**POSITION DESCRIPTION**

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| ***State Title:*** |  | | ***Type of Position:*** | Classified |
| ***Working Title:*** |  | | ***Dept (BU) Code:*** | MULN |
| ***Position #:*** |  | | ***Supervisor Position #:*** |  |
| ***Work Schedule:*** |  | | | |
| ***Bldg/Dept Name (e.g., Fayetteville Campus - Mullins Library, Cataloging):*** | |  | | |
| ***Department Users with Access (List reporting chain through division director plus all LHRO staff.)*** | | Jeff Banks, Kathy Riggle, Elsie Nguyen | | |

***Summary of Job Duties (for position posting):***

***Minimum Qualifications:*** These will be populated automatically for classified staff positions.

***Preferred Qualifications:***

***Knowledge, Skills, and Abilities:***

***Appointment Percent:***  100%

***Does this position require any license(s)/certification(s)?*** \_\_\_Yes \_\_\_No

***If Yes, please specify:***

**JOB DUTIES**

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| --- | --- | --- | --- |
| ***% of Total Time*** | ***Duty Area*** | ***Is this an Essential Duty?*** | ***Responsibility/Duty (listed in order of importance)*** |
|  | 1 |  | Duty:  Standard:  Method of Measurement: |
|  | 2 |  | Duty:  Standard:  Method of Measurement: |
|  | 3 |  | Duty:  Standard:  Method of Measurement: |
|  | 4 |  | Duty:  Standard:  Method of Measurement: |
|  | 5 |  | Duty:  Standard:  Method of Measurement: |

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| NOTE: FOR EACH DUTY, SIGNIFY IF THIS IS AN “ESSENTIAL DUTY”, AS DEFINED BY THE AMERICANS WITH DISABILITIES ACT, BY PLACING AN X BY THE DUTY NUMBER, FOR ADDITIONAL INFORMATION ON ESSENTIAL DUTIES SEE GUIDELINES FOR INDENTIFYING “ESSENTIAL JOB FUNCTIONS”, FORM VI-C-2. |

**WRITTEN COMMUNICATION SKILLS**

\_\_\_ Basic: Define and understand simple instructions, short correspondence and/or memos. Read and

Comprehend policies and procedures.

\_\_\_ Intermediate: Routinely write emails, reports, correspondence or similar documents. Read and

comprehend operating/maintenance instructions, and/or procedure manuals.

\_\_\_ Advanced: Write and/or analyze business manuals, technical procedures, journals, financial reports, legal

documents, and/or policies and procedures that impact individual departments.

\_\_\_ Expert: Produce original work such as written communications that pertain to controversial and/or complex

topics which may have a significant impact.

**ORAL COMMUNICATION SKILLS**

\_\_\_ Basic: Communicating orally in simple ways with facts involving few details, usually with one person at a

time, in an everyday and/or predictable context.

\_\_\_ Intermediate: Communicating orally in moderately demanding situations (e.g., exchanging detailed

information, reassuring an internal/external customer, explaining procedures) mostly with facts that are

moderately complex or detailed or opinions and usually with one or more people at a time in an everyday and

largely predictable context. May include dealing with minor conflicts.

\_\_\_ Advanced: Communicating orally in demanding situations (e.g., persuading, counselling) with complex and

detailed matters involving facts, concepts, and opinions with one or more people at a time in occasionally

unpredictable contexts. May include dealing with conflict when necessary.

\_\_\_ Expert: Communicating orally in very demanding situations dealing with complex, detailed and/or sensitive

matters usually with one or more people at a time in unpredictable contexts.

**PERSONAL CONTACTS**

***The organization is defined as the University of Arkansas, Fayetteville campus.***

***Internal Contacts:***

\_\_\_ Level 1: Contact with employees or others primarily at a routine level involving basic information exchange.

\_\_\_ Level 2: Contact with peers and others involving explanation of information (these contacts may be within or outside your unit, department, or division), and the gathering of factual information. May include the communication of sensitive or confidential information.

\_\_\_ Level 3: Contact across units, departments, or divisions with employees involving persuasion of others, absent formal authority, to conform to a policy interpretation or recommended course of action.

\_\_\_ Level 4: Contact that requires a high degree of authority in securing understanding and cooperation of multiple departments or interests.

***External Contacts:***

\_\_\_ Level 1: No contact with people outside the University of Arkansas.

\_\_\_ Level 2: Limited external contact to gather information, answer queries, or solicit assistance.

\_\_\_ Level 3: Frequent external contact to gather information, answer queries, or solicit assistance.

\_\_\_ Level 4: External contact involving a requirement to maintain a continuing external working relationship with individuals, or organizations.

\_\_\_ Level 5: External contact involving the initiation and maintenance of relationships that can have a significant effect on the success of the University of Arkansas.

**RESPONSIBILITY**

***Supervisory Responsibility:***

\_\_\_ **Level 1** No supervisory responsibility; may explain work instructions to others.

\_\_\_ **Level 2** Involves general instructing, scheduling, and reviewing the work of others performing the same or directly related work. Acts as “lead worker.” This level involves functional supervision only. Characteristics of this level would be employees who direct student workers or work team leaders who act as a working supervisor.

\_\_\_ **Level 3** Recommends personnel actions (hiring, termination, pay changes). Involves scheduling, supervision, and evaluation of work of employees. Most first-line supervisors or office managers are typically at this level.

\_\_\_ **Level 4** Involves scheduling, supervision, and evaluation of work as a “manager” of the first line supervisors; or performs supervision of workers/teams who perform distinct and separate blocks of work. Approves personnel actions (hiring, termination, and/or pay changes)..

\_\_\_ **Level 5** Involves scheduling, supervision, and evaluation of work as a superior of “managers.” Administers through subordinate managers, departmental multi-function programs or operations.

\_\_\_ **Level 6** Involves scheduling, supervision, and evaluation of work as a superior of those in level 5.

***Indicate Title, PSB numbers of employees supervised, and number of employees supervised under this title. If no employees are supervised, indicate “NONE.”***

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***Budgetary Responsibility:***

\_\_\_ Level 1: Little responsibility in the area of budgets or departmental resources. Steward of the university with the utilization of university resources in a responsible manner.

\_\_\_ Level 2: May be responsible for entry of financial data into spreadsheets and/or databases for use by others. Responsibilities at this level may include tracking budgeted spending, limited purchasing authority and tracking inventory. Incumbents may recommend minor expenditures, but have no authority over budgets. Accuracy of work is monitored by supervisor.

\_\_\_ Level 3: Responsible for identifying areas of need and for developing proposals that request funding to fulfill those needs. May provide input into the development of budgets, some financial and inventory control responsibility, and/or work planning tasks. May also include compiling financial reports and/or creating annual program budgets.

\_\_\_ Level 4: Responsibility for interpretation and analysis of financial data for a small department, program or unit. May determine departmental needs, research available alternatives, and develop departmental recommendations. Responsible for developing budgets, distributing budgeted funds and exercising the primary control over a relatively small budget (non-research) up to $15 million.

\_\_\_ Level 5: Responsibility for interpretation and analysis financial data for a medium department, program or unit. May determine departmental needs, research available alternatives, and develop departmental recommendations. Responsible for developing budgets, distributing budgeted funds and exercising the primary control over a moderately-sized budget (non-research) up to $40 million.

\_\_\_ Level 6: Responsibility for interpretation and analysis financial data for a larger department, program or unit. May determine departmental needs, research available alternatives, and develop departmental recommendations. Responsible for developing budgets, distributing budgeted funds and exercising the primary control over a large budget (non-research) over $40 million.

\_\_\_ Level 7: Primary budget responsibility involves steering the direction and long-range future for the University. Decisions determine the scope, mission and goals of the University.

**COMPLEXITY, JUDGMENT, AND PROBLEM SOLVING**

\_\_\_ Level 1: Work of a relatively routine nature requiring little analytical thought or independent decision-making with the ability to understand and follow instructions.

\_\_\_ Level 2: Regularly makes decisions involving how an operation will be done or carried out, and generally from an available set of alternatives or a limited variety of standard practices. This work is structured.

\_\_\_ Level 3: Regularly makes decisions of responsibility, involving evaluation of information. Decisions may require development or application of alternatives involving a choice of action within limits of standard policy and procedures. This work is generally structured.

\_\_\_ Level 4: Regularly makes significant decisions requiring judgment in the adaptation and interpretation of established practices and procedures to meet problems and situations to which the application is not clearly defined. These final results typically affect the entire department. Available guides or precedents are limited. This work is generally diversified and moderately difficulty.

\_\_\_ Level 5: Significant responsibility for decisions requiring substantial analysis while weighing many factors. These final results affect more than one department or a department with multiple units. Generally governed by broad instructions and objectives usually involving frequently changing conditions and problems. This work is typically difficult or complex.

\_\_\_ Level 6: Major responsibility for decisions and final recommendation, which deal with complex factors, require considerable judgment, initiative, and ingenuity resulting in the formulation of strategic plans of action for the University of Arkansas or a College/Division.

\_\_\_ Level 7: Primary responsibility involves the ability to act independently in the formulation and administration of policies and programs for major division or functions. Decisions determine the scope, direction, and the long range future of the University of Arkansas or a College/Division.

**ORGANIZATIONAL IMPACT**

\_\_\_ Level 1: Requires limited levels of responsibilities for facilities, money, tools, and/or equipment. Work directly affects the quality of services provided to other employees, students, or the public but on a person-by-person basis. The services, information, or products provided have relatively minor effects on the welfare of the individual recipients of the work outcomes. Improper performance has minimal impact on the unit.

\_\_\_ Level 2: Requires frequent but routine responsibility for facility security, public safety, equipment or money. Work activities normally address conventional problems or situations with established methods to supply other employees, students, or the general public with information, services, or products. Work directly affects the quality of services provided to other employees, students, or the public but on a person-by-person basis. Improper performance has significant effects, the effects are more often inconvenient rather than severe and impact relatively few people.

\_\_\_ Level 3: Requires ongoing responsibility for facility security, public safety or equipment during scheduled shifts. Work activities normally address conventional problems or situations with established methods to supply other employees with information, services, or products they use to perform their work. Work activities may affect the quality of services provided to moderate numbers of employees, students, or the public, with relatively minor effects on the welfare of the affected groups. Improper performance directly affects the ability of a department, program or unit to function properly, and the welfare of faculty, students or others that use the services and/or products.

\_\_\_ Level 4: Primary responsibility for the security of one or more facilities and the safety of the public within the facility at all times. May also involve total responsibility for the security and operation of expensive equipment used by others. Consequences of error would likely result in high risk of injury or death of self, other employees or the public, and/or major damage of University assets. Improper performance may be remedied in the short to medium term, but at substantial cost of time and resources with a large impact.

\_\_\_ Level 5: Work activities may be complex and may involve resolving critical or unique problems. Work products or services directly impact the work of other professionals or the development and operation of programs, affect major activities across units/colleges/divisions, and/or impact the well-being of large numbers of individuals.

\_\_\_ Level 6: Work products or services directly impact the work of other professionals and/or the development and operation of programs, affect major activities across units/colleges/divisions, and/or impact the well-being of large numbers of individuals. Typically, the work is complex, and while it may involve addressing conventional problems or situations with established methods, it is more likely to involve developing new processes or models involving the planning, development, and implementation of administrative programs. Work products or services are essential to the mission of the university and/or directly affect most departments, units and programs, and large numbers of individuals on a long-term or continuing basis.

**WORKING CONDITIONS**

***Please indicate the level which appropriately describes the work environment of the position. In selecting the appropriate level, a judgment should be reached regarding the most disagreeable conditions that are a normal and recurring factor of the job.***

***Physical Conditions:***

Does this position qualify for hazard pay?\* \_\_\_YES \_X\_NO

\*Note: No library positions qualify for hazard pay.

***Schedule:***

\_\_\_ Routine shift hours. Infrequent overtime, weekend, or shift rotation.

\_\_\_ Considerable irregularity of hours because of frequent overtime, weekend, or shift rotation.

\_\_\_ Work demands and irregularity of hours create considerable inconvenience for home and social life, such as regular and frequent on-call availability.

\_\_\_ Nature of work frequently requires highly irregular and unpredictable or particularly long hours, such as attendance and participation at evening meetings, covering double shifts, etc.

Does this position qualify for a shift differential? \_\_\_YES \_\_\_NO

If yes, which shift? Evening (3:00 p.m. to 12:00 a.m.) Graveyard (11:00 p.m. to 8:00 a.m.)

***Demands / Deadlines:***

\_\_\_ Level 1: Limited amount of demands and deadlines or exposure to distressed individuals.

\_\_\_ Level 2: Occasional demands and deadlines due to intermittent or cyclical work pressures or occasional exposure to distressed individuals.

\_\_\_ Level 3: Moderate volume and variable work demands and deadlines on routine or intermittent basis or regular direct contact with distressed individuals..

\_\_\_ Level 4: High volume and variable work demands and deadlines on routine basis; work requires frequent, substantive contact with people in highly stressful situations.

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| **Working Environment**  Please indicate the level which appropriately describes the work environment of the position. In selecting the appropriate level, a judgment should be reached regarding the most disagreeable conditions that are a normal and recurring factor of the job.  **The conditions the worker will be subject to in this position. (Please check all blocks that apply)**   |  |  | | --- | --- | |  | The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes. | |  | The worker is subject to outside environmental conditions. No effective protection from the weather. | |  | The worker is subject to both environmental conditions. Activities occur inside and outside. | |  | The worker is subject to extreme cold. Temperatures typically below 32 degrees for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity. | |  | The worker is subject to extreme heat. Temperatures above 100 degrees for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity. | |  | The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level. | |  | The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body. | |  | The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals. | |  | The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation. | |  | The worker is frequently in close quarters, crawl spaces, shafts, manholes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia. | |  | The worker is required to function in narrow aisles or passageways. | |  | None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work). |   **Physical Activities:**  **Please identify the physical activities that would ordinarily occur in the performance of the essential job duties listed for this position:**   |  |  | | --- | --- | | **Balancing.** Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. | Choose an item. | | **Climbing.** Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. | Choose an item. | | **Crawling.** Moving about on hands and knees or hands and feet. | Choose an item. | | **Crouching.** Bending the body downward and forward by bending leg and spine. | Choose an item. | | **Driving.** Maintaining control and operation of a motor vehicle. | Choose an item. | | **Feeling**. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. | Choose an item. | | **Manipulate items with fingers, including keyboarding.** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling. | Choose an item. | | **Grasping.** Applying pressure to an object with the fingers and palm. | Choose an item. | | **Hearing**. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to distinguish sound. | Choose an item. | | **Kneeling.** Bending legs at knee to come to a rest on knee or knees. | Choose an item. | | **Lifting**. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles. | Choose an item. | | **Pulling.** Using upper extremities to exert force in order to drag, haul or tug objects in a sustained motion. | Choose an item. | | **Pushing**. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. | Choose an item. | | **Reaching.** Extending hand(s) and arm(s) in any direction. | Choose an item. | | **Repetitive motion.** Substantial movements (motions) of the wrists, hands, and/or fingers. | Choose an item. | | **Sharps.** Handling of sharp tools or equipment. | Choose an item. | | **Sitting.** Continuous period of being seated, especially when engaged in a particular activity. | Choose an item. | | **Standing.** Particularly for sustained periods of time. | Choose an item. | | **Stooping.** Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles. | Choose an item. | | **Talking.** Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. | Choose an item. | | **Walking.** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. | Choose an item. |   **The physical requirements of this position. (Please check only one block)**   |  |  | | --- | --- | |  | Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly. Sedentary work involves sitting most of the time. | |  | Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of force is greater than that for sedentary work and the worker sits most of the time, the job is rated for light work. | |  | Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. | |  | Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects. | |  | Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects. |   **The visual acuity requirements including color, depth perception, and field vision. (Please check all that apply)**   |  |  | | --- | --- | |  | The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; and/or visual inspection at distances close to the eyes. | |  | The worker is required to have visual acuity to perform an activity such as: operates machines where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenters or technicians. | |  | The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment. | |  | The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, etc). | |

**PRE-EMPLOYMENT CHECKS**

**MVR Check:** \_\_\_ YES \_\_\_ NO

**BUDGET INFORMATION**

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| ***Cost Center #:*** | 0102-04090-41-0000 Mullins Library  0102-04097-41-0000 Special Collections  Other; please specify below: |

***Provisional Position:*** \_\_\_ YES \_\_\_ NO ***NOTE: If Yes, then the following is REQUIRED:***

|  |  |  |  |
| --- | --- | --- | --- |
| Purpose of the Grant/Contract/Program: |  | | |
| Grant No.: |  | Grant Name: |  |
| Funding Amount: |  | Funding Agency: |  |
| Date Grant Awarded / Renewed: |  | Grant End Date: |  |
| Additional Information: |  | | |