# **Job Function Analysis; COVID-19 Related**

# Overview

A Job Function Analysis is the process of reviewing a job to determine the job's purpose and the structure of the job setting, including specifics about the worksite, workstation, and activities. Once completed, a Job Function Analysis will assist to determine where job activities can be performed and with what resources.

# Purpose

Completion of this modified Job Function Analysis will assist in determining which of the following scenarios individual positions fall under based on the **current business needs of the department** and in light of the COVID-19 guidelines (subject to change):

* **On-site**: Essential job functions require the work be performed on-site;
* **Hybrid:** Essential job functions require the work to be performed some of time on campus and some of the time remotely;
* **Remote:** Essential job functions can be performed remotely.

# Job Function Analysis Questionnaire

**Job Title:**

**Hours of work (**full time or part time, typical work hours and shifts, days of week, and whether overtime is expected; union considerations):

**Work environment pre-COVID-19**:

**Job Tasks:**

**Essential job functions** are the basic job duties that an employee must be able to perform, with or without accommodations. Factors to consider in determining if a function is essential include:

* + - * the relationship of the function to the primary purpose of the position;
      * the number of other employees available to perform the function or among whom the performance of the function can be distributed;
      * the degree of expertise or skill required to perform the function.

**Nonessential/Marginal** are functions that are not essential to the specific job or that different employees share.

1. Who is the position serving (i.e. students, faculty, staff, guests/visitors, community) as it was and as it evolves (i.e. a position that served students in campus housing will not be essential if students do not return to campus housing).
2. Are the functions restricted to regular business hours or can they be flexed or performed in shifts to accommodate physical distancing, home-schooling, care of others, etc.?
3. What tools, supplies, devices, machinery and/or support are needed to do this job? Could these tools, etc. be moved from campus to the employee’s home? Would moving these tools, etc. represent a financial or physical burden? Could these tools, etc. be purchased to be used in employee’s home?
4. Does the employee require physical access to buildings, grounds, and facilities in order to complete work duties? In what context(s) is physical access required (i.e. caring for lab animals, performing lab experiments, accessing campus-only technology – servers, microfiche, providing security, maintaining facilities, equipment, cleaning, etc.)?
5. What are the essential job functions? For each function, what is the frequency and duration with which essential tasks are performed and can they be performed remotely?
6. What are the marginal job functions?
7. What other positions exist in the department that perform all or some of the same essential job functions? What job tasks can be redistributed between positions to limit the number of employees on campus?
8. Does this position require face-to-face interaction with faculty, staff, students, and/or visitors? If so, in what context and can these interactions be done remotely? What percentage of the position do these interactions represent?

# Outcome

What percentage of the job function are essential to be performed on-campus?

What percentage of the essential job functions can be performed remotely?

What supports or modifications are necessary to meet business needs and the safety of the individual and the community?