How To Pick Position Title and Level

Student Employment uses standard position titles and levels to create transparency and equity across GW’s hiring departments. Hiring Managers should always pick the position title and level that most closely correspond to the student’s duties and responsibilities, not how much the department would like to pay.

Position Titles

- You can find a complete list of all available titles and corresponding job descriptions in our Student Employment Standard Position Descriptions document.
- Start by reviewing the position description for the position you wish to post. A good description should list tasks, level of responsibility, and level of independence. Students should be able to clearly picture what doing that job would look like.
- Compare the tasks listed in your job description to the standard descriptions provided by SE. If you think that there are more than one title that may fit your position, choose the title that best matches the tasks that the student employee will spend the most time on. For example, if a student will spend 20% of their time on special projects, but 80% of their time on administrative tasks, an administrative assistant title may be the best fit.
- Please avoid using internal titles where possible. One reason we use standardized titles across the board at GW is to ensure that there are no miscommunications when employment verification is conducted for students by their future employers. GW has seen students get denied job opportunities because the information the student provided did not match GW records.
- If you have multiple students in a role who perform different responsibilities that you feel the need to differentiate, please make it clear to them what their official title on record is with GW. Consider using BOTH their official and working title in written communication with the student.

Levels

- **Level I**
  - These should be thought of as entry-level positions. For many students, this will be their first job. They are looking for a safe space to learn and grow professionally. You should be willing to provide extensive training and instruction, as well as close supervision and coaching.
  - Think creatively about the ways a student may be suited for your position. For example: You are hiring a Student Events Assistant I. You find out that while the student has never held a real job before, they were a key organizer on a group project to make sure their group got together and completed their delegated tasks. This shows they are organized, dependable, and good with time management - all qualities that would help them succeed in your position.
● **Level II**
  ○ These positions may require a few special skills or prior experience in certain tasks, as well as an increased level of responsibility and independence.
  ○ Think about the combination of skills a student might already have that will help them learn the things they don’t know yet. Often, previously learned skills will make it easier to synthesize those experiences into new abilities. For example, if a student has experience with programming from their classes and has worked in customer service, they may be able to succeed in a technical support role despite no formal experience in that environment.

● **Level III**
  ○ These positions are rare and come with a high level of responsibility and independence. These positions are for students who have prior work experience or educational background that is particularly advanced.
  ○ Students hired into these positions can operate under general supervision and can provide training and guidance to other student employees.

● **Level IV**
  ○ Positions will require varying degrees of responsibilities, supervision & experience, and will require specific professional and/or technical certifications or licenses to perform position functions. The wage per hour must be approved by Student Employment based on DC market rates for similar positions, and must pay at least DC minimum wage.