Aurora University Job Description Questionnaire

POSITION TITLE: __________________ INCUMBENT'S NAME: _________________

DEPARTMENT: __________________ SUPERVISOR: ________________________

PREPARED BY: ________________ DATE: ________________

I. PRIMARY JOB FUNCTIONS
Summarize the general purpose and the primary functions of this position.

II. ESSENTIAL JOB FUNCTIONS, DUTIES, AND RESPONSIBILITIES
Describe specifically the primary duties which are considered essential to the position. “Essential functions” are those duties that an individual must be able to perform, i.e., fundamental rather than marginal duties. Each function should focus on what is to be performed, not how. Provide a concise, yet detailed description, to give an accurate and complete picture of the job. Also provide an estimate of the percentage of time spent on each activity while listing in order of importance. Use additional pages if necessary.
III OTHER DUTIES AND RESPONSIBILITIES WHICH ARE NOT CONSIDERED ESSENTIAL TO THE PRIMARY PURPOSE OF THE POSITION
List those duties that are performed less regularly and indicate the frequency.

IV DECISION-MAKING AUTHORITY
Check the level which best describes the incumbent’s involvement in the decision making process.

<table>
<thead>
<tr>
<th>Follows written and verbal instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows established guidelines</td>
</tr>
<tr>
<td>Interprets policies &amp; procedures</td>
</tr>
<tr>
<td>Participates in the establishment of guidelines &amp; procedures</td>
</tr>
<tr>
<td>Acts as final authority to implement policy</td>
</tr>
</tbody>
</table>

Check the statement which best describes the impact of the incumbent’s decisions.

<table>
<thead>
<tr>
<th>Restricted to employee’s work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on dept/college*</td>
</tr>
<tr>
<td>Impact on university*</td>
</tr>
</tbody>
</table>

* Describe the impact that these decisions can have on programs, services, financial results and/or on other individuals within both the university and the external community. To what extent do these decisions impact short and/or long range goals of the unit/department?

Provide examples of the decisions that are generally made by the incumbent.

V INGENUITY/PROBLEM SOLVING
Check the statement that best describes the type of ingenuity and problem solving situations required for the position.

| Identical or similar situations following established routines and instructions. |
| Uses diverse procedures in differing situations. Some research within an area of expertise is necessary. |
| Variable situations requiring analytical, interpretive, evaluative and/or constructive thinking within broadly defined policies and objectives. |
VI. DIRECTING/SUPERVISING WORK OF OTHERS

Who does the incumbent report to, who does the incumbent supervise directly? Are there any individuals to whom the incumbent provides general direction? A sketched organizational chart may help describe any ‘dotted line’ relationships and so on.

Does this position have supervisory responsibilities?        Yes [ ]     No [ ]
If yes, how many employees does the position regularly supervise?

<table>
<thead>
<tr>
<th>Full Time:</th>
<th>Part Time Regular:</th>
<th>Student Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

List the position titles of those supervised.

Approximate amount of working time spent supervising other employees:  __________

Check the following supervisory tasks which apply:

- Determines work methods (How to perform a task)
- Plans work operations (What tasks to perform, when to perform them)
- Interviews/selects employees or
  - Interviews and makes effective recommendations
- Disciplines employees
- Evaluates job performance
- Provides employee training
- Provides indirect supervision/functional guidance

VII. INTERPERSONAL CONTACTS/COMMUNICATIONS

Describe the type, purpose and frequency of interpersonal contacts both internal and external to the university which are essential to this position. For instance, does the incumbent communicate regularly with students, department administrators, committee members, and/or external corporate representatives, etc.? Does the incumbent provide information, assist with problem solving, or make recommendations, etc.?

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
</table>

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VIII WORKING CONDITIONS/ENVIRONMENT

Describe the various conditions which affect this position.

Equipment/tools used:

Physical Requirements:
Effort-List and quantify items such as heavy and/or repetitive lifting, standing or sitting for extended periods, manual dexterity, walking, pulling, etc.

Mental/Visual requirements:

<table>
<thead>
<tr>
<th>Ordinary and routine mental and visual attention to detail, seldom confining or for sustained periods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate to extensive attention to detail in the performance of close or exacting duties. Concentration required to remain on task.</td>
</tr>
<tr>
<td>Sustained mental/visual attention for extended periods of time, work is typically variable, close, exacting and/or intellectually challenging.</td>
</tr>
<tr>
<td>Continuous mental/visual attention required, cognitively challenging work requiring analysis.</td>
</tr>
</tbody>
</table>

IX. BUDGET RESPONSIBILITY

Check the item(s) below which best describe the incumbent’s involvement in the budgetary process.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Planning</th>
<th>Preparation</th>
<th>Maintaining/Monitoring</th>
</tr>
</thead>
</table>

X. JOB REQUIREMENTS, TRAINING, AND EXPERIENCE

Describe the amount and type of education and/or experience which is necessary for the incumbent to satisfactorily perform the essential functions of this job. Please be specific. Can relevant experience be substituted for any of the education? Can the level of skill necessary to perform the tasks be learned on the job? Or does the position require a specific educational degree/level?

Education:

Skills/Experience:

Other Pertinent Information:
THE AMERICANS WITH DISABILITIES ACT (ADA)  
DEFINING "ESSENTIAL FUNCTIONS"

A requirement under the Americans with Disabilities Act is that all job descriptions accurately define "essential functions" of each position and separate those functions from other marginal functions of that position. These "essential functions" must be identified in the official job description before the recruitment process may begin. The following is provided to assist managers in determining which functions should be designated as "essential" and which would be considered "marginal".

Under the ADA, essential functions are tasks that are fundamental and not marginal to the job. Essential functions are those that must be performed to accomplish the job, even if the manner in which those functions are performed or the equipment used in performing them is different for an employee with a disability than for other employees. Under EEOC regulations, employers may judge a particular function essential for the following reasons:

- The reason the position exists is to perform the function.
- The number of available employees to perform the function is limited (can not be transferred to another position).
- The function is so highly specialized that the incumbent is hired for his/her expertise or ability to perform the function.
- The amount of time spent performing the function.
- The consequences of not requiring the person to perform the function.
- The work experience of past employees in the job, or of current employees in similar jobs.

In order to comply with ADA, job descriptions must explicitly list the essential responsibilities and requirements of the job and provide a basis for validating these as essential.

An example provided in the legislative history is of a job description that requires that an employee have a driver's license, even though the job does not involve driving. If the employer includes the requirement so the employee can do an occasional errand, the requirement would be considered marginal and non-essential. The inability to drive could not be used to exclude persons with disabilities.

In addition to the above, the following criteria will be used in making the determination as to whether or not each function is "essential" to the position.

1) Determine the percent of work time spent on the function. The percent of time is used as an indicator of whether the function is essential and what the value of the function is to the position overall.

2) Physical demands required for performing the task. Physical demands include both the physical actions that may be required to perform a task and the physical environment in which the task is performed.

Examples are:
- Carrying  Lifting (inc. # lbs.)  Cleaning  Standing
- Squatting  Climbing  Walking  Reaching
- Driving  Hearing  Pulling  Sitting
- Writing  Speaking  Kneeling  Pushing
- Visual Acuity
3) Unusual Hazards.

**Examples are:**
- Fumes
- Dirt
- Chemicals
- Toxins
- Radiation
- Hazards
- Heat/cold
- Noise

4) Mental demands required. Mental demands are not only learned mental skills, but also conditions that call for mental discipline.

**Examples are:**
- Reading (documents or instruments)
- Language
- Detailed work
- Stress
- Verbal communication
- Written communication
- Confidentiality
- Training
- Customer/student contact
- Problem solving
- Math
- Multiple concurrent tasks (“multi-tasking”)
- Reasoning
- Constant interruptions

5) Specific knowledge, skills and abilities required. Distinguish between what is desired and what is required. Hiring decisions should be made on what is **required**.

**Examples of areas to cover are:**
- Degree level
- Certificates
- License
- Special training
- Equivalent experience
- Typing
- Accounting
- Scientific training
- Programming

6) Equipment used to perform the task. All equipment and special materials needed to perform the task should be noted.

**Examples are:**
- Machines (specify)
- Telephone
- Vehicles
- Copier
- Calculator
- Tools
- Lab apparatus
- Computer
- Cash Register

7) Supervision. The amount and type of supervision received and/or given will be taken into consideration in determining whether the task is essential.

It is important to note that when defining a task, one should focus on what is to be done, not how that task is to be accomplished. One should not assume that there is only one way to perform that particular function.