

Appendix A

University of Massachusetts Lowell

Position Description

Name:	Department:	Date:
Working Title:		Position Level:

General Summary (Purpose) of Position

Examples of Duties:

MINIMUM QUALIFICATIONS:

Supervision Received:

Supervision Exercised

1. Number of non-student employees directly supervised:
2. Number of non-student employees indirectly supervised:
3. Average number of student employees supervised:

Work Environment

Sample Faculty Position Description: I

**University of Massachusetts Lowell
Position Description**

Reference #: FC03020601	Department: College of Management	Date: 08/23/06
Working Title: Assistant/Associate Professor in Accounting		Application Deadline: 11/15/06

General Summary of Position

The College of Management at the University of Massachusetts Lowell invites applications for a tenure track position in the field of Accounting at the rank of Assistant/Associate Professor.

The University of Massachusetts Lowell has a history of strength and innovation in technology-related fields. Its goal is to become a model of how a public university can facilitate sustainable business and economic development in its region. The University offers innovative graduate and undergraduate educational programs, strongly facilitates the attainment of external funding for research, and promotes partnership and activities with business, K-12 schools, non-profit organizations, and community groups.

The College of Management, which is AACSB accredited, plays a key role in achieving this mission. Our 1500+ graduate and undergraduate students benefit from the college's commitment to promotion the development of specialized faculty expertise in applied research, outreach, and the application of new technology in business and industry. Classes are taught both in traditional classroom settings and over the Internet. Faculty members are strongly encouraged to engage in mission-related professional activities and regularly earn teaching load reductions for the publication of high quality research.

MINIMUM QUALIFICATIONS:

- Candidates must have earned a Ph.D. or D.B.A. degree in Accounting by the position starting date (September 2007).
- Teaching interest should include some combination of Financial Accounting, Auditing, and Accounting electives at both the M.B.A. and undergraduate levels.
- A demonstrated record of, or at the Assistant level a strong potential for, high quality mission-related research and highly competent teaching is required.
- Candidates should be able to speak and write clearly and have excellent interpersonal skills.
- Public accounting or corporate experience with applicable certifications is given preference.

TO APPLY:

Applicants should forward by e-mail a statement of professional interests and goals; curriculum vitae, samples of research work; evidence of teaching effectiveness, if available; and for non-U.S. Citizens, your residency status to Ms. Patricia Dunleavy at Patricia_Dunleavy@uml.edu. Please include reference number FC03020601 in the subject line. Applications will be accepted until November 15, 2006. Women and members of minority groups are encouraged to apply. The position is contingent upon funding.

Contact the University of Massachusetts Lowell Human Resources Department at 978-934-3560 for information regarding benefits and related employment matters.

The University of Massachusetts is an Equal Opportunity/Affirmative Action Title IX, H/V, ADA 1990 Employer and Executive Order 11246, 41 CFR60-741 4, 41 CRF60-250 4, 41CRF60-1 40 and 41 CFR60-1,4 are hereby incorporated.

Sample Faculty Position Description: II
University of Massachusetts Lowell
Position Description

Job Reference # : FC02030601	Department: Clinical Laboratory and Nutritional Sciences	Date: 11/6/06
Working Title: Assistant Professor in Clinical Laboratory and Nutritional Sciences		Application Deadline: Open until Filled

General Summary of Position

The University of Massachusetts Lowell is seeking candidates to consider for a full-time tenure-track position in the Department of Clinical Laboratory and Nutritional Sciences for Fall 2007. The department offers undergraduate majors in Clinical Sciences, Medical Technology and Nutritional Sciences, certificates in Clinical Pathology and Public Health and related graduate degrees.

The individual will be expected to contribute to undergraduate teaching and coordination of Basic Clinical Microbiology lecture and lab, upper level Clinical Microbiology courses and graduate teaching. Applications will be considered until position is filled.

MINIMUM QUALIFICATIONS:

- A doctoral degree in Microbiology or a related field is required. Preference will be given to applicants with MT/CLS certification (i.e ASCP, NCA) and/or a funded, active research program.
- Knowledge of Molecular Diagnostics is a plus.
- Successful college teaching experience and a desire to explore alternative teaching formats are preferred.

TO APPLY:

Send a letter of intent, complete CV, summary of research accomplishments, statement of teaching philosophy and contact information of three references to:

Dr. Kay Doyle, MT (ASCP) Chairperson
 Department of Clinical Laboratory and Nutritional Sciences
 University of Massachusetts Lowell
 3 Solomont Way, Suite 4
 Lowell MA 01854

Materials may be sent electronically to clsmicrobiology@uml.edu

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RESULTS-ORIENTED JOB DESCRIPTIONS

WHAT IS A JOB DESCRIPTION?

A job description is a formalized statement of the purpose and duties of a job. It clarifies who is responsible for certain tasks and helps an employee understand the specific responsibilities of his or her position and why it exists. It includes information on the minimum required education, experience, knowledge, skills, and abilities and on supervisory relationships, and helps the organization classify positions in an orderly and appropriate manner. When the results of work are clearly written and defined, everyone involved comes to understand and appreciate why the work is being done.

Supervisors: Faculty and staff supervisors use job descriptions to:

- Explain the core functions of the position when interviewing applicants or orienting a new employee
- Determine work objectives
- Perform organizational analysis and planning
- Improve employee performance through feedback based upon assigned duties and responsibilities
- Improve employee morale by clearly defining job requirements and expectations
- Provide an organized, defensible basis for personnel decisions

Employees: Job descriptions help employees understand their specific duties and responsibilities. Employees can refer to their job description to measure whether or not they are performing satisfactorily and meeting expectations. If written properly, job descriptions can help employees understand how they fit in the organization and how their work helps achieve the organization's goals.

Employment and Compensation: Recruiters and search committees use job descriptions to post vacancies, screen applicants and identify minimum qualifications and essential functions. The compensation staff uses job descriptions to compare one position to another to ensure that classifications and pay decisions are handled fairly, accurately and equitably. Compensation analysts also use the descriptions for matching jobs on surveys to determine how the university's pay stacks up against that of other employers.

Reasonable Accommodation and Return-to-Work: Job descriptions allow the university to meet its obligation to define "essential" responsibilities and job demands as required by the Americans with Disabilities Act (ADA). Job descriptions also help determine reasonable accommodations for temporary or permanent work restrictions and they help employees, supervisors, and physicians determine the mental and physical requirements of the job for worker's compensation and return-to-work issues.

WHAT IS A RESULTS-ORIENTED JOB DESCRIPTION (ROJD)?

A results-oriented job description (ROJD) does more than describe what an employee *does* (the tasks). It also describes what the employee *accomplishes* (the results). The ROJD identifies for employees and supervisors how the duties or tasks required of a job meet departmental objectives and it builds a connection between the employee's work and the university's mission. Advantages of results-oriented job descriptions include:

1. Placing the focus on why the position exists and stimulating discussion about the value of the work.
2. Creating an understanding of expectations and providing for improved communication.
3. Building a bridge between the job description and performance evaluation.
4. Enhancing employees' work identity.
5. Encouraging professional development.

DEVELOPING A RESULTS-ORIENTED JOB DESCRIPTION

A results-oriented job description is built in several steps. The sequence of these steps is critical to the success of the process. Writing a results-oriented job description using the method described below almost guarantees a shift of focus and enhancement of purpose for every job described. The employee, the supervisor, and the community as a whole can then recognize the connection between the work being performed daily and the employee's specific contributions.

1. Identify all the tasks: The first step is to develop a task list, which should include all work, activities, and services performed. This activity describes “what” must be done by the person holding the job. A partial task list for an “Instructional Assistant” might include:

- Arrange chairs and other classroom furniture.
- Prepare classroom supplies, e.g., cutting, laminating, copying.
- Set up classroom for special activities.
- Refill soap and towel dispensers.
- Decorate bulletin boards.
- Change children's artwork.
- Decorate rooms according to season or upcoming holidays.

2. Determine the essential responsibilities: Essential responsibilities are result statements that require several individual tasks to complete. This activity begins to describe “why” the tasks must be done. In this step, you will want to sort all identified tasks into a few logical groups. Then develop statements that summarize the purpose of each group of tasks.

Based on the partial task list in Step 1, an essential responsibility for an Instructional Assistant could be “Set up classroom for daily activities.” Type the essential responsibility statement in **bold** for additional emphasis. Then use the word “by” to connect the tasks to the essential responsibilities:

Set up classroom for daily activities by:

- Arranging chairs and other classroom furniture
- Ready classroom supplies, e.g., cutting, laminating, copying
- Setting up classroom for special activities
- Refilling soap and towel dispensers
- Decorating bulletin boards
- Changing children's artwork
- Decorating rooms according to season or upcoming holidays

3. Identify the percentage of time spent on each essential responsibility. Major responsibility areas should be listed in order from most important to least important or most time spent to least time spent. The total for all essential responsibilities must equal 100%.

4. Define the position's purpose. Finally, review each essential responsibility and its supporting tasks. Develop a one-sentence purpose statement that summarizes clearly “why” the position exists (this should be typed into the “General Summary of Position” section). In the case of our Instructional Assistant, a purpose statement could be:

“Enhance student achievement and safety by assisting the teacher with instruction, classroom maintenance and logistics, behavior management, and communications.”

Sample Results-Oriented Job Description

Title:	Instructional Assistant
Purpose:	Enhance student achievement and safety by assisting the teacher with instruction, classroom maintenance and logistics, behavior management, and communications.
Essential Responsibilities	<p>Provide assistance with all instructional activities, games, etc., by:</p> <ul style="list-style-type: none"> _ Assisting with circle time (weather, story, calendar, songs), cutting, gluing, painting, etc., and reading stories to children _ Providing small group one-on-one instruction with cooking, games, arts, crafts, puzzles, etc. _ Conducting alphabet and numbers lessons and assisting with writing skills exercises _ Helping with written name recognition _ Providing instruction in use of computers _ Assisting children with musical instruments, one-on-one interaction and modeling, and encouraging speech and language concepts <p>[Percentage: 30%]</p>
	<p>Complete classroom setup and take-down by:</p> <ul style="list-style-type: none"> _ Creating bulletin boards, placemats, birthday signs, name tags, teaching charts, and artwork _ Designing room layout (placement of tables, etc.) _ Disinfecting equipment periodically and cleaning equipment for summer storage _ Preparing the room for next day, including vacuuming, washing toys, setting up playground equipment, periodically cleaning refrigerator, watering plants <p>[Percentage: 20%]</p>
	<p>Assist with the arrival and departure of children by:</p> <ul style="list-style-type: none"> _ Monitoring and directing student traffic, greeting students at buses or cars, and helping children enter and exit school bus _ Assisting with special needs equipment, including walkers, wheelchairs, pony, stander, etc. _ Escorting children into proper classroom _ Helping children remove and hang up coats, backpacks, etc. and instructing them on how to button, zip, put on and remove coats, hats, gloves, etc. <p>[Percentage: 20%]</p>
	<p>Maintain positive communications between parents and school by: Communicating with parents</p> <ul style="list-style-type: none"> _ Identifying child's interests in order to use with instruction and to maintain contact _ Checking book bags for notes or any parent-to-school communication and for returned library books, special information, tuition, etc. _ Placing school announcements, notices, completed projects, etc., into children's backpacks _ Checking e-mail and voice mail for messages from parents and delivering notes to school office _ Preparing and distributing newsletter to parents and other teachers _ Attending family fun days or special evening events and participating in all school-wide activities, meetings conferences, etc. <p>[Percentage: 15%]</p>
	<p>Assist with behavior management and monitor/provide documentation of performance by:</p> <ul style="list-style-type: none"> _ Recording performance comments as directed, filing necessary documents and notes, communicating behavior classifications to administrators and parents as directed, and completing paperwork, timesheets, schedules, etc _ Filing proof of special training, in-service hours, etc., with office for state inspector _ Maintaining strict confidentiality at all times _ Providing discipline for any behavioral issues firmly but positively _ Being available to assist teacher with any discipline problems and implementing behavior modifications as directed _ Assisting in identification of student-related behavior problems _ Implementing and directing building safety and discipline procedures _ Providing student supervision in non-academic areas <p>[Percentage: 15%]</p>

Writing Sentences for Job Descriptions

1. Use clear and concise language. When possible, use words that have a single meaning. Use examples / explanations for words which have varying interpretations
2. Use non-technical language whenever possible. A good job description explains the objectives, duties, and responsibilities of a job so that they are understandable even to a lay person.
3. Use telegraphic sentence style (implied subject / verb / object / explanatory phrase).
Keep sentence structure as simple as possible; omit all words that don't contribute necessary information.

Example: ~~The job incumbent transports all company~~ mail to various locations throughout the ~~entire~~ facility.

4. Begin each sentence with an active verb; always use the present tense.
5. Whenever possible, describe the desired outcome of the work, rather than the method for accomplishing that outcome. For example, instead of "writes down phone messages"- a task-oriented approach - you might say "accurately records phone messages.
6. Avoid words, such as "handles," that don't tell specifically what the employee does. Others you may want to avoid: "checks," "prepares," "examines," "sends." If these words are the most accurate and specific ones available, it may be acceptable to use them. But if a more specific term would describe the task more clearly, use it.
7. Use generic terms instead of proprietary names ("Microsoft," "Xerox," "Macintosh," etc.).
8. Avoid using gender-based language.
9. Qualify whenever possible. Don't just say that a file clerk "files materials" -- say that s/he "files materials alphabetically."