**(Job Title/Working Title)**

**Department, College, or School**

Job Code/Description: (Assigned by HR)

Unique Comp Code:

Position Number:

Professional Field: State the professional field/discipline of the position (e.g. Biological Research).

Reports to: Job Title

Supervisory Role: The (Job Title) (will/will not) supervise other employees.

FLSA: Exempt/Non-Exempt

Salary/Pay Range: Salary Range for Exempt/Pay Range for Non-Exempt

Source of Funding: Provide speed type & funding description (General Fund, Grant, Endowment, etc.)

**Summary**

* \*Usually in paragraph format\*
* Brief description of the organization and the role of the position within the organization.
* Brief description of the major functions and/or program, e.g., day-to-day operations, supervisory, program development, management, fiscal accountability, etc.
* Brief description of the scope of responsibilities…within the unit, campus, statewide, etc., describe what, how, and why it is done.
* Should not exceed 5 sentences long.

**Essential Functions**

The duties and responsibilities of the position include, but are not limited to:

* Enumerate specific duties, including outcomes and how they are achieved.
* List the most critical/essential/important duties first. Give specific examples, do not use ambiguous terms.
* Describe the scope, content, and variety of work. Describe duties and responsibilities that require creative, analytical, evaluative, interpretive, or critical thinking.
* What problems will this position have to think through, what analysis is done, and what is the impact and consequences of decisions made by this position, how will they resolve complex issues?
* What initiative, discretion, and creativity are allowed?
* List examples of courses that may be taught, if applicable.

**Minimum Qualifications**

Applicants must meet minimum qualifications at the time of hire.

* Education: State the degree required, including specific field(s) of study that you would accept and the phrase “or a related degree.” For example, bachelor’s degree in finance, accounting, or a related degree.
* Experience: Experience is not necessarily required for all positions. If no experience is required, do not include this section. All requirements must be quantified. What is the exact number of months or years of experience needed to perform the job duties? Please do not include a range. Be aware that stated experience requirements will be combined to calculate the total number of months/years.
* Special Skills: If licensure or certification are required, include that here. If these are required within xx months of hire, please include that as well. If no licensure or certification is required, do not include this section.
* There should be roughly 3-5 minimum qualifications listed. State only the qualifications the position requires, **NOT** what the ideal candidate has. Please consult system policies as appropriate for guidance on the usual requirements of the position. https://www.cu.edu/ope/aps/5060

**Preferred Qualifications**

* Include up to 3-5 preferred qualifications. Ask yourself how the candidate would document that they meet each preferred qualification. If it would be difficult or impossible to document (e.g. personality traits), do not include it.

**Physical Requirements**

This section should list the physical requirements for a person to be successful in performing the essential job duties with or without reasonable accommodation. Some examples of these requirements are strength guidelines, motion parameters, work environment, and vision and hearing requirements. Use the Functional Attributes of Job Duties section below.

Note: This job description is intended to outline the general responsibilities, qualifications, and physical requirements of this role at UCCS. It is not an exhaustive list of all duties, responsibilities, and qualifications required. The university reserves the right to modify, add, or remove duties and responsibilities as needed to meet the university's needs.

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| **Functional Attributes of Job Duties:** |
| Essential Functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. For the America with Disabilities Act, **please select all the functional attributes below which apply to this position**. |

**I. PHYSICAL DEMANDS**

[ ]  **SEDENTARY** - Exert up to 10 lbs. of force occa­sionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Involves sitting most of the time but may involve walking or standing for brief periods of time.

[ ]  **LIGHT** - Exert up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligi­ble amount of force constantly to move objects. Physical demands are more than those of sedentary work. Light work usually requires walking or standing to a significant degree.

[ ]  **MEDIUM** - Exert up to 50 lbs. of force occasional­ly, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects.

[ ]  **HEAVY** - Exert up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects.

[ ]  **VERY HEAVY** - Exert more than 100 lbs. of force occasionally, and/or more than 50 lbs. of force frequently, and/or more than 20 lbs. of force constantly to move objects.

[ ]  **CLIMBING** - Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.

[ ]  **BALANCING** - Maintaining body equilibrium to prevent falling on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when perform­ing feats of agility.

[ ]  **STOOPING** - Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.

[ ]  **KNEELING** - Bending legs at knees to come to rest on knee or knees.

[ ]  **CROUCHING** - Bending body downward and for­ward by bending legs and spine.

[ ]  **CRAWLING** - Moving about on hands and knees or hands and feet.

[ ]  **REACHING** - Extending hand(s) and arm(s) in any direction.

[ ]  **HANDLING** - Seizing, holding, grasp­ing, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand.

[ ]  **FINGERING** - Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

[ ]  **FEELING** - Perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.

[ ]  **TALKING** - Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which workers must impart oral information to clients or to the public, and in those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

[ ]  **HEARING** - perceiving the nature of sounds. Used for those activities which require ability to receive detailed information through oral communication, and to make fine discriminations in sounds, such as when making fine adjustments on running engines.

[ ]  **TASTING/SMELLING** - Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors and/or odors, or recognizing partic­ular flavors and/or odors, using tongue and/or nose.

[ ]  **NEAR ACUITY** - Clarity of vision at 20 inches or less. Use this factor when special and minute accuracy is demanded.

[ ]  **FAR ACUITY** - Clarity of vision at 20 feet or more. Use this factor when visual efficiency in terms of far acuity is required in day and night/dark conditions.

[ ] **DEPTH PERCEPTION**-Three-dimensional vision. Ability to judge distances and spatial relationships to see objects where and as they are.

[ ]  **ACCOMMODATION** - Adjustment of lens of eye to bring an object into sharp focus. Use this factor when requiring near point work at varying distances.

[ ]  **COLOR VISION** - Ability to identify and distinguish colors.

[ ]  **FIELD OF VISION** - Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point. Use this factor when job performance re­quires seeing a large area while keeping the eyes fixed.

[ ]  **CONTROL OF OTHERS** - seizing, holding, controlling, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend oneself or prevent injury. Body strength and agility of all four limbs is necessary.

**II. MENTAL FUNCTIONS**

[ ]  **COMPARING** - Judging the readily observable functional, structural, or compositional characteristics (whether like or divergent from obvious standards) of data, people, or things.

[ ]  **COPYING** - Transcribing, entering, or posting data.

[ ]  **COMPUTING** - Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them.

[ ]  **COMPILING** - Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the evaluation is frequently involved.

[ ]  **ANALYZING** - Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

[ ]  **COORDINATING** - Determining time, place, and sequence of operations or action to be taken based on analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneous­ly.

[ ]  **SYNTHESIZING** - To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.

[ ]  **NEGOTIATING** - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decisions, conclusions, solutions, or solve disputes.

[ ]  **COMMUNICATING** - Talking with and/or listening to and/or signaling people to convey or exchange infor­mation; includes giving/receiving assignments and/or directions.

[ ]  **INSTRUCTING** - Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations based on technical disciplines.

[ ] **INTERPERSONAL SKILLS/BEHAVIORS** - Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.

**III. ENVIRONMENTAL CONDITIONS & PHYSICAL SURROUNDINGS -** exposure results in marked bodily discomfort.

[ ]  **EXPOSURE TO WEATHER** - Exposure to hot, cold, wet, humid, or windy conditions caused by the weather.

[ ]  **EXTREME COLD** - Exposure to non-weather-related cold temperatures.

[ ]  **EXTREME HEAT** - Exposure to non-weather-related hot temperatures.

[ ]  **WET AND/OR HUMID** - Contact with water or other liquids; or exposure to non-weather-related humid conditions.

[ ]  **NOISE** - Exposure to constant or intermittent sounds or a pitch or level sufficient to cause marked distraction or possible hearing loss.

[ ]  **VIBRATION** - Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on the body or extremities.

[ ]  **ATMOSPHERIC CONDITIONS** - Exposure to conditions such as fumes, noxious odors, dusts, mist, gases, and poor ventilation, that affect the respiratory system, eyes, or the skin.

[ ]  **CONFINED/RESTRICTED WORKING ENVI­RONMENT** - Work is performed in a closed or locked facility providing safety and security for clients, inmates, or fellow workers.

**IV. HAZARDS**

[ ]  Proximity to moving, mechanical parts.

[ ]  Exposure to electrical shock.

[ ]  Working in high, exposed places.

[ ]  Exposure to radiant energy.

[ ]  Working with explosives.

[ ]  Exposure to toxic or caustic chemicals