AMHERST COLLEGE
Job Description Questionnaire

2006

Job Title: _____

Department _____

This job reports to:

_____

Supervisor's Name   **Supervisor's Title**

_____

Job Holder's Name: **Date**

Reviewed By:

_____

Supervisor's Name   **Title**   **Date**

_____

Department Head's Name   **Title**   **Date**

Work Schedule

Pay Type: Weekly_____ **Monthly**_____ **Months Per Year:**_____ **Hours Per Week:**_____

(Summer Months) **Months Per Year:**_____ **Hours Per Week:**_____

Regular Daily Work Schedule: From: _____ **To:** _____

Regular Daily Work Schedule: From: _____ **To:** _____ (Summer Months)

PURPOSE

This questionnaire has been designed to collect important information about each job at Amherst College. The information will be used to determine the scope of each job, and to compare jobs to one another.

The questionnaire asks for information about the job in terms of certain "compensable factors" which the Job Classification Committee has identified, and which the College Administration agrees, are components of each staff job. As such, these compensable factors will form the basis for determining the relative value of each job and this will eventually be used to assist in making classification decisions at Amherst College. These factors are:

A. Personal Interaction
B. Education
C. Experience
D. Physical Demands
E. Information Technology
F. Decision Making
G. Problem Solving
H. Supervision
I. Other Information

INSTRUCTIONS

Please read all the questions carefully. The questionnaire has been designed to cover the wide variety of jobs found at Amherst College. Therefore, you should anticipate that some items within specific questions may not be applicable to your job.

When answering the questions, consider your routine assignments and your usual or "typical" responsibilities, performed over the course of an entire year. Answer the questions based on what the job is now, without anticipating possible future changes. Answer questions objectively, without understating or inflating your responses. Provide specific comments when requested, or when you think it necessary for us to better understand your job.

Supervisors and department heads will determine the final description of the job based on current departmental needs and after considering the input of the job holder.

Your responses will be contrasted with those of other employees holding the same or similar jobs at the College. The Administration will then determine the systematic structure of the jobs evaluated.

Committee:_____

PART I

POSITION RESPONSIBILITY

Position Summary Statement: What is the basic purpose of this position and what is its function within the College?

Detailed Description of Ongoing Responsibilities: What are the position's primary duties?
Describe in concise and clear statements. List in order of importance and note the approximate percent of time required for each task (on an annual basis). Please separate job duties in terms of Essential Functions and Other Duties. Add additional pages, if needed.

Approximate
% of Time   Essential Functions/Duties

_____ %   Total must equal 100%

Committee:_____

PART II

A. Personal Interaction

This question is intended to measure the requirements necessary to deal with other people by responding through verbal or written communication including computer, e-mail, voice mail, other communication technology and level and scope of job-related personal interaction.

1) Which of the following best describes the communication skills/abilities that are required in this position? (Check only one box.)

   [ ]   Requires facility with basic verbal and written communication. Primary interaction limited to own department for the purpose of obtaining or providing routine information.

   [ ]   Requires ability to compose standard written communications, responds to inquiries at expected level of responsibility. Internal and/or external interaction for the purpose of exchanging information, advising and responding to inquiries.

   [ ]   Requires verbal facility with broad-based range of inquiries requiring additional research and creating original written communications. Internal and external interaction with a variety of contacts.

   [ ]   Requires ability to facilitate complex discussions, serves as a resource for the College community, creates complex written communications. Regular internal and external interaction with various contacts for the purpose of implementing policies, arbitrating decisions, facilitating relationships, and negotiating contracts.

   Please provide a list of others with whom you have regular contact and briefly describe what the contact is for: (e.g. Faculty, Alumni, Administrators, Staff, Vendor, Visitors, etc.)

Contacts	Primary Reason for Contact

Committee:_____

B. EDUCATION

These questions are included in an attempt to identify the minimum and preferred education levels needed to perform the job duties. For demographic purposes, we are also asking for the actual education level of the current job holder(s).

2)	What is the **minimum** education level or equivalent required to perform the job duties, as described?

[ ]	Ability to read, write and do simple addition and subtraction and the ability to follow simple routines and verbal and written instructions.

[ ]	High school, or vocational high school diploma, or equivalent.

[ ]	High school diploma, plus additional specialized training, _____ (specify).

[ ]	Associate's degree, or state trade or boiler license, _____ (specify) or, _____experience in lieu of degree.

[ ]	Bachelor's degree, or _____experience in lieu of degree.

3)	What is the **preferred** education level or equivalent required to perform the job duties, as described?

[ ]	Ability to read, write and do simple addition and subtraction and the ability to follow simple routines and verbal and written instructions.

[ ]	High school, or vocational high school diploma or equivalent.

[ ]	High school diploma, plus additional specialized training, _____ (specify).

[ ]	Associate's degree, or state trade or boiler license, _____ (specify) or, _____experience in lieu of degree.

[ ]	Bachelor's degree, or _____experience in lieu of degree.

[ ]	Master's degree, or _____experience in lieu of degree.

4)	What is the educational background of the job holder?

[ ]	No high school diploma.

[ ]	High school, or vocational high school diploma or equivalent.

[ ]	High school diploma or equivalent, plus additional specialized training. Please describe this training:

_____

[ ]	Associate's degree, or state trade or boiler license. Please identify degree program or license:

_____

[ ]	Bachelor's degree, please identify degree field:_____

[ ]	Master's degree, please identify degree field: _____

[ ]   Other, please describe: _____

5)   Is a license, registration or certification required to perform the job duties?

    [ ]   No

    [ ]   Yes

    Please identify license, registration or certification: _____

    What agency issues this document? _____

Committee: _____

C. EXPERIENCE

These questions are included in an attempt to identify the minimum and preferred experience levels needed to perform the job duties proficiently, considering the education levels suggested in questions three and four. For demographic purposes, we are also asking for the actual experience level of the current job holder(s).

6)   What is the **minimum** amount of experience required for a job holder to perform job duties proficiently?

    [ ]   Up to 1 year.

    [ ]   1 to 3 years.

    [ ]   3 to 5 years.

    [ ]   More than 5 years.

7)   What is the **preferred** amount of experience required for a job holder to perform the job duties proficiently?

    [ ]   Up to 1 year.

    [ ]   1 to 3 years.

    [ ]   3 to 5 years.

    [ ]   More than 5 years.

8)   How much experience does the job holder have in his/her current job?

    _____ years, in this job at Amherst College.

    _____ years, in similar jobs at Amherst College.

    _____ years, in similar jobs at other organizations.

Committee:_____

D. PHYSICAL DEMANDS

This question is intended to measure the type of physical activity and repetitive motion required on the job, and environmental conditions within which this job functions. (For example, how often is the person in the job exposed to unusual conditions such as weather temperature extremes, chemicals, odors, or loud noises?)

Definitions of frequency:

Limited	Occasional	Frequent	Constant
1 - 9%	10 - 35%	36 - 70%	71 - 100%

9) Which of the following best describes the environmental conditions typically encountered on the job? (Check only one box.)

[ ] Working conditions with a low probability of health and safety problems.

[ ] Working conditions include occasional exposure to undesirable conditions or situations including the assignment of non-deferrable service status.

[ ] Working conditions include frequent exposure to undesirable conditions, situations or hazards.

[ ] Working conditions include the constant exposure to undesirable conditions, situations or hazards.

Please describe, in your own words, the undesirable environmental conditions or hazards that you typically encounter in your job:

10) Which of the following describe the environment(s) in which the job duties are performed? Please check every box that applies, enter the approximate percent of time, and provide an explanation, where appropriate.

[ ] [____] % Food service area   [ ] [____] % Laboratory

[ ] [____] % Office   [ ] [____] % Outdoors

[ ] [____] % Student housing   [ ] [____] % Vehicle, indicate driver's license is required on page 6

[ ] [____] % Other, please describe   [ ] [____] % Garage, maintenance, shop storage facility

[____] % Total must equal 100%

Explanation:

Committee:_____

11) Which of the following best describes the lifting, pushing, pulling, or carrying involved on the job? (Check appropriate box per line.)

	Never	Limited 1 – 9%	Occasional 10 – 35%	Frequent 36 – 70%	Constant 71 – 100%
Up to 35 pounds	[ ]	[ ]	[ ]	[ ]	[ ]
36 to 60 pounds	[ ]	[ ]	[ ]	[ ]	[ ]
Over 60 pounds	[ ]	[ ]	[ ]	[ ]	[ ]

Please provide examples of the physical activity required on the job:

12) Which of the following best describes the repetitive motion in the job including walking, standing and keyboarding involved on the job? (Check only one box.)

[ ] Limited repetitive motion requirement

[ ] Occasionally requires repetitive motions

[ ] Frequently requires repetitive motions

[ ] Constantly requires repetitive motions

Please provide examples of the repetitive motions this position requires:

Committee:_____

E. INFORMATION TECHNOLOGY

Expertise: For each item, please assess the depth and breadth of expertise required to complete assigned tasks with "1" having the least amount of depth and breadth required and "4" having the greatest.
If non-applicable indicate with a "0".
Impact: For each item, please select a number between 1 and 4 to indicate the impact that the use of the particular category of technology will have on a range of areas spanning individual-department/course-campus-external world, with "1" having the least impact and "4" having the greatest impact.

13) Software

Expertise	Impact	Expertise: 1 – the least amount of depth, 4 – the greatest amount of depth Impact: 1 - the least impact, 4 – the greatest impact
		Productivity Software: Use, research, recommend, install, train, maintain, write macros and scripts for completing tasks within an application. (This type of software includes such applications as MS Office, email, a web browser, EndNote, Acrobat Reader, etc.)
		Specialized Packaged Software: Create files, enter data, run reports, research, recommend, install, train, maintain College data standards, create definitive campus records. (This type of software includes such applications as Photoshop, Illustrator, Acrobat Writer, Quark, ESRI GIS, AutoCad, MS Project, Final Cut Pro, Flash, Maya, 3D Studio Max, FileMaker Pro, MS Access, TMA, EMS, Powerfaids, Datatel, etc. Ranges of impact and expertise, for example, could go from re-sizing a photo for a department memo to creating and archiving all of the multi-layered image files for the College Alumni Magazine in such a way that they can be reused in other media or from entering prescribed data into Datatel to establishing and maintaining the prescribed ways in which the College will keep data in Datatel.)
		Database Reports: Create one, two or three dimensional reports utilizing one or more data sources.
		Manage Desktop Software: Create installers, manage licenses, create images for public labs, update and patch software, etc.
		Server and System Software: Use, research, recommend, install, train, maintain, and support server operating systems and system infrastructure software packages. (This includes such systems as Unix, Linux, Windows Server, Apple Server, Exchange, Drupal, IIS, Apache, PHPBB, Big Brother, DNS, DHCP, AD, LDAP, VPN, iSCSI, routers, etc.)

14) Hardware and Systems

Expertise	Impact	Expertise: 1 – the least amount of depth, 4 – the greatest amount of depth Impact: 1 - the least impact, 4 – the greatest impact
		Personal Hardware: Use, research, purchase, setup, manage firmware and drivers, and maintain personal hardware such as desktop computers, laptops, PDAs, printers, scanners, cameras, external hard disks, projectors, multi-format video decks, etc.).
		Infrastructure: Research, design, purchase, configure and maintain telecommunications and/or networking infrastructure for campus. Or, micro-processor head-end and distributed intelligent equipment and systems that rely on the network for communications, e.g., fire-alarm systems, DDC controls.
		Servers and Network Equipment: Research, design, purchase, configure, install, maintain, secure, and support operating systems, servers and network-based equipment and services.

Committee:_____

15) **Web**

Expertise	Impact	Expertise: 1 – the least amount of depth, 4 – the greatest amount of depth Impact: 1 - the least impact, 4 – the greatest impact
		General Web: Edit and/or add to existing individual, department, committee, etc. web site.
		Web Forms: Use campus web tools to create forms, surveys, etc.
		Web Site Design: Design and layout graphics and navigation for new site. (Examples of impact and expertise ranges could go from simply following campus standards or creating a small self-contained site to designing the templates used by the whole of the College web site.)
		Web Standards: Research, recommend, and establish campus technology standards for web development.

16) **Programming and Systems Integration/Administration**

Expertise	Impact	Expertise: 1 – the least amount of depth, 4 – the greatest amount of depth Impact: 1 - the least impact, 4 – the greatest impact
		Scripting: Use scripting languages for server and/or client-server tasks, data massaging, and or moving data between applications (e.g. Perl, PHP, Python, Javascript, VBScript, etc.)
		Web Application Development: Design, develop, and maintain new web applications (e.g. PHP, Python, Perl, Javascript, Ajax, MySQL, etc.).
		Database Development and Database Administration: Design, develop, administer, and support databases from hardware through OS and databases (e.g. one or more MS SQL, MySQL, Unidata. Oracle, etc.).
		Programming: Use high level computing languages such as C++, Java, to customize an application, to design, develop, and/or to maintain original software applications.
		System and Program Integration: Design, develop, administer, and support complex system integration task that combine multiple subsystems or data sources, such as campus-wide authorization and authentication procedures and systems, campus-wide hardware network registration and monitoring (wired and wireless, College- and non-College-owned equipment), and core server, storage, and processor configuration and allocation.

17) **Data Sensitivity (public relations, legal, and executing the work of the College)**

Expertise	Impact	Expertise: 1 – the least amount of depth, 4 – the greatest amount of depth Impact: 1 - the least impact, 4 – the greatest impact
		Work with sensitive College data.
		Oversee, maintain, and or control access to sensitive College data.
		Authorize and audit department security permissions (i.e. Department Security Managers, control area access via OneCard access lists, etc.).
		Keep abreast of data access protocols and laws and participate in the creation and/or enforcement of security plans.
		Oversee the dissemination of sensitive College data for use by external entities (e.g. NCAA, NEASC, IPEDS, etc.).

Committee:_____

F.   DECISION MAKING

This question is intended to measure the level of independence of action under which this position functions. Consider the guidance received from supervisors, written policies, practices and procedures.

18)   Which of the following best describes the job's independence of action? (Check only one box.)

[ ]   Performs specifically assigned tasks only as instructed. Little or no latitude for decision making. Work is generally routine.

[ ]   Some choice of action where routine tasks are done within established guidelines. Decisions and actions are usually reviewed regularly by supervisor. Objectives are established by supervisor. Employee plans and arranges own work, referring only unusual cases to supervisor or others. Work is varied and/or involves occasional changes in priorities.

[ ]   Develops own objectives and works within overall policies and directions. Little day to day guidance. Work is moderately complex and/or involving frequent changes in priorities.

[ ]   Establishes operating procedures and policies for a unit within a department. Minimal supervision. Work is very complex with constant changes in priorities.

Please provide, in your own words, examples of decisions that you have made:

Committee:_____

G. PROBLEM-SOLVING

This question is intended to measure the extent to which independent analysis or judgment is required; the demand for analysis, creative thought and resourcefulness, and the impact of an error due to the action, inaction, or judgment of the job holder.

19) How much independent analysis and/or judgment is required in the performance of job duties?

Please check every box that applies, enter the approximate percent of time, and provide an explanation, where appropriate. <u>Percent of time should total 100%.</u>

[ ] _____ % Activities and decisions are clearly prescribed and routine with no independent analysis and/or judgment required. Errors in decisions/actions would be self-detected and easily corrected within department with little or no affect on College or external contacts.

[ ] _____ % Activities and decisions are varied, require independent analysis and judgment. Such decisions are most usually based on commonly encountered problems/situations for which standards, procedures or precedents already exist. Occasionally requires resourcefulness. Errors in decision/actions are detected and corrected within the College environment; may have moderate effects on the College and external relationships. Decisions are systematically reviewed.

[ ] _____ % Activities and decisions are varied and frequently require solving both commonly encountered problems for which a precedent exists and unusual problems requiring complex thinking and analysis. Frequently requires resourcefulness. Errors in decisions/actions are difficult to detect, but have significant impact on the College and external relationships.

[ ] _____ % Activities and decisions are highly complex, requiring independent analysis, application of complex processes, creative thinking and demanding problem solving abilities. Constantly requires resourcefulness. Errors in decisions/actions which are not reviewed have serious impact on the College and external relationships.

_____ % Total must equal 100%

Please provide a brief description, in your own words, of the independent analysis and/or judgment encountered at each level and examples of probable errors a job holder could make and what the impact would be.

<div style="border:1px solid black; height:400px;"></div>

Committee:_____

H. SUPERVISION PROVIDED

This question is intended to measure the extent of this job's responsibility for directing, supervising or coordinating the work of others as well as the level of the work supervised.

20)   Which of the following best describes the job's supervision of others? (Check only one box.)

[ ]   No supervisory responsibility for others.

[ ]   Supervision of employee(s) (includes regular employees, casuals and students). No responsibility for performance evaluation.

[ ]   Supervision of employee(s) with responsibility for standard college performance evaluation. (Recommends personnel action...hire/fire, promotion, etc.).

[ ]   Direct supervision of other supervisory personnel. Responsibility for performance evaluations and providing intermediate approval of recommendations for personnel action (hire/fire, promotion, etc.).

	Number	Limited 1 – 9%	Occasional 10 – 35%	Frequent 36 – 70%	Constant 71 – 100%
Supervise Supervisors		[ ]	[ ]	[ ]	[ ]
Supervise regular employees		[ ]	[ ]	[ ]	[ ]
Supervise casual employees		[ ]	[ ]	[ ]	[ ]
Supervise student employees		[ ]	[ ]	[ ]	[ ]

Does anyone else supervise these regular, casual, and/or student employees? If so, who shares the responsibility:_____.

Please describe the type and complexity of the work of the employees, casuals or students over which you exercise supervision:

Committee:_____

I. OTHER INFORMATION

We appreciate the amount of work you have put into completing this questionnaire. Please take this opportunity to provide any other information about this job that you want to bring to the attention of either the Office of Human Resources or the Amherst College Job Classification Committee.

Job Holder's Comments:

Job Holder's Name:_____

Supervisor's Comments:

Supervisor's Name:_____

Department Head's Comments:

Department Head's Name:_____

October 2006

Committee:_____