



**AUBURN**

**UNIVERSITY OUTREACH**

**Job Family Manual**

**Guidelines and Procedures**

Appendices:

Leveling Guidelines and Outreach-related Competencies

Outreach-related Training Guidelines and Development Planning

Promotional Reclassification Procedures and Request Form

Outreach Job Family Position Descriptions

## **Job Families Explanation and Guidelines**

### **Definition**

A job family is defined as a series of progressively higher, related jobs distinguished by levels of knowledge, skills, and abilities (competencies) and other factors, and providing promotional opportunities over time.

### **Purpose**

Job families:

- Improve competencies of the workforce through better selection and placement;
- Increase training and development participation;
- Increase retention of competent employees;
- Improve individual performance and contribution;
- Provide flexibility to line managers in staffing decisions;
- Provide flexibility to line managers when assigning job duties.

### **General Characteristics**

Job families are designed to take advantage of successful human resource strategies such as:

- General job descriptions;
- Broad salary structures;
- Flatter organizational structures;
- Competency/skill based salary management;
- Comprehensive position management;
- Decentralized position classification decisions;
- Greater emphasis on individual development.

## **General Features**

### **Placing Jobs in a Job Family**

A job family is a series of jobs involving work of the same nature, but requiring different levels of skill and responsibility. For example, it is quite common to find an accountant's job in a job family. An entry level accountant would be one who has recently graduated from college, who has little experience, whose skills are being developed and who would be given responsibilities at a lower level than those with experience. On the other hand, a senior level accountant would be one with many years of experience whose skills and competencies are exemplary and who completes job duties of a high level. Thus, the value of an accountant varies widely based on his/her experience, competencies, and the level of responsibilities being completed.

Not all jobs can be placed into a job family. Some jobs consist of very routinized, repetitive work. Others require extensive experience and specific competencies or credentials prior to being placed into the job. The value of such jobs is typically more narrowly defined; therefore, such jobs are not placed into a job family.

### **Defining Job Family Levels**

Job families function to provide both a structure for departmental human resource decisions and a career ladder by which an employee may plan his/her professional growth and advancement.

A job description for a job within a job family describes, in broad terms, the duties and responsibilities one would be expected to perform at the various levels within a job family. The levels within a job family are defined more on the competencies expected of the employee rather than a list of specific tasks and responsibilities. The number of levels for a job family is determined by the value of the job in the marketplace and to the institution.

When recruiting for a position within a job family, the supervisor may recruit for a broad skill set ranging across several levels of a job family and then assign the specific level based on the competency of the selected candidate. Promotions of individuals within a job family are tied to demonstrated competencies and performance, completion of individual development activities and the needs of the department.

Supervisors of employees in a job family have primary responsibility for deciding on the level of the job family assigned to an individual. Placement of an individual at a particular level within a job family is dependent upon the competencies of the individual, the level of responsibility, and the needs of the department. However, employees in a job family are also empowered because promotions focus on individual performance, development and training based on the competencies established for each level.

### **Determining Salary Grade Levels**

Salary grade levels for jobs within a job family are based on salary survey information and internal equity. Auburn University uses a blend of salary survey information and an internal job evaluation system to determine the value or salary grades for the various levels within a job family.

The assignment of an employee to a particular grade level in a job family is based on the competencies identified for each level. For example, **entry level** positions are characterized by more routine work under close supervision. However, at the **mid-range or intermediate levels**, positions follow established guidelines, but work under more general supervision. Finally, at the **advanced level**, incumbents are working more independently, and in some cases are leading projects or work in their area. The job description for a job within a job family has “job family leveling guidelines” that provide descriptions of the responsibilities, knowledge and education and experience required for each level of the job family. These “leveling guidelines” provide a broad description of the requirements of each level and are designed to assist a supervisor in determining the appropriate level for an employee.

### **Key Elements of Job Families**

Assignment/Promotions to a level within a job family:

- Are based on identified competencies and needs of the department;
- Are based on supervisor recommendation and/or committee review;

- Are made concurrent with annual budget cycle;
- Must follow the standard request/approval procedures.

Performance standards:

- Focus on increasingly higher levels of responsibilities;
- Focus on individual competencies and acquisition of new competencies;
- Focus on contributions to team, departmental image and service;
- Must be met or exceeded to qualify for promotion to a higher level.

Promotional opportunities:

- Are non-competitive;
- Must be initiated by supervisor based on organizational objectives;
- Are based on recognized increases in job responsibilities, competencies and quality of performance;
- Are based on completion of development plans, assigned training and/or time in service;
- Are considered and approved during annual job family promotion cycle only.

Development/training opportunities:

- Are identified by the supervisor as part of annual performance review cycle;
- Are based on competencies established for each level;
- May include job enrichment activities, job rotation, AU HRD programs, in-house, on-the-job, and external sources.

Salary adjustments:

- Are based on the availability of funds;
- Take internal equity issues into consideration;
- Use a standard university formula to determine maximum allowable salary increase;
- Are effective at the start of new the fiscal year;
- Could include exceptions where special competencies are identified, with approval of higher administration;
- Use central University funds (except those positions funded through a contract or grant).

### **Job Family Committees**

The University encourages the use of job family oversight committees to screen all applications for job family promotions and to review and make recommendations regarding training and other requirements necessary to advance through the job family. Recommendations for job family promotions or changes in a job family are generally presented to the oversight committee for review and approval. Such committees are intended to ensure consistency in promotional activity within a job family. The Human Resources Department can assist in the development and operation of such committees.

## **Job Family Personnel Procedures**

### **Creating a Position**

To establish a position in a job family, the initiating unit must follow the University's standard procedure for creation of a position. This will include: (1) a proposal demonstrating the need for such a position and indicating the source (including any commitment of Auburn University), amount, and term of funding for the position; (2) completion of a job questionnaire; and (3) approvals by the chief administrative officer of the concerned unit.

### **Position Vacancies**

Job searches to fill a vacancy in an approved job family position will follow normal university hiring procedures.

### **Job Family Promotions and Review Process**

Job family promotions of eligible incumbent employees within a job family will be coordinated with the University's fiscal cycle of budgetary planning. For those job families with an oversight committee, the job family oversight committee will review all applications for job family promotions.

*Required forms and criteria for job family promotions are included in this manual to assist managers in submission of promotional applications for eligible employees.*

## **Job Family Training and Development**

### **Purpose**

The goal of development programs is to define the quantity, content and sources of accessible programs which enable employees to fulfill competency expectations of the job family, while allowing supervisors maximum flexibility in managing staff training. Such programs do not necessarily require a lock-step training sequence per level. Development programs should be designed to promote an employee's career objective and fulfill annual training and development activities which supervisors are expected to assign and employees are expected to fulfill in order to qualify for future promotions within the job family. Additional expectations of professional and service activities, certifications, etc. may be assigned to the employee by the supervisor as the employee progresses to the upper levels of the Job Family.

### **General Professional Development**

Under the category of General Professional Development, the Human Resources Development Office offers training activities that stress the continuing development of human resource related skills and abilities that are of major importance in job effectiveness, focusing on the following categories: communications, leadership, service, teamwork, and process improvement. The supervisor should assess the employee's proficiency in each category to determine development priorities. The existing curriculum of Auburn University HRD courses offers a broad range of programs in these categories. As the employee completes all appropriate AU HRD courses, the supervisor should substitute content from other sources to provide continuing development in these categories throughout the career of the employee. Areas of focus could include:

- Communications
- Leadership
- Service
- Teamwork
- Process improvement.

### **Unit, Job Specific and/or Technical Training**

This training is designed to improve an employee's technical or professional knowledge for his/her specific job. Areas of focus could include:

- AU Office Administration courses
- AU IT courses
- Self-directed courses
- External training providers
- On-line sources
- Training certifications (as identified for advanced level positions)
- Major disciplinary certifications and/or fellowships.

### **Professional Development**

Participation in appropriate professional activities enhances professional expertise and fosters an environment which promotes continued learning and improvement. Areas of focus could include:

- Annual regional/national organizational participation (conferences, committees, presentations, papers)
- University service (committees, task forces, advisory teams).

### **Approved Credit Courses**

Following University guidelines for enrollment in credit programs and as approved by one's supervisor, an employee's participation in credit courses may be taken into account toward job and professional development expectations on an ad hoc basis.

### **Documentation**

Completion of training and assignments for the coming year should be documented as part of the University's standard annual performance planning and review process. Included in the appendices of this document is a form "Annual Employee Training and Development Plan" which can be used to plan and track employee training and development activities.

Applications for the annual cycle of Job Family planned program promotions should document training accomplishments. Though these applications are generally due in March, AU Human Resources allows training completed before October 1 to count towards a job family member's promotional requirements for that year. For clarity, completion of such training should be documented as "anticipated."

## **APPENDICES**

### **Example of Job Family Leveling Guidelines**

#### **Outreach Job Family Classification and Entry Guide – Factors and Competencies**

#### **Outreach-related Training Guidelines**

#### **Annual Employee Training and Development Plan**

#### **Procedures and Criteria for Job Family Promotions**

#### **Request form for Job Family Promotion**

#### **Outreach Position Descriptions**

### Example of Job Family Leveling Guidelines

Job Family Name: Administrative Professional 3-Level

Applies to:

Three-level administrative professional jobs. All jobs are exempt. This describes the minimum qualifications and the general level and type of work performed at each level of this job family. Promotions from a lower level to a higher level may require completion of additional criteria as outlined by the supervisor, department, or job family committee.

Sample jobs: Accountant, Editor, Internal Auditor, Buyer, Career Counselor, Admissions Advisor, Curator, Human Resources Generalist

<b>Level</b>	<b>Responsibility</b>	<b>Knowledge</b>	<b>Education &amp; Experience</b>
<b>1</b>	Under immediate supervision, performs standard tasks using established methods, principles, concepts and procedures related to a specialized field. Judgments are made on routine matters of relatively small impact.	Knows fundamental concepts, practices and procedures of particular field of specialization.	Bachelors degree in discipline appropriate to position with no experience.
<b>2</b>	Under close supervision, performs varied duties and assignments involving some judgment. Resolves routine questions or problems, referring only complex issues to higher level. Some evaluation, originality and ingenuity required.	Knows and applies fundamental concepts, practices and procedures of particular field of specialization, with awareness of related fields.	Bachelors degree in discipline appropriate to position plus 2 years experience. Experience must include at least 2 years at the preceding level or equivalent.
<b>3</b>	Under minimal supervision performs complex assignments and fulfills broad responsibilities where required outcomes are defined, but methods and procedures may vary based on professional judgment precedent. Considerable latitude for unreviewed action. Confers with supervisor on unusual matters. Coordinates the work of others on projects and may assign work to and assist less experienced professionals or support staff. May act in an advisory capacity to managers or faculty.	Possesses and applied a broad knowledge of principles, practices and procedures of a particular field of specialization to the completion of difficult assignments. Also possesses knowledge of related fields and areas of operation which affect, or are affected by own area.	Bachelors degree in discipline appropriate to position plus 4 years experience. Experience must include at least 2 years at the preceding level of equivalent.



**University Outreach Job Family Classification and Entry Decisions Guide**  
**Factors and Competencies for CA 06 -- Administrator, Outreach Programs I, II, III**

<b>Factors</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
Education: Level/Degree	Bachelors degree required in discipline appropriate to position	Bachelors degree required or Masters preferred	Bachelors degree required or Masters preferred
Experience: Minimum	0 years	2 years experience at job level I of Outreach Professional Suite; experience must be at preceding level or equivalent; some experience substitution may be allowed for higher degree	4 years at job level II or equivalent; 2 years must be at preceding level or equivalent; some experience substitution may be allowed for higher degree
Past Performance: Auburn University or Other employment	Standard or Appropriate references and background check	Above standard or Appropriate references and background check	Consistently above standard in most areas or Appropriate references and background check
Training and Development: Human resource development and unit, job specific or technical development  And/or Relevant professional development	Complete all training and development activities as established with supervisor in annual performance planning. Recommended at least 18 hours annually of appropriate training from campus-based or external sources including, but not limited to human resource development in com-munications, leadership, service, team-work, and process improvement; unit, job specific or technical development; OJT	Complete all training and development activities as established with supervisor in annual performance planning. Recommended at least 18 hours annually of appropriate training from campus-based or external sources including, but not limited to human resource development in com-munications, leadership, service, team-work, and process improvement; unit, job specific or technical development; OJT  Participation in national continuing ed organizations/ conferences	Complete all training and development activities as established with supervisor in annual performance planning. Recommended at least 18 hours annually of appropriate training from campus-based or external sources including, but not limited to human resource development in com-munications, leadership, service, team-work, and process improvement; unit, job specific or technical development; OJT  Participation in national continuing ed organizations/ conferences; some committee/ leadership involvement
<b>Competencies</b>			
Knowledge: AU policies/ procedures  Methods/systems Principles/concepts Law/regulations	Basic relevant program concepts and procedures  Detailed policies/procedures, applications of rules regulations and principles of general systems and practices	Detailed policies/procedures, applications of rules, regulations and principles  Advanced level of concepts and practices in functional area	Most complex methods for application of emerging concepts, rules changes  Advanced level of concepts and practices in multiple areas
Interpersonal: Leadership Teamwork	Team leader and technical expert  Positive teammate	Program/project developer, instructor  Leader in outreach program/project	Program/project evaluator, advice and counsel is sought for complex issues  Leader in multiple outreach programs/projects
Communications: Written Verbal	Basic correspondence  Describes/explains complex methods	General, for own area  Describes/explains program policies /concepts	General for multiple areas and moderately complex matters  Describes/explains program/project to outreach community
Cognitive: Analytical Interpretive Problem solving	Moderately complex technical issues and cases	Complex technical issues, methods and policies	Applies and interprets complex technical issues, advises on policy issues
Creativity: Vision/innovation	Development of new policies/procedures for systems, workflow, staffing	Development of new policies/services/ offerings for programs/projects	Vision and development of entire new programs/projects
Job Flexibility: Multitasking Self-directing	Assigned functional area; daily routine business for program/ project success	Two or more functional areas; short term projects to meet schedules/goals	Two or more functional areas; long range projects to meet targets
Customer service:	Lead role to train, correct, censor, and initiate actions for improvements	Lead role to train, correct, censor, and initiate actions for improvements	Lead role to train, correct, censor, and initiate actions for improvements

## **University Outreach Job Family Training and Development Recommendations for CA 06 -- Administrator, Outreach Programs I, II, III**

Employees in outreach job family classifications are expected to participate in annual training and development in order to maintain and enhance their competencies and skills to perform their jobs at increasing levels of proficiency. This is a key element required for prospective promotion to higher levels in the job family.

Yearly expectations for training and development should be established with each employee by the supervisor as part of the university's annual performance evaluation and planning cycle. Training and development should encompass not only orientations related to university policies and procedures but also best practices and innovations in the professional field. Development activities should focus on enhancing communications, leadership, teamwork, and process improvement in one's work.

Sources of training may include but are not limited to the university's own sponsored Human Resource Development series of programs. The chart included on this page outlines AUHRD programs which are specifically relevant to the outreach job family. Programs offered by other universities, training providers, national associations, etc. are also sources of good job related development options. OJT or on-the-job-training is also a valuable tool in employee development. Professional certifications, credit courses or courses toward advanced degrees may also count towards one's development expectations.

Level and frequency of training and development should be assigned or approved by the supervisor in consultation with the employee preferably during annual performance planning, but also may be established at other appropriate times during the year. It is recommended that employees in the outreach job family participate in at least 18 hours per year of relevant training and development exercises.

As employees progress in the job family, there is also an expectation that they will become engaged in relevant development and service activities within civic, service, and professional organizations on a local, state, and national level. University Outreach maintains institutional memberships in several organizations of particular relevance for outreach job family employees; these include the Association for Continuing Higher Education (ACHE) and the University Continuing Education Association (UCEA) and other. Each unit should identify specific service or professional organizations relevant to their outreach discipline in which their employees may participate.

The chart on the following page reflects a typical distribution of HRD courses and their relevance to the levels of the Outreach job family positions:

<b>DISTRIBUTION OF AU HRD COURSES</b> Distribution (X) among professional jobs based on designed level of proficiency of course application.	Hours Avail.	Level I	Level II	Level III
<b>Communication</b>				
HR 295 Writing in Organizations	3	X		
HR420 Editing	2	X		
HR560 Interpersonal Communications	3	X	X	X
HR910 Oral Presentations	2	X		
HR920 Effective Listening	3	X	X	X
MG510 Meeting Skills	6	X	X	X
<b>Leadership</b>				
LD100 Seven Habits of Highly Effective People	24	X	X	X
LD210 Leadership: Great Leaders, Teams, Results	16		X	X
LD250 Focus	8	X	X	X
LD600 The Leadership Challenge	16			X
MG401 or MG501 Supervisor	6	X		
<b>Service</b>				
TW100 Building and Sustaining a Service Culture	8	X		
<b>Process Improvement</b>				
LG100-280 HR Legal Foundations Series	18		X	X
MG115 University Planning Process	2		X	X
MG116 Strategic Planning	2		X	X
MG180 How to Interview	3		X	X
MG502 Managers/Supervisors Workshop	6	X		
MG 550 Generations: M.E.E.T. for Respect	4	X	X	X
MR100 Protecting the University	2	X	X	X
MR120 Sound Fiscal Planning and Management	6		X	X
MR130 Systems Management	2		X	X
<b>Innovation</b>				
CI 100 The Art of Creative Inquiry	4	X	X	X
<b>Diversity</b>				
MG 530 Diversity	4	X	X	X
MG 540 Generations in the Workplace	4	X	X	X
<b>Teamwork</b>				
ER345 Conflict Management	3	X	X	X
MG101 Management of Change	3	X	X	X
MG 201 Delegation: Creating the Climate for Teamwork	3	X	X	X
MG 380 Motivation	3	X	X	X
MG520 Coaching	4	X	X	X
MR140 or MR141 AA/EEO Supervisors/Non-Supervisors	4	X	X	X

## Annual Employee Training and Development Plan

\_\_\_\_\_  
Name of Employee

\_\_\_\_\_  
Fiscal Year

<b>DISTRIBUTION OF TRAINING:</b>	<b>HRD Courses</b>	<b>OTHER Courses</b>	<b>ON THE JOB Training</b>	<b>DATE Completed</b>
<b>DIVISION ORIENTATION</b>				
<b>HUMAN RESOURCE DEVELOPMENT</b>				
Communication				
Leadership				
Service				
Teamwork				
Process Improvement				
<b>UNIT / JOB SPECIFIC / TECHNICAL</b>				
<b>PROFESSIONAL DEVELOPMENT</b> As assigned, participation in regional/national organizational activities and university service				

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

## **Procedures and Criteria for Job Family Promotion**

Advancement within a job family will be considered as part of the University's annual cycle of planned job family promotions. Job family promotions are not automatic or employee-driven. Applications for promotional review of an employee must be initiated by the supervisors following the process outlined herein.

Contingent on funding, advancement within a job family requires the recommendation of the supervisor based on the objectives of the unit, change in work expectations, and the placement of the position within the organization. The employee must meet minimum standards and possess demonstrated capabilities to hold the position at a higher level. The employee will be expected to meet higher performance standards for the advanced position.

Promotions within a job family will be considered on the basis of the employee's assignment to higher level duties, responsibilities, and accountability. The employee must have demonstrated increased competency, met all specified criteria for the advanced position, and performed at a satisfactory level for the period of time specified for their current level. Participation in training and development opportunities appropriate for the prospective program promotion will be reviewed. The employee must meet any development and training goals established by the supervisor in annual performance planning. Promotions within a job family will follow the progression outlined for each job family. Promotions within a job family occur one level at a time within a budget cycle. Promotions of two or more levels within a budget cycle are not permitted.

For initiation and approval of program promotions, supervisors shall prepare and submit the form "Request for Job Family Promotion" through their appropriate department head/dean/vice president. The form "Request for Job Family Promotion" is available at: **[www.auburn.edu/administration/human\\_resources/forms](http://www.auburn.edu/administration/human_resources/forms)**.

After all departmental approvals are obtained, the request must be submitted to the job family oversight committee established (if appropriate) who will review each application for promotion to ensure that all required training, experience, performance and other criteria have been met for the target job level. Upon completion of their review, the committee will forward all qualified applications to Human Resources.

Applications for program promotions must be received by the date specified in the annual call for promotion requests of the current fiscal year in order to be reviewed for reclassification in the upcoming fiscal year. Approved program promotions will take effect on October 1 of the next fiscal year.

### **Request form for Job Family Promotion**

An on-line version of the “Job Family Promotion Request” form is available on the Human Resources web site:

**[http://www.auburn.edu/administration/human\\_resources/forms](http://www.auburn.edu/administration/human_resources/forms)**.

This form must be completed by the supervisor and forwarded with appropriate approvals to the Outreach Job Family Review Committee by the date specified in the annual call for promotion requests. The information required on the form includes:

- Employee name, employee ID number, position number, department name
- Current salary, FOAP account number
- Current title, proposed title
- Current salary grade, new salary grade
- Date of hire, date of hire in current position
- Supervisor’s name/title/position number

The form requires a statement justifying the promotion. The following information should be addressed:

- Does this person meet or exceed the minimum qualifications for the new job?
- Has this person completed all training and development requirements as established by the supervisor?
- List and explain the fulfillment of training and development activities.
- Does this person have a history of documented good job performance? (To be eligible for promotion a person must have a satisfactory rating on a performance appraisal within the past 6 months.)
- Has the person shown an increase in his/her level of competency?
- Has the person demonstrated the ability to perform the responsibilities of the higher level job?
- Does the department have a legitimate need for the new level of responsibilities required of the higher level job?
- Has the person met other requirements as set forth by the job family oversight committee? (if applicable).

The supervisor also is required to provide a statement supporting the employee’s merit for advancement. To the completed form should be attached supporting documentation, such as the applicant’s resume or vita, and other material relevant to the employee’s qualifications for promotion.

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## Auburn University Job Description

Job Title:	<b>Admstr, Outreach Programs</b>	Level I	Grade 31 \$30,700 - \$51,100
Job Code:	<b>CA06</b>	Level II	Grade 32 \$34,300 - \$57,300
FLSA status:	Exempt	Level III	Grade 34 \$44,300 - \$73,700

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### Job Summary

Plans, coordinates, delivers and manages outreach or extension educational services and programs to accomplish outreach goals and objectives including communications, education, research, community assistance and quality management.

### Essential Functions

1. Develops and coordinates outreach programs for targeted groups; assesses program needs, organizes program material; evaluates program success.
2. Meets with clientele to define needs or problem areas.
3. Develops and conducts in-service training which includes program design and delivery.
4. Assists in the development of or develops marketing plans and publicity materials for distribution to target audience.
5. Manages and assists in the development of budgets and maintains financial records related to a specific activity, project or service.
6. Develops and maintains database and/or website related to a specific activity, project or service.
7. Acts as project manager in planning and coordinating activities to support a specific program.
8. May research, prepare, and/or write grants, applications and fundraising proposals to sources at local, state and national levels.
9. May conduct research for an activity, program or service and writes articles and reports and develops strategies and avenues to disseminate the information and research.

### Supervisory Responsibility

May supervise employees but supervision is not the main focus of the job.

*The above essential functions are representative of major duties of positions in this job classification. Specific duties and responsibilities may vary based upon departmental needs. Other duties may be assigned similar to the above consistent with the knowledge, skills and abilities required for the job. Not all of the duties may be assigned to a position.*

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## Auburn University Job Description

### Job Family Levels

Level	Responsibility	Knowledge	Education and Experience*
I	Under immediate supervision, performs standard tasks using established methods, principles, concepts and procedures related to a specialized field. Judgments are made on routine matters of relatively small impact.	Knows fundamental concepts, practices and procedures of particular field of specialization.	Bachelors degree in discipline appropriate to position with no experience.
II	Under close supervision, performs varied duties and assignments involving some judgment. Resolves routine questions or problems, referring only complex issues to higher level. Some evaluation, originality and ingenuity required.	Knows and applies fundamental concepts, practices, and procedures of particular field of specialization, with awareness of related fields.	Bachelors degree in discipline appropriate to position plus 2 years experience. Experience must include at least 2 years at the preceding level or equivalent.
III	Under minimal supervision, performs complex assignments and fulfills broad responsibilities where required outcomes are defined, but methods and procedures may vary based on professional judgment or precedent. Considerable latitude for unreviewed action. Confers with supervisor on unusual matters. Coordinates the work of others on projects and may assign work to and assist less experienced professionals or support staff. May act in an advisory capacity to managers or faculty.	Possesses and applies a broad knowledge of principles, practices and procedures of a particular field of specialization to the completion of difficult assignments. Also possesses knowledge of related fields and areas of operation which affect, or are affected by, own area.	Bachelors degree in discipline appropriate to position plus 4 years experience. Experience must include at least 2 years at the preceding level or equivalent.

\* See the "Minimum Required Education and Experience" section of the job description for any substitutions that may be allowed for education and experience.

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## Auburn University Job Description

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### Minimum Required Education and Experience

- Level I** Bachelors degree in discipline appropriate to position with no experience.
- Level II** Bachelors degree in discipline appropriate to position plus 2 years experience. Experience must include at least 2 years at the preceding level or equivalent.
- Level III** Bachelors degree in discipline appropriate to position plus 4 years experience. Experience must include at least 2 years at the preceding level or equivalent.

#### Focus of Education

Degree in discipline related to program

#### Focus of Experience

Experience in the design, implementation, delivery and management of educational programs/services

#### Substitutions allowed for Education:

Indicated education is required; no substitutions allowed.

#### Substitutions allowed for Experience:

When a candidate has the required education, but lacks the required experience, they may normally apply additional appropriate education toward the experience requirement, at a rate of one (1) year relevant education per year of required experience.

#### Certification or Licensure Requirements:

Some positions may require content specific certification and licensing.

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### Physical Requirements/ADA

No unusual physical requirements. Requires no heavy lifting, and nearly all work is performed in a comfortable indoor facility.

Frequent—Externally imposed deadlines; set and revised beyond one's control; interruptions influence priorities; difficult to anticipate nature or volume of work with certainty beyond a few days; travel or irregular hours often anticipated; meeting of deadlines and coordination of unrelated activities are key to position; may involve conflict-resolution or similar interactions involving emotional issues or stress on a regular basis.

Job frequently requires sitting, talking, hearing, handling objects with hands,

Job occasionally requires standing, walking, reaching, climbing or balancing, stooping/kneeling/crouching/crawling, and lifting up to 25 pounds.

Vision requirements: Ability to see information in print and/or electronically.

Date: 2/1/2007

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