# Student Position Description
# Template Guide

This guide contains the information needed to create a position description for a student job at EOU.

## POSITION PROFILE

### Student Position Title:

*"Student", "Peer", "Intern" "Student Manager", should be in the title for clarity purposes. Examples: Human Resources Student Office Assistant, Learning Center Peer Tutor, Sports Information, Marketing & Content Creation Intern*

### EOU Department/College:

*Which department is the position connected to for the actual work? Sometimes a different department might hire and/or fund the position but the student's work is in a different department – see funding source*

### EOU Supervisor's Title:

*This is the position that will be doing the supervising of the position including approving the timesheets and completing the performance evaluations.*

### Typical Job Duration

*Specific or beginning-of-the-term/end-of-the-term dates*
*Things to consider – the student must be currently enrolled, cannot work if the supervisor is off-contract, and enrolled for the next term if working during breaks. You may want to use the [current academic calendar](#) for guidance on dates.*

### Job Level

*The current wage rate is connected to the type of work the student is expected to complete. This will be described in the job summary and responsibilities. Take time to review EOU's current student employment job level/ hourly pay rate with examples located on the [Payroll webpage](#). Does your job description match the appropriate level of duties and pay? Example: Level 1; $13.70 per hour (as of July 1, 2024)*

### Typical/Type of Schedule/Typical Hours

*Choices:*
- *Fixed schedule-set days/hours*
- *Flex schedule-agreed upon*
- *Seasonal – ex. only during snow removal months*
- *On-Call-when needed*
- *Freelance-work stops with the completion of the project*
- *Split-shift – several blocks of time in the same day*

*Specific times/days? Mornings/afternoons/evenings? To-Be-Determined?*

**Typical Number of Hours per Week**

*Estimate the number of hours the student will most likely work each week. Consider using a range of hours. Students cannot go over 29 hours in a week during an enrollment period. THIS INCLUDES ALL OTHER STUDENT JOBS. Please ask about a student's availability during an interview as they may not know about the limit of hours.*

## POSITION INFORMATION

### Student Job Description Summary

*This includes all the position's profile information such as title, supervisor position, type of position, hourly, part-time, funded by…., location, duration of position, remote/hybrid/face-to-face, etc. If you have an answer for all the sections included in the "Student Job Description, Posting, Selection & Hiring Guide for Supervisors", you have all the information gathered to create your job description. Review the sections below and decide what to **summarize** and what to explain just a bit more in this space.*

*This is a good place to articulate the purpose of the position, the **overall** knowledge, skill, ability, physical characteristics (physical attributes and employee must have to perform the job with or without reasonable accommodations), **overall** working conditions (environmental factors), and the **overall** experience/credentials acceptable for the position.*

### Job Duties/Responsibilities/Essential Functions

*Could be a combination of narrative and bullet points. This section includes all the tasks of the position and how they are accomplished. What will the student be doing?  How does the student get the work complete; what knowledge, skills, and abilities will the student use to accomplish the work? What is the performance standard of the tasks?  What is the frequency of performing the tasks; how much time is spent on the tasks? What is truly essential and what tasks might be marginal?  This work will help you develop a bullet list of desired knowledge, skills, and abilities to use for selection criteria.  Use a bullet point format.*

## HIRING CRITERIA

### Hiring Criteria:  Minimum Qualifications

*This is the lowest level of education, licensures, certifications, coursework, and other job-related experience requirements that must be met for the applicant to be considered for the selection process.*
*All student jobs must include:*
- *current or following-term undergraduate enrollment of at least 6 credits/graduate enrollment of 9 credits*
- *must be in good academic standing (GPA 2.0 or higher)*
- *passing a background check pending employment offer*

### Hiring Criteria:  Preferred Qualifications

*This is the good-to-have education, licensures, certifications, coursework, and other job-related experiences that will lead to a higher level of success for the applicant.  These are desired qualifications and can help a hiring committee narrow down the applicant pool.*

## Hiring Criteria:  Knowledge, Skills & Abilities

*KSA's (Knowledge Skills & Abilities) are qualities described in the job summary/description/duties that make the candidate more likely to be successful in the position and help to **identify the hiring criteria**.*

*Scan your job summary/description/duties to pinpoint what you will **use for hiring criteria** beyond the minimum and preferred qualifications. These become the hiring criteria you use for comparing your applicants' strengths and the source of your interview questions.*

Example:
- Prior use of customer services skills
- Knowledge of word processing using Microsoft Office
- Ability to prioritize a variety of tasks into completion

## LEARNING OUTCOMES

### Student Learning Outcomes:  Creating an Experiential Learning Work Experience

*The position will have two or three types of outcomes: 1) Academic learning outcomes connected to a specific academic discipline, 2) Industry-Related learning outcomes connected to the technical/content performed in the student job, and 3) Career-Readiness learning outcomes (essential employability skills) connected to behaviors performed in the student job.  All positions will have industry-specific and Career-Readiness outcomes; some positions will have all three types of outcomes.  Display the outcomes by the type and use bullet points.*

### *Academic-Related Learning Outcomes*

*What is the possible academic-based connection to the job?  Is there theory/conceptual knowledge the student will learn by doing the job if they have not already learned it?  You may visit with a faculty member who instructs courses in a related academic area (this is also a great way to build a recruitment pipeline to your student position year after year).  Thinking about these types of outcomes will influence your selection of hiring criteria.  Internship hires will come into the position with already knowing theories/concepts whereby a student employee hire may not be expected to know and will learn while on the job.*

### *Industry-Related Learning Outcomes*

*What is the possible industry-related connection to the job?  What will the student learn about the industry of Sports Information, Student Affairs, Community Health, Marketing, Event Production, Education, Facilities, etc.  If you are working in the same industry as the student position, examine the basic and foundational concepts/technical skills the student will end up learning through the job.*

### *Career-Ready/Professional Development Learning Outcomes*

*What is the possible Career-Ready Competencies/essential employability skill development connection to the job?  All student positions will have learning outcomes based on developing essential employability skills. These are those 'soft skills' observed in behaviors the students use to get the job done well.  The Career-Ready Competencies developed by NACE (National Association of Colleges and Employers) is a great framework to review and pick the competency areas you know the student will be directly exposed to and will gain experience developing those areas if they do the work.  (more info below)*

![Eastern Oregon University Student Employment Program logo]

*Creating learning outcomes may be the most time-consuming part of developing a student job description AND the most long-term meaningful element of your position. Career Services is cheering you on and we can help you.*

| Academic Learning Outcomes | Industry-Related Learning Outcomes | Career-Readiness Learning Outcomes |
|---|---|---|
| • | • | • |
| • | • | • |
| • | • | • |
| • | • | • |

## PROFESSIONAL DEVELOPMENT & TRAINING

### Professional Development & Training

EOU student employees have an opportunity to engage in professional development and training as a part of the job. Supervisors support the attainment of professional development by either providing internal department-specific training and/or time reassigned from normally scheduled duties to participate in University-wide training opportunities including appropriate virtual community training opportunities. Specific training/professional development opportunities:

- [*job-specific training from your department*]
- [*University and virtual community training/events specific to the student position*]
- Multicultural-sponsored training, activities, and events
- Career exploration activities via Career Services
- EO Career Expo Career-Ready symposium First Wednesday in April
- Resume Review with Career Services and/or WorkSource Oregon

## LEARNING ASSESSMENT & PERFORMANCE EVALUATION

### Learning Assessment and Performance Evaluation

Once a term, student employees and supervisors meet to discuss the progress on completing the position's learning outcomes and the employee's job performance. Specifically:

- Adjustments to the learning outcomes and job duties as needed in order to meet the outcomes
- Upcoming training and professional development opportunities
- On-the-job performance feedback and the level of meeting job duty expectations
- Application of coursework to the workplace, job duties, and learning outcomes
- Application of possible connections to future career-related interests and coursework

## Create Job Description

We suggest four (4) tools/resource to use during this process:
1. This guide…keep it open
2. EOU Student Job Description Template (link)
3. Your favorite version of Bloom's Taxonomy verbs (especially for the learning outcomes section)
4. Career-Readiness Competencies  (for the learning outcomes section)
5. Optional:  O'Net Online  (Find Occupations feature contains language for specific skills/knowledge connected to occupations if you get stuck with job duties and learning outcomes)

Using this guide and template will:
- take more time initially *and* save you time during the posting and hiring processes
- stop the silos and build a universal process through your feedback
- create an inventory of EOU student job descriptions to share

EOU Job Description Template:
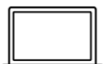- Word document with imbedded tables
- Please keep it in a Word doc vs a Google doc
- Send the final job description to careerservices@eou.edu in a Word doc.

## Recruitment & Posting the Position

- EOU Career Services Internal Job Board
  The main resource for recruiting student employees is accomplished through the Career Services' internal EOU job board.  This job board is ONLY for posting EOU student positions.  Posting a position consists of completing the Student Employment Posting Request Laserfiche form.  The information is reviewed, approved, and posted into the internal job board.
- Recruiting from your department's/college's website
  Consider adding temporary content to the department's landing page to promote the job listing.
- Networking
  The most effective way to recruit students is by getting the word out to all your resources who may come into contact with students.

# NACE Career-Ready Competencies

[Sample Behaviors](#) will help you create your Career-Readiness Learning Outcomes

| | | |
|---|---|---|
| | Career & Self-Development | Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Communication | Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Critical Thinking | Identify and respond to needs based upon an understand of situational context and logical analysis of relevant information. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Equity & Inclusion | Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Leadership | Recognize and capitalize on personal and team strengths to achieve organizational goals. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Professionalism | knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Teamwork | Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |
| | Technology | Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals. SAMPLE BEHAVIORS TO USE IN LEARNING OUTCOMES |

[Comprehensive Description & Sample Behaviors](#) - pfd