

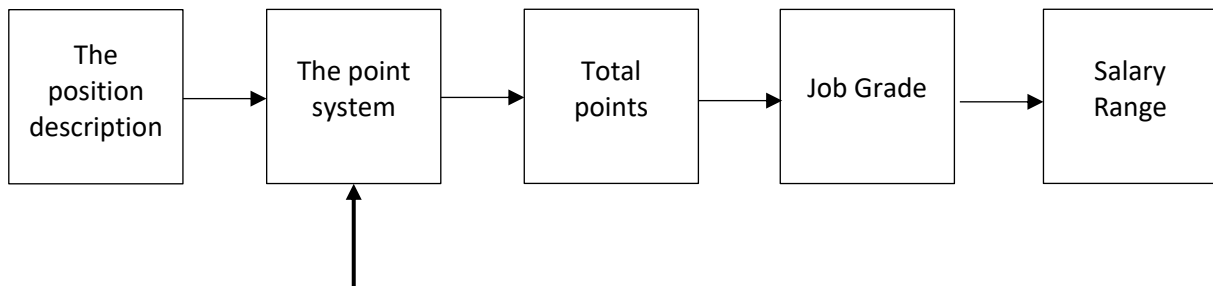
UMass Professional Staff Job Classification System

This system has been in use at UMA and UMB since 1996. It is a revision of the Olney Position Evaluation Manual for Higher Education, which the University previously used.

All bargaining unit positions (not the people in the positions) are evaluated according to this system. Points are awarded for each of the thirteen elements. The total number of points determines the grade level (see last page). When duties and responsibilities of a position change, the position should be re-evaluated.

Salary range for each grade may be increased by the University.

Job Classification System



The Point System

Each position description is graded for 13 different elements. Each element is broken down into five or more levels. Each level is described by a paragraph and has a number of points assigned to it. The position description is evaluated according to the description of each level and assigned the appropriate points for each element.

The Elements

- I. Basic Knowledge (*Sample levels: 18 24 30 36 42 50 60*)
- II. Experience
- III. Judgment & Initiative
- IV. Independent Action
- V. Accountability
- VI. Interrelationships
- VII. Manual Skills
- VIII. Environmental Conditions
- IX. Physical Effort
- X. Occupational Risks
- XI. Supervisory Responsibility — A
- XII. Supervisory Responsibility — B
- XIII. Information Technology Skills

- I. **BASIC KNOWLEDGE:** The complexities and relative levels of specialization involved in various positions demand varying degrees of knowledge, skills, and abilities which constitute the basic knowledge or minimum education requirement of the position. Basic knowledge is normally acquired through formal education; however, “equivalency” considerations should be given to self-study, evening courses, military service training, etc.

BASIC KNOWLEDGE	LEVEL INDEX
Duties may involve intermittent exposure to work situations requiring relatively broad scope of basic knowledge, i.e., ability in simple bookkeeping functions; working knowledge of trades or crafts; operational ability with office machines, i.e., typewriter, adding machine, duplications, keypunch, etc. Must be able to communicate information effectively to others orally or in writing. Equal to completion of four years of high school.	18
Work involves use of complex procedures requiring special knowledge or ability; e.g., operation of computer peripheral equipment; duties may require working familiarity with technical terminology, simple laboratory procedures, etc., or journeyman ability in trades or crafts.	24
Work requires broad knowledge of specialized field normally acquired through technical or vocational training, e.g., drafting, photography, electronic or chemical technology, secretarial arts. Equal to one or two years of college, scholastic preparation or Associate’s Degree.	30
Work requires extensive knowledge of specialized field, as well as general knowledge of related field(s). Equivalent to completion of three years college or an Associated degree and further specialized courses which may result in licensure or certification.	36
Duties require intensive knowledge of highly specialized field as well as general knowledge of related field; or broad knowledge of major organizational functions or activities. Equal to completion of four years of college, or Bachelor’s degree.	42
Duties require advanced theoretical or highly technical knowledge of specialized field, equal to one or two years of study at graduate level, or Master’s degree.	50
Responsibilities demand knowledge equivalent to doctoral degree in specialized discipline.	60

II. **EXPERIENCE:** Experience measures the length of time usually or typically required by an individual, with the specified “basic knowledge”, to learn to perform the duties effectively under normal supervision. In evaluating a position on this factor, it should be remembered that experience may involve the following two elements:

- A. Previous qualifying experience in a related or less responsible position either with the organization or outside
- B. The length of “on the job training” or period of adjustment and adaptation on the specific job itself.

The length of required experience is the sum of A and B.

EXPERIENCE	LEVEL INDEX
Under 1 years	16
Over 1 year up to and including 3 years	24
Over 3 years up to and including 5 years	32
Over 5 years up to and including 7 years	40
Over 7 years up to and including 10 years	50
Over 10 years	60

- III. JUDGMENT AND INITIATIVE: This job element measures the relative level of intellectual demand which may be inherent in a particular position. The responsibility for formulating independent decisions should be considered, as well as such criteria as problem solving, prioritization, original thinking, analytical evaluation, application of specialized expertise or advanced knowledge in a field, conceptual development of techniques, procedures, and policies, and degree of participation in the formulation of long- and short-range plans.

JUDGMENT AND INITIATIVE	LEVEL INDEX
Responsibilities may involve performance of specialized procedures requiring familiarity with relatively broad range of techniques and knowledge. Duties may demand comprehensive knowledge of department functions; may offer constructive suggestions regarding programmatic or departmental procedures, planning, etc.	20
Assigned responsibilities require application of substantial knowledge of a field of expertise, or complex technology or general knowledge of inter- and intra-departmental operating policies, systems, and procedures.	24
Responsibilities may involve prioritizing goals; research and investigation; formulating independent or joint decisions regarding procedures, budgets, personal development of specific populations, operations, systems, policies; and contributing to overall short- and long-range planning in program or department.	28
Nature of duties may require the ability to solve complex problems spanning a range of academic and/ or administrative areas; consistent with the same range, may participate in the conception, development and implementation of major projects involving administrative programs, new technology, research, curricular design, or training.	33
Duties and responsibilities include planning, directing and controlling a major division of institution, exercising judgment and initiative to oversee operations and determine the short- and long-range plans for the division, to meet the institutions overall goals and objectives.	38
Responsibilities include planning, organization, and coordination of major functional segment of the institution (executive area), involving exercise of high degree of judgment, initiative, and leadership, as well as the ability to anticipate and positively react to technical, organizational, and administrative problems.	44
Must be able to exercise authority and accept responsibility the direction of overall activity of institution including planning, operation, and control, subject the directives and established objectives set forth by the governing board.	55

- IV. **INDEPENDENT ACTION:** The Independent Action element is used to assess the relative degree of independence that the individual exercises in performing the assigned duties of a position. In lower-level positions, Independent Action may be thought of as exposure to, or freedom from, supervision; while, in higher level positions, Independent Action frequently is a reflection of the scope of delegated authority.

INDEPENDENT ACTION	LEVEL INDEX
Incumbent generally establishes own work plan and priorities, using established procedures, to assure timely completion of assigned work in conformance with established departmental policies and practices; problems lacking clear precedent are usually reviewed with supervisor prior to taking action.	10
Incumbent functions independently within broad scope of department policies and goals; may adapt established procedures to particular problems; generally refers specific problems to supervisor only where clarification of departmental policies and procedures may be required.	20
Incumbent consistently works independently and/ or jointly as member of a small team in formulating plans and objectives for program or section in accordance with overall departmental goals, within the constraints of professional guidelines and codes of ethics. May conceptualize new technological applications or areas of research. Refers problems or exceptions to departmental policy to supervisor for further clarification.	25
Incumbent has authority to establish policies, determine allocation of resources and delegate responsibility consistent with plans and goals of department or major projects. Consults with division head, dean or director on specific matters only where clarification, interpretation, or exception to institutional policy may be required.	30
Incumbent functions independently within broadly defined area of delegated authority affecting a large segment of institution; may exercise authority over a major division, college/ school, or MBU, deferring to Vice Chancellor on matters requiring deviation from existing university policy.	35
Incumbent establishes personal standards of performance within broad framework of policy and objectives as set forth by the governing board. May exercise provisional authority of Chancellor for short periods with direct responsibility to governing Boards, and may be responsible for an entire executive area.	40
Exercise authority over total operations of institution in conformance with general directives and objectives set forth by governing Boards, seeking advice and counsel of Board only on matters of importance	50

- V. **ACCOUNTABILITY:** There exists in every position the possibility of error, whether through omission, commission, or direction. The Accountability element permits objective measurement of: likelihood of errors; possibility of error detection; and probable effects of errors on department, institution, or the public. Probable results of errors are measured in terms of cash losses, injury to others, and jeopardy to programs, damage to equipment or facilities, or significant inconvenience to others. Also considered is access to privileged information, the disclosure of which could compromise the institution's position.

ACCOUNTABILITY	LEVEL INDEX
<p>Nature of duties involves responsibility for working with data and/ or programs of an inter-departmental nature. Possible errors could cause significant delays in the processing of important information; result in losses through damage to facilities, equipment, or loss of materials; or result in minor monetary losses through mistakes in preparation of fiscal information; or result in unreasonable or substantial costs or significant inconvenient to others. May routinely have access to confidential compensation, etc.</p>	<p>15</p>
<p>Responsibilities may include participation in planning activity at program or small departmental level, or the development of solutions to specific problems requiring analysis and complex decision-making, where errors in technique or judgment would be difficult to detect. May have direct responsibility for determining course of action to be taken by others. Erroneous judgment could result in significant losses or costs, program failures, or major deleterious effects on another person's academic, social or emotional well-being. Has regular access to all data related to program or small department level.</p>	<p>24</p>
<p>Duties may include responsibility for directing the formulation and implementation of planning at the departmental level and/or development of recommendations which contribute to institution-wide plans and objectives; initiating budgetary recommendations and assumption of fiscal responsibility for departmental activity, including responsibility for facility, equipment and workforce utilization. Performance errors could severely hamper departmental operations. Works regularly with privileged information concerning departmental activities and plans, and may have access to privileged information at inter-departmental level.</p>	<p>33</p>
<p>Duties may include responsibility for directing the formulation and implementation of planning at the College/ Division/ MBU level and/ or development of recommendations of which institution-wide plans and objectives are based; initiates budgetary recommendations and may assume fiscal responsibility for facility, equipment, and workforce utilization. Performance errors could severely hamper College/ Division/ MBU operations. Works regularly with privileged information concerning inter-departmental activities and plans.</p>	<p>38</p>

<p>May assume functional responsibility for major areas of institution's activity (or entire institution) in absence of Chancellor; erroneous judgment in the exercise of responsibilities could have continuing adverse influence on overall functions. Has regular access to institution's highly restricted objectives, plans, and total programs.</p>	44
<p>Duties involve primary responsibility for institution's operations where errors in judgment could have far-reaching effects on the institution's ability to meet its established objectives. Has full and complete access to all institutional objectives, plans, and programs.</p>	55

VI. INTERRELATIONSHIPS: The Interrelationships element measures the relative level of human interaction involved in any particular position. Considered under this element are the types of person with whom the incumbent may be associated, as well as the basic human relations skills which may be required in the performance of assigned or responsibilities.

INTERRELATIONSHIPS	LEVEL INDEX
Functions performed require the ability to communicate and/ or discuss complex information with other employees, students, parents, or the general public, under conditions where perceptiveness, clarity, or sensitivity may be required.	9
Assigned duties may include serving as functional representative of the institution on matters of policy or procedure where perceptiveness, clarity, and tact are required; duties may require the ability to affect and/ or modify actions of others where empathy and perceptiveness are required to analyze individual circumstances and determine most appropriate course of action.	18
Work may involve dealing with the personnel of other departments within the institution, as well as students, parents, general public, representatives of other organizations, vendors, etc., to further the interests of the institution, duties may involve fostering or promoting growth, development, or well-being of persons entitles to the services of the institution.	28
Work involves representing the institution to outside groups where considerable discretion, resourcefulness, and persuasiveness may be required to achieve desired objectives through negotiations, or influencing the decisions of others. Work may regularly require specialized skills to relate effectively to populations with exceptional needs.	32
Nature of responsibilities involves regular association with community leaders, local, state, and deferral government officials, etc., where considerable ability is required to protect and promote the best interest of the institution as a whole.	37
Duties require ability to represent institution effectively in situations of major importance to present and future success of the institution. Must effectively work with and influence all types of persons.	46

VII. MANUAL SKILLS: Many positions require the application of varying degrees of manual skills, such as eye and hand coordination, finger dexterity, manipulative ability, etc., for varying lengths of time.

MANUAL SKILLS	LEVEL INDEX
Duties require little to no application of basic manual skills other than normal reflexive actions.	2
Demands of position are primarily mental; however, occasional and minimal manipulative ability may be required in filing equipment operation and similar tasks	4
Significant portions of daily assignments may involve application of manual skills requiring eye and hand coordination in combination with finger dexterity, e.g., typing, machine operation, etc., or use of tools or instruments	6
Responsibilities may involve close eye and hand coordination, finger dexterity, and manipulative ability under circumstances where accuracy may be critical; may make repairs to delicate electronic or similar instruments, or perform microscopic experiments, or precise medical procedures.	8
Duties may involve intense concentration of manual skills together with visual acuity for lengthy periods of time in such functions as delicate assembly or repair, involving micro techniques, use of miniaturized instruments, etc.	10

VIII. ENVIRONMENTAL CONDITIONS: The Environmental Conditions element measures the environmental conditions under which the work of a specific position may be performed. Consider elements which may hamper the incumbent’s ability to perform assigned duties, through the creation of work distractions or unpleasant conditions.

ENVIRONMENTAL CONDITIONS	LEVEL INDEX
Generally pleasant working conditions with few or no distractions or unpleasant elements	2
Satisfactory physical environment with occasional distractions from machine or related noise, or exposure to unpleasant elements such as chemical fumes, dust, or temperature variations caused by poor ventilation.	4
Duties may involve general cleaning with exposure to dirt, noxious chemicals, odors, cramped quarters, etc., or much of work may be performed outdoors with exposure to weather extremes; or frequent distractions disruptive of work routines. Work may involve dealing with irate or anxious individuals.	8
Nature of duties may involve continuous presence of unpleasant or irritating elements, e.g., considerable noise, constant exposure to extremes of weather through duties performed exclusively outdoors; work may require frequent exposure to emotionally stressful situations.	12
Work requires high degree of individual tolerance to combinations of extremely unpleasant elements. Nature of physical environment is such that incumbent must be relieved at frequent intervals in order to assure personal well-being and/ or safety.	18

- IX. PHYSICAL EFFORT: The Physical Effort element measures the degree of exertion required in the performance of various position responsibilities. In addition to direct physical labor, consideration should be given to general physical activity, i.e., standing, walking, etc., as well as physical force exerted for short or intermittent periods of time.

PHYSICAL EFFORT	LEVEL INDEX
Duties involve little or no exertion of physical effort.	4
Work may involve occasional light to moderate exertion or physical effort in transporting, or lifting, moving, or carrying light-weight materials or equipment.	8
Duties may involve intermittent exertion of moderate physical effort in positioning, lifting, or moving bulky equipment or materials weighing 30 to 60 pounds.	12
Duties consist primarily of physical labor, involving occasional moderate to heavy exertion of physical effort in lifting, pulling, pushing, or similar functions.	16
Position demands frequent exertion of heavy physical effort for extended periods of time, requiring considerable strength and endurance.	20

- X. OCCUPATIONAL RISKS: The Occupational Risks element measures the relative degree of exposure to job-related injury which may be present in various positions. It is important in applying this element to determine the probability of injury during the performance of assigned functions, as well as the potential severity of injuries, should accident actually occur.

OCCUPATIONAL RISKS	LEVEL INDEX
Nature of duties performed presents little to no potential for job-related accidental injury.	2
Work generally does not involve occupational risk; however, failure to follow established procedures and safety practices could result in minor injury, e.g., abrasions, chemical or heat burns, bruises from falls on slippery floors.	4
Duties may involve working with dangerous and/ or unidentified chemicals, hot steam, open flame, extremely heavy materials, presenting potential risk of disabling injuries resulting in loss of times from work. Duties performed may involve frequently assisting in moving, lifting or positioning equipment, materials, or persons and present potential risk of disablement, resulting in loss of time from work.	8
Work may involve frequent exposure to hazardous situations or dangerous persons involving potential for serious disabling injuries resulting from permanent loss of, or impairment to, major bodily function, e.g., sight, speech, hearing, use of limb(s), etc.	14
Functions regularly performed are generally hazardous and though generally acceptable professional guidelines are followed and discretions exercised, may involve exposure to high voltage power sources, dangerous machinery, dangerous levels of radiation, harmful laser beams, explosive environments lacking safety monitoring, as well as inadvertent exposure to infectious agents that may be contained in human body fluids. Job related injuries could result in total and permanent disability or loss of life.	20

XI. SUPERVISORY RESPONSIBILITY – A

The Supervisory Responsibility element is subdivided into two sections:

- A. Organizational responsibility for others
- B. Actual numbers of persons involved or quantitative responsibility for others

In the first category, consideration should be given to establishing types of supervision provided, i.e., functional, technical, direct, administrative, etc., as well as directly related organizational responsibilities, e.g., responsibility for hiring, training, developing policies and procedures, and the establishment and control of budgets through subordinate personnel.

SUPERVISORY RESPONSIBILITY – A	LEVEL INDEX
May provide functional or technical supervision over other employees in same or closely related classification, where scope of supervisory responsibility is limited to occasional directions, guidance, explanation, etc. May assume relief responsibility for small units at infrequent intervals.	3
Provides direct supervision over functional unit or section where supervisory responsibility includes scheduling and/ or assignment of personnel; however, supervisory responsibility is not normally a significant portion of assigned duties. Also included in this category are people who may relieve or act as substitutes for an absent department head or program director.	6
Principal duty is the direct supervision over a functional unit, section, program, or small department. Responsibilities include selection, orientation, and training of personnel; initiation of “personnel action” recommendations; workforce planning and development; and fiscal accountability for establishing and controlling operating budgets.	11
Duties include supervisory responsibility for major department, including selections and training of personnel; initiation of “personnel action” recommendations; personnel planning and development; fiscal accountability for establishing and controlling operating budgets and workforce planning.	21
Responsibilities include accountability for activities of major division, college/ school, or MBU involving coordination of operations of two or more major departments, and direct supervisory responsibility over subordinate department heads. May assume temporary or provisional responsibility for entire executive area operation in absence of Vice Chancellor.	28
Directs, plans, organizes, and controls activities of an entire executive areas, exercising provisional authority for Chancellor for short periods, as necessary.	35
Directs, organizes, plans, and coordinates overall activity and operation of initiation in accordance with general directives and objectives established by governing Board.	42

XII. SUPERVISORY RESPONSIBILITY – B

The number of points for this factor is the sum of points received for direct, indirect and student employee supervisions.

1. Direct Supervision

The number of non-student employees directly supervised (not FTE's):

3 or fewer	3
4 – 6	5
7 – 9	7
10 – 12	9
More than 12	11

2. Indirect Supervision

The number of non-student employees indirectly supervised (not FTE's):

10 or fewer	1
11 – 20	3
21 – 50	5
51 – 100	7
More than 100	9

3. Student Supervision

The number of students supervised directly or indirectly at any given time:

4.

10 or fewer	1
11 – 20	2
21 – 50	4
51 – 100	6
More than 100	8

XIII. INFORMATION TECHNOLOGY SKILLS: The Information Technology Skills element is used to assess the relative level of specialized knowledge related to Information Technology (IT), or the use of computers to analyze, communicate, manage or manipulative data.

INFORMATION TECHNOLOGY SKILLS	LEVEL INDEX
Work may involve basic computer skills, including data entry, email, or the use of office productivity software.	0
Work requires advanced knowledge of computer software and/ or hardware; or web design skills, including markup, scripting, standards or web development platforms. Employee is expected to diagnose problems related to commonly used computer software and/ or hardware; provide training; recommend technological solutions to resolve problems or improve efficiency; install or upgrade software and/ or hardware. Excludes responsibility for web content maintenance.	12
Work requires specialized knowledge of information technologies; or the use of data mining; analytical or statistical software. Employee is expected to provide direct support, administration, maintenance and/ or programming of IT systems, such as multi-user applications, databases, networking infrastructure, servers, websites or other IT components.	18
Work requires expertise in the development and deployment of information systems, including network and data security and compliance. Employee is responsible for managing major aspects of information systems used across campus, including implementing new systems; reviewing, auditing, and/ or upgrading systems and infrastructure and making recommendations for IT infrastructure and/ or security.	24
Employee is responsible for design and architecture of information technology on a campus-wide level.	30

ELEMENT-LEVEL INDEX WEIGHTING

<u>Element</u>		<u>Level Index Distribution</u>						
I.	Basic Knowledge	18	24	30	36	42	50	60
II.	Experience	16	24	32	40	50	60	
III.	Judgment and Initiative	20	24	28	33	38	44	55
IV.	Independent Action	10	20	25	30	35	40	50
V.	Accountability	15	24	33	38	44	55	
VI.	Interrelationships	9	18	28	32	37	46	
VII.	Manual Skills	2	4	6	8	10		
VIII.	Environmental Conditions	2	4	8	12	18		
IX.	Physical Effort	4	8	12	16	20		
X.	Occupational Risks	2	4	8	14	20		
XI.	Supervisory Responsibility – A	3	6	11	21	28	35	42
XII.	Supervisory Responsibility – B							
	Direct supervision	3	5	7	9	11		
	Indirect supervision	1	3	5	7	9		
	Student supervision	1	2	4	6	8		
XIII.	Information Technology Skills	0	12	18	24	30		

Level Index Range	UMA Grade	UMB Grade
113 – 124	21	24
125 – 136	22	25
137 – 148	23	26
149 – 160	24	27
161 – 172	25	28
173 – 184	26	29
185 – 196	27	30
197 – 208	28	31
209 – 220	29	32
221 – 232	30	33
233 – 244	31	34
245 – 256	32	35
257 – 268	33	36
269 – 280	34	37
281 – 292	35	38
293 – 304	36	39
305 – 316	37	40
317 – 328	38	41

UMass Amherst Exempt Salary Ranges

Current Hiring Ranges for Professional Positions (as of 3/2020)

Level	Min	25 th	50 th	75 th	Max
24	36,400	40,950	45,500	50,050	54,600
25	40,000	45,000	50,000	55,000	60,000
26	44,100	49,600	55,100	60,600	66,100
27	48,700	54,800	60,900	67,000	73,100
28	53,800	60,500	67,200	73,900	80,600
29	59,400	66,800	74,200	81,600	89,000
30	65,600	73,800	82,000	90,200	98,400
31	72,600	81,650	90,700	99,750	108,800
32	80,300	90,350	100,400	110,450	120,500
33	88,800	99,900	111,000	122,100	133,200
34	98,300	110,600	122,900	135,200	147,500
35	109,000	122,600	136,200	149,800	163,400
36	121,000	136,100	151,200	166,300	181,400
37	134,200	151,000	167,800	184,600	201,400
38	149,000	167,650	186,300	204,950	223,600