

SNRE Job Posting Request Form

For staff, postdoc and faculty positions. Email completed form to

bizsnre@cals.arizona.edu

Please see the SNRE website for detailed hiring procedures including student and Grad Assistant/Associate positions

Type of position (details [here](#)):

postdoc
staff
faculty

Job Category (select one):

temporary (less than 6 months)
temporary (less than 3 months)
on-call
part-time (less than .50FTE for at least 6 months)
regular benefits eligible (more than .50FTE for at least 6 months)

Position title (see staff titles [here](#))

Supervisor Name

Supervisor email

Time approver (if different than supervisor)

Account number(s) and percent effort on each account

Will this employee be a time approver?

yes
no

Will this employee be driving on UA business?

yes-UA vehicle
yes-personal vehicle
no

Other position attributes (select all that apply)

working with animals
unsupervised contact with minors
working with hazardous chemicals
working with bloodborne pathogens
working with biological materials
working with lasers
working with radioactive materials
required to wear respiratory and hearing protection

Hours per week (enter a range if desired)

Salary (enter a range if desired)

Anticipated start date

Anticipated end date (if applicable)

Position summary/description

Job Duties: List up to 5 principle duties and the % effort for each. Duties should be listed in order of significance.

1. %
2. %
3. %
4. %
5. %

KSA's (knowledge, skills, abilities)

Minimum qualifications

Preferred qualifications

Benefits eligible	Number of vacancies (if more than one)	UA internal only
yes		yes
no		no

posting open date

posting close date

required documents for application

Collect reference letters

resume/cv

yes

cover letter

no

writing sample

Other

Search committee/interviewers- minimum 2. Anyone with a NetID is eligible to participate. 2 people must participate in all interviews. If 10 or more qualified applicants then must interview at least 2 applicants.

Has the funding for the position been verified with SNRE business manager or accountant?

yes

no

Keywords- Enter any key words that will help applicants find your position when searching for positions

Continue to the next page to answer additional supplemental questions related to UCAP mapping

Supervisory Responsibilities: *Indicate the type and scope of supervisory responsibilities of this position. (Check only one box) Note: this refers to supervision of other employees, not programs or tasks.*

- Supervises work of others, including planning, assigning, scheduling and reviewing work, ensuring quality standards. Is responsible for hiring, terminating, training and developing, reviewing performance and administering corrective action for staff. Plans organizational structure and job content. Number of full time equivalent employees supervised? _____
- Supervises work of others, including planning, assigning and scheduling work, reviewing work and ensuring quality standards, training staff and overseeing their productivity. May offer recommendations for hiring, termination and pay adjustments, but does not have responsibility for making these decisions. Number of full time equivalent employees supervised? _____
- Guides work of others who perform essentially the same work. May organize, set priorities, schedule and review work, but has no responsibility to hire, terminate, review performance or make pay decisions, e.g., Lead position.
- Supervises student workers only. Number of students supervised? _____
- Not responsible for supervising.

Leadership and Influence: *(Check only one box)*

- Provides direction, leadership and guidance to multiple complex groups and individuals typically lead by other senior leadership. Coaches and develops leaders. Generally manages multiple levels of senior directors, AVPs, and/or vice presidents. Accountable for organizational structure and all aspects of people management including staffing, pay decisions, performance planning and evaluation, staff development and recruitment within own area(s), in accordance with policies.
- Provides direction, leadership and guidance to multiple groups and individuals in area of responsibility. Typically manages multiple levels of managers and directors. Accountable for performance planning and evaluation, staff training and development, recruitment and may contribute to pay decisions. May contribute input to organization structure and staffing requirements.
- Provides leadership and guidance to individuals and groups. Typically manages individuals and managers. Coaches and develops staff to enhance functional and leadership skills and expertise. Accountable for planning and evaluating performance, staff training and development, recruitment and may contribute to pay recommendations, subject to policies.
- Plans and leads work of multiple staff members in a college, department, or major functional area. Provides training, direction and instruction to staff and conducts performance evaluations. May provide recommendations on pay decisions, as well as recruitment and development opportunities.
- Plans and directs the day-to-day work of staff to meet job function standards and outcomes. Trains staff, establishes and communicates performance expectations and conducts performance evaluations. May provide input on pay decisions, as well as recruitment and development opportunities.

Complexity of Work: *(Check only one box)*

- Problems faced are strategic, complex, multi-faceted, and often unprecedented. Makes decisions under conditions of uncertainty, sometimes with incomplete information, that produces effective end results. Develops and implements new processes, standards, or operational plans or substantial modification of those that exist.
- Problems faced are both strategic and operational, and often complex without clear precedent. Solutions require investigation and analysis to develop multiple and/or innovative approaches, requiring a high degree of innovation and creativity. Develops, implements, and maintains plans, programs, projects, or systems that impact an entire college, division or major university functional area.
- Problems faced are varied and complex, but generally have some precedent. Solutions may require investigation and analysis of multiple alternatives, requiring significant innovation and creativity. Contributes to the planning and development of programs, projects, or systems impacting the department, college or division.
- Problems encountered are varied, but generally with precedent. Resolution may require some analysis and interpretation, requiring innovation and creativity. Expected to independently propose solutions to problems for manager review, requiring innovation and creativity. Responsible for reviewing the effectiveness of programs, projects, or systems within own group / function, and making necessary adjustments.
- Problems faced are routine and involve little evaluation and interpretation. Performs functions that are routine in nature with minimal complexity or variation. Work is typically routine with decisions aligned to a set of prescribed processes/procedures, requiring little to no innovation or creativity.

Communication: *Indicate the nature of collaboration and/or service to others required by the position and whether this occurs internally (with others at the organization) or externally (with the general public, vendors, media, other organizations, etc.) (Check all that apply)*

- Requires communication and collaboration with individuals and groups, across the institution and externally, to understand perspectives, affect change, negotiate and engage multiple constituents. Frequently negotiates and compromises to influence internal and external parties who may have conflicting objectives to accept concepts, practices and approaches that are of strategic importance to the university.
- Communicates direction from leadership and articulates impact on staff work objectives. Requires ability to influence others outside of own job area on policies, practices and procedures. Uses information exchange, influence, and active persuasion to gain cooperation of others to support college, division or department objectives.
- Frequently interacts with direct and indirect management, external contacts and other work groups. Coordinates efforts with other departments for optimal efficiency. Acts as a point of contact for many individuals in the organization and externally.
- Routinely interacts with peers and direct management. Exchanges information with other departments or external contacts to perform role and achieve objectives. May coordinate own work with that of other work groups.
- Interacts mostly with immediate peers within assigned work group. Limited interaction and information exchange with other work groups may be required to perform role. Based on nature of the role, may field requests from others in the organization.

Operational Latitude and Impact: *(Check only one box)*

- Leads the institution to achieve mission and values by serving as a senior strategic and operational leader with direct and significant impact on multiple colleges, divisions, or major functional areas, and some impact on the entire institution. Focus is on long-term strategies (e.g., 5+ years) to achieve results. Establishes and implements strategies and operational plans with a significant impact on the institution's long-term strategies, operations and outcomes. Decisions usually involve coordination and integration of other colleges, divisions, or major functions. Decisions have a significant impact on the institution's strategies, operations, outcomes and budgets. Forecasts, develops and manages budgets for large sectors of the institution.
- Accountable for developing and implementing operational plans and policies for a program, functional area, or work unit. Decisions have a direct impact on the operational area and may have indirect impact on related areas.
- Works independently toward long-range goals and objectives. Assignments are often self-initiated. Virtually self-supervisory. Might supervise 1 - 2 individuals who provide tactical / operational support.
- Work is performed under minimal guidance and assigned in the form of desired expectations. Independent judgment is used to determine best approach and creativity is expected to achieve maximum results and handle new situations. Decisions have some impact on operations and outcomes within own job function (generalists) or specific work area (specialists).
- Work is performed under supervision and receives detailed instructions to perform tasks. Follows priorities provided to them for performing work. Impact is focused on own job function (generalists) or specific work area (specialists).

Knowledge: *Indicate the depth and breadth of knowledge within the position's field or specialty that is required to effectively perform the duties and responsibilities of this position. This is not necessarily the same as your relevant experience. (Check only one box)*

- Possesses extensive knowledge in discipline as well as management and leadership expertise. Has obtained skills necessary to display broad leadership internally and externally as a representative of the University.
- Mastery knowledge of industry best practices and job functions. Is considered a renowned subject matter expert within the organization and externally, and contributes to the development of new concepts, techniques and standards within the profession.
- Complete knowledge of all job functions and the broad industry best practices, techniques and standards. Exhibits ability to transfer knowledge and application of complex principles, theories and concepts to peers.
- Applies general knowledge of the organization, job content, practices and procedures. Has acquired the knowledge and skills necessary to be proficient in all aspects of job.
- Acquiring basic knowledge of job content, practices and procedures. Still learning skills necessary to fully perform all aspects of the job.

Education: Indicate the minimum level of education generally necessary to effectively handle the position's duties and responsibilities.

Required Preferred

- High school diploma or GED
- Vocational or technical training - Field of study:
- Associate's degree, or vocational or technical school degree - Field of study:
- Bachelor's degree - Field of study:
- Master's degree - Field of study:
- Doctoral degree - Field of study:

Check here if equivalent experience may not be substituted for the above education and describe why not.

Additional information(such as licensure, certifications, valid Driver's License, etc):

Work Experience: Work Experience: Indicate the required level of work related experience required to effectively perform the position's responsibilities. **This is not necessarily the same as your relevant experience. (Check only one box)**

- Less than 12 months 1-2 years 3-4 years 5-7 years 8-10 years 11-13 years
- More than 13 years Other

Physical/Environmental Demands: Indicate the typical physical and/or environmental demands required to effectively handle the position responsibilities and their frequency.

Office environment/no specific or unusual physical or environmental requirements

Specific physical requirement or environmental exposures. **If checked, provide details.**

For each physical activity below, check the box that applies to your position.

Physical Activity	Frequency of Activity			
	Not Required	Seldom	Often	Nearly Continuously
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive hand motion (such as typing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing, listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing ladders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling, squatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching overhead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling, pushing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoveling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lifting – up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting – up to 20 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting – up to 30 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting – up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting – over 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work Environment

This question describes your current working conditions. Check all the boxes that apply.

<input type="checkbox"/>	Office Environment: Employees are protected from weather conditions or contaminants, but not necessarily occasional temperature changes.
<input type="checkbox"/>	Outdoor Environment: Employees work outdoors and may not be protected from weather conditions.
<input type="checkbox"/>	Extreme Cold: Temperatures typically below 32 degrees for more than an hour.
<input type="checkbox"/>	Extreme Heat: Temperatures above 100 degrees for more than an hour.
<input type="checkbox"/>	Noise: There is sufficient noise to cause you to shout in order to be heard above the noise level.
<input type="checkbox"/>	Vibration: Exposure to oscillating movements of extremities or whole body.
<input type="checkbox"/>	Hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, or exposure to chemicals in work setting.
<input type="checkbox"/>	Oils: There is air or skin exposure to oils or other cutting fluids.
<input type="checkbox"/>	Infectious Diseases: Employees are frequently exposed to contagious or infectious diseases.
<input type="checkbox"/>	Atmospheric Conditions: Conditions that affect the respiratory system, such as fumes, odors, dusts, mists, gases, or poor ventilation.
<input type="checkbox"/>	Close Quarters: Employees are frequently required to work in crawl spaces, shafts, man holes, sewage and water line pipes, and other areas that could cause claustrophobia.

Additional Information