Michigan Technological University
Human Resources – Employment Services
STAFF Posting Worksheet

POSTING WORKSHEET:

Position Information: Basic Details

Complete all fields below. Several examples are included to help guide you through this posting process, feel free to type over the examples given below.

<table>
<thead>
<tr>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Full-time/Part-time</td>
</tr>
<tr>
<td>Full-Time Equivalent (FTE) % (1=100%)</td>
</tr>
<tr>
<td>Appointment Term (in months)</td>
</tr>
<tr>
<td>Pay Type (Salary or Hourly) *subject to FLSA determination by HR</td>
</tr>
<tr>
<td>Negotiable (No Less Than $_____ )</td>
</tr>
<tr>
<td>Title of Position Supervisor</td>
</tr>
<tr>
<td>Posting Type (‘Internal-Only’ or Internal &amp; External’)</td>
</tr>
</tbody>
</table>

Position Summary Information: Essential Duties and Requirement Details

Designing a Job Description: When crafting the job description in the sections provided below, we recommend that you reference O*Net OnLine at http://www.onetonline.org. This site allows for searching by key words to locate examples of typical work tasks, work activities, knowledge, skills, and/or abilities. It also will help you to build a job description with strong action verb phrases that emphasis the level of decision-making and input needed of the position, i.e., analyze vs. authorize, provide vs. present, etc.

Remember, to separate out the minimum requirements from the desirable characteristics of the job. Give careful consideration and/or consult with Human Resources when setting your minimum requirements because if an applicant does not meet the minimum requirements then that applicant must be disqualified.

* = Required Field
** = University Required Language

University Required Statement: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **
### Job Description Summary*

Insert 3-5 sentences describing the functions of the position.

### Essential Duties & Responsibilities* (other duties may be assigned)

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13. Commit to learning about continuous improvement strategies and applying them to everyday work. Actively engage in University continuous improvement initiatives. **
14. Insert Safety Language. ***

***Note: Please refer to Appendix I below for mandatory vs. optional statements.

### Required Education, Certifications, Licensures*
(minimum requirements)

-  

### Required Experience*
(minimum requirements)

-  

### Desirable Education and/or Experience

-  

### Required Knowledge, Skills, and/or Abilities*
(minimum requirements)

- Demonstrated ability to communicate effectively across cultural boundaries and work harmoniously with diverse groups of students, faculty, and staff. **
- Insert Safety Language. ***

**Note: Please refer to Appendix I below for mandatory vs. optional statements.

### Desirable Knowledge, Skills, and/or Abilities

-  

### Work Environment and/or Physical Demands**

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
The noise level in the work environment is usually low to moderate.
Every employee at Michigan Technological University will receive the following 3 required trainings; additional training may be required by the department.

**Required University Training:**
- Employee Safety Overview
- Anti-Harassment, Discrimination, Retaliation Training
- Annual Data Security Training

**Required Departmental Training:**
- If applicable, insert required departmental training here...

**Background Check:**
Offers of employment are contingent upon and not considered finalized until the required background check has been performed and the results received and assessed.

*Note:* Please refer to Appendix I below for more examples.

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### Additional Information: Special Instructions to Applicants

#### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there any special instructions to applicants? If yes, record below.</td>
<td>Yes or No</td>
</tr>
<tr>
<td><strong>Special Instructions:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Example: Your references should include the contact information for at least three (3) professional references.</em></td>
<td></td>
</tr>
<tr>
<td>2. Is there additional information that the committee would like to provide to applicants about the department and/or University? Some committees include a link to the department website or include information about the area. If yes, record below.</td>
<td>Yes or No</td>
</tr>
<tr>
<td><strong>Additional Information:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>Michigan Tech is an internationally renowned doctoral research university located in Houghton, MI in Michigan's scenic Upper Peninsula, on the south shore of Lake Superior. The area provides a unique setting where natural beauty, culture, education, and a diversity of residents from around the world come together to share a superb living and learning experience.</td>
<td></td>
</tr>
<tr>
<td>Michigan Tech is an ADVANCE institution, one of a select group of universities in receipt of NSF funds in support of our commitment to increase diversity and the participation and advancement of women in STEM.</td>
<td></td>
</tr>
<tr>
<td>Michigan Tech also has a Dual Career Program which assists departments with partner orientation to the university and community and identification of possible positions for partners.</td>
<td></td>
</tr>
<tr>
<td>Michigan Technological University is an equal opportunity, affirmative action employer/educational institution. Applications from women and minorities are encouraged.</td>
<td></td>
</tr>
</tbody>
</table>
**Posting-Specific Questions: Optional System Functionality**

There are two (2) types of posting-specific questions available to search committees. The type of response given by the applicant can also be customized. For example, the response could be set to ‘yes’ or ‘no’ answers, an open-ended text box for comments, or a series of multiple choice responses. If you have a large applicant pool, these posting-specific questions help with the initial screening of your applicant pool as you will be able to sort by qualification. Auto-generated reports are readily available in the PeopleAdmin system as well.

**Type 1:** The pre-screening type screens-out applicants based on the applicant’s response to questions about ANY minimum requirement of the position.

**Type 2:** The informational-only type allows committees to collect additional information from applicants for ranking/sorting but must not be used to disqualify an applicant from the pool.

**Type 1: Pre-Screening Questions**
The system allows for creation of posting-specific questions to pre-screen the applicant pool. If the search committee would like the ability to screen-out applicants from the pool, the pre-screening questions must be built based upon the minimum requirements of the position. Therefore, the committee would only see applicant materials for those applicants that meet the minimum requirements (as self-answered by the applicant).

<table>
<thead>
<tr>
<th>Questions</th>
<th>Select</th>
<th>Disqualifying?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should pre-screening questions be included on the posting?</strong> If yes, please list each specific requirement below and indicate if the requirement is disqualifying or not.</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>Requirements – Education and/or Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question - Requirement 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>Question - Requirement 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>Question - Requirement 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>Question - Requirement 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>Question - Requirement 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes or No</td>
<td></td>
</tr>
</tbody>
</table>
**Type 2: Informational-Only Questions**

If the search committee would like to request that applicants answer or comment on questions that are only informational in nature, the system allows that functionality as well. The answers may be assigned a value, such as, no = 0 points and yes = 5 points or no points at all. The informational-only questions must not be used to disqualify applicants from the pool.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should informational-only questions be included on the posting?</strong> If yes, please record question below and assign a value to the responses.</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions and/or Comments</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1:</td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes = ?? points</td>
</tr>
<tr>
<td>Question 2:</td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes = ?? points</td>
</tr>
<tr>
<td>Question 3:</td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes = ?? points</td>
</tr>
<tr>
<td>Question 4:</td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes = ?? points</td>
</tr>
<tr>
<td>Question 5:</td>
<td></td>
</tr>
<tr>
<td><em>Type of Response:</em> Yes/No, Comments Box, or Multiple Choice (describe here)</td>
<td>Yes = ?? points</td>
</tr>
</tbody>
</table>

**Applicant Documents: Required vs. Optional**

The system allows applicants to upload documents for search committee review. All uploaded documents are converted to the PDF file format. If the document is **required**, the applicant will not be able to submit his/her application until the document is uploaded to the system. Please list all documents below.

<table>
<thead>
<tr>
<th>REQUIRED - Applicant Documents</th>
<th>List Type Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document 1</td>
<td>Cover Letter * (not required for AFSCME Positions)</td>
</tr>
<tr>
<td>Document 2</td>
<td>Resume *</td>
</tr>
<tr>
<td>Document 3</td>
<td></td>
</tr>
<tr>
<td>Document 4</td>
<td></td>
</tr>
<tr>
<td>Document 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTIONAL - Applicant Documents</th>
<th>List Type Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document 1</td>
<td></td>
</tr>
<tr>
<td>Document 2</td>
<td></td>
</tr>
</tbody>
</table>
### Applicant Documents: Examples

1. List of References  
2. Certification(s) / License(s)  
3. Undergraduate Transcript – Bachelor’s (unofficial)  
4. Graduate Transcript – Master’s (unofficial)  
5. Writing Sample  
6. Professional Sample  
7. Research Statement/Interests  
8. Portfolio

### Routing of Applicant Materials:

**Application Routing:** There are several options for routing applications in the system. The standard setting is to route all new applications received directly to the workflow state of **Review by Department/Committee (Option 1)**. The committee must regularly check the system for new applicant materials as applications are submitted 24/7. However, there is another setting that will route all new applications directly to **Review by Search Committee Chair (Option 2)**.

**Option 1 – COMMITTEE:**
Applicant materials route **directly** to the entire committee. Applications are visible to the committee after the minimum 5-day posting period expires.

**Option 2 - CHAIR:**
Applicant materials route **first** to Search Committee CHAIR for review **then** are pushed at a later date to the entire committee for review. Applications are visible to the chair after the minimum 5-day posting period expires.

**Evaluative Criteria:** If your search committee decides to evaluate applicants through the PeopleAdmin system, there are several options for setting who should see what feedback. The evaluative feedback and comments of each member can be seen by all members (Option 3) or only by the Chair of the search (Option 4).

**Option 3 - COMMITTEE:**
Evaluative comments of **each** committee member can be viewed by **all** members of the search committee.

**Option 4 - CHAIR:**
Evaluative comments of **each** committee member can **only** be viewed by the Search Chair. This is the default setting: Chair sees **all** comments; individuals only see **own** comments.

### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which application routing option should be set up for this posting? (Committee or Chair)</td>
<td></td>
</tr>
<tr>
<td>2. Which evaluative criteria visibility option should be set up for this posting? (Committee or Chair)</td>
<td></td>
</tr>
<tr>
<td>3. Once interviewing begins, should new applicant materials route back to “Review by HR” versus “Review by Committee?” If yes, <strong>notify HR with date of first interview</strong> so routing can be changed.</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>

**Note:** All applications viewed in the system **up to the date of the 1st interview** will need to be accounted for on the SHAR and AFL. If you notify HR to re-route application, this option allows you to **limit** your pool. In this case, the committee will not see applications received **AFTER** the date of the 1st interview, and HR will mark all applications received after that date as a late application. The committee does not need to account for late applications as HR will complete that process.
Job Posting Process

Submit this worksheet to your HR Employment Services Representative via email to begin the posting process. Our goal is to have a posting draft for your review within 1 to 2 business days. However, during peak times throughout the year, we will let you know if this timeframe will need to be expanded.
APPENDIX I: Language to Use for Designing a Job Description

Continuous Improvement Language:

All Employees:
Commit to learning about continuous improvement strategies and applying them to everyday work. Actively engage in University continuous improvement initiatives.

Supervisor:
Encourage continuous improvement practices among employees.

Director-Level & Higher:
Encourage continuous improvement practices among employees. Commit to applying continuous improvement strategies to strategic goals and leadership skills.

Training Requirements: What university-required training is necessary for the person in this position?

Examples:
Sexual Harassment Training
Annual Data Security Training
MIOSHA Safety Orientation
Other MIOSHA Required Training
RCR
IRB
Animal
Human Subject
Advance
Van Training
Other

Personal Protective Equipment (PPE): Will any personal protective equipment be needed as a requirement to perform this job? If yes, please list/describe.

Examples:
Safety Glasses
Helmet
Respirator
None

Safety Language:

ALL EMPLOYEES:

Job Duties and Responsibilities:
MANDATORY (At least one)
• Apply safety-related knowledge, skills, and practices to everyday work.
• Integrate safety practices into daily activities.

OPTIONAL
• Cooperate with safety personnel.
• Follow all written and oral safety instructions.
• Report all safety-related concerns to supervisor.
**Knowledge, Skills, and/or Abilities:**

**MANDATORY**
- Demonstrated commitment to contribute to a safe work environment.

**SUPERVISOR (Functional & Administrative)/Manager/Faculty/Director/Dean/Department Chair/Executive:**

**Job Duties and Responsibilities:**

**MANDATORY (At least one)**
- Provide leadership to foster a culture of safety; promote safety through actions, communication, and training.
- Identify safety-related knowledge, skills, abilities, and training needed for positions and opportunities for continuous learning and improvement of safety.
- Assess effectiveness of safety measures and training and implement necessary changes. Anticipate and recognize problems and potential problems at the individual and system levels.
- Communicate position requirements for training needs to appropriate personnel to gain necessary resources. Ensure that employee training records are maintained.

**OPTIONAL**
- Ensure compliance with all applicable university, state, and federal safety regulations.
- Demonstrated understanding of university, state, and federal safety requirements and expectations.
- Recognize and respond appropriately to potential and actual unsafe situations.
- Initiate accident/incident/near-miss investigation process.
- Carry out workplace and task hazard identification and risk assessments.
- Monitor and review workplace safety strategies and accountabilities and implement appropriate changes.
- Identify specialized project risks.
- Develop and document action plans for responding to disasters and other emergencies.
- Provide support to incident command operations to manage responses to disasters and other emergencies.
- Analyze adverse event and near misses and provide examples on how future events could be avoided.

**Knowledge, Skills, and/or Abilities:**

**MANDATORY (At least one)**
- Demonstrated commitment to a culture of safety by having established safety as a key professional value and essential component of daily practice.
- Demonstrated leadership of safety principles and practices.

**DIRECTOR-LEVEL & HIGHER:**

**Job Duties and Responsibilities:**

**OPTIONAL (recommended)**
- Ensure adequate monitoring and resources to provide for safety compliance.
- Ensure compliance with all applicable university, state, and federal safety regulations.
- Promote the creation, dissemination, application, translation, and implementation of safety knowledge and best practices.
- Develop and document action plans for responding to disasters and other emergencies.
- Provide support to incident command operations to manage responses to disasters and other emergencies.
- Analyze adverse event and near misses and provide examples on how future events could be avoided.
- Anticipate and recognize problems and potential problems at the individual and system levels.

**Knowledge, Skills, and/or Abilities:**

**OPTIONAL**
- Demonstrated understanding of the organizational roles and responsibilities for safety among management, supervisors, and employees.