

View tool tips for additional information on filling out the Job Details section. A downloadable Job Description template is available on the HR website at <https://www.hr.ucsb.edu/hr-units/compensation/job-builder>

**Job History/Status**

|                             |                     |
|-----------------------------|---------------------|
| Approved Date:              | 2/3/2026 3:11:27 PM |
| Date Last Edited:           | 2/3/2026 3:11:25 PM |
| Last Action Approved:       | Update              |
| Last Action Effective Date: | 2/3/2026            |

**Organization Details**

|   |   |
|---|---|
| Business Unit (Location):   | SBCMP   |
| Department Code   | OBSD  |
| Department Name:  | OBSD (OFFICE OF BLACK STUDENT DEVELOPMENT)  |
| Division Name:  | Student Affairs   |
| Department Profile (Specific Information about Department/Program): | The Office of Black Student Development is dedicated to advancing the holistic support of UCSB’s undergraduate and graduate student communities. It supports the student experience at UCSB through a focus on four key areas: Recruitment & Retention, Holistic Support, Advocacy, and Academic Success. The OBSD team works with campus partners to create and cultivate innovative programs and services. It develops, shares, and actively engages its students and partners in a unique combination of student advocacy, academic resources, support services and collaborations to achieve a more inclusive, empowering and enriching campus experience. These services and partnerships work together to create a positive learning environment, foster a sense of belonging and assist students to achieve sustainable academic excellence, as well as career and life success. |

**Position Details**

|   |  |
|---|--|
| Position ID:  | 40261521   |
| UC Payroll Title:                                       | ACAD ACHIEVEMENT MGR 1 (000300)  |
| System Title:   | Academic Achievement Manager 1 (40261521)  |
| Working/Business Title:                                 | Director   |
| CT Job Family:  | Student Services   |
| CT Job Function:  | Academic Achievement Cnslng  |
| Classified Indicator Descr (Pers Prog):                 | MSP  |
| Salary Grade:   | Grade 24   |
| FLSA Status:  | Exempt   |
| FLSA Override:  |  |
| Employee Class (Appt Type):                             | 2 - Staff: Career  |
| Rehired Retiree?  | No   |
| Union Code (Collective Bargaining Unit):                | 99 - Non-Represented (PPSM)  |
| ERC (Empl Rels Code):                                   | A-Manager - Not Confidential   |
| % of Time (i.e. 100, 75, 43.5):                         | 100  |
| Working Days and Hours:                                 | Monday - Friday, 8:00 am - 5:00 pm, some evening and weekends required   |
| Work Location (building, office, room number, cubicle): | Student Resource Building - 2210   |
| Eligible for Remote or Hybrid Work?                     | Yes  |
| Type of Remote or Hybrid Work Arrangement:              | Hybrid (Both UC & Non-UC locations)  |
| Other type of remote or hybrid work arrangement:        | Hybrid work schedule will be considered after the probationary period has been completed and as long as hybrid arrangements are approved by the Division of Student Affairs. The University has the authority to change or revoke hybrid scheduling with reasonable notice. Incumbent must be available to be in the office as requested or full time should operational needs require it. |

## SUPERVISION

|                             |                     |
|-----------------------------|---------------------|
| Name of Supervisor:         | Joaquin Becerra     |
| Supervisor's Payroll Title: | STDT LIFE DEV MGR 3 |
| Name of Department Head:    | VACANT              |

## Level of Supervision Received

GENERAL DIRECTION

## Names and Payroll Titles of Career Employees Directly Supervised

| Name   | Payroll Title                     | % of Time | Position ID |
|--|-----------------------------------|-----------|-------------|
| Vacant (Assistant Director)                          | Academic Achievement Supervisor 2 | 100%      | 40325067    |
| Ashlee Priestley (Achievement Counselor)             | Academic Achievement Counselor 3  | 100%      | 40767501    |
| Vacant (Achievement Counselor)                       | Academic Achievement Counselor 3  | 100%      | 40793786    |
| Vacant (Outreach Advisor and Retention Specialist)   | Academic Achievement Counselor 3  | 100%      | 40818280    |
| Julianna Swilley (Coordinator of Black Student Life) | Academic Achievement Counselor 3  | 100%      | 40767500    |
| Vacant (Achievement Counselor)                       | Academic Achievement Counselor 3  | 100%      | 40325209    |
| Vacant (Business Operations Analyst)                 | Financial Services Analyst 2      | 100%      | 40340234    |

## JOB SUMMARY

### *General Summary of Job Duties and Responsibilities*

The Director provides leadership, vision, and management for the campus-wide effort responsible for Black student engagement and success and for advancing a framework for holistic student success for all UCSB students. Oversees advisory group(s), including the Black Resource Committee (BRC). Interfaces with senior campus leaders, Black Student Union (BSU), University of California (UC), and UCSB campus representatives (faculty/staff/administrators, student leaders, and pertinent student organizations). Advises campus leadership and provides the full range of campus consultation, policy and data analysis, and direct services to support student inclusion and retention. Leads the strategic planning, assessment, academic services, and implementation of long-range goals related to Black students' success and holistic student success for all UCSB students. Participates in local, regional, and national organizations to stay abreast of initiatives and research about Black students in higher education and best practices. Establishes partnership agreements and a program model inclusive of identifying and addressing barriers that impede/motivators that enhance curricular and co-curricular success for Black students, and other marginalized groups. Participates in campus diversity awareness and advocacy efforts designed to improve campus climate and community cohesion, including the Anti-Discrimination Policy. Manages the department's budget and development efforts in consultation with divisional leadership and Student Affairs Grants and Development. Responsible for department's daily operations. Ensures student advisory board input in the program model and participation in the staff selection process.

*The following 3 paragraphs reflect the information on the CT Job Standard and are for reference only.*

### *CT Job Function Summary*

Involves providing individualized services to students who are underrepresented, low income, first generation college students, and / or otherwise at a higher risk of experiencing academic difficulty, to help students succeed. Services may include academic needs assessment, developing individual study plans, recognizing and addressing academic and non-academic barriers to academic success, and counseling on other aspects that may affect student retention and academic success. Includes specializations in particular underrepresented groups, particular academic skills (e.g., research skills, preparation for graduate programs), or success in particular academic programs.

### *CT Generic Scope Description*

Spends the majority of time (50% or more) achieving organizational objectives through the coordinated achievements of subordinate staff. Establishes departmental goals and objectives, functions with autonomy. Manages the accountability and stewardship of human, financial, and often physical resources in compliance with

departmental and organizational goals and objectives. Ensures subordinate supervisors and professionals adhere to defined internal controls. Manages systems and procedures to protect departmental assets.

*CT Custom Scope Description*

Manages a discrete function and / or program addressing the needs and issues of "at risk" students at the campus. Formulates policies and procedures for the function. Develops the organizational goals of the unit. Represents the program internally and externally. Manages the operating budget and human resources of the program.

**Essential Functions and Duties**

| Order of Importance | Function   | Duties   | % TIME |
|---------------------|------------|--|--------|
| 1                   | Leadership | <p>-Responsible for the Office of Black Student Development's vision, leadership, organizational model and strategic plan for Black students' and underserved communities' access, support, engagement and success, as well as its advancement of holistic student success frameworks that advance the academic success, student life and belonging, and wellbeing of all UCSB students, including proactive and preventive efforts that reduce barriers, mitigate harm, and strengthen early intervention and support systems. Includes an assessment and evaluation plan for all OBSD initiatives, departmental operations and programs. Uses findings for culturally informed, evidence-based decision-making and efficacy, campus education needs, partnerships and practice.</p> <p>-Aligns program design to the division and campus mission and ensures department efforts integrate with campus efforts that support other marginalized groups, and underserved communities such as low- income and first-generation students. Collaborates with campus partners to address coalition needs between marginalized identity groups to include intersectionality, community building and campus climate issues.</p> <p>-Responsible for the department's learning, operational and programming outcomes, measures and evaluation. Ensures student input into the program model, to include alignment with the legacy of the BSU Demands Teams, collaboration with Black student-affirming and other student organizations, campus initiatives and /or departments that advance Black student development as well as any related student advisory board.</p> <p>-Develop efforts to assist UCSB in its ability to increase the access and educational achievement of Black students, including assisting staff and faculty's capacity-building and awareness efforts designed to increase Black student's retention, sense of belonging and participation in the intellectual, social, political and cultural life of the campus. Participates with key committees to make recommendations toward inclusive practices and helps increase the understanding of/ability to address implicit bias and microaggressions.</p> <p>-Interfaces with senior leaders, Division of Student Affairs, Black Student Union and UC and campus stakeholders (faculty/staff/administrators, student leaders, organizations and departments) to provide consultation about federal, state, local and UC policies, and educational, legal, social and political issues impacting the Black community and underrepresented students at UCSB.</p> <p>-Ensures the department regularly conducts assessment and research to better understand the needs and concerns of the Black community at UCSB. Stays abreast of current research and best practices impacting Black students in higher education. Oversees staff's work on the Black Student Survey development, data analysis and integration of findings into campus practice. Shares evidence-based findings with relevant campus partners.</p> <p>-Interfaces with local, regional and national organizations to ensure awareness of best practices and to stay abreast of research in serving "at risk" and/or underrepresented students. Collaborates on research projects. Submits articles for journal publication and makes presentations (on campus and at professional conferences).</p> | 35%    |

## Essential Functions and Duties

| Order of Importance | Function               | Duties   | % TIME |
|---------------------|------------------------|--|--------|
|                     |                        | <p>-Participates in the campus response during campus hate-related incidents or emergencies. Advises senior leadership; works with student leaders and student organizations on advocacy, intervention, and communications.</p> <p>-Conducts Office of Black Student Development programs and services in full compliance with University non-discrimination policies. Ensures services are available to all UCSB students regardless of explicit identification</p>   |        |
| 2                   | Strategic Partnerships | <p>-Involves faculty and staff as key champions for diverse students' learning, engagement, inclusion, access and success including developing relationships with Academic Affairs' Faculty Equity Advisors. Builds their capacity for campus-wide advocacy, student/community support and advocacy and skill-building.</p> <p>-Directly responsible for leadership of the Black Resource Committee (BRC). Sets vision and priorities for the committee of approximately 75 faculty, staff, and students. Manages BRC initiatives and ensures their sustainability. Serves as a consultant to staff and faculty on how to increase opportunities that advance Black student engagement, inclusion and success.</p> <p>-Maintains existing/creates new campus partnerships and professional affiliations/agreements for ongoing growth of services and support with collaborating departments, including how the OBSD will collaborate with existing efforts that affirm the Black community, such as EOP's African diasporic Cultural Resource Center, Office of Culture and Inclusive Excellence, Promise Scholars, Propel Scholars, and Black Student Union and any emerging student advisory board.</p> <p>-Serves as an expert advisor to faculty and campus leadership on how current practices impact and/or impede Black students' access, retention, student experience, well-being, success, and inclusion. Sits on key committees and updates stakeholders about the current educational landscape, policy, practices, and issues impacting the community.</p> <p>-Works directly with campus partners, academic departments, research centers, and colleges on key initiatives/strategies to identify academic and non-academic barriers impacting Black students' graduation rates, retention, and success. Establishes interventions, initiatives, and programs, identifies opportunities for collaboration, negotiates partnerships, and leads campus-wide efforts and best practices. Key partners include the Black Student Union and other Black-affirming student groups, campus departments such as the Educational Opportunity Program (EOP) and the African diasporic Cultural Resource Center, Counseling and Psychological Services (CAPS), Center for Black Studies Research (CBSR), Department of Black Studies, Multicultural Center, Library, Alumni Association, and the Office of Culture and Inclusive Excellence.</p> | 15%    |
| 3                   | Management             | <p>-Responsible for department's daily operations and budget.</p> <p>-Manages the department's budget to include staffing and programming funds. The Director will need to work with campus partners to raise funds to expand student development and department infrastructure, including furnishing and renovating any newly acquired space. Works closely with the Student Affairs Development Office to identify funding opportunities, implement development activities and secure external funding to enhance services to Black students and broader campus community, including seeking federal, state and local grants.</p> <p>-Responsible for accountability and internal controls of the department's financial resources including stewardship and reporting with partners for any shared funds. Provides financial reports, as needed, and for annual budget strategic planning.</p> <p>-Works with the cluster administrative team and/or department financial analyst to assure prompt handling of financial matters in accordance with</p>   | 40%    |

## Essential Functions and Duties

| Order of Importance | Function         | Duties  | % TIME |
|---------------------|------------------|---|--------|
|                     |                  | <p>federal, state and campus policies. Ensures compliance for all funding sources, purchasing and expenses according to policy.</p> <p>-Develops financial co-sponsorship agreements with collaborating departments, student organizations, and relevant external community organizations or partners.</p> <p>-Responsible for recruitment, screening and selection of staff position applicants. Ensures student and/or advisory group input in the staff selection process.</p> <p>-Assigns work and sets priorities. Establishes guidelines and performance expectations for the staff; evaluates performance. Provides training, orientation, consultation and guidance.</p> <p>-Works with department staff to build their capacity and acumen in providing holistic services to the diverse cultural/intersectional identities within the Black student community at UCSB. Ensures staff professional capacity, political acumen and participation in the diversity education and awareness training efforts provided by the department and Student Affairs to the campus community.</p> <p>-Ensures that each staff member has a professional development plan to include training on distressed students, implicit bias, hate incident response and reporting, academic requirements (GE, Major, residency, etc.), student development theory, intersectionality, counseling, referral and community advocacy, crisis intervention, and academic support.</p>   |        |
| 4                   | Student Services | <p>-Uses advanced knowledge in retention, academic achievement and multicultural research to create the infrastructure of services to holistically support Black students and the student body at large at UCSB. Creates programs inclusive of strength-based models and cultural wealth, and an understanding of academic and personal barriers.</p> <p>-Creates a counseling/advising protocol for holistic counseling and crisis response. Ensures an advising model that includes Black student success, assistance with research skills development, graduate school preparation, and financial literacy and planning.</p> <p>-Streamlines and advises campus about communication and processes to improve access and ongoing support for Black students' individual and group needs. Develops referral protocols with CAPS, SMHCS, Student Health, Social Work, Colleges, AS Legal Services, CARE, Student Conduct, etc.</p> <p>-Collaborates with other campus entities to ensure that services excel in addressing the wellbeing needs of Black students (undergraduate and graduate). Works with Student Affairs, the Graduate Division, and the campus to adapt and apply cross-cultural/intersectional models to address the various needs of a diverse student population, which may consist of race, color, national origin, religion, sex, gender identity, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or uniformed services and the intersection of identities.</p> <p>-Oversees case management for complex and sensitive student situations and works with campus partners to address special needs and relevant services for at-risk populations/situations.</p> <p>-Develops productive working relationships with UCSB Black students and their families, as needed, through the admissions process. Collaborates with the Admissions' staff and affiliated student organizations (e.g. BSU) and departments in the outreach efforts to prospective students. Works to address academic/family and work/life needs.</p> | 10%    |

## Non-Essential Duties

## Other Requirements - Applies to all Positions

- Performs other duties as assigned
- This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of the organization.
- Complies with all policies and standards
- Complies with all principles of community at the University of California, Santa Barbara. UCSB is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UCSB Principles of Community embodies this commitment, and reflects the ideals we seek to uphold.

## QUALIFICATIONS

### Education Requirements for this Position

List the education requirements for this position.

| Education Level | Education Details                 | Required/<br>Preferred | And/Or |
|-----------------|-----------------------------------|------------------------|--------|
| Master's Degree | or equivalent experience/training | Required               |        |
| PhD             |                                   | Preferred              |        |

### Work Experience

| Experience | Experience Details   | Required/<br>Preferred | And/Or |
|------------|--|------------------------|--------|
| 4-6 years  | professional experience working in higher education  | Required               |        |
|            | Demonstrated experience writing grants and professional reports, and serving as spokesperson and/or lead for key initiatives                                     | Required               |        |
|            | Demonstrated experience working with Black students and the broader Black community in a university setting  | Required               |        |
|            | Supervision experience including managing conflict, team development   | Required               |        |
|            | Awareness, engagement with, and / or membership in national organizations that support the diaspora or specifically relate to Black students in higher education | Required               |        |
|            | Experience in developing programming that responds to the needs and concerns of Black students   | Required               |        |
|            | Experience with shared governance (i.e. sharing of power, committee work and/or community/state/national involvement)  | Preferred              |        |

### Knowledge, Skills and Abilities for this Position

KSAs

Demonstrated advanced content expertise and knowledge of student development theories, with advanced knowledge regarding Black student retention, campus climate and incident response, and systemic interventions to address gaps in achievement and access.

Expertise in higher education administration, policies and Student Affairs' practice, with particular emphasis on program design, evaluation, service delivery and advocacy of underrepresented groups.

Expertise in methodologies used to enhance student curricular and co-curricular success with clear, measurable track record.

Demonstrated knowledge and experience in establishing short and long term objectives and assessing clear outcomes using a wide array of methods and research tools.

Excellent interpersonal, advocacy and communication skills.

## Knowledge, Skills and Abilities for this Position

### KSAs

Ability to work in complex, political situations with understanding of campus culture, processes, procedures, policies and organizational acumen.

Advanced knowledge of university anti-discrimination policies and procedures.

Requires a high level of confidentiality, sensitivity, and ability to work on complex situations with a wide range of organizations and a diverse faculty, staff, and student population.

Exercises a high degree of initiative, problem solving ability, diplomacy, accountability, and professional judgment.

Ability to work independently, interpret and communicate policies, make sound decisions, anticipate job requirements, prioritize and coordinate multiple tasks simultaneously.

Excellent interpersonal, written and oral communication, and political acumen skills.

Familiarity with University standards, UC policies and business processes.

## Driver's License Requirement

|   |     |
|---|-----|
| Does the position require a driver's license?   | No  |
| Does the job demonstrably require driving as a core function?   | No  |
| Can the essential tasks of the role be performed adequately without driving?  | Yes |
| If driving is required, would using alternative transportation (like public transit, carpooling) significantly impact the employee's ability to perform job duties in terms of time and cost to the employer? | N/A |
| If required to drive, will use of a university vehicle be required?   | N/A |
| Will use of a personal or non-UC vehicle be required?   | N/A |
| Will the position be required to drive frequently (more than 10 hours month)?   | N/A |
| Will position be required to drive outside of city or county limits?  | N/A |
| Will position need to register with the California Pull Program?  | N/A |

## UC Core Competencies

The core competencies below apply to all UC staff employees, regardless of location, level or role within the University. They are aligned with the mission, vision and values of the University and its locations.

|  |   |
|--|---|
| <b><i>Achieving Results through Continuous Improvement</i></b>       | Strives for high-quality performance in self and the organization. Takes initiative in an ongoing effort to improve products, services or processes to deliver optimum results. Is resourceful, seeks alternatives and broad input; measures outcomes.  |
| <b><i>Achieving Results through Continuous Learning</i></b>          | Demonstrates responsibility and ownership for one's job and career path by identifying and expanding skillsets needed to perform successfully on the job. Consistently works to learn and increase knowledge. Asks for help when needed, admits mistakes and is open to feedback.                           |
| <b><i>Achieving Results through Problem Solving</i></b>              | Anticipates and identifies problems; conducts appropriate analysis to understand stakeholder interests. Generates and evaluates alternative solutions. Takes thoughtful risks.  |
| <b><i>Achieving Results through Service Focus</i></b>                | Values and delivers high quality, professional, responsive and innovative service to all customers. Establishes and maintains positive, long-term working relationships.  |
| <b><i>Building Relationships through Belonging and Community</i></b> | Models, fosters, and promotes the University of California Principles of Community. Demonstrates empathy and respect for all people regardless of differences; promotes fairness and equity. Cultivates, champions, embodies, embraces, and supports a sense of diversity, equity, inclusion and belonging. |
| <b><i>Building Relationships through Collaboration</i></b>           | Interacts with others in ways that demonstrate collaboration and cooperation. Builds partnerships with others to achieve organizational results. Cultivates, builds and maintains positive relationships across the organization.   |

## UC Core Competencies

The core competencies below apply to all UC staff employees, regardless of location, level or role within the University. They are aligned with the mission, vision and values of the University and its locations.

|  |  |
|--|--|
| <b><i>Building Relationships through Communication</i></b>   | Clearly and effectively shares information both orally and in writing. Uses the most appropriate and effective medium for communicating. Adapts and adjusts messages in line with audience experience, diversity and background. Seeks input and actively listens; checks for understanding of messages.                                     |
| <b><i>Creating the Future through Change Agility</i></b>     | Anticipates and adapts to change. Supports change initiatives by energizing others at all levels and ensuring continued commitment when faced with new initiatives. Demonstrates tolerance and adaptability when dealing with ambiguous situations. Effectively plans for change and deals with setbacks through flexibility and resilience. |
| <b><i>Creating the Future through Mission and Vision</i></b> | Focus Shows understanding of and commitment to the UC mission and vision.  |
| <b><i>Creating the Future through Stewardship</i></b>        | Demonstrates accountability, discretion and sound judgment when utilizing tangible and intangible University resources to ensure the public trust.   |

## Functional Competencies - Optional

| Competency | Level | Competency Description |
|------------|-------|------------------------|
|------------|-------|------------------------|

## Physical Requirements

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| Physical Requirements           | Never<br>0 Hours | Occasional<br>Up to 3 Hours | Frequent<br>3 to 6 Hours | Continuous<br>6 to 8+ Hours | Is Essential |
|---------------------------------|------------------|-----------------------------|--------------------------|-----------------------------|--------------|
| Standing                        |                  | X                           |                          |                             |              |
| Walking                         |                  | X                           |                          |                             |              |
| Sitting                         |                  |                             | X                        |                             |              |
| Bending                         |                  | X                           |                          |                             |              |
| Squatting                       |                  | X                           |                          |                             |              |
| Kneeling                        | X                |                             |                          |                             |              |
| Crawling                        | X                |                             |                          |                             |              |
| Body positions other            | X                |                             |                          |                             |              |
| Climbing stairs                 | X                |                             |                          |                             |              |
| Climbing ladders                | X                |                             |                          |                             |              |
| Climbing other                  | X                |                             |                          |                             |              |
| Waist twisting                  | X                |                             |                          |                             |              |
| Repetitive hand/arm use         |                  |                             |                          | X                           |              |
| Fine finger manipulation        |                  | X                           |                          |                             |              |
| Simple grasp                    |                  | X                           |                          |                             |              |
| Power grasp                     | X                |                             |                          |                             |              |
| Gross manipulation              | X                |                             |                          |                             |              |
| Lifting below waist 0-20 lbs    |                  | X                           |                          |                             |              |
| Lifting below waist 21-30 lbs   | X                |                             |                          |                             |              |
| Lifting below waist 31-60 lbs   | X                |                             |                          |                             |              |
| Lifting below waist over 60 lbs | X                |                             |                          |                             |              |
| Lifting above waist 0-20 lbs    |                  | X                           |                          |                             |              |
| Lifting above waist 21-30 lbs   | X                |                             |                          |                             |              |
| Lifting above waist 31-60 lbs   | X                |                             |                          |                             |              |
| Lifting above waist over 60 lbs | X                |                             |                          |                             |              |

## Physical Requirements

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| Physical Requirements          | Never<br>0 Hours | Occasional<br>Up to 3 Hours | Frequent<br>3 to 6 Hours | Continuous<br>6 to 8+ Hours | Is Essential |
|--------------------------------|------------------|-----------------------------|--------------------------|-----------------------------|--------------|
| Reaching shoulder height       |                  | X                           |                          |                             |              |
| Reaching overhead              |                  | X                           |                          |                             |              |
| Reaching below shoulder height |                  | X                           |                          |                             |              |
| Carrying 0-20 lbs              |                  | X                           |                          |                             |              |
| Carrying 21-30 lbs             | X                |                             |                          |                             |              |
| Carrying 31-60 lbs             | X                |                             |                          |                             |              |
| Carrying over 60 lbs           | X                |                             |                          |                             |              |
| Pushing 0-20 lbs               |                  | X                           |                          |                             |              |
| Pushing 21-30 lbs              | X                |                             |                          |                             |              |
| Pushing 31-60 lbs              | X                |                             |                          |                             |              |
| Pushing over 60 lbs            | X                |                             |                          |                             |              |
| Pulling 0-10 lbs               |                  | X                           |                          |                             |              |
| Pulling 11-25 lbs              |                  | X                           |                          |                             |              |
| Pulling 26-50 lbs              | X                |                             |                          |                             |              |
| Pulling 51-75 lbs              | X                |                             |                          |                             |              |
| Pulling over 75 lbs            | X                |                             |                          |                             |              |

## Environmental Requirements

The environmental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| Exposures  | Never<br>0 Hours | Occasional<br>Up to 3 Hours | Frequent<br>3 to 6 Hours | Continuous<br>6 to 8+ Hours | Is Essential |
|--|------------------|-----------------------------|--------------------------|-----------------------------|--------------|
| Background noise   | X                |                             |                          |                             |              |
| Chemicals or toxic substances  | X                |                             |                          |                             |              |
| Combative patients   | X                |                             |                          |                             |              |
| Dim or bright lighting   | X                |                             |                          |                             |              |
| Dust, fumes or gases   | X                |                             |                          |                             |              |
| Latex  | X                |                             |                          |                             |              |
| Loud noise   | X                |                             |                          |                             |              |
| Marked changes in humidity   | X                |                             |                          |                             |              |
| Marked changes in temperature  | X                |                             |                          |                             |              |
| Microwave  | X                |                             |                          |                             |              |
| Moving machinery   | X                |                             |                          |                             |              |
| Radiation  | X                |                             |                          |                             |              |
| Works in confined quarters   | X                |                             |                          |                             |              |
| Exposures other  | X                |                             |                          |                             |              |
| Ability to differentiate color   | X                |                             |                          |                             |              |
| Operating motor vehicles: Running, maneuvering, navigating, or driving personal vehicles or UC-owned and/or commercial vehicles, such as golf carts, trucks, vans, aircraft, or water craft. | X                |                             |                          |                             |              |
| Operating motorized equipment: Running, maneuvering, navigating, or driving mechanized equipment, such as lawn mowers, forklifts, tractors, or earth moving equipment.                       | X                |                             |                          |                             |              |

## Environmental Requirements

The environmental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| Exposures                   | Never<br>0 Hours | Occasional<br>Up to 3 Hours | Frequent<br>3 to 6 Hours | Continuous<br>6 to 8+<br>Hours | Is Essential |
|-----------------------------|------------------|-----------------------------|--------------------------|--------------------------------|--------------|
| Use of protective equipment | X                |                             |                          |                                |              |
| Miscellaneous other         | X                |                             |                          |                                |              |

## Blood/Fluid Exposure Risk

The exposure described here is what can be expected of an employee in performing the essential functions of this job.

X Category 3: Tasks involve no exposure to blood, body fluids or tissues. Category 1 tasks are not a condition of employment.

## Mental Requirements

The mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| Exposures            | Never<br>0 Hours | Occasional<br>Up to 3 Hours | Frequent<br>3 to 6 Hours | Continuous<br>6 to 8+ Hours | Is Essential |
|----------------------|------------------|-----------------------------|--------------------------|-----------------------------|--------------|
| Oral communication   |                  |                             |                          | X                           |              |
| Perform calculations |                  |                             | X                        |                             |              |
| Read/Comprehend      |                  |                             |                          | X                           |              |
| Reason and analyze   |                  |                             |                          | X                           |              |
| Write                |                  |                             |                          | X                           |              |
| Mental demands other | X                |                             |                          |                             |              |

## SPECIAL CONDITIONS OF EMPLOYMENT AND REPORTING REQUIREMENTS

### Essential Elements of Critical Positions

Extensive authority for committing the financial resources of the University

Direct access to, and/or responsibility for, protected, personal, or other sensitive data

### Reporting and Background Check Requirements

Criminal history check (U02): Satisfactory completion of a criminal history background check

CANRA (U13): Mandated Child Abuse Reporter

Clergy Act (U15): Campus Security Authority

### Special Training Requirements

Some positions require SPECIAL TRAINING in addition to the mandatory training requirements that apply to all positions. Please check all of the special training boxes that apply below.

L: Clergy Act (Campus Security Authority). Applies to employees responsible for campus security, individuals to which students and employees should report criminal offenses, or employees with significant responsibility for student and campus activities.

M: CANRA Mandated Reporting. Applies to Mandated Reporters who are individuals whose duties bring them into contact with children regularly or who supervise staff whose duties bring them into contact with children regularly.

## Other Special Conditions of Employment

### Access and Handling of Sensitive and Confidential Information

Exercise the utmost discretion in managing sensitive information learned in the course of performing their duties. Sensitive information includes but is not limited to employee and student records, health and patient records, financial data, strategic plans, proprietary information, and any other sensitive or non-public information learned during the course and scope of employment. Understands that sensitive information should be shared on a limited basis and actively takes steps to limit access to sensitive information to individuals who have legitimate business need to know. Ensure that sensitive information is properly safeguarded. Follow all organizational policies and laws on data protection and privacy. This includes secure handling of physical and digital records and proper usage of IT systems to prevent data leaks. The unauthorized or improper disclosure of confidential work-related information obtained from any source on any work-related matter is a violation of these expectations.

Other special conditions of employment that apply to this position:

May be called upon to work occasional nights and weekends.