

# Job Analysis Questionnaire (JAQ)

The purpose of the Job Analysis Questionnaire (JAQ) is to gather information about a job – its duties/responsibilities and qualifications. The information provided will be used to ensure the job is in compliance with the Fair Labor Standards Act (FLSA), other Federal and State regulations and University policies. Responses must accurately represent the manner in which the job will function.

## I. Job Profile

Date of Submission:		Effective Date:	
Job Function:		Job Family:	
Job/Position Title (Character Limit = 30):		Job Code:	
		Position #:	
Faculty CIP Code:			
Division:		Department:	
Hiring Manager:		Manager Title:	
Employee Name (if applicable):		Employee ID (if applicable):	

## II. Reason for Request

<b>Use Job Description Currently Posted</b>				<b>*NOTE:</b> Org charts and financial crosswalk must be submitted with all re-organizations.		
Position Status:	<input type="checkbox"/>	Occupied	<input type="checkbox"/>		Vacant	
Grant-Funded:	<input type="checkbox"/>	Yes	<input type="checkbox"/>		No	
Is this a Re-organization? *	<input type="checkbox"/>	Yes	<input type="checkbox"/>		No	
Campus Authority:	<input type="checkbox"/>	Yes	<input type="checkbox"/>		No	
Position Type	<input type="checkbox"/>	Regular FTE %:	<input type="checkbox"/>	Temporary FTE %:		
Pay Group:	<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Staff	<input type="checkbox"/>	Student-Worker
<input type="checkbox"/>	<b>New Job</b> – Vacant. The job does not currently exist. Posting required.					
<input type="checkbox"/>	<b>Reclassification (Promotion/Demotion)</b> – Occupant moving to an existing job, posting not required. Occupant moving to a new job, posting required. Resumes must be submitted for Reclassifications.					
<input type="checkbox"/>	<b>Reclassification (Lateral or Title Change Only*)</b> – Occupant moving to an existing job, same grade, posting not required. Occupant moving to a new job, posting required. Resumes must be submitted for Reclassifications. <i>*Posting not required for title changes with typographical and immaterial changes.</i>					
<input type="checkbox"/>	<b>No Change</b> – Vacant. Existing job with no funding change. Posting required.					
<input type="checkbox"/>	<b>Interim Assignment (Existing Job)</b> – Exempt Only.					
<input type="checkbox"/>	<b>Interim Assignment (New Job)</b> – Exempt Only.					
<input type="checkbox"/>	<b>Justification</b> – Provide details critical to this request. Include such as split-funded FTEs, responsibilities which are being transferred to others and why this role is needed. <b>Character Limit = 500</b>					

### III. Job Summary and Responsibilities

Briefly succinctly describe the job’s primary purpose or function in 3-4 sentences. **Character limit = 700**

Please provide a **maximum** of nine (9) essential duties and responsibilities with a percentage of time spent performing each duty. Indicate the approximate percentage (min 5%) of time spent performing each duty/responsibility on an annualized basis. The total percentage of time should equal 100%. Finally, provide a description of the work product or the result of performing each job duty. While this is intended to be an accurate reflection of the current job, it is not necessarily an all-inclusive list of job-related responsibilities, duties, skills, efforts, and requirements. Begin each essential duty/responsibility with the appropriate actions verbs such as Maintains, Processes, Manages, Designs, Develops, Designs, Procures, Collaborates, Coordinates, Establishes, etc. Management reserves the right to revise the job to require that additional but job -related tasks be performed as assigned. **Character limit = 500 each**

1.	%
2.	%
3.	%
4.	%
5.	%
6.	%
7.	%
8.	%
9.	%
10. Additional duties/responsibilities as assigned.	5%
Total of all percentages must equal 100%	<b>100%</b>

## IV. Job Qualifications

### a. Education

Select required education as well as the preferred education.

	High School Diploma or GED		Required		Preferred
	2 years of education beyond high school in college or technical school		Required		Preferred
	Associates Degree		Required		Preferred
	Bachelor's degree		Required		Preferred
	Master's degree		Required		Preferred
	Doctoral Degree or equivalent (Ph.D., J.D., Ed.D.)		Required		Preferred

Discipline Required:	
Discipline Preferred:	

### b. Work Experience

Select required experience as well as the preferred experience.

	No experience (Typically 0-2 years)		Required		Preferred
	Some experience (Typically 3-5 years)		Required		Preferred
	Considerable experience (Typically 5+ years)		Required		Preferred
	Demonstrated progressive experience in knowledge area(s)		Required		Preferred
	Demonstrated progressive experience in knowledge area(s) with some Supervisory experience		Required		Preferred
	Demonstrated progressive experience in knowledge areas(s) with considerable Supervisory experience		Required		Preferred

Type of Experience Required:	
Type of Experience Preferred:	

### c. Certifications

Provide required/preferred License(s) and certification(s). If applicable, provide the university policy, state or federal law, or statute in support of the credential.

Required:
Preferred:

### d. Remote Work Capable:

## V. Job Level

### a. Knowledge, Skills and Abilities

Please describe a maximum of 10 specific knowledge, skills, and abilities (KSAs): Knowledge (3), Skills (3), Abilities (3), and one (1) additional in any of the three areas. KSAs are **required** to perform the duties of the job and enable a person to perform the job duties of their job. Level of Proficiency is Basic, Skilled or Proficient. Please reference [O\\*Net](#) for examples for job specific KSAs.

<b>Knowledge</b> - Knowledge areas are sets of facts and principles needed to address problems and issues that are part of a job. The understanding of how to accomplish a specific task or job. Knowledge of processes, concepts and/or principles.		<b>Level of Proficiency</b>
Example:	<i><b>Knowledge of State and Federal Regulations on hiring practices in Higher Education</b></i>	<i>Skilled</i>
Knowledge1		
Knowledge2		
Knowledge3		
<b>Technical Skills</b> - A skill is the ability to perform a task well. It is usually developed over time through training or experience. Technical applications are considered a 'hard' skill. Please include hard skills below.		<b>Level of Proficiency</b>
Example:	<i><b>Skills in Microsoft Office, specifically Word, Excel, and PowerPoint</b></i>	<i>Skilled</i>
Technical Skills1		
Technical Skills2		
Technical Skills3		
<b>Abilities</b> - An ability is an enduring talent that can help a person do a job. Abilities of oral/written communication, interpersonal skills and/or problem solving.		<b>Level of Proficiency</b>
Example:	<i><b>Ability to solve issues of a routine and simplistic nature</b></i>	<i>Proficient</i>
Abilities1		
Abilities2		
Abilities3		
<b>Leaders have the choice to add and additional Knowledge, Skill, or Ability</b>		<b>Level of Proficiency</b>

### b. Leadership Scope & Accountabilities

Select the applicable option for each factor.

Factors		Options
Budget & Planning		\$
People Accountability (Full-time Staff/Faculty who are Direct Reports. Exclude <i>students, temporary staff, Graduate Assistants, and any other non-regular staff.</i>	# Exempt	
	# Non-Exempt	
Job Function		
Job Family (occupied)		
Policy Final Approver		
Value Stream		

## VI. Exemption Status

### a. Supervision Received

Please indicate the level of supervision that this position receives by selecting the appropriate level below.

	<b>Direct Supervision:</b> Performs assigned tasks only as instructed or as determined by pre-established procedures. Little to no freedom to deviate from instructions/established procedures unless authorized by supervisor.
	<b>General Supervision:</b> Assigned duties may require exercise of judgement, sometimes without clear precedents. Questionable cases are referred to supervisor. Work is reviewed by supervisor for accuracy and overall adequacy.
	<b>Moderate Direction:</b> Duties are accomplished with some instructions. Exercises limited discretion on procedures and techniques. Work is evaluated upon completion to ensure objectives have been met.
	<b>General Direction:</b> Functions independently within established policies/practices. Work is accomplished without considerable direction. Latitude to make decisions and exercise judgement to achieve defined goals within a team, program or function.
	<b>Administrative Direction:</b> Broad management responsibility for a large program or set of related functions. Works with minimal direction towards long-range, strategic goals and are reviewed in terms of results - often in relation to major problems.

### b. Supervision Provided

Indicate the level of supervision this job/position provides by checking the responsibilities below, as appropriate. **Check here if this position does not have to supervise staff:**

	Interview job applicants
	Make hiring recommendations
	Make hiring decisions
	Plan and/or schedule work for others
	Assign or delegate work to others
	Establish rules, procedures, and/or standards
	Monitor work of others
	Give instructions to others
	Formally train others
	Evaluate the work of others but do not sign formal performance appraisal forms
	Complete and sign formal performance evaluations of others
	Discipline others
	Recommend promotion of others
	Recommend demotion or discharge of others
	Make promotion decisions
	Make demotions or discharge decisions
	Other (Explain):

**c. Discretion**

Please describe the level of discretion this position holds. Decision making, breadth of responsibility, problem solving, and independence of action all pertain to the level of discretion a position has. **Character Limit = 500.**

<b>Decision Making:</b> Provide examples of the decisions that this position routinely makes.
<b>Breadth of Responsibility:</b> Describe the impact of the decisions made by this position on the department, division, or work unit. Also, please summarize the level of responsibility that the position holds.
<b>Problem Solving:</b> Describe the problems that this position routinely solves or attempts to solve.
<b>Independence of Action:</b> Indicate the level of independence that this position holds.

**d. Working with Others**

Many jobs require interaction with other employees, the general public, vendors, and other people. Indicate whether this position interacts with other university employees (internal) or people who do not work for the university (external). If neither apply, please leave blank.

Exchange routine, factual information and/or answer routine questions.		Internal		External
Exchange detailed information or resolve varied problems.		Internal		External
Access and/or work with sensitive and/or confidential information.		Internal		External
Identify needs/concerns of others and acceptance of ideas or collaborate on significant projects.		Internal		External
Resolve conflict, negotiate, or collaborate on major projects.		Internal		External
Handle sensitive issues and facilitate collaboration at the highest level.		Internal		External
Develop and maintain relationships with key contacts to enhance workflow and work quality.		Internal		External

## VII. Physical Demands

Different positions require a variety of physical demands. Please indicate below the number of hours spent performing duties in each working environment, as appropriate.

	Craft Workers Indoors (i.e.: Custodians, Maintenance Techs)	
	Craft Workers Outdoors (i.e.: Grounds Keepers, Maintenance Techs, etc.)	
	Safety & Security (i.e.: Security, Police, etc.)	
	Laborer (i.e.: Laborers and Freight, Stock, and Material Movers, Hand)	
	Faculty (i.e.: Asst, Assoc Professor)	
	Office and Administrative (i.e.: Admin Assistants, Managers, Professionals)	
	Service Workers (i.e.: Fitness Workers, Drivers, etc.)	
	Other:	
<b>Travel Requirements</b> – Different positions require travel. Indicate the % Domestic travel via vehicle/plane.		%

## VIII. Pre-Employment

Please check all that apply.

	Motor Vehicle Record Check
	Criminal History
	Physical Exam
	Hearing Exam
	Pulmonary Function Test
	Other: