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| Employee Name: | |  | | Fresno State ID # |  |
| Classification: | | Analyst/Programmer - Career | | Working Title: | User Experience Designer |
| Prepared By (MPP/Chair): | | Max Tsai | | Department: | Technology Services |
| Bargaining Unit: | R09 | FLSA Status: | Exempt | Date Prepared: | 8/2024 |

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| **POSITION DESCRIPTION** |

**Organizational Description:**

Technology Services provides administrative information services, core services, and desktop support to the Fresno State community. Our department consists of a well-trained team of individuals dedicated to providing effective technology and quality services and support that are integrated into the daily activities of the entire campus.

**Overview:**

Working under the direction of Director of Planning and Digital Transformation, the Analyst/Programmer will be an integral part of the Digital Transformation team at Fresno State, dedicated to enhancing the digital user experience across all campus applications and technology services, including web, mobile, desktop, hardware interfaces, physical environments, and person-to-person interactions. The UX Designer will collaborate with cross-functional teams, including campus stakeholders, to deliver user-centered solutions that align with the University's digital transformation initiatives. This role requires a creative and analytical individual who will use effective communication to facilitate the requirements gathering, execution and completion of projects.

**General Responsibilities:**

All members of the Technology Services staff must perform their work in accordance with the principles below. Specific service levels and procedures associated with these responsibilities will be defined by the employee's manager and may vary depending on the duties, tasks and projects assigned.

* Maintain positive working relationships and appropriate interpersonal interactions with
* colleagues and members of the university community. For example:
  + Show courtesy and respect towards others
  + Communicate in an effective and timely manner and take steps to ensure proper understanding
  + Collaborate willingly with others to help advance the goals of the department and university
* Interact with customers in a manner that ensures that we deliver the best possible service. For example:
  + Respond quickly and affirmatively to ensure that customers and support staff are aware that their issues are being addressed and know when they have been resolved
  + Complete work of a quality that helps ensure ongoing customer satisfaction with the capability, performance and timeliness of services provided
  + Provide timely communication to customers and support staff so that they are kept up to date on progress of their Incidents, Service Requests and Problems.
  + Communicate appropriately to internal and vendor support teams regarding operational matters.
* Work towards the stated goals and outcomes of the department and university and take an active role in maintaining your understanding of these goals and outcomes.
* Comply with university and departmental policies and take an active role in maintaining your understanding of these policies.
* Comply with university and departmental procedures and practices as defined by the employee's manager and take an active role in maintaining your understanding of these procedures and practices.
* Maintain regular attendance and respect your colleagues’ time by arriving promptly for work, shared tasks and meetings.
* Maintain appropriate security and confidentiality according to University policies and industry best practices.
* All professionals within the Technology Services Division have the expectation, regardless of classification or level, to protect confidentiality and the integrity of data and electronic information from incidental, intentional or preventable misuse or loss to the University.
* Fresno State has a long-standing commitment to make its programs, services, and activities accessible to the public and the entire campus community. This commitment covers all areas of information technology, which includes websites, computer hardware, software applications, and instructional and online content. All professionals classified within the Information Technology Series have the expectation to support practices and techniques that align with federal and state law, as well as the CSUAccessible Technology Initiative (ATI), coded memorandums, and executive orders.

**Major Duties:**

**User Research and Analysis:**

* Conduct user research through methods such as interviews, surveys, and usability testing.
* Analyze user data to identify pain points, needs, and behaviors.
* Create user personas, journey maps, and user stories to guide design processes.

**Design and Prototyping:**

* Develop wireframes, mockups, and prototypes to illustrate design concepts.
* Design intuitive and visually appealing user interfaces that align with the university's branding guidelines.
* Iterate designs based on feedback from stakeholders and user testing.

**Collaboration and Communication:**

* Work closely with developers to ensure design feasibility and implementation fidelity.
* Collaborate with product managers to align design solutions with business objectives.
* Present design concepts and solutions to stakeholders and gather constructive feedback.

**Usability Testing and Evaluation:**

* Plan and conduct usability testing sessions to gather user feedback.
* Analyze testing results and iterate designs to improve usability and user satisfaction.
* Maintain a repository of usability findings and recommendations.

**Digital Accessibility:**

* Ensure all designs meet digital accessibility standards and guidelines.
* Advocate for accessibility best practices within the team and across the organization.
* Collaborate with the Digital Accessibility team to conduct accessibility audits and implement necessary improvements.

**Continuous Improvement:**

* Stay updated with the latest UX design trends, tools, and technologies.
* Participate in professional development opportunities and share knowledge with the team.
* Contribute to the continuous improvement of design processes and methodologies.

The UX Designer will also play a key role in assisting the Director to brand and design digital portfolios for the division, ensuring consistency and professionalism in all digital presentations and assets.

Supervisory Responsibility:

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| Who Supervises/leads this Position: | Director of Digital Transformation |
| Who is Responsible for completing the Performance Appraisal: | Director of Digital Transformation |
| What other classifications does this position supervise or provide lead, work oversight: | Staff, student assistants |

**Minimum Requirements: Knowledge, Skills, and Abilities:**

* Ability to conduct needs assessments and user research, including interviews, surveys, focus groups, and data collection.
* Ability to create sketches, proofs, prototypes, mock-ups, wireframes, user journey maps, and other visual aids.
* Experience with interaction designs and ability to troubleshoot using HTML, CSS and comparable languages.
* Proficiency in design and prototyping tools such as Sketch, Adobe XD, Figma, or similar.
* Strong understanding of user-centered design principles and methodologies.
* Working experience with the design, administration, and support of enterprise Web Content Management platforms; such as: Omni Web CMS.
* Working experience with the design, administration, and support of enterprise Mobile App platform(s); such as: Modo Labs.
* Ability to evaluate the efficacy of prototypes and projects through usability testing and feedback collection and iterate on designs based on user feedback.
* Knowledge of accessibility testing in accordance with Section 508 of the US Rehabilitation Act and the W3C Web Accessibility Initiative (WAI) and analyzes results.
* Ability to maintain effective working relationships with people of diverse backgrounds and collaborate across organizational lines.
* Experience in using problem-solving skills and seek to optimize data for the best possible outcome.
* Excellent interpersonal and communication skills to communicate ideas to developers.

**Education and Experience:**

* Bachelor's degree in UX Design, Human-Computer Interaction, Graphic Design, or a related field.
* 2 or more years of working experience in Web AND Mobile App design.
* Minimum of 2 years of experience in UX design, preferably in a Higher Education IT environment.
* A portfolio showcasing a range of UX design projects and case studies.

**Preferred Skills:**

* Master’s degree in UX Design, Human-Computer Interaction, Graphic Design, or a related field.
* Working experience with Modern Campus/Omni Web Content Management System.
* Working experience with Modo Labs (Mobile App) Platform.
* Experience in supporting High Impact Practices, such as Project-based Learning and Internship programs.
* Excellent emotional intelligence and self-awareness.
* Excellent ability to work and communicate with technical and non-technical audiences.

**SPECIAL CONDITIONS OF EMPLOYMENT AND POSITION DESIGNATIONS:**

This position will have a duty to report to the Campus Title IX Officer information pertaining to victims of sex discrimination, sexual harassment, sexual misconduct, dating/domestic violence, and stalking as required by [CSU](http://www.calstate.edu/eo/EO-1095-rev-6-23-15.html) [Executive Order 1095.](http://www.calstate.edu/eo/EO-1095-rev-6-23-15.html)

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| Employee Name: |  | Position: | User Experience Designer |
| Department: | Technology Services | Date Prepared: | 8/2024 |

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| **WORKING ENVIRONMENT** |

Check the appropriate box which most accurately describes the extent of the specific activity performed by the employee on a daily basis. If the activity is performed less than one (1) hour each day, check the N/A box.

**PHYSICAL EFFORT**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of hours/day | | | | |  |  | | Number of hours/day | | | | |
|  | N/A | 1-2 | 3-4 | 5-6 | 7+ |  |  | | N/A | 1-2 | 3-4 | 5-6 | 7+ |
| 1. Sitting |  |  |  |  |  |  | 12. Lifting or carrying | |  |  |  |  |  |
| 2. Standing |  |  |  |  |  |  | | A. 10 lbs. or less |  |  |  |  |  |
| 3. Walking |  |  |  |  |  |  | | B. 11 to 25 lbs. |  |  |  |  |  |
| 4. Bending Over |  |  |  |  |  |  | | C. 26 to 50 lbs. |  |  |  |  |  |
| 5. Crawling |  |  |  |  |  |  | | D. 51 to 75 lbs. |  |  |  |  |  |
| 6. Climbing |  |  |  |  |  |  | | E. 76 to 100 lbs. |  |  |  |  |  |
| 7. Reaching overhead |  |  |  |  |  |  | | F. Over 100 lbs. |  |  |  |  |  |
| 8. Crouching |  |  |  |  |  |  | 13. Repetitive use of hands/arms | |  |  |  |  |  |
| 9. Kneeling |  |  |  |  |  |  | 14. Repetitive use of legs | |  |  |  |  |  |
| 10. Balancing |  |  |  |  |  |  | 15. Eye/hand coordination | |  |  |  |  |  |
| 11. Pushing or pulling |  |  |  |  |  |

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|  | Yes | No |
| 16. Driving cars, trucks, forklifts and other equipment |  |  |
| 17. Being around scientific equipment and machinery |  |  |
| 18. Walking on uneven ground |  |  |

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| **MENTAL EFFORT** | | | | | | |  | **ENVIRONMENTAL FACTORS** | | | | | |
|  | Number of hours/day | | | | |  | |  | Number of hours/day | | | | |
|  | N/A | 1-2 | 3-4 | 5-6 | 7+ |  | |  | N/A | 1-2 | 3-4 | 5-6 | 7+ |
| 1. Directing Others |  |  |  |  |  |  | | 1. Inside |  |  |  |  |  |
| 2. Writing |  |  |  |  |  |  | | 2. Outside |  |  |  |  |  |
| 3. Using math/calculations |  |  |  |  |  |  | | 3. Humid |  |  |  |  |  |
| 4. Talking |  |  |  |  |  |  | | 4. Hazards |  |  |  |  |  |
| 5. Working at various tempos |  |  |  |  |  |  | | 5. High places |  |  |  |  |  |
| 6. Concentrating amid distractions |  |  |  |  |  |  | | 6. Hot |  |  |  |  |  |
| 7. Remembering names |  |  |  |  |  |  | | 7. Cold |  |  |  |  |  |
| 8. Remembering details |  |  |  |  |  |  | | 8. Dry |  |  |  |  |  |
| 9. Making decisions |  |  |  |  |  |  | | 9. Wet |  |  |  |  |  |
| 10. Working rapidly |  |  |  |  |  |  | | 10. Change of temp |  |  |  |  |  |
| 11. Examining/observing details |  |  |  |  |  |  | | 11. Dirty |  |  |  |  |  |
| 12. Discriminating colors |  |  |  |  |  |  | | 12. Dusty |  |  |  |  |  |
|  |  |  |  |  |  |  | | 13. Odors |  |  |  |  |  |
|  |  |  |  |  |  |  | | 14. Noisy |  |  |  |  |  |
|  |  |  |  |  |  |  | | 15. Working With others |  |  |  |  |  |
|  |  |  |  |  |  |  | | 16. Working around others |  |  |  |  |  |
|  |  |  |  |  |  |  | | 17. Working alone |  |  |  |  |  |