University of Minnesota

Civil Service Pay Equity Report

(Non-Hospital)

A Report to the Minnesota Legislative Commission

on Employee Relations

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LEGISLATIVE REQUEST

Pursuant to a 1984 Minnesota Statute, Chapter 456, the University of Minnesota was requested to provide the Legislative Commission on Employee Relations certain information. Specifically, that statute stated:

Section 1   [Compensation Comparability Study]

The legislature requests the Regents of the University of Minnesota to conduct an objective job evaluation study to determine the extent to which comparability of the value of work is reflected in the salaries of its nonacademic employees, including hospital employees. The study is to include an analysis of compensation comparability for male-dominated, female-dominated, and balanced classes of employees as those classes are defined in Minnesota Statutes, section 43A.02.

Section 2   [Report of Study]

The Regents of the University of Minnesota are requested to compile and submit to the legislative commission on employee relations by April 1, 1985, a list showing those female-dominated classes for which a compensation inequity exists based on comparability of the value of the work, an estimate of the cost to provide comparability adjustments, and the steps taken to achieve pay equity.

This report officially represents our response to this legislative request.

BACKGROUND

In the 1983-85 biennium University Civil Service employees received comparability adjustments. These adjustments were given pursuant to Statute 137.020, Subdivision 4, which has for many years provided comparable salary ranges for classifications at the University and the State of Minnesota where a reasonable job match existed. For example, a Secretarial Assistant at the University and a Clerk Typist I at the State have similar responsibilities and therefore, when the State granted pay equity adjustments to Clerk Typist I we granted comparability adjustments to the Secretarial Assistant classification. Twenty seven classifications covering approximately 3,300 employees received adjustments varying from 2.9% to 19.6% over two years. These classifications, with one exception, were all female dominated. [Please note that only University classifications for which there was a job match to a State classification received these special adjustments.]

HISTORY OF THE PROJECT

As you know, job evaluation is a method for determining how much job classifications should be paid based on the average difficulty and complexity of their duties. It also provides a basis for deciding which classification is most appropriate for a particular job. Concerns about the adequacy of the University's three existing methods for evaluating jobs prompted the Compensation Division of the Personnel Department to propose a project for updating the University's job evaluation procedures.

A review of current legal, social and scientific standards indicated that the three systems should be replaced with a single comprehensive "point factor" system that would make it possible to objectively determine which classifications with different duties are of similar difficulty, and thus deserving of similar salaries. Since the decision regarding which criteria (factors) should be used to rate job difficulty is a value judgment, the project focused on designing a new point factor system that incorporated the criteria of the University employees whose jobs would be affected.

DEVELOPMENT OF THE EMPLOYEE-DESIGNED JOB EVALUATION SYSTEM

Employees made the major decisions, from choosing the criteria for rating job difficulty to deciding how much weight each criterion should carry for determining salaries. Statistical tests were used to suggest refinements that would improve the technical quality of the system.

Employee input. The criteria were chosen and defined by two types of employee committees: (a) 18 committees formed along occupational lines and (b) a single resolution committee composed of one employee from each of the 18 occupational committees. A general survey, mailed to approximately 8,000 non-hospital employees, was used to determine how the criteria should be weighted.

The occupational committees were formed by 138 employees who were randomly selected to be representative of the diversity, size and sex composition of the non-hospital classes at the University. As a result, 36% of the committee members represented secretarial and clerical classes and 18% represented scientific classes. The remaining half of the committee members represented administrative, support services, physical operations, financial, data processing, social and health services, art, information, and student personnel services classifications. Overall, 73% of the committee members were female.

Defining the criteria of job difficulty. Initially each of the occupational committees recommended criteria for rating job difficulty. The resolution committee then integrated the suggestions into a single list of unique criteria called "factors." The list was referred back to the occupational committees so that their members could rate the factors according to how important they thought it would be to include each one in the new job evaluation system. The resolution committee used the average ratings of importance as a guide when deciding which factors to retain for further consideration. The occupational committees then defined levels of difficulty for each of the retained factors.

Statistical refinement of the factors. Randomly selected employees completed a test questionnaire based on the proposed factors. Statistical analyses of their answers, and a review of their supporting examples, indicated which factors needed further clarification and which should be dropped because they were too biased or too ambiguous to be improved upon. Based on these analyses, the resolution committee voted to retain 37 factors in the final job evaluation system. These factors were grouped into nine clusters as follows: Knowledge (5 factors), Skill (6 factors), Mental Effort (3 factors), Physical Effort (1 factor), Risk (5 factors), Independent Judgment (2 factors), Effect of Error (5 factors), Impact of Duties (5 factors), and Supervisory Responsibility (5 factors).

Weighting the factors and clusters. A general survey of approximately 8,000 non-hospital employees was used to obtain ratings of how much importance each cluster of factors should have in determining salaries. Committee members rated the relative importance of the specific factors within each cluster. These weights influenced the points a job could receive.

Rating the difficulty of individual jobs. The final 37 factors in the job evaluation system were turned into a multiple choice questionnaire that employees can use to rate the difficulty of their own jobs (see attached questionnaire). To do this, employees mark the one answer to each question that best describes their job's requirements. The employee then reviews the answers with his or her supervisor and they resolve disagreements between themselves before sending the questionnaire in to be scored.

Rating the difficulty of classifications. To determine the average difficulty of the type of work done by a classification, randomly chosen employees in the class are asked to fill out the job evaluation questionnaire. The questionnaires are then scored and their total points are averaged to determine the average difficulty of the classification as a whole. The range of point totals for those jobs also indicates how much the jobs within a classification vary in difficulty.

Reliability and validity of the ratings. The confidence you can have in a questionnaire is determined by the reliability, or repeatability, of its results (e.g., how likely you are to get the same point totals for a job at two different times) and its validity (e.g., whether the point totals really measure job difficulty).

Statistical tests indicate that the the results obtained from the questionnaire are very consistent from one time to the next (test-retest reliability with a 1½ month interval was $r=.96$ out of 1.00 possible).

The validity of the point totals was estimated by looking at their relationship to two conventional measures of job difficulty: (a) existing salaries; and (b) personnel experts' ratings of job difficulty. There was a strong relationship between point totals and existing midpoint salaries in each of three groups: male-dominated classes ($r=.90$), female-dominated classes ($r=.84$) and balanced classes ($r=.90$). There was also a strong relationship to the ratings of job difficulty that were assigned by 15 personnel department employees who had considerable experience in evaluating jobs ($r=.87$).

This statistical evidence indicates that the point totals for a class provide a reasonably accurate and consistent indication of a classification's difficulty, or worth. Since the point totals were based on employee ratings using an employee-designed job evaluation system, they are also representative of employee opinions of job difficulty.

THE PAY EQUITY STUDY

There were two purposes for the pay equity study. The first was based on the original goal of the project, namely to determine how salary ranges should be adjusted in order to pay each class according to its rated difficulty regardless of the sex of its incumbent. This will produce an internally equitable salary structure that can be maintained by the University through periodic re-evaluations in future years.

The second purpose was to comply with the state statute which requested that the University conduct a pay equity study.

Method for including classes in the study. The study is being conducted in two phases, for practical reasons. A total of 125 out of approximately 450 non-hospital classifications were tested in the first phase of the pay equity study which is reported here. These include all classes with 20 or more incumbents plus a random sample of smaller classes to ensure representative results.

Of the 125 classes tested in Phase I, 52 were female-dominated (70% or more female incumbents), 42 were male-dominated (80% or more male incumbents) and 31 were balanced (21% to 69% female incumbents). These classes cover approximately three-quarters of the non-hospital civil service employees at the University. The remaining 325 or so classes (covering the remaining one-quarter of the employees) are currently being tested in Phase II.

Determining pay inequities. A statistical procedure called regression was used to determine whether female-dominated classes are paid the same as male-dominated classes of similar difficulty. The results indicate not. On the average, male-dominated classes are currently paid $2.37 per point of rated job difficulty while female-dominated classes are paid only $1.81 per point. In addition, the amount of underpayment increases as the rated difficulty of the female-dominated class increases. The following is an example:

	Rated Job Difficulty		
	1200 points	1600 points	2000 points
male-dominated class*	$1199/mo.	$2192/mo.	$3095/mo.
female-dominated class**	$1147/mo.	$1871/mo.	$2595/mo.
underpayment	$ 52/mo.	$ 321/mo.	$ 500/mo.
% underpaid	4%	15%	16%

* Formula is $2.37 per point minus a constant of $1645.

** Formula is $1.81 per point minus a constant of $1025.

The results for all 125 classes are illustrated in the first graph of Appendix 1. Female-dominated classes are plotted as "F," male-dominated classes as "M" and balanced classes as "B." The point total for a class can be determined by reading straight down from the plotted letters to the bottom of the graph; the midpoint salary for a class can be determined by reading straight to the left from the plotted letter to the left margin of the graph.

The male and female pay lines on the graph were computed according to the formulas indicated. The lines themselves indicate the existing average midpoint salary for male-dominated classes at each point value vs. the existing average midpoint salary for female-dominated classes at each point value. The female pay line ranges from 4% to 16% lower than the male pay line, depending on the difficulty of the job. (The greater the job difficulty, the greater the underpayment.)

Remedying pay inequities. The principle of pay equity is that classifications of similar rated difficulty should be paid similarly. In order to resolve pay inequities it is necessary to determine the appropriate salary range for each class according to a single pay line formula and then adjust existing salary ranges up or down to the level indicated by that formula. In general terms, it means raising or lowering the existing salary ranges for all classes to the same pay line.

The University's general counsel has indicates that the University will be vulnerable to legal suits unless we apply this principle to all classes regardless of the sex of their incumbents. In addition to being legally appropriate, consistent application of the principle will also ensure that the structural relationship between related classes will be equitable regardless of whether the classes in a series are female-dominated, balanced or male-dominated.

The male pay line (male dollar-per-point formula) was used as the target for two reasons: (1) the state and other pay equity studies have used the existing male pay line as their criterion; and (2) the salary ranges for overpaid classes can be lowered to the male pay line without making the salaries uncompetitive in most cases. If salary ranges were brought down to a lower line, however, a large number of market adjustments would be necessary, which would defeat the purpose of the pay equity study.

The result of bringing all 125 classes to the male pay line is illustrated in the second graph of Appendix I. Appendix II shows the initial group of classifications eligible for pay equity adjustments up to the line.

Effect on individual salaries. The salaries for individuals in classes that are underpaid will be raised by the same percentage that the midpoint salary for the class as a whole is raised. We recommend that the salaries for individuals in classes that are overpaid be frozen until the individual's salary falls within the new lower salary range for their class, though lump sum payments may be possible. New employees would be hired at the new higher or lower salary range for their class.

Implementation. Implementation of the pay equity program will be accomplished in one of two ways, depending on the amount of state funding and the burden for departments funded from other sources. The two options are:
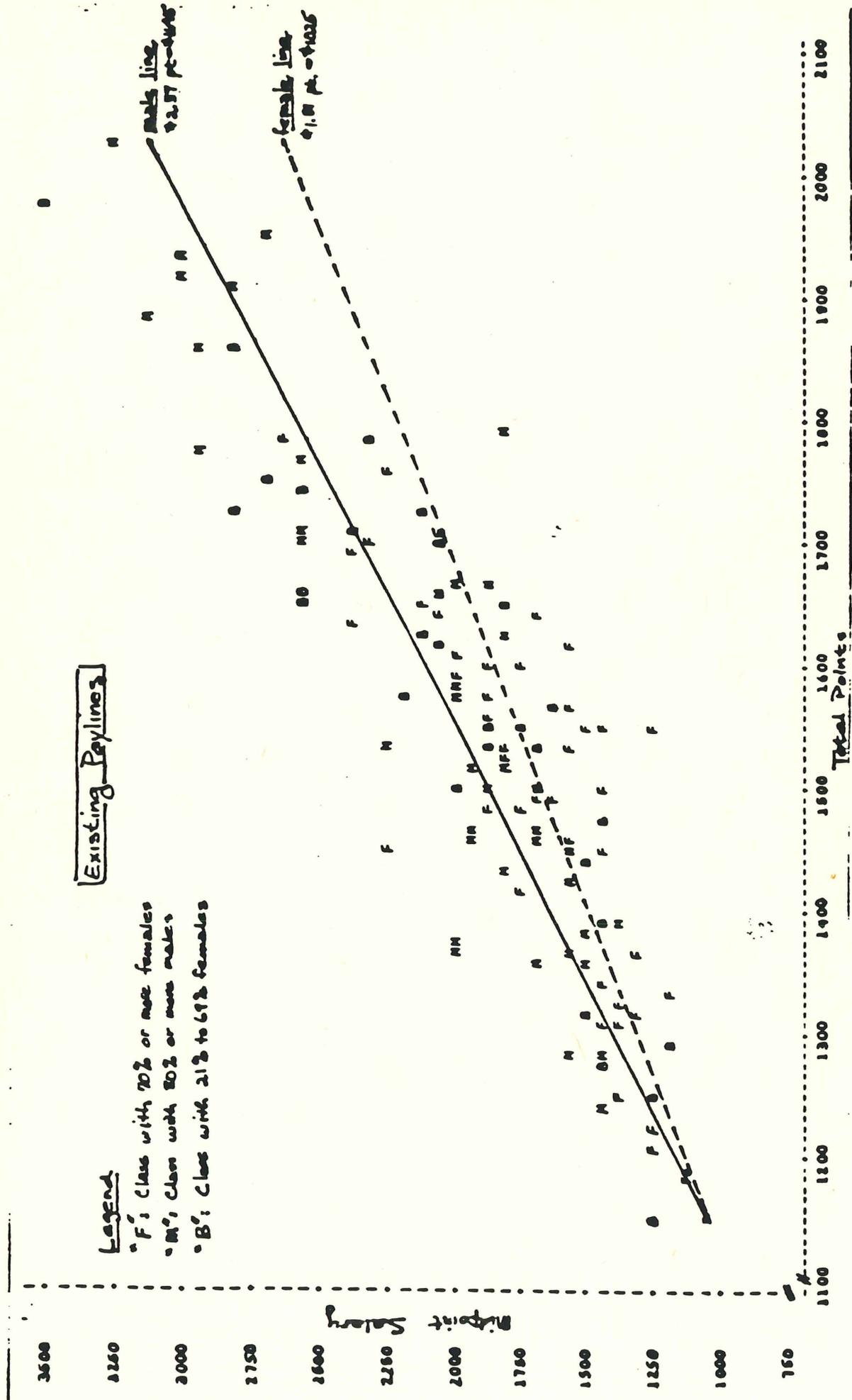
1. If we receive $5,843,730 from the State (equivalent to female-dominated classes only) we will implement all the required adjustments over a six year period. This would require approximately a .05% expenditure per year for those employees paid on other than State funds (a total of $5,021,768) and a .29% expenditure per year from the Civil Service Salary Plans for those employees paid from State funds (a total of $1,865,258).

2. If we receive $7,708,988 from the State we will implement all the required adjustments over a six year period. This would require approximately a .50% expenditure per year to fund the remaining $5,021,768 for those employees paid on other than State funds.

Projected costs. The costs for remedying existing pay inequities are indicated in Appendix III. The first page indicates the cost for bringing only underpaid female-dominated classes up to the line. The second page indicates the cost for bringing all underpaid classes up to the male pay line. These costs include F.I.C.A. and Retirement costs.

REFINING THE JOB EVALUATION PROCEDURE

A variety of problems will undoubtedly arise when we begin implementation of the results of the pay equity study and begin using the job evaluation questionnaire on an ongoing basis. For example, point totals for some classes may need to be re-evaluated if inaccuracies are brought to light. Structural problems may need to be resolved (e.g., compression of salaries for related classes). Comparability of the midpoint salaries for classes that have a match at the State needs to be maintained. Market wages need to be taken into account (we will recommend that salary ranges be set according to rated job difficulty but that augmentation based on market demands be made where absolutely necessary and only for as long as those market conditions hold).

Policies will need to be set for resolving these and other problems in an equitable manner. We will be establishing a policy manual and a standing employee committee to assist in resolving these and other problems in an equitable manner.

Existing Paylines

Legend

"F": Class with 70% or more females
"M": Class with 70% or more males
"B": Class with 21% to 69% females

After Salaries Adjusted

male & female
(line overlap)

Midpoint Salary

3500
3250
3000
2750
2500
2250
2000
1750
1500
1250
1000
750

1100   1200   1300   1400   1500   1600   1700   1800   1900   2000   2100
Point Total

Non-Hospital Classes Receiving Pay Equity Adjustments
(Includes Only Classes Tested In The First Phase)*

			Sex Characteristics

Unit 3, Service Maintenance & Labor

		Sex Characteristics
6008	Lead Stores Clerk	M
6012	Laborer	B
6033	Window Washer	M
6037	Farm Equipment Operator	M
6038	Assistant Farm Animal Attendant	M
6039	Farm Animal Attendant	M
6072	Senior Food Service Worker	F

Unit 5, Nursing Professional

3536	Nurse Practitioner	F

Unit 6, Clerical and Office

1110	Junior Cashier	F
1112	Cashier	F
1113	Senior Cashier	F
1132	Accounts Assistant	F
1133	Senior Accounts Assistant	F
1214	Senior Office Assistant	F
1220	Office Specialist	F
1224	Secretary	F
1242	Senior Word Processing Operator	F
1244	Word Processing Specialist	F
1421	Senior Data Entry Operator	F
1806	Senior Survey Interviewer	F

Unit 7, Technical

1432	Data Processing Technician	B
1434	Senior Data Processing Technician	B
1451	Junior Applications Programmer	B
4114	Senior Lab Animal Technician	B
4314	Photographer	M
4435	Lab Technician	B
4440	Senior Lab Technician	F
5117	Principal Engineering Assistant	M
5328	Electronics Technician	M
7226	Senior Research Plot Technician	M
8410	Junior Library Assistant	F
8411	Library Assistant	F
8412	Senior Library Assistant	F
5365	Senior Lab Machinist	M

University of Minnesota
Civil Service Pay Equity Program
(Non-Hospital)
(Includes FICA and Retirement)

(Female Dominated Classes Only)

		State Funds	All Funds
Unit #3	Service, Maintenance, Labor	$ -0-	$ 126,471
Unit #4	Health Care Non-Professional and Service	58,832	137,037
Unit #5	Nursing Professional	-0-	67,262
Unit #6	Clerical and Office	1,819,455	2,882,071
Unit #7	Technical	1,150,804	1,710,300
Unit #11	Non-Instructional Professional	476,514	582,296
Unit #11	Supervisory	2,338,125	3,251,550
Unit #98	Exclusions, Managerial, Confidential	-0-	-0-
	TOTAL	$5,843,730	$8,756,987

Non-Hospital Classes Receiving Pay Equity Adjustments
(Includes Only Classes Tested In The First Phase)*

Unit 11, Non-Instructional Professional		Sex Characteristics
1141	Accountant	F
1142	Senior Accountant	B
1820	Student Support Services Assistant	F
4442	Junior Scientist	B
4472	Assistant Scientist	B
8414	Librarian	F
8532	Editor 1	F
8533	Editor 2	F
8534	Editor 3	F
8616	Media Resources Producer	B
9132	Student Personnel Worker	F
9134	Senior Student Personnel Worker	B

Unit 12, Supervisory Employees		
1082	Assistant Administrator	F
1084	Associate Administrator	F
1114	Principal Cashier	F
1136	Senior Accounts Specialist	F
1137	Accounts Supervisor	F
1143	Principal Accountant	B
1216	Senior Office Specialist	F
1218	Office Supervisor	F
1236	Principal Secretary	F
1237	Executive Secretary	F
1239	Administrative Secretary	F
1436	Principal Data Processing Technician	B
1735	Athletic Equipment Manager	M
1808	Principal Survey Interviewer	F
3214	Dental Clinic Supervisor	F
3216	Senior Dental Clinic Supervisor	F
4220	Lab Services Coordinator	B
4441	Principal Lab Technician	F
4474	Associate Scientist	F
5494	General Maintenance Supervisor	M
5504	Vending Services Maintenance Supervisor	M
6319	Senior Food Operations Supervisor	F
6753	Building & Grounds Supervisor	M
8216	Audiovisual Operations Manager	M
8609	Assistant Director, Media Resources Engineering	M
1833	Telephone Operator Supervisor	F

Unit 98, Managerial		
8733	Director, West Bank Union	M
8734	Director, St. Paul Student Center	M

University of Minnesota
Civil Service Pay Equity Program
Non-Hospital
(Includes FICA and Retirement)

(Male, Female and Balanced Classes)

		State Funds	All Funds
Unit #3	Service, Maintenance, Labor	$ 571,235	$ 507,465
Unit #4	Health Care Non-Professional and Service	58,832	137,037
Unit #5	Nursing Professional	-0-	67,262
Unit #6	Clerical and Office	1,819,455	2,882,071
Unit #7	Technical	1,481,568	2,924,784
Unit #11	Non-Instructional Professional	1,035,042	2,323,695
Unit #12	Supervisory	2,742,856	3,881,158
Unit #98	Exclusions, Managerial, Confidential	-0-	7,284
	TOTAL	$7,708,988	$12,730,756

UNIVERSITY OF MINNESOTA

JOB EVALUATION SYSTEM⁰

PERSONNEL DEPARTMENT

Pay Equity Questionnaire

Employee Information

I.D. # _____

Classification: _____

    Is this your current job title?
       Yes   No (the correct title is _____)

Campus Phone Number: _____

<u>What percentage time do you work?</u>   100%   75%   50% or less

INSTRUCTIONS

1. <u>Read each question carefully</u>. The answers are not always in order of difficulty and some answers are very similar.

2. <u>Check the ONE answer</u> that describes the amount of skill, effort, or responsibility your job usually requires.

    "Usually" or "most often" means the statement that applies <u>most of the time</u> or that describes what is necessary to handle <u>most of your job</u> or the one activity you spend the <u>most time</u> doing (this may not be the thing you do most frequently).

3. <u>Do NOT mark more than ONE answer</u> unless the instructions say to do so.

    Sometimes it will be hard to choose just one answer. However, test results showed that the best measure of job differences is the one answer that describes what is done most often, not the sum of all the answers that may apply from time to time.

4. <u>Give examples</u> or explanations where requested.

5. <u>Do NOT skip any questions</u>. If you really don't understand something in the questionnaire, call us at the Helpline number below.

6. Give the questionnaire <u>to your supervisor</u> by April 29 to review and sign. <u>Any differences of opinion should be resolved before you return the questionnaire.</u> (If differences cannot be resolved, explain why in the margin.)

7. <u>Please save us a phone call</u>. It's so important to have complete information that we will call you if you should happen to skip a question, forget an example, mark more than one answer, or forget to get your supervisor's signature. Please save us time by reviewing your form for completeness before you mail it.

HELPLINE

Call 376-4969 if you have any questions. Over 1500 hundred forms have been mailed so we would appreciate your patience if you have difficulty contacting us.

SUPERVISOR'S DEADLINE

PLEASE RETURN BY MONDAY, MAY 6 OR SOONER IF

POSSIBLE

INDEPENDENT JUDGMENT FACTORS

The amount of independent judgment you are required to use when doing your job is measured by questions 1 and 2. They measure the extent to which you decide how your assigned tasks should be done and the extent to which established guidelines are available to help you do your assigned work.

1. To what extent do you USUALLY decide the <u>procedures</u> to be followed and the <u>results</u> to be achieved once a task has been assigned to you?

    [ ] a. Usually, I am told specific objectives and priorities for doing the work.

    I handle standard problems and deviations independently. I refer unusual situations that do not have clear precedents to my supervisor, lead worker, or someone else for a decision or help.

    [ ] b. Usually, I am told only overall objectives and the resources that are available.

    I independently determine the approach to take and the methods to use. I solve most of the problems that arise. I coordinate the work with others as necessary. I interpret policy in terms of objectives. I keep my supervisor, lead worker, or someone else informed of my progress, potentially controversial matters, or far-reaching implications.

    [ ] c. Usually, I am given only a general indication of what is to be done, what limitations there are, and the quantity and quality of work that is expected.

    I carry out recurring assignments independently without specific instruction. I refer deviations, problems, and unfamiliar situations to my supervisor, lead worker, or someone else for a decision or help.

    [ ] d. Usually, I am given specific assignments and detailed instructions.

    I consult with my supervisor, lead worker or someone else as needed on most matters that are not covered in the original instructions or guidelines.

    [ ] e. Usually, I am given only administrative direction in terms of broadly defined goals or functions.

    I design and carry out programs, projects, studies, or other work independently.

    Example of how assignments are usually given to you and how you handle them:

    ---

2. To what extent are <u>established</u> (written or unwritten) guidelines, procedures, policies or precedents USUALLY available to help you decide how to do your assignments and solve problems?

    [ ] a. Usually, <u>detailed instructions</u> or established routines are available as guidelines for <u>most aspects</u> of my work.

    [ ] b. Usually, <u>detailed instructions</u> or established routines are available as guidelines for <u>some aspects</u> of my work.

    [ ] c. Usually, only <u>general instructions</u>, <u>some established routines</u> and <u>clear precedents</u> are available as guidelines (count civil service rules here).

    [ ] d. Usually, some <u>specific objectives</u> are defined but there are <u>few established routines</u> or procedures to serve as guidelines. <u>Some precedents</u> for action exist.

    [ ] e. Usually, only <u>general objectives and policies</u> are available as guidelines. <u>Few precedents</u> exist.

    [ ] f. Usually, only <u>general objectives</u> have been defined. <u>No precedents or policies</u> are available as guidelines.

    Example of the types of guidelines that are available for most of your job duties:

The amount of mental effort required by the job is measured by questions 3 through 7. They measure the overall complexity of your job duties, the amount of time you must spend initiating or planning the implementation of things, the amount of original thinking that is required to solve problems, and the impact of your responsibility for solving problems.

3. How complex is MOST of the work you are required to do?

    ☐ a. Most of my assignments are <u>clear-cut</u> and require doing only <u>a few related steps</u>, processes, or methods.

    ☐ b. Most of my assignments require doing <u>many related steps</u>, processes, or methods. I must consider <u>a few things</u> when deciding how to do each assignment.

    ☐ c. Most of my assignments require doing <u>different steps</u>, processes, or methods. I must consider <u>several things</u> when deciding how to do each assignment.

    ☐ d. Most of my assignments require doing <u>different steps</u>, processes, or methods. I must consider a <u>large number of things</u> when deciding how to do each assignment.

    ☐ e. In addition to (d) above, most of my assignments involve <u>distinct phases</u>, or involve a <u>broad range of activities</u>, or require substantial <u>depth of analysis</u>.

<u>Example</u> of why you picked that statement:

4. On the average, how many hours a week do you spend <u>initiating</u> or <u>planning the implementation</u> of programs, projects, policies, or procedures? (Note: If you are working part-time, please change your answer to show the number of hours you would spend if you were working full-time.)

    ☐ a. None

    ☐ b. 1 - 2 hours per week

    ☐ c. 3 - 4 hours per week

    ☐ d. 5 - 6 hours per week

    ☐ e. 7 - 10 hours per week

    ☐ f. 11 or more hours per week

5. What amount of creativity or original thinking must you use to <u>solve MOST of the problems</u> that occur in your job or that are assigned to you? ("None" is not a possible answer because everyone solves problems of some kind in their job, including problems about how to do the work.)

    ☐ a. Standard solutions to the problems are usually available; I usually have <u>little or no choice</u> in deciding what needs to be done.

    ☐ b. Standard solutions to the problems are usually available; I usually have to <u>choose one</u>.

    ☐ c. Several solutions are usually available; the one I choose usually depends on my <u>analysis of the issues involved</u> in the problems.

    ☐ d. I usually need to <u>originate new techniques</u>, <u>establish criteria</u>, or <u>develop new information</u> in order to deal with the problems.

    ☐ e. The problems usually require my continuing efforts to <u>establish concepts, theories, or programs</u> or to resolve unyielding problems.

<u>Example</u> of the problems you <u>usually</u> need to solve (unless you marked "a"):

6. Which work unit is MOST OFTEN directly affected by your responsibility for identifying, defining, and solving problems? (This means the immediate effect of your problem solving, not its possible effect down the line.)

☐ a. Usually, the problems I solve directly affect a vice presidential unit.

☐ b. Usually, the problems I solve directly affect a college or similar unit headed by a dean (count Ag. Extension and the Law Library here).

☐ c. Usually, the problems I solve directly affect one campus (count the Twin Cities as one campus; count Wilsc Walter, St. Paul, Waseca, Morris, Crookston, Duluth and Biomedical Libraries here).

☐ d. Usually, the problems I solve directly affect two or more campuses (e.g., Twin Cities, Duluth, Morris, etc.).

☐ e. Usually, the problems I solve directly affect the whole University (all campuses).

☐ f. Usually, the problems I solve directly affect my work unit.

☐ g. Usually, the problems I solve directly affect a division within a department (count clinics and hospital stations here).

☐ h. Usually, the problems I solve directly affect one department (count bookstores, department libraries, Housing, Printing and experiment stations here).

☐ i. Usually, the problems I solve directly affect two or more departments.

Explain what the unit is and how it is affected:

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7. What is the MOST LIKELY effect of mistakes you could make in identifying, defining, and solving problems? (This does NOT measure your performance; it helps measure the impact of the work you do. Count the primary effect of your problem solving, not its possible effect somewhere down the line. Everyone must mark one answer in EACH of the three sections below.)

check ONE box here
☐ 1. Mistakes, if they happen, would usually be easy to find.
☐ 2. Mistakes, if they happen, would usually take some effort to find.
☐ 3. Mistakes, if they happen, would usually be hard to find.

and

check ONE box here
☐ 1. Usually, mistakes could be fixed with little effort or expense.
☐ 2. Usually, mistakes could only be fixed with some effort or expense.
☐ 3. Usually, mistakes could only be fixed with lots of effort or expense.

and

check ONE box here
☐ 1. Usually, mistakes would have no more than a minor effect on the University (on its programs, or its income, or its reputation).
☐ 2. Usually, mistakes could have a moderate effect on the University (on its programs, or its income, or its reputation).
☐ 3. Usually, mistakes could have a major effect on the University (on its programs, or its income, or its reputation).

Examples of possible mistakes and their effects:

The amount of knowledge required to do your job is measured by questions 8 through 12. These questions measure the amount of general information and on-the-job training and experience that is required to do most of your work satisfactorily. They also measure how well you must know the programs of non-University organizations and how much time you must spend learning new information for one-time projects and for ongoing use (continuing education).

8. How much general information must you know to do MOST of your job duties? (Consider only information required by the job, not your individual abilities or training). Do not count University experience here.

☐ a. My work requires knowledge of simple, routine, or repetitive tasks or operations, or it requires knowledge of basic or commonly-used rules, procedures, or operations. It usually requires little or no previous training or experience.

   Equivalent education is usually up to and including high school (or comparable paid or unpaid experience or independent study).

☐ b. My work requires knowledge of a body of standard rules, procedures, or operations. It usually requires some previous training and experience.

   Equivalent education is usually one to two years of special coursework, training, or apprenticeship beyond high school (or comparable paid or unpaid experience or independent study).

☐ c. My work requires knowledge of an extensive body of rules, procedures, or operations. It usually requires a lot of previous training and experience.

   Equivalent education is usually two to three years of special coursework, training, or apprenticeship beyond high school (or comparable paid or unpaid experience or independent study).

☐ d. My work requires knowledge of the basic principles, concepts, and methods of a profession or occupation.

   Equivalent education is usually a bachelors degree in the field (or comparable paid or unpaid experience, training, or independent study).

☐ e. My work requires detailed knowledge of the principles, concepts, and methods of a profession or occupation.

   Equivalent education is usually an M.A. or M.S. degree in the field (or comparable paid or unpaid experience, training, or independent study).

☐ f. My work requires extensive knowledge of a wide range of principles, concepts, and methods of a profession or occupation.

   Equivalent education is usually a Ph.D. in the field (or comparable paid or unpaid experience, training, or independent study).

> Explain how that statement applies to your job. (What rules, etc., do you need to know? What are the education or training requirements specifically?)

9. How many days, weeks, or months of on-the-job experience and training would it take the average new employee to learn to do MOST of your job satisfactorily? (Assume the new employee already has the previous training and experience that is necessary to be hired. Do not just mark the length of the probationary period. Note: If you are working part-time, please change your answer to show the amount of on-the-job training needed by the average employee if working full-time.)

☐ a. Usually up to one week

☐ b. Usually 2 - 3 weeks

☐ c. Usually 1 - 1½ months

☐ d. Usually 2 - 4 months

☐ e. Usually 5 - 7 months

☐ f. Usually 8 - 12 months

☐ g. Usually more than 1 year

10. How well must you know the programs of a non-University organization (for example, a granting agency, professional association, or vendor) in order to do MOST of your work satisfactorily?

☐ a. My work requires expert knowledge of ONE non-University program and its policies. (For example, enough to interpret programs and policies as well as handle complex questions.)

☐ b. My work requires expert knowledge of MORE THAN ONE non-University program and its policies.

☐ c. My work requires detailed knowledge of ONE non-University program and its policies. (For example, enough answer moderately difficult questions or to deal with moderately difficult problems related to a program.

☐ d. My work requires detailed knowledge of MORE THAN ONE non-University program and its policies.

☐ e. My work requires elementary knowledge of ONE non-University program and its policies. (For example, enough to do basic work or answer simple questions about a program.)

☐ f. My work requires elementary knowledge of MORE THAN ONE non-University program and its policies.

☐ g. Not applicable to my job.

List the program(s) (unless you marked "g"):

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11. On the average, how many hours of continuing education (additional formal education or training) does your job require you to complete each year to keep your job-related skills, knowledge, or professional or technical certification up-to-date? (For example, taking classes to meet requirements for keeping your license; taking training seminars to prepare for new technology that you will have to use on the job; taking college courses or personnel department workshops required by your supervisor as part of your job.)

(Do NOT count the required training you received when you first started your job. Do NOT count the time you spend reading policy statements, journals, or other materials that are an informal requirement for staying informed enough to do your job. Count only the actual time you spend in a class or training session, plus the time you spend doing assigned work for it. Include required sessions that are attended on work time.)

☐ a. None

☐ b. 1 - 8 hours per year

☐ c. 9 - 16 hours per year

☐ d. 17 - 30 hours per year

☐ e. 31 or more hours per year

12. On the average, how much time does your job require you to spend each year doing special research, special reading, or learning special skills in order to be able to do <u>one-time-only</u> projects?

(This does NOT include on-the-job training or job training courses, where you learn special skills that will be helpful on a continuing basis. Count only the new information or skills you are <u>not likely to ever use again</u> after doing the one-time project. For example, learning about someone else's project so you can write a computer program for it; reading manuals and texts so you can set up laboratory equipment for a one-time project. Note: If you are working part-time, please change your answer to show the amount of time required if you were working full-time.)

☐ a. None

☐ b. 1 - 5 days (up to one week) per year

☐ c. 6 - 10 days (up to 2 weeks) per year

☐ d. 3 - 4 weeks per year

☐ e. 5 - 11 weeks per year

☐ f. 12 weeks or more per year

<u>Example</u> of one-time-only projects required by your job:

PHYSICAL EFFORT FACTOR

The amount of physical effort required to do your job is measured by question 13, the amount of time the job requires you to do work that strains the body or strains the senses. Note that it does <u>not</u> measure the time you spend in unpleasant working conditions (employee committee members decided this could not be accurately measured because what is uncomfortable for one person may be comfortable for another).

13. On the average, how many hours a week do you spend doing work that <u>strains the body</u> (such as lifting, carrying, pushing, or pulling objects; stooping, kneeling, crouching, crawling, balancing, or climbing) and/or <u>strains the senses</u>?

(The second part refers to <u>using</u> your senses to do your work, NOT to being exposed to working conditions that are unpleasant to your senses such as temperature extremes, dust, or noise. For example, you would count eye strain from <u>using</u> your eyes to read very small print or a computer terminal screen, but you would NOT count eye strain from being exposed to what is for you uncomfortably dim light in your office. Note: If you are working part-time, please change your answer to show the number of hours you would spend if you were working full-time.)

☐ a. None

☐ b. 1 - 4 hours per week

☐ c. 5 - 8 hours per week

☐ d. 9 - 12 hours per week

☐ e. 13 - 20 hours per week

☐ f. 21 - 30 hours per week

☐ g. 31 - 40 hours per week

Explain the part of your job that requires you to strain the body or senses here:

The type and level of skill required to do your job, and the impact of those skills, is measured by questions 14 through 25. They measure the amount of skill required for working with data, working with machines, plants, or animals, working with people in standard English, working with people in a technical or foreign language, writing in standard English, and writing in a technical or foreign language.

The impact of these skills is measured by the size of the work unit that is affected and by the effect of possible errors in using these skills. These impact questions seem repetitious, but it's important to answer each one separately according to the skill mentioned. Do NOT write "see previous answer." Each skill may have a different impact.

14. Which skill at working with data (facts) do you use MOST OFTEN in your work?
    (Check ONLY ONE.)

    ☐ a. I usually use statistical techniques to analyze data (facts).

    ☐ b. I usually do arithmetic operations such as adding, subtracting, or dividing numbers, or I must count or tabulate data (facts).

    ☐ c. I usually code or score data (facts) or convert coded information back into its original form.

    ☐ d. I usually enter, transcribe or post data (facts).

    ☐ e. I usually analyze data (facts) by breaking it down into parts and identifying the principles or facts that unite these parts.

    ☐ f. I usually integrate data (facts) from different sources in order to discover facts and develop interpretations or concepts.

    ☐ g. I usually compile or reconcile data (facts) by gathering, grouping, arranging, or classifying it in a specific order or form. (This includes reconciling accounts).

    ☐ h. I usually compare things by judging the obvious similarities or differences between two pieces of data (facts

    ☐ i. None. (If you check this, mark "none" for questions 15 and 16.)

    Explain how you use that skill in your work (unless you marked "i"):

15. Which work unit is MOST OFTEN directly affected by the results of your work with data/facts? (This means the immediate effect of your work with data, not its possible effect down the line. Include work with data from inside the University or outside it. Do NOT count work with confidential information here; see #24 instead.)

    ☐ a. Usually, my work with data directly affects a vice presidential unit.

    ☐ b. Usually, my work with data directly affects a college or similar unit headed by a dean (count Ag. Extension and the Law Library here).

    ☐ c. Usually, my work with data directly affects one campus (count the Twin Cities as one campus; count Wilson, Walter, St. Paul, Waseca, Morris, Crookston, Duluth, and Biomedical Libraries here).

    ☐ d. Usually, my work with data directly affects two or more campuses (e.g., Twin Cities, Duluth, Morris, etc.)

    ☐ e. Usually, my work with data directly affects the whole University (all campuses).

    ☐ f. Usually, my work with data directly affects my work unit.

    ☐ g. Usually, my work with data directly affects a division within a department. (Count clinics and hospital stations here).

    ☐ h. Usually, my work with data directly affects one department. (Count bookstores, department libraries, Housing, Printing and experiment stations here.)

    ☐ i. Usually, my work with data directly affects two or more departments.

    ☐ j. None. (Check this only if you marked "no" for question 14.)

    Explain what the unit is and how it is affected (unless you marked "j"):

16. What is the MOST LIKELY effect of errors you could make when working with data/facts? (Count the primary effect of your work with data, not its possible effect somewhere down the line. Do NOT count the effect of typographical errors; see #19 instead. Do NOT count errors in releasing confidential information here; see #25 instead.)

☐ a. None. (Check here only if you marked "none" for #15. Then skip the sections below and go to #17.)

b.

check ONE box here	
☐ 1.	Mistakes, if they happen, would usually be easy to find.
☐ 2.	Mistakes, if they happen, would usually take some effort to find.
☐ 3.	Mistakes, if they happen, would usually be hard to find.

and

check ONE box here	
☐ 1.	Usually, mistakes could be fixed with little effort or expense.
☐ 2.	Usually, mistakes could only be fixed with some effort or expense.
☐ 3.	Usually, mistakes could only be fixed with lots of effort or expense.

and

check ONE box here	
☐ 1.	Usually, mistakes would have no more than a minor effect on the University (on its programs, or its income, or its reputation).
☐ 2.	Usually, mistakes could have a moderate effect on the University (on its programs, or its income, or its reputation).
☐ 3.	Usually, mistakes could have a major effect on the University (on its programs, or its income, or its reputation).

Possible errors and their effects (unless you marked "a"):

17. Which skill at working with machines, plants, or animals do you use MOST OFTEN in your job? (Note that "machines" includes office equipment and equipment used in building maintenance. Check ONLY ONE skill.)

☐ a. I usually design new machines or new equipment.

☐ b. I usually read instruments, equipment, or test results. (I interpret the measurements made by, or recorded by, instruments or equipment; or I interpret the results of chemical, biochemical, or other laboratory tests.)

☐ c. I usually operate machines or equipment that require dexterity (e.g., typewriters, calculators, computer terminals, sewing machines).

☐ d. I usually operate or drive large machines or equipment (e.g., main frame computers, drill press, delivery truc.

☐ e. I usually adapt machines or equipment. (I change them to improve their efficiency or to make them perform a function they were not originally intended to perform.)

☐ f. I usually manipulate things. (I use tools or special devices to work, to move, to guide, or to place objects, materials, plants, or animals.)

☐ g. I usually do precision work. (I make precision calibrations, toolings, or similar fine modifications to equipment.)

☐ h. I usually handle things. (I use my hands or handtools to move, to distribute, or to carry objects, materials, plants, or animals).

☐ i. I usually repair, maintain, or adjust machines or equipment.

☐ j. I usually feed plants or animals by hand, or I insert, throw, dump, or place materials in machines or equipment (e.g., feeding material into printing, Xerox, or duplicating machines; feeding sheets into a laundry machine).

☐ k. I usually tend things. (I watch over or manage the operations of machines, plants or animals.)

☐ l. None. (If you check this, mark "none" for questions 18 and 19.)

Explain how you use that skill (unless you marked "l"):

18. Which work unit is MOST OFTEN directly affected by the results of your work with machines, plants or animals? (This means the immediate effect of your work with things, not its possible effect down the line. It includes work with things inside the University or outside of it when it is part of your assigned job duties.)

☐ a. Usually, my work with these things directly affects a vice presidential unit.

☐ b. Usually, my work with these things directly affects a college or similar unit headed by a dean (count Ag. Extension and the Law Library here).

☐ c. Usually, my work with these things directly affects one campus (count the Twin Cities as one campus; count Wilson, Walter, St. Paul, Waseca, Morris, Crookston, Duluth and Biomedical Libraries here).

☐ d. Usually, my work with these things directly affects two or more campuses (e.g., Twin Cities, Duluth, Morris, etc.)

☐ e. Usually, my work with these things directly affects the whole University (all campuses).

☐ f. Usually, my work with these things directly affects my work unit.

☐ g. Usually, my work with these things directly affects a division within a department. (Count clinics and hospital stations here).

☐ h. Usually, my work with these things directly affects one department. (Count bookstores, department libraries, Housing, Printing and experiment stations here.)

☐ i. Usually, my work with these things directly affects two or more departments.

☐ j. None. (Check this only if you marked "none" for question 17.)

Explain what the unit is and how it is affected (unless you marked "j"):

19. What is the MOST LIKELY effect of errors you could make when working with machines, plants or animals? (Count the primary effect of your work with these things, not their possible effect somewhere down the line. Count the effect of typographical errors here.)

☐ a. None. (Check here ONLY if you marked "none" for question 18. Then skip the sections below and go to question 20.)

b.

check ONE box here

☐ 1. Mistakes, if they happen, would usually be easy to find.

☐ 2. Mistakes, if they happen, would usually take some effort to find.

☐ 3. Mistakes, if they happen, would usually be hard to find.

and

check ONE box here

☐ 1. Usually, mistakes could be fixed with little effort or expense.

☐ 2. Usually, mistakes could only be fixed with some effort or expense.

☐ 3. Usually, mistakes could only be fixed with lots of effort or expense.

and

check ONE box here

☐ 1. Usually, mistakes would have no more than a minor effect on the University (on its programs, or its income, or its reputation).

☐ 2. Usually, mistakes could have a moderate effect on the University (on its programs, or its income, or its reputation).

☐ 3. Usually, mistakes could have a major effect on the University (on its programs, or its income, or its reputation).

Possible errors and their effects (unless you marked "a"):

20. Which skill at working with people do you use MOST OFTEN when doing your job? (Count only situations where you use standard English. Do NOT count working with people in a technical or foreign language here; see #22 instead. Check ONLY ONE skill.)

[] a. I usually instruct, train, or teach people (it can be in a formal or informal setting).

[] b. I usually interview others to get information (e.g., clients, patients, prospective employees).

[] c. I usually counsel people in order to guide them in dealing with work-related matters. (For example, legal or financial counseling, or counseling on research design. This does not include ordinary supervisor-subordinate or coworker relationships.)

[] d. I usually receive instructions for complex assignments and discuss them for understanding.

[] e. I usually receive instructions for simple assignments and discuss them for understanding.

[] f. I usually make speeches or formal presentations to groups.

[] g. I usually negotiate with others on behalf of the University. (This is a formal responsibility for setting policies or reaching joint agreements. It does NOT include ordinary supervisor-subordinate or coworker discussions about how to do the work.)

[] h. I usually give or exchange clear-cut information.

[] i. I usually attend to the needs or requests of people.

[] j. I usually explain policies or procedures.

[] k. I usually persuade others in favor of some action or point of view. (This is a formal responsibility. It does not include ordinary supervisor-subordinate or coworker relationships.)

[] l. I usually mediate or conciliate. (This is a formal relationship to act as an impartial aid to others in resolving major grievances or disputes among themselves. It does not include ordinary supervisor-subordinate or coworker relationships.)

Explain how you use that skill:

21. Which skill at writing standard English do you use MOST OFTEN in your work? (Do NOT count writing with technical terms or in a foreign language; see #23 instead. Check ONLY ONE skill.)

[] a. I usually write reports, articles, speeches, etc., of my own composition.

[] b. I usually write routine correspondence, memoranda or forms that require basic spelling, grammar, and punctuation.

[] c. I usually write complex letters, memoranda, or forms.

[] d. I usually write simple notes, labels, addresses, etc.

[] e. I usually edit material for subject matter or rewrite such material in a way that affects its content.

[] f. I usually edit material for style, (that is, for choice and pattern of words).

[] g. I usually edit material for spelling, grammar, or punctuation.

[] h. None.

Explain how you use that skill (unless you marked "h"):

22. Which skill at working with people using <u>technical terms (or a foreign language)</u> do you use MOST OFTEN in your job? (Knowing the terms or foreign language must be a job requirement, NOT just a skill you happen to bring to the job. Examples of "technical" terms include medical, library science, and financial report terminology; legal statutes; computer program languages. <u>Check ONLY ONE</u> skill.)

☐ a. Usually, I use technical terms (or a foreign language) when I <u>instruct, train, or teach</u>.

☐ b. Usually, I use technical terms (or a foreign language) when I <u>interview</u> others to get information.

☐ c. Usually, I use technical terms (or a foreign language) when I <u>counsel</u> others to guide them in dealing with work-related matters.

☐ d. Usually, I use technical terms (or a foreign language) when I <u>receive instructions for complex assignments</u> and discuss them for understanding.

☐ e. Usually, I use technical terms (or a foreign language) when I <u>receive instructions for simple assignments</u> and discuss them for understanding.

☐ f. Usually, I use technical terms (or a foreign language) when I <u>make speeches</u> or formal presentations.

☐ g. Usually, I use technical terms (or a foreign language) when I <u>negotiate</u> on behalf of the University.

☐ h. Usually, I use technical terms (or a foreign language) when I <u>give or exchange clear-cut information</u>.

☐ i. Usually, I use technical terms (or a foreign language) when I <u>attend to the needs or requests</u> of people.

☐ j. Usually, I use technical terms (or a foreign language) when I <u>explain</u> policies or procedures.

☐ k. Usually, I use technical terms (or a foreign language) when I <u>persuade</u> others in favor of some action or point of view. (This is a formal responsibility. It does not include ordinary supervisor-subordinate or co-worker relationships.)

☐ l. Usually, I use technical terms (or a foreign language) when I <u>mediate or conciliate</u>.

☐ m. Usually, I <u>translate</u> from standard English into technical terminology or a foreign language (or vice versa).

☐ n. <u>None</u>.

List the foreign or technical language(s) you use (unless you marked "n"):

23. Which skill at <u>writing with technical terms (or in a foreign language)</u> do you use MOST OFTEN in your work? (Knowing terms or a foreign language must be a job requirement, NOT just a skill you happen to bring to the job. Examples of "technical" terms include using medical or library science terms and writing financial reports, computer programs or legal statutes. <u>Check ONLY ONE</u> skill.)

☐ a. Usually, I use technical terms (or a foreign language) when I <u>write reports</u>, articles, speeches, etc., of my own composition.

☐ b. Usually, I <u>write routine correspondence</u>, memoranda or forms that require basic spelling, grammar, and punctuation of technical terms (or a foreign language).

☐ c. Usually, I use technical terms (or a foreign language) when I <u>write complex letters</u>, memoranda, or forms.

☐ d. Usually, I <u>write simple notes</u>, labels, addresses, etc., using technical or foreign words.

☐ e. Usually, I <u>edit</u> technical or foreign language materials for subject matter or <u>rewrite</u> such material in a way that affects its content.

☐ f. Usually, I <u>edit</u> technical or foreign language material for style (that is, for choice and pattern of words).

☐ g. Usually, I <u>edit</u> technical or foreign language material for spelling, grammar, or punctuation.

☐ h. Usually, I <u>translate</u> from standard English into technical terminology or a foreign language (or vice versa).

☐ i. None.

List the foreign language or type of technical terms you use (unless you marked "i"):

24. Which work unit is MOST OFTEN directly affected by the results of your contacts with people? (This means the immediate effect of your contacts with people, not the possible effect somewhere down the line, so count the impact of the skills you checked on questions 20, 21, 22 and 23. Contacts can be by phone, letter or in person. Count work with confidential information. Include contacts with people at the University and outside it. Do NOT count contacts with your immediate supervisor or with anyone you supervise, teach or for whom you serve as lead worker.

- [ ] a. Usually, my contacts with people directly affect a vice presidential unit.

- [ ] b. Usually, my contacts with people directly affect a college or similar unit headed by a dean (count Ag. Extension and the Law Library here).

- [ ] c. Usually, my contacts with people directly affect one campus (count the Twin Cities as one campus; count Wilson, Walter, St. Paul, Waseca, Crookston, Duluth, and Biomedical Libraries here).

- [ ] d. Usually, my contacts with people directly affect two or more campuses (e.g., Twin Cities, Duluth, Morris, etc.)

- [ ] e. Usually, my contacts with people directly affect the whole University (all campuses).

- [ ] f. Usually, my contacts with people directly affect my work unit.

- [ ] g. Usually, my contacts with people directly affect a division within a department. (Count clinics and hospital stations here).

- [ ] h. Usually, my contacts with people directly affect one department. (Count bookstores, department libraries, Housing, Printing and experiment stations here.)

- [ ] i. Usually, my contacts with people directly affect two or more departments.

> Explain what the work unit is and how it is affected:

25. What is the MOST LIKELY effect of mistakes you could make during your contacts with people? (Count the primary effect of your contacts, not their effects somewhere down the line. Everyone must check one answer in EACH of the three sections below. Contacts can be by phone, letter or in person, so count the effect of errors in using the skills you checked on questions 20, 21, 22 and 23. Count work with confidential information. Include the contacts with people at the University and outside it. Do NOT count contacts with your immediate supervisor or with anyone you supervise, teach or for whom you serve as lead worker.)

check
ONE
box
here
- [ ] 1. Mistakes, if they happen, would usually be easy to find.
- [ ] 2. Mistakes, if they happen, would usually take some effort to find.
- [ ] 3. Mistakes, if they happen, would usually be hard to find.

and

check
ONE
box
here
- [ ] 1. Usually, mistakes could be fixed with little effort or expense.
- [ ] 2. Usually, mistakes could only be fixed with some effort or expense.
- [ ] 3. Usually, mistakes could only be fixed with lots of effort or expense.

and

check
ONE
box
here
- [ ] 1. Usually, mistakes would have no more than a minor effect on the University (on its programs, or its income, or its reputation).
- [ ] 2. Usually, mistakes could have a moderate effect on the University (on its programs, or its income, or its reputation).
- [ ] 3. Usually, mistakes could have a major effect on the University (on its programs, or its income, or its reputation).

> Possible errors and their effects:

The amount of risk to yourself and others is measured by question 26 through 30. The first two questions measure the severity of the health risk to which you are exposed and the amount of time you are exposed to these risks. The rest of the questions measure how much care you must use to protect others from injury or illness, how many people you are responsible for protecting, and the likely consequence to them if you fail to follow safety precautions.

26. If you become ill or injured as a result of carrying out your normal job duties, how severe is an illness or injury to you MOST LIKELY to be? (Do NOT count stress, since what is stressful for one person is not stressful for another. Do NOT count an illness or injury that could result only if you violate safety precautions. Do NOT mark the worst possible injury that could occur, such as electrocution from a faulty telephone or Xerox machine. Mark the injury or illness that is MOST LIKELY to occur.)

☐ a. I would probably get a potentially fatal injury or illness.

☐ b. I would probably get a major permanent disability or severe chronic medical condition.

☐ c. I would probably get a minor but permanent disability or chronic medical condition.

☐ d. I would probably get a temporary injury or illness that would require some period of hospitalization.

☐ e. I would probably get a temporary injury or illness that would require missing more than one week of work, but would not require hospitalization.

☐ f. I would probably get a temporary injury or illness that would require missing less than one week of work, and would not require hospitalization.

☐ g. I would probably get a minor injury or illness that would require no more than first aid or one day off work.

> Explain unless you checked "f" or "g" (identify the accident or health risk that would cause this degree of injury or illness):

27. On the average, how many hours a week are you exposed to the accident or health risks you listed in question 26 above? (Note: If you work part-time, please change your answer to show the number of hours you would be exposed if you worked full-time.)

☐ a. No exposure to moderate or serious risk (check this if you marked "f" or "g" for question 26).

☐ b. 1 - 4 hours per week

☐ c. 5 - 10 hours per week

☐ d. 11 - 20 hours per week

☐ e. 21 - 30 hours per week

☐ f. 31 - 40 hours per week

28. How much care must you USUALLY use to ensure the safety and health of others? (Note: you do NOT have to be a supervisor or lead worker to get credit here.)

☐ a. Usually very little care. There are very few safety precautions I must follow on my job. There is practically no risk that any one would be injured or become sick as a result of how I perform my job.

☐ b. Usually some care. There are some safety precautions I must follow on my job. If I fail to follow these precautions, there is a small risk that someone would be injured or become sick.

☐ c. Usually a moderate amount of care. There are several safety precautions I must follow on my job. If I fail to follow these precautions, there is a moderate risk that someone would be injured or become sick.

☐ d. Usually quite a bit of care. There are a number of safety precautions I must follow on my job. If I fail to follow these precautions, there is a large risk that someone would be injured or become sick.

☐ e. Usually a great deal of care. There are many important safety precautions I must follow on my job. If I fail to follow these precautions, it would almost certainly result in someone being injured or becoming sick.

> Explain whose safety you ensure and from what hazards you protect them (unless you checked "a"):

29. On the average, how many individuals are you responsible for protecting from the potential harm you indicated in question 28? (You do NOT have to be a supervisor to get credit here.)

A. Count here only the number of people you are directly charged with protecting. This means a specific number of people have been assigned to your care on an ongoing basis and you interact with them (for example, caring for children or patients, coaching sports participants, or showing students how to mix chemicals). Do NOT count the people who are supervised by others who report to you.

☐ a. None (Note: If you marked "a" for question 28, then you MUST check "none" here).

☐ b. 1 - 2

☐ c. 3 - 4

☐ d. 5 - 10

☐ e. 11 or more

B. Count here only the number of people who would be indirectly affected if you fail to follow proper safety precautions (for example, sanding sidewalks to protect people from slipping on ice or handling food properly to prevent food poisoning).

☐ a. None (Note: If you marked "a" for question 28, then you MUST check "none" here).

☐ b. 1 - 25

☐ c. 26 - 75

☐ d. 76 - 150

☐ e. 151 - 300

☐ f. more than 300

30. How severe is an illness or injury to others MOST LIKELY to be if you do not follow proper safety precautions on your job?

☐ a. Any injury to others or illness would most likely require hospitalization. However, there is little chance of permanent disability or chronic illness.

☐ b. Any injury to others or illness would most likely require hospitalization and result in either minor permanent disability or chronic illness.

☐ c. Any injury to others or illness would very likely result in serious permanent disability or chronic illness, and could possibly result in death.

☐ d. Any injury to others or illness would most likely be very minor. They would probably not need to miss any time off work.

☐ e. Any injury to others or illness would most likely be minor, but they would probably need to miss up to one week of work.

☐ f. Any injury to others or illness would most likely require them to miss more than one week of work, but no hospitalization would be necessary.

Explain what the most likely injury or illness would be (unless you checked "d" or "e"):

SUPERVISORY FACTORS

(Do not skip this section)

The amount of formal and informal supervisory responsibility required in your job is measured by a series of statements in section I and four questions in Section II. Section I measures the amount of formal supervisory responsibility or lead worker responsibility your job requires plus the amount of teaching, training and work evaluation that you are required to do whether or not you are a supervisor or lead worker. Section II measures how many people you formally or informally supervise, how much time you spend doing formal or informal supervisory activities, and the impact of your formal or informal supervisory responsibilities.

Note: When answering questions in Section I and Section II remember it does NOT matter who you supervise, review, or train:

- The person can be a staff member, student, or volunteer.

- The person can work full-time or part-time.

- Their appointment can be permanent, temporary, or seasonal.

SECTION I - CHECK "YES" OR "NO" NEXT TO EACH ACTIVITY.

Check "yes" or "no" next to EACH activity

(The following statements measure the amount of DIRECT formal supervisory responsibility that your job currently requires. Do NOT count people you indirectly supervise. That is, do NOT give yourself credit for activities that are only done by others who report to you.)

YES   NO
☐   ☐   I reward others. (I can decide their starting salaries or merit raises, write commendation letters, and allow Regents' Scholarship on work time).

☐   ☐   I discipline others. (I have authority to give oral or written reprimands, suspend, or terminate others.)

☐   ☐   I hire others. (I have authority to hire or not hire someone).

☐   ☐   I adjust grievances. (I have authority to deny or approve an official grievance).

☐   ☐   I do formal written performance evaluations (do NOT count the day-to-day evaluation and reporting on someone's work).

Check "yes" or "no" next to EACH activity

(The following statements measure the amount of lead worker responsibility your job currently requires. "Effectively recommend" means your recommendations are usually put into effect. If you checked "yes" to the previous statements about official supervisory responsibility, you should check "no" to these statements unless they apply to a different group of subordinates.)

YES   NO
☐   ☐   I effectively recommend that a particular person should be hired.

☐   ☐   I effectively recommend how others should be disciplined (whether they should be given an oral or written reprimand, suspended, or terminated).

☐   ☐   I effectively recommend how others should be rewarded (i.e., recommending starting salaries or merit raises, commendation letters, or that a Regents' Scholarship be given on work time).

☐   ☐   I effectively recommend a solution to an official grievance.

☐   ☐   I effectively recommend how others' performance should be formally evaluated (do not count the day-to-day evaluation and reporting on someone's work).

IF YOU CHECKED "YES" TO ANY OF THE ABOVE, HOW OFTEN ARE YOUR RECOMMENDATIONS PUT INTO EFFECT BY WHOEVER MAKES THE FINAL DECISION? (Check one.)

☐ almost always   ☐ most of the time   ☐ sometimes   ☐ not often

Check "yes" or "no" next to EACH activity	(The following statements measure the amount of DIRECT formal or informal supervisory responsibility your job currently requires. You may check "yes" to some of these even if you are not a supervisor or lead worker. Count activities done with students enrolled in classes or labs. DO NOT count people you indirectly supervise. That is, do not give yourself credit for activities that are only done by others who report to you.)

YES   NO

☐ ☐   I train others. (I give step-by-step instructions on how to do a particular task).

☐ ☐   I teach others. (I teach concepts or principles. These may serve as a guide for making decisions or solving problems).

☐ ☐   I orient others. (I introduce others to a new work setting or new environment).

☐ ☐   I evaluate and report on the work of others (this is the day-to-day evaluation of work, NOT formal performance evaluation).

☐ ☐   I review the work of others (review for errors, to be sure instructions were followed, etc.).

☐ ☐   I assign work to others. (Check this only if you have official responsibility for assigning work to someone. For example, do NOT count giving a typing assignment to a secretary in a typing pool.)

☐ ☐   I direct the work of others (check this only if you have official responsibility for telling others how to do their assigned work).

Examples of the activities you do and with whom:

SECTION II - CHECK ONLY ONE ANSWER FOR EACH QUESTION BELOW.

---

31. On the average, with how many people do you do the formal and informal supervisory activities listed in Section I?

    (Look at all the activities in Section I that you checked "yes." Count the actual number of people with whom you are currently doing these activities. It does not matter if they work part time, are unpaid, or are temporary employees. Do NOT count people who are supervised only by others who report to you.)

    ☐ a. None (check this only if you marked "no" for all the activities listed in Section I of Supervision).

    ☐ b. 1 - 2

    ☐ c. 3 - 4

    ☐ d. 5 - 9

    ☐ e. 10 or more

32. On the average, how many hours a week do you spend doing the formal and informal supervisory activities listed in Section I?

    (Look at all the activities you checked "yes" in Section I of Supervision. Count the number of hours a week you currently spend doing all these activities. Count the time spent talking, organizing work, and doing paperwork related to these activities. Note: If you are working part-time, please change your answer to show the number of hours you would spend if you were working full-time.)

    ☐ a. None (check this only if you marked "no" for all the activities listed in Section I).

    ☐ b. 1 - 3 hours per week

    ☐ c. 4 - 9 hours per week

    ☐ d. 10 - 19 hours per week

    ☐ e. 20 or more hours per week

33. Which work unit is MOST OFTEN directly affected by the formal and informal supervisory activities you marked in Section I? (This means the immediate effect of your activities, not their possible effect somewhere down the line.)

☐ a. Usually the activities I do directly affect a college or similar unit headed by a dean (count Ag. Extension and the Law Library here).

☐ b. Usually the activities I do directly affect a vice presidential unit.

☐ c. Usually the activities I do directly affect one campus (count the Twin Cities as one campus; count Wilson, Walter, St. Paul, Waseca, Morris, Crookston, Duluth, and the Biomedical Libraries here).

☐ d. Usually the activities I do directly affect two or more campuses (e.g., Twin Cities, Duluth, Morris, etc.)

☐ e. Usually the activities I do directly affect the whole University (all campuses).

☐ f. Usually the activities I do directly affect my work unit.

☐ g. Usually the activities I do directly affect a division within a department. (Count clinics and hospital stations here).

☐ h. Usually the activities I do directly affect one department. (Count bookstores, department libraries, Housing, Printing and experiment stations here.)

☐ i. Usually the activities I do directly affect two or more departments.

☐ j. None (check this only if you checked "no" for all the activities listed in Section I).

Explain what the unit is and how it is affected (unless you marked "j"):

34. What is the MOST LIKELY effect of errors you could make when doing the formal and informal supervisory activities listed in Section I? (This does NOT measure your performance; it helps measure the impact of the work you do. Count the primary effect of your supervisory responsibilities, not their possible effect somewhere down the line.)

☐ a. Check here ONLY if you marked "no" for question 33.

b.

check ONE box here
☐ 1. Mistakes, if they happen, would usually be easy to find.
☐ 2. Mistakes, if they happen, would usually take some effort to find.
☐ 3. Mistakes, if they happen, would usually be hard to find.

and

check ONE box here
☐ 1. Usually, mistakes could be fixed with little effort or expense.
☐ 2. Usually, mistakes could only be fixed with some effort or expense.
☐ 3. Usually, mistakes could only be fixed with lots of effort or expense.

and

check ONE box here
☐ 1. Usually, mistakes would have no more than a minor effect on the University (on its programs, or its income, or its reputation).
☐ 2. Usually, mistakes could have a moderate effect on the University (on its programs, or its income, or its reputation).
☐ 3. Usually, mistakes could have a major effect on the University (on its programs, or its income, or its reputation).

Possible errors and their effects (unless you marked "a"):

Please go back and check your form to be sure:

1) You <u>did not skip any</u> questions;

2) You gave <u>examples</u> for all questions where they are required;

3) You marked only <u>ONE</u> answer for each question (except for Section I under Supervision).

Before mailing the form, please have your supervisor review it and sign below.

<div style="border:1px solid black; padding:10px;">

I have reviewed this pay equity
questionnaire. The employee and
I have resolved any differences
of opinion (unless noted otherwise
in the margin next to the question
on which we disagree).

_____
Supervisor's name (printed)

_____
Campus address

_____
Supervisor's signature

_____
Campus phone

</div>

Thank you both for your help in this study.

<div style="border:1px solid black; padding:10px; text-align:center;">

Fold in half, tape, and mail.
Address is on the back.

</div>

Trisha Beuhring
Job Evaluation Project

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Compensation Division, Room 220
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St. Paul, Minnesota   55104