVISORY/LEAD RESPONSIBILITIES:

CLASSIFICATION OF POSITION(S):	NUMBER OF EMPLOYEES:
Admin Support Assistant I	1
Student Assistant	2-3

C. PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The functions of this position are usually performed sitting and may include the need to sit or work at a computer terminal for long periods of time on projects, but may involve some amount of time standing. Some amount of stooping, kneeling, bending, crouching, lifting, traveling across campus to other offices or buildings on and off the main campus, carrying, and other movements may be required.

D. WORK ENVIRONMENT:

Typical office environment and equipment.

E. EDUCATION:

Completion of a high school program or its equivalent.

F. EXPERIENCE:

Full-time equivalent of 3 years of progressively responsible high-level administrative support experience that has provided the knowledge, skills, and abilities to perform the essential functions associated with this position using independent judgment, accuracy, and speed. Previous related administrative support experience in an academic department preferred.

G. SPECIALIZED KNOWLEDGE, SKILLS, AND ABILITIES:

- Demonstrated ability to work in a large complex department with the ability to prioritize work to meet deadlines while faced with many interruptions and competing/conflicting priorities. Ability to follow oral and written instructions.
- Demonstrated ability to effectively oversee the work of others.
- Demonstrated ability to communicate clearly, both verbally and in writing. Ability to draft and compose clear and concise correspondence and reports. Demonstrated ability to present information in writing using proper English grammar, punctuation, and spelling, including good proofreading and editing skills.
- Demonstrated skill and experience in providing administrative support to multiple committees, (preparing agendas, taking minutes, following-up/tracking action items, etc.), highly desirable.
- Demonstrated skill and ability to compile data, prepare reports, and communicate information utilizing a computer system and software, including electronic mail (Outlook), word processing (Word), spreadsheet (Excel), database (FileMaker and Banner), and Internet.
- Demonstrated skill in the compilation, review, and monitoring of budgets (including ability to perform standard business math).
- Must possess comprehensive and detailed knowledge of the university infrastructure, policies, and procedures. Demonstrated competence in understanding, interpreting, and communicating procedures, policies, information, ideas, and instructions.

- Must possess excellent interpersonal skills with a demonstrated ability to work with the general public, faculty, staff and students in a competent, diplomatic and open-communication style. Demonstrated ability to independently respond to and resolve conflict with irate customers in a professional manner.

H. PREFERRED QUALIFICATIONS:

- Previous related administrative support experience in an academic department preferred.
- Demonstrated experience with maintaining an electronic calendar in Outlook, highly desirable.
- Demonstrated experience in maintaining a website, highly desirable.
- PeopleSoft knowledge/experience a plus.

I. ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following	Percentage of Time (%)
Department and Office Coordination <ul style="list-style-type: none"> ▪ Serves as a resource for department and the public on university and policy and procedures. ▪ Manages and maintains essential records, such as monthly department meeting calendar, conference room and other room scheduling. Provides support as required for department meetings, such as notifying staff and faculty, taking minutes, preparing presentation materials, arranging catering services, or AV equipment. ▪ Coordinates the logistics and communication for special events and projects, utilizing organizational skills in the development, production, and completion of special department activities such as major recruitment events, convocations, department professional development and student/faculty events. ▪ Collects payroll vouchers, payroll records, and payroll warrant distribution for faculty, staff and student assistants. ▪ Maintains confidential personnel files, absence reports, and other employment records for the department. ▪ Responsible for the maintenance and ordering of departmental supplies and equipment, especially computers and photocopier, in order to support faculty and programs. ▪ Maintains electronic database of current students and alumni. 	20
Student Support <ul style="list-style-type: none"> ▪ Works with campus Banner system to access and utilize student information, including lifting advisement and probation flags, obtaining transcript and grade records for advisors and faculty, changing grades, clearing incompletes, and doing other projects as necessary. Researches, troubleshoots and assists in resolving academic-related problems for students and faculty. Maintains files for graduate and undergraduate students to facilitate advising. ▪ Maintains curriculum file, process major and minor curriculum forms, and update undergraduate and graduate catalog for both Anthropology and Behavioral Science programs. 	20
Faculty Appointments and Recruitment <ul style="list-style-type: none"> ▪ Assists in the recruitment process for tenure-track faculty through maintaining applicant files, ensuring required steps are followed in the recruitment and hiring process. ▪ Processes appointment and reappointment papers for each faculty member and ensures the correctness of the salary as coordinated with the Department Chair and Dean's Office. 	10
Administrative Support <ul style="list-style-type: none"> ▪ Assists Chair in preparing the schedule of classes and assigning classrooms by entering schedule into the university's master computerized schedule, notify faculty of their individual schedule, and process any changes or corrections. Coordinates with other departments for cross-scheduling. ▪ Obtains semester reports and census lists of new and current students in the department from Admissions and Records. 	15
Community Outreach and Public Relations <ul style="list-style-type: none"> ▪ Develops and maintains website content, coordinating and disseminates information via the Internet. ▪ Provides logistical and communications support of faculty engaged in community service-learning and student-based community research. 	10
Budget Support <ul style="list-style-type: none"> ▪ Monitors general fund, lottery, concurrent enrollment, and foundation accounts. ▪ Requests transfer of funds to sub accounts as needed. Make decisions on which account will be used for specific expenditures. ▪ Processes travel reimbursements and purchase requisitions. 	10
Lead Direction to Support Staff <ul style="list-style-type: none"> ▪ Assigns, trains, leads and coordinates the work of Administrative Support Assistant and student assistants. 	10
Other <ul style="list-style-type: none"> ▪ Performs other duties as assigned. 	5
	100% TOTAL

J. SIGNATURES: *(Signature indicates that this is an accurate description of assigned duties.)*

Employee Name	Employee Signature	Date
Supervisor Name	Supervisor Signature	Date
Dept Head/Area Manager Name	Dept Head/Area Manager Signature	Date



APPENDIX D – ACTION VERBS AND DEFINITIONS

Human Resources

Following is a list³ of action verbs and definitions to assist in writing essential duties and responsibilities.

Adopt	Take up and practice as one's own
Advise	Recommend a course of action; offer an informed opinion based on specialized knowledge
Analyze	Separate into elements and critically evaluate; to study or determine relationships
Anticipate	Foresee and deal with in advance
Appraise	Give an expert judgment of worth and merit
Approve	Exercise final authority
Arrange	Make preparation for; put in proper order
Assemble	Collect or gather together in a predetermined order from various sources
Assign	Specify or designate tasks or duties to be performed by others
Assume	Undertake; take for granted
Assure	Make certain
Authorize	Approve; empower through vested authority
Calculate	Make a mathematical computation; to reckon by exercise of practical judgment
Circulate	Pass from person to person or place to place
Clear	To submit for approval
Collaborate	Work jointly with; cooperate with others
Collect	Gather; bring together (as in data, etc.)
Compile	Put together information
Concur	Agree with a position, statement, action, or opinion

³ This list has been adapted from the workbook "Job Description Design and Writing," Pamela Farrell, Instructor for UCSC Extension course, November 3, 2001.

Conduct	Carry on; direct the execution of tasks; take responsibility for acts and achievements of a group; direct handling of tasks toward desired results
Confer	Consult with others to compare views or get new ideas
Consolidate	Bring together
Consult	Seek the advice of others
Coordinate	Initiate, execute, implement, and evaluate; bring together work to conclusion
Correspond	Communicate in writing (i.e. memos and other written documents)
Delegate	Entrust to another; appoint as one's representative to perform tasks or duties that may carry specific degrees of accountability
Design	Conceive, create and execute according to plan or direction
Determine	Resolve; fix conclusively; to find out or come to a decision by investigation, reasoning, or calculation
Develop	Disclose, discover, perfect, or unfold a plan or idea; to set forth or make clear by degrees or in detail
Devise	Come up with something new (perhaps by combining or applying known ideas or principles)
Discuss	Exchange views for the purpose of arriving at a conclusion
Dispose	Get rid of
Disseminate	Disperse
Distribute	Deliver to destinations
Draft	Prepare papers or documents in preliminary form
Endorse	Support or recommend
Ensure	To make sure, certain
Establish	Bring into existence; to make firm or stable; to institute
Estimate	Forecast future requirements; to judge tentatively
Evaluate	Determine or assign a value to (i.e. work, duties, performance); determine significance, worth, or condition by appraisal or review
Execute	Put into effect or carry out; to do what is required; perform indicated tasks according to instructions

Expedite	Accelerate the process or progress
Formulate	Develop or devise
Furnish	Provide with what is needed; supply
Implement	Carry out; execute a plan or program; accomplish; put into practice
Improve	Make something better; enhance in value or quality to advance, make progress; make useful additions or amendments; refine
Initiate	Start or introduce
Inspect	Critically examine for suitability
Interpret	Explain something to others mostly in written or presentation form; tell meaning of; present in understandable terms
Investigate	Study through close examination and systematic inquiry
Issue	Put forth or distribute officially
Lead	Direct the operations, activity and/or performance of individuals
Maintain	Keep in an existing state; to support or continue; update
Monitor	Watch, observe, or check for a specific purpose; keep track of; check for special purpose
Negotiate	Confer with others with intent to reach agreement or come to a conclusion
Notify	Make known to
Operate	Perform a function or control the functioning of; to conduct affairs
Participate	Take part in
Perform	Fulfill or carry out some action or duties accurately in a timely fashion
Place	Locate and choose position for
Plan	To formulate a course of action or program for accomplishment; to have as a specific aim or purpose; intend
Practice	Perform work repeatedly in order to gain proficiency
Prepare	Make ready for a particular purpose; to put together
Process	Carry through an action

Promote	Advocate; advance to a higher level or position; to contribute to the growth
Propose	Declare a plan or intention; put forth idea(s)
Provide	Supply; submit; furnish
Recommend	Advise or counsel a course of action; offer or suggest for adoption; to endorse as fit, worthy or competent
Represent	Act in the place of or for
Report	Give an account of; furnish information or data
Research	To search or examine with continued care; to seek diligently
Review	Examine or re-examine; to give critical examination of
Revise	Refine; rework in order to correct or improve; to make a new, amended, improved or up-to-date version
Schedule	Plan a timetable; to place in a schedule; to appoint, assign or designate for a fixed time
Secure	Gain possession of; make safe
Select	Choose; make a choice
Sign	Affixing a signature
Specify	State precisely in detail or name explicitly
Submit	Provide; furnish; supply
Train	Coach, teach, or guide others in order to bring up to a predetermined standard; to teach so as to make fit, qualified or proficient; to make prepared
Verify	Confirm or establish authenticity; substantiate



APPENDIX E – VERBS FOR PHYSICAL/COGNITIVE DEMANDS

Human Resources

Following is a list⁴ of seven physical/cognitive demand categories with qualifying verbs. For each category, the list provides generic verbs that may be used to avoid risking prejudice to persons with disabilities. Several verbs are listed for more than one physical/cognitive demand category; others may also transcend categories.

	Physical/cognitive demand category	Generic verbs
1	Strength	Moves/transport Puts Installs/takes out Removes/replaces Positions/places Transfers
2	Climbing or balancing	Ascends/descends Works atop Traverses
3	Walking/running, stooping, kneeling, crouching and/or crawling	Moves (about or to) Traverses
4	Reaching, handling, fingering and/or feeling	Detects Diagnoses Installs/places Removes/replaces Operates, adjusts, attaches Positions, sets up Activates, feeds, controls Applies, measures, uses Modifies, signals, inputs Drafts, prepares
5	Talking and/or hearing	Communicates, detects Converses with Discerns, conveys Expresses oneself Discusses Exchanges information
6	Seeing	Detects, determines Distinguishes, identifies Recognizes, perceives Estimates, judges Discerns, inspects, compares Observes, assesses
7	Other demands	Detects, uses Perceives, discerns

⁴ Taken from an article by Kenneth H. Pritchard, CCP, April 1995, Society for Human Resource Management, reproduced in the workbook, "Job Description Design and Writing," Pamela Farrell, Instructor for UCSC Extension course, November 3, 2001.