

Mississippi University for Women
Job Evaluation Packet for New Positions or Major Changes

REQUEST TYPE (Position Status):	New	Vacant	Occupied
Incumbent Name (if occupied):			Emp ID/Banner#:
Department/College or Unit:			Budget Org:
Current Title:			Grade (if applicable):
Proposed Title:			Grade (if applicable):
Position Number (for current positions):			
Reports to (Current):		Reports to (Proposed):	

SECTION 1

EXEMPT VS. NON-EXEMPT

1. Is the position in the Skilled Crafts & Maintenance Pay Schedule? Yes No
 - If yes, the position is non-exempt.
2. Will the position pay at least \$35,568 annually (\$684 weekly)? Yes No
 - If yes, complete the Exemption Determination section unless the position is in the Skilled Crafts & Maintenance Pay Schedule.
 - If no, the position is non-exempt, unless it qualifies under the teaching exemption as determined by HR.

EXEMPTION DETERMINATION: Positions may be classified as exempt under one or more of the following categories: Executive, Administrative, Professional, Computer-Related, Outside Sales (not applicable), Highly Compensated Employees Performing Executive, Professional, or Administrative Duties. ***It's not necessary to complete all exemption sections if one is more appropriate for this position type. Check yes or no for all statements under the appropriate exemption(s).***

	Yes	No	
ADMINISTRATIVE SECTION (examples: manager, supervisor, administrator)	<input type="checkbox"/>	<input type="checkbox"/>	Regularly receives a predetermined amount constituting all or part of the employee's salary, which is not subject to reduction because of variations in the quality or quantity of work performed. Click HERE to link to the DOL salary basis information.
	<input type="checkbox"/>	<input type="checkbox"/>	Primary duty consists of performing office or non-manual work directly related to the management or general business operations of the employer or the employer's customers.
	<input type="checkbox"/>	<input type="checkbox"/>	Work includes the exercise of discretion and independent judgment with respect to matters of significance.
PROFESSIONAL SECTION: (examples: accountant, nurse, engineer, composer, singer, graphic designer)	<input type="checkbox"/>	<input type="checkbox"/>	Regularly receives a predetermined amount constituting all or part of the employee's salary, which is not subject to reduction because of variations in the quality or quantity of work performed. Click HERE to link to the DOL salary basis information.
	<input type="checkbox"/>	<input type="checkbox"/>	Is the position for teachers, licensed or certified practitioners of law and medicine, medical interns and residents? These positions are covered under this exemption, the salary basis and salary requirements do NOT apply.
CHOOSE EITHER LEARNED PROFESSIONAL OR CREATIVE PROFESSIONAL BELOW			
Learned Professional	<input type="checkbox"/>	<input type="checkbox"/>	Primary duty consists of the performance of work that requires advanced knowledge (beyond high school) and that is predominantly intellectual in character and consistently includes the exercise of discretion and independent judgment.
	<input type="checkbox"/>	<input type="checkbox"/>	The advanced knowledge is in a field of science or learning.
	<input type="checkbox"/>	<input type="checkbox"/>	The advanced knowledge was acquired by a prolonged course of specialized intellectual instruction (position possesses the appropriate academic degree or has substantially the same knowledge level and performs substantially the same work as degreed employee
Creative Professional	<input type="checkbox"/>	<input type="checkbox"/>	Primary duty consists of the performance of work requiring invention, imagination, originality or talent in a recognized field of artistic or creative endeavor as opposed to routine mental, manual, mechanical or physical work

	Yes	No	
COMPUTER-RELATED SECTION (examples: network or database analyst, developer, programmer, software engineer)			"Primary duty consists of: <ul style="list-style-type: none"> The application of system-analyst techniques and procedures, including consulting with users to determine hardware, software or systems functional specifications, OR The design, development, documentation, analysis, creation
EXECUTIVE SECTION (examples: chief executive officer, comptroller, vice president, director)			Regularly receives a predetermined amount constituting all or part of the employee's salary, which is not subject to reduction because of variations in the quality or quantity of work performed. Click HERE to link to the DOL salary basis information.
			Primary duty consists of managing the enterprise or a customarily recognized department or subdivision of the enterprise.
			Customarily and regularly directs the work of two or more full-time employees or their equivalents (for example, one full-time employee and two half-time employees).
			Has the authority to hire or fire other employees OR makes recommendations that carry particular weight as to the hiring, firing, advancement, promotion or any other change in status of other employees.
HIGHLY COMPENSATED EMPLOYEES PERFORMING EXECUTIVE, PROFESSIONAL OR ADMINISTRATIVE DUTIES SECTION			Is paid an annual total compensation of \$107,732 or more, which includes at least \$684 per week paid on a salary basis. The required total annual compensation may consist of commissions, non-discretionary bonuses and other non-discretion
			Primary duty consists of performing office, non-manual work. Note: No matter how highly paid, manual workers or other "blue-collar" workers, including non-management construction workers, who perform work involving repetitive operations with their hands, physical skill and energy are not eligible for this exemption.
			Customarily and regularly performs at least one of the exempt duties or responsibilities of the Executive, Professional or Administrative Exemption.

DOES NOT MEET ANY OF THE SECTIONS ABOVE

SECTION 2

FOR RE-EVALUATIONS OF EXISTING POSITIONS ONLY:

1. What are the major changes in responsibility for the job being reviewed? Examples include number and type of personnel supervised, number of projects, program or contracts administered, budget dollars impacted, etc.

2. Why is a re-evaluation being requested for this position?

3. List any job duties for which the job holder was previously accountable for which no longer apply.

4. List those job duties which were not a part of the position originally but have been assumed.

SECTION 3

JOB SUMMARY: Briefly summarize in 3-5 sentences the main purpose and primary function of the job. This summary will be used in future job postings.

SECTION 4

PLEASE CHOOSE ONE ONLY IN EACH OF THE FOLLOWING SECTIONS. IT SHOULD BE THE HIGHEST LEVEL REQUIRED. (Provide specifics related to education, experience, skills, etc. in Section 5.)

EDUCATION: Select the level of education needed to successfully accomplish the essential duties of this job.

- Entry level knowledge; basic employment skills; equivalent of a high school education; certification preferred. High school diploma or GED required.
- High school diploma or GED required; some college or technical school coursework and/or practical knowledge required.
 - Associate's Degree Required
- Bachelor's degree preferred; professional knowledge equivalent to a bachelor's degree required.
 - Bachelor's Degree Required

The following levels are typically for grade 7 or above.

- Master's degree preferred; seasoned professional knowledge equivalent to a master's degree required.
 - Master's Degree Required
- Doctoral degree preferred; expert professional knowledge equivalent to an advanced degree plus additional training required.
 - Doctoral Degree Required

EXPERIENCE: Select the level of experience needed to successfully accomplish the essential duties of this job.

- Requires less than or equal to 1 year experience
- Requires more than 1 year but less than or equal to 3 years experience
- Requires more than 3 years but less than or equal to 5 years experience

The following levels are typically for grade 7 or above.

- Requires more than 5 years but less than or equal to 7 years experience
- Requires more than 7 years experience

LANGUAGE SKILLS: Select the level of language (ability to read, write and speak needed to successfully accomplish the essential duties of this job.)

- Minimum Skills: Ability to read a limited number of two- and three-syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.
- Basic Skills: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.
- Intermediate Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

High Skills: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Very High Skills: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

Highest Skills: Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS: Select the level of mathematical skills and ability needed to successfully accomplish the essential duties of this job.

Minimum Skills: Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of U.S. money and weight measurement, volume, and distance.

Basic Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Intermediate Skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

High Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Very High Skills: Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

Highest Skills: Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.

REASONING ABILITY: Select the level of reasoning skills and abilities needed to successfully accomplish the essential duties of this job.

Minimum Skills: Ability to apply common sense understanding to carry out simple one- or two- step instructions. Ability to deal with standardized situations with only occasional or no variables

Basic Skills: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Intermediate Skills: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

High Skills: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Very High Skills: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Highest Skills: Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

DECISION MAKING: Select the level of decision making required for this position.

- Few decisions are required; work is performed according to guidelines and/or detailed instructions.
- Decisions are made within an established framework of procedures. Incumbent is only required to recognize and follow the prescribed course of action.
- Guidelines are available in the form of procedures and standard practices. Incumbent must exercise some judgment in selecting the most appropriate procedure.

The following levels are typically for grade 7 or above.

- Guidelines are available in the form of some standard practices, well-established precedent and University policy. Decisions require a moderate level of judgment and analysis of the appropriate course of action.
- Some guidelines are available in the form of broad precedent, direction and objectives. Decisions require a high level of judgment and/or modification of the standard course of action to address the issue at hand. The incumbent has some latitude to make decisions with moderate impact within a department.
- Few guidelines are available. Decisions require innovation and creativity. The incumbent is responsible for making decisions and taking independent action on tactical or operational matters affecting a major portion of the University. Course of action is limited only by University strategy and policy.

AUTONOMY

- Resolves common issues, with no authority to act outside of protocol
- Resolve escalated issues, with no authority to act outside of protocol
- Resolve issues with authority to act outside of protocol

EXTERNAL CONTACTS

- No contact with students, parents or prospective students
- Route calls and visitors
- Contact with vendors or external constituents (i.e. prospective employees, alums), students, parents or prospective students to furnish, obtain or exchange factual data or information

The following levels are typically for grade 7 or above.

- Contact with students and parents involves academic or financial advising and/or presentations
- Contact with external auditors, agencies, vendors, etc. on behalf of the University

INTERNAL CONTACTS/CONSULTING

- Exchanges routine information
- Explains or interprets information and ideas or instructions
- Provides recommendations based on interpretation of defined policies and procedures to departments within the University

The following levels are typically for grade 7 or above.

- Serve as internal consultant on whom others rely for technical and/or professional advice and guidance; influence others or gains cooperation and acceptance of ideas and actions
- Consult and/or negotiate on major and/or controversial issues, which typically affect the entire University and few others are able to address

SUPERVISORY RESPONSIBILITIES

- No formal responsibility or authority for others
- Train others and assign and review their work. Act in a "lead" or "senior" role in relationship to other positions that perform related work; coordinates workflow but does not have formal supervisory responsibility
- Supervise jobs which have largely standardized and well established work methods, typically includes job of the non-exempt nature

The following levels are typically for grade 7 or above.

- Supervise jobs in a technical or advanced activity; examples are jobs of a lower professional or supervisory nature
- Supervise jobs in an advanced field of activity where work methods with relatively few standardized processes; examples are jobs of a mid-level professional or managerial nature
- Supervise jobs in field(s) requiring comprehensive knowledge involving intangible elements; examples are jobs of the highest professional or managerial level

FINANCIAL MANAGEMENT: *Typically for grade 7 or above.*

- No responsibility for financial resources or fixed assets
- Responsible for financial resources or fixed assets of less than \$250,000
- Responsible for financial resources or fixed assets of \$250,000 to less than \$1 million
- Responsible for financial resources or fixed assets of \$1 million to less than \$3 million
- Responsible for financial resources or fixed assets of more than \$3 million

SECTION 5

REQUIRED MINIMUM QUALIFICATIONS. Please indicate specific education, experience, skills, abilities, certifications, etc., and whether it is required or preferred. These will be listed in future job postings.

TYPE OF WORK EXPERIENCE: Example: administrative experience in a professional office environment; experience working in a human resources office. This may include specific types of roles and/or understanding of particular functions, organizations, etc.

EDUCATION: Based on degree requirement, list any specific area of study/concentration or type of degree required or preferred.

CERTIFICATES, LICENSES, REGISTRATIONS: List the licenses, certificates, and registrations that are required to perform the essential duties of this job.

OTHER SKILLS, ABILITIES AND QUALIFICATIONS: Must include computer or software skills. Other examples: supervisory, customer service, communication, budgetary, higher ed, occasional nights/and or weekends, etc.

SECTION 6

PHYSICAL DEMANDS: Select how much on-the-job time is spent on the following physical activities. Provide additional information on the specific essential job duties that require the physical demands and work environment if needed.

Activity	None	Occasionally (under 1/3)	Regularly (1/3 to 2/3)	Frequently (over 2/3)
Stand or Sit				
Walk				
Use hands to finger, handle, or feel				
Reach with hands and arms				
Climb or balance				
Stoop, kneel, crouch, or crawl				
Talk or hear				
Taste or smell				
Lifting or force exertion—indicate how much weight and how often				
Up to 10 pounds				
Up to 25 pounds				
Up to 50 pounds				
Up to 100 pounds				
More than 100 pounds				

Special vision requirements, check all that apply.

- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- No special vision requirements

WORK ENVIRONMENT: How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below

- General office conditions
- Requires travel and/or off-hours work
- Exposure to conditions with risk of injury

Environment	None	Occasionally (under 1/3)	Regularly (1/3 to 2/3)	Frequently (over 2/3)
Wet or humid conditions (non-weather)				
Work near moving mechanical parts				
Work in high, precarious places				
Fumes or airborne particles				
Toxic or caustic chemicals				
Outdoor weather conditions				
Extreme cold (non-weather)				
Extreme heat (non-weather)				
Risk of electrical shock				
Work with explosives				
Risk of radiation				
Vibration				
List any additional here				

How much noise is typical for the work environment of this job? Check the appropriate level below.

- Very quiet conditions (examples: forest trail, isolation booth for hearing test)
- Quiet conditions (examples: library, private office)
- Moderate noise (examples: business office with computers and printers, light traffic)
- Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
- Very loud noise (examples: jack hammer work, front row at rock concert)

SECTION 7

JEP COMPLETED BY:

Name: _____ Title: _____ Date: _____

Basis for knowledge of job: Hold job now Supervise job

Other, explain: _____

PLEASE COMPLETE APPROVALS BEFORE FORWARDING TO HUMAN RESOURCES.

JEP Approved by Department Head/Hiring Manager:

Name: _____ Title: _____

Signature: _____ Date: _____

JEP Approved by Dean (if applicable):

Name: _____ Title: _____

Signature: _____ Date: _____

JEP Approved by Supervising President's Cabinet Member:

Name: _____ Title: _____

Signature: _____ Date: _____

Approved form should be sent to Human Resources, W-1609

If sent via campus mail, please also email the document to the Director.

SECTION 8

ESSENTIAL DUTIES: List the major responsibilities that are critical to the role. Combine like duties when possible and use language so that the description can be easily understood by persons unfamiliar with the work. If more space is needed, use an additional text block.

List the frequency the duty is performed from the drop down menu (choices listed below).

The last duty on all job descriptions should be: As Needed – Performs other reasonable duties as assigned.

Daily Weekly Monthly Per Semester Annually As Needed

Duty #	Frequency	Essential Duties
(Ex.) 1	Daily	Takes mail and picks up mail at campus post office. Stamp, sorts, and distributes mail.

SECTION 8 continued

ESSENTIAL DUTIES: List the major responsibilities that are critical to the role. Combine like duties when possible and use language so that the description can be easily understood by persons unfamiliar with the work. If more space is needed, use an additional text block.

List the frequency the duty is performed from the drop down menu (choices listed below).

The last duty on all job descriptions should be: As Needed – Performs other reasonable duties as assigned.

Daily Weekly Monthly Per Semester Annually As Needed

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