

UNIVERSITY OF WYOMING

Benefited Position Description Questionnaire

<input type="checkbox"/> Full-time (40 hrs/week)	Calendar Code (if applicable):
<input type="checkbox"/> Part-time (Less than 40 hrs/week)	<input type="checkbox"/> Other (explain):
<input type="checkbox"/> Grant funded	

Today's Date:	Position Number:
Position Title:	Proposed Title:
Employee Name:	Employee ID:
Department/Unit Name:	College/Division:
Supervisor's Name:	Supervisor's Position #:
For HR Purposes Only	
HR Approval Date:	PDQ Effective Date:
Approved Title:	FLSA:

PURPOSE AND INSTRUCTIONS:

This form must be completed by the supervisor of the position. It is intended to gather comprehensive and accurate information necessary to support the evaluation and classification of benefited positions. As the direct supervisor or manager, your insight is essential—your responses will serve as the official documentation used during the position classification review process. Please ensure that all responses reflect the duties, responsibilities, and qualifications required of the position itself, not the attributes or performance of the current incumbent.

Instructions:

- Focus on the position itself, **not the individual currently occupying the role.**
- Describe the position as it currently functions, rather than how it operated in the past or may change in the future.
- Provide a comprehensive view of the position as it is typically performed over time (e.g., across a full year), rather than focusing on isolated tasks, special projects, or temporary assignments.
- Strive for accuracy and balance—do not overstate or understate the duties and requirements. Imagine you are explaining the role to a new employee or someone unfamiliar with the position.

1. What is the primary reason for requesting an analysis of this position? (select one)

- New Position** - Position is newly created and has not previously existed.
- Change in Duties/Scope of Work** – The duties, responsibilities, or scope of the position have changed significantly.
- Reorganization** – Position is impacted by a departmental or organizational restructuring.
- Update Prior to Recruitment** – Position description is being reviewed or updated before posting or filling a vacancy.
- Periodic Update** - Routine update to ensure the PDQ accurately reflects the position, no significant duty changes.
- Other** – (please explain):

2. What is the primary purpose of this position? (One to three sentences; to be completed by the supervisor.)

3. Describe the primary duties regularly performed in this position.

- List each duty in order of importance, starting with the most critical—not by the percentage of time spent on each task.

Instructions for Completing This Section:

- Do not copy directly from a University of Wyoming job description. Use your own words to accurately describe this specific position.
- Focus on outcomes: Describe each duty by its purpose or end result rather than detailing every step involved in completing it.
- Be concise and action-oriented:
 - Begin each statement with an action verb.
 - Keep descriptions brief, clear and specific.
- Group minor tasks: Combine tasks that take less than 10% of the position’s time with related duties.
- Break down larger duties: If a responsibility accounts for 30% or more of the position’s time, divide it into logical sub-duties of at least 10% to better reflect the scope of work.
- Ensure percentages add up to 100%: The percentage of time assigned to each duty should reflect the average amount of time spent over the course of a year. All duties combined must total exactly 100%.
- Avoid redundancy: Ensure each duty is distinct and does not overlap with others.
- Review for clarity and accuracy: Confirm the duties are listed in order of importance and accurately reflect the percentage of time spent.

Determining if a Duty is Essential: Ask the following questions to identify essential job functions:

- Does the position exist primarily to perform this duty?
 - Would removing this duty fundamentally change the nature of the position?
- If the answer to either question is “yes,” the duty is considered essential.

	<ul style="list-style-type: none"> Serves as a point of contact for team-related concerns, provides informal coaching or training, and may contribute input to performance evaluations or hiring decisions.
<input type="checkbox"/>	Supervising: <ul style="list-style-type: none"> Directly supervises a group of employees performing similar or related work. May occasionally perform the same work as those supervised (typically less than 20% of the time). Coordinates daily operations and ensures work is completed according to established procedures. Sets priorities, assigns tasks, and monitors outcomes to ensure team productivity and effectiveness.
<input type="checkbox"/>	Managing: <ul style="list-style-type: none"> Manages professional employees and/or other supervisors. Establishes operating standards and ensures compliance with policies and procedures based on subject matter expertise. Develops departmental or unit-level plans, including operational, business, or organizational priorities. Accountable for the performance, results, and resource management of one or more teams or functional units.
<input type="checkbox"/>	Directing: <ul style="list-style-type: none"> Provides strategic leadership and oversight through subordinate managers. Oversee the execution of departmental or functional business plans aligned with institutional priorities. Makes high-level decisions guided by long-term goals, organizational priorities, long-term goals, and external consideration. Accountable for overall performance, impact, and outcomes of multiple departments, major functions, or a division.

Direct reports to position being evaluated				
	# of Employees	FTE	Non-exempt	Exempt
Students / Non-Benefited				
Benefited			<input type="checkbox"/>	<input type="checkbox"/>

If the position being evaluated supervises others, select the responsibilities that apply:

- | | |
|---|---|
| <input type="checkbox"/> Recruits, screens, interviews candidates. | <input type="checkbox"/> Conducts performance evaluations. |
| <input type="checkbox"/> Recommends candidates for hire. | <input type="checkbox"/> Administers discipline action. |
| <input type="checkbox"/> Approves candidates for hire. | <input type="checkbox"/> Recommends salary adjustments. |
| <input type="checkbox"/> Assigns tasks and responsibilities to staff. | <input type="checkbox"/> Approves salary adjustments. |
| <input type="checkbox"/> Conducts training or onboarding of staff. | <input type="checkbox"/> Recommends termination of employees. |
| <input type="checkbox"/> Monitors and evaluates work performance. | <input type="checkbox"/> Approves termination of employees. |

5. **FISCAL RESPONSIBILITY:** Describe the budget or fiscal authority and accountability of the position, including accounts receivable management, approving expenditures, and reconciling accounts. Describe the size of the budget, extent of signature authority and involvement in the budget process.

Does this position have responsibility for developing, implementing, or managing/overseeing a budget (including all fund sources)?

Yes No Amount \$

Does this position:	No	Yes	If yes, explain/provide context:
Negotiate contracts	<input type="checkbox"/>	<input type="checkbox"/>	
Manage grants	<input type="checkbox"/>	<input type="checkbox"/>	
Reconcile accounts	<input type="checkbox"/>	<input type="checkbox"/>	
Manage service or auxiliary operations	<input type="checkbox"/>	<input type="checkbox"/>	

Select the category that best reflects the highest level of fiscal responsibility exercised by this position:

<input type="checkbox"/>	<p>Not Applicable:</p> <ul style="list-style-type: none"> Position does not have any fiscal responsibility.
<input type="checkbox"/>	<p>Supports:</p> <ul style="list-style-type: none"> Tracks expenditures or budget activity at an organizational level. Does not make fiscal decisions or have spending authority. Provides input or analysis related to revenues, expenses, or budgeting processes.
<input type="checkbox"/>	<p>Recommends:</p> <ul style="list-style-type: none"> Makes recommendations regarding budget decisions or resource allocations. May have limited authority to approve expenditures. May identify or propose revenue-generating activities or funding opportunities (e.g., grants).
<input type="checkbox"/>	<p>Controls:</p> <ul style="list-style-type: none"> Has full responsibility and accountability for managing a budget within a department, unit, or program. Exercises final decision-making authority over revenues, expenditures, and financial planning. Responsible for compliance, financial oversight, and resource optimization.

6. **INDEPENDENT JUDGEMENT/PROBLEM SOLVING:** Select the option that best describes the level of independent judgment and problem-solving required in the position being evaluated.

<input type="checkbox"/>	<p>Entry-Level/Procedural:</p> <ul style="list-style-type: none"> Performs tasks and duties under direct supervision, following clearly defined policies and procedures. Work is routinely reviewed by supervisor. Minimal opportunity for exercising independent judgment. Most problems are referred to the supervisor for resolution.
<input type="checkbox"/>	<p>Intermediate/Guided Decision-Making:</p> <ul style="list-style-type: none"> Works under general supervision, using established procedures and some creativity. Chooses from a limited set of alternatives to resolve routine problems. Occasionally uses independent judgment in completing assignments. May recommend improvements to work procedures, policies, or practices. Unusual or complex problems are referred to the supervisor.
<input type="checkbox"/>	<p>Advanced/Analytical Problem Solving:</p>

	<ul style="list-style-type: none"> • Operates within general University policies, procedures, and objectives. • Analyzes problems, assesses needs, and adapts broad guidelines to achieve results. • Frequently uses independent judgment within accepted standards. • Makes recommendations that may influence policy or procedural changes. • Exceptions to policy are referred to the supervisor.
<input type="checkbox"/>	Program/Functional Leadership: <ul style="list-style-type: none"> • Develops objectives, policies, and procedures for a specific program or functional area, aligned with broader institutional goals. • Day-to-day decisions are made independently without supervisor review. • Supervisor reviews only end results or strategic outcomes. • Strategic issues are escalated to the supervisor as needed.
<input type="checkbox"/>	Strategic Leadership: <ul style="list-style-type: none"> • Establishes the strategic direction, goals, and policies for a major area of responsibility. • Sets broad objectives and is accountable for overall performance and results. • Exercises a high degree of independent judgment on matters of significance. • Regularly solves complex, high-impact problems with minimal guidance.

Provide 2–3 examples that illustrate the type of decision-making and problem solving typical for this position. Include both situations where decisions are made independently, and where the position must consult with a supervisor before proceeding.

Example: Independently determines the workflow for implementing a new software tool; consults with the supervisor when reallocating funds across departmental budgets.

7. WORK COMPLEXITY: Select the option that best reflects the variety, difficulty and scope of the tasks and responsibilities typically performed in this position.

<input type="checkbox"/>	Basic/Standardized: <ul style="list-style-type: none"> • Tasks are highly interrelated and simple. • Work follows clearly defined, routine procedures with minimal variation.
<input type="checkbox"/>	Moderate/Process-Focused: <ul style="list-style-type: none"> • Tasks are multiple but primarily relate to individual processes. • Some aspects of the work are standardized, while others may vary. • Requires attention to procedural details with occasional deviation.
<input type="checkbox"/>	Advanced/Procedural Application: <ul style="list-style-type: none"> • Tasks are multiple, complex, and varied, often spanning related processes. • Requires application of a range of procedures, policies, and precedents to complete work effectively. • Some level of judgment and coordination across functions is involved.
<input type="checkbox"/>	Complex/Multifunctional Integration: <ul style="list-style-type: none"> • Responsibilities involve integration across cross-functional areas. • Tasks are substantially complex and varied, often requiring interpretation of technical or abstract information. • Success depends on applying expertise and discretion within broad, and sometimes conflicting, guidelines.

Describe the most complex—yet typical—work process, responsibility, or decision this position is responsible for managing. Include the factors that contribute to its complexity (e.g., multiple stakeholders, abstract reasoning, high-level analysis, significant consequences of error).

Example: Coordinating cross-departmental data integration for grant compliance reporting, involving shifting deadlines and evolving federal guidelines.

8. MAGNITUDE OF WORK IMPACT: Select the option that best describes the scope and reach of the work performed in this position. Then, provide a brief example that supports your selection, demonstrating how the position impacts the unit, department, division, or institution.

<input type="checkbox"/>	Very limited: <ul style="list-style-type: none"> • Impact is confined to the immediate work group or team. • Work has minimal effect beyond this position’s direct area.
<input type="checkbox"/>	Limited: <ul style="list-style-type: none"> • Work primarily impacts a single department or program. • Outcomes influence local operations, services, or processes.
<input type="checkbox"/>	Moderate: <ul style="list-style-type: none"> • Work affects multiple departments or programs, either directly or indirectly. • Activities support collaboration and coordination across units.
<input type="checkbox"/>	Substantial: <ul style="list-style-type: none"> • Work has a broad impact on a major division or a wide range of departments and programs. • Decisions or outcomes influence policy, operations, or service delivery at an organizational level.
<input type="checkbox"/>	Significant: <ul style="list-style-type: none"> • Work has institution-wide or system-wide impact, influencing multiple divisions, colleges, or units across the University. • Responsibilities may include setting direction, shaping strategy, or managing high-stakes initiatives with long-term implications.

Provide an example of impact: Describe a project, responsibility, or decision that illustrates how this position affects the organization at the selected level.

9. INTERNAL/EXTERNAL CONTACTS. This section evaluates the extent, purpose, and nature of interactions with individuals or groups both within and outside this position’s immediate workgroup. Please select the descriptions that most accurately reflect the position, then provide examples to support your selections.

Type of Contact: Select the option that best describes the scope and frequency of contact with individuals outside the immediate workgroup.

<input type="checkbox"/>	Minimal Contact: <ul style="list-style-type: none"> • Limited to members within the same workgroup. • Contact is typically for exchanging basic information or routine documents.
<input type="checkbox"/>	Occasional Contact: <ul style="list-style-type: none"> • Involves students, visitors, members of the public, or University personnel outside the immediate team. • Purpose is to provide or obtain clarification, guidance, or information.
<input type="checkbox"/>	Regular Contact: <ul style="list-style-type: none"> • Interacts frequently with students, faculty, staff, or external constituents.

	<ul style="list-style-type: none"> Responsible for explaining, interpreting, or clarifying information. May involve handling sensitive or moderately complex matters.
<input type="checkbox"/>	Substantial Contact: <ul style="list-style-type: none"> Regular interaction with stakeholders beyond the department or workgroup. May include policy-related discussions, vendor negotiations, or grant/proposal coordination. Often involves confidential and complex information.
<input type="checkbox"/>	High-level Contact: <ul style="list-style-type: none"> Interacts with senior leadership across the University, and/or external leaders (e.g., government officials, media, business executives). Engages in high-level discussions involving strategy, policy, or sensitive issues. Requires considerable judgment, confidentiality, and professionalism.

Nature of contact: Select the description that best captures the nature and tone of these interactions.

<input type="checkbox"/>	Routine Exchange: <ul style="list-style-type: none"> Information sharing that requires basic courtesy and routine communication.
<input type="checkbox"/>	Instructional or Interpretive: <ul style="list-style-type: none"> Explains policies, procedures, or obtains feedback. Requires cooperation and moderate communication skills.
<input type="checkbox"/>	Complex or Sensitive Exchange: <ul style="list-style-type: none"> Conveys detailed information requiring discretion and clarity. Contacts are often non-routine and may involve sensitive subjects.
<input type="checkbox"/>	High-Level Discretion and Coordination: <ul style="list-style-type: none"> Exchanges involve highly technical or confidential issues. Requires tact, follow-up, and thoughtful engagement.
<input type="checkbox"/>	Strategic Influence or Conflict Resolution: <ul style="list-style-type: none"> Problem-solving through negotiation or persuasion. May involve issues of controversy or broad institutional impact.

Provide examples of typical internal or external contacts for this position, including who is involved and the context or purpose of the communication.

Example: Collaborates with external grant agencies to develop funding proposals or provides guidance to campus departments regarding HR compliance matters.

10. EDUCATION AND WORK EXPERIENCE: Information provided in this section reflects the department’s assessment of the minimum qualifications needed to perform the position. Human Resources makes the final determination of minimum education and experience requirements as part of the classification process and may modify them to ensure alignment with industry and occupational standards, internal equity, and the assigned classification and pay grade.

This section identifies the minimum qualifications required at entry to perform the essential functions of the position – not the qualifications of the current employee. Requirements should reflect what is reasonably necessary based on the scope, complexity, and the responsibility of the role.

Minimum Education Requirement

What is the minimum formal education required to perform the duties of this position? Specify the degree level (e.g., high school diploma, associate's, bachelor's, master's) and, if applicable, the required field of study.

Examples:

- High school diploma or GED required.
- Bachelor's degree in Business Administration or a related field required.
- Master's degree in Environmental Science required; Ph.D. is preferred.

Minimum Work Experience Requirement

What is the minimum amount and type of directly related experience required at entry? Indicate the number of years and describe the nature of the experience.

If applicable, clearly state whether relevant experience may substitute for formal education and the equivalency.

Examples:

- Two years of general clerical experience are required; medical or academic office experience preferred.
- Five years of project management experience required, preferably in higher education or nonprofit settings.
- Experience may substitute for a bachelor's degree on a year-for-year basis, with six years of progressively responsible administrative experience qualifying in lieu of a degree.

11. REQUIRED LICENSURE OR CERTIFICATION: List any licenses, registrations, certificates, or other credentials that are required to perform the essential duties of this position. (Desired credentials may be listed but indicate these as preferred vs. required qualifications.) If no licenses or certifications are required for the position, indicate "None."

Examples:

- A valid Wyoming Driver's License is required.
- Certification in CPR and First Aid is required within six months of hire.
- Licensed Clinical Social Worker (LCSW) certification through the Wyoming Mental Health Professions Licensing Board is required.
- Project Management Professional (PMP) certification is preferred but not required.

12. WORK ARRANGEMENT AND WORKING CONDITIONS:

UW Laramie Campus: This position is located on the University of Wyoming campus in Laramie, Wyoming and requires the ability to perform essential job functions at an elevation of approximately 7,220 feet above sea level.

Remote: This position is approved for remote work and is not required to be present on the University of Wyoming campus. The position requires the ability to perform essential job functions in a remote work environment in accordance with University policy.

Hybrid: This position is performed in a hybrid work environment, with a combination of on-campus work at the University of Wyoming in Laramie, Wyoming (approximately 7,220 feet above sea level) and approved remote work, in accordance with University policy.

Other: _____ (Location) _____ (State) _____

- Please specify any particular requirements related to the work location:

13. TOOLS, EQUIPMENT AND TECHNOLOGY: Identify the types of equipment, vehicles, instruments, tools, and computer applications that this position must use proficiently to carry out the essential functions of this position. For each item, indicate the purpose and how frequently it is used (e.g., daily, weekly, monthly).

14. SENSORY AND PHYSICAL DEMANDS: Indicate the amount of time this position typically spends performing the following sensory or physical activities in the course of their job duties. Please base your responses on the average workload over the course of one month.

--- Amount of Time ---

	None	Rarely	Up to 1/3	1/3 to 2/3	2/3 or over
Stand	<input type="checkbox"/>				
Walk	<input type="checkbox"/>				
Sit	<input type="checkbox"/>				
Use hands and/or fingers	<input type="checkbox"/>				
Climb or balance	<input type="checkbox"/>				
Stoop, kneel, crouch or crawl	<input type="checkbox"/>				
Twist	<input type="checkbox"/>				
Bend	<input type="checkbox"/>				
Reach with hands and arms	<input type="checkbox"/>				
Taste or smell	<input type="checkbox"/>				

Hear	<input type="checkbox"/>				
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15. LIFTING REQUIREMENTS: Does this position require the lifting of objects or materials? If so, please indicate the amount of weight and the frequency with which it is lifted.

--- Amount of Time ---

	None	Rarely	Up to 1/3	1/3 to 2/3	2/3 or over
Up to 10 pounds	<input type="checkbox"/>				
Up to 25 pounds	<input type="checkbox"/>				
Up to 50 pounds	<input type="checkbox"/>				
Up to 100 pounds	<input type="checkbox"/>				
More than 100 pounds	<input type="checkbox"/>				

16. FORCE EXERTION REQUIREMENTS: Does this position require the exertion of force to move, push, pull, or lift objects? If so, please indicate the amount of force and the frequency with which it is exerted.

--- Amount of Time ---

	None	Rarely	Up to 1/3	1/3 to 2/3	2/3 or over
Up to 10 pounds	<input type="checkbox"/>				
Up to 25 pounds	<input type="checkbox"/>				
Up to 50 pounds	<input type="checkbox"/>				
Up to 100 pounds	<input type="checkbox"/>				
More than 100 pounds	<input type="checkbox"/>				

17. VISION REQUIREMENTS: What are the vision requirements necessary to perform the duties of this position? Select all that apply:

- Close Vision** (clear vision at 20 inches or less).
- Distance Vision** (clear vision at 20 feet or more).
- Color Vision** (ability to identify and distinguish colors).
- Peripheral Vision** (ability to observe an area that can be seen up and down or to the left and right while the eyes are fixed on a given point).
- Depth Perception** (three-dimensional vision, ability to judge distances and spatial relationships).

- Ability to Adjust Focus** (ability to adjust the eye to bring an object into sharp focus).
- No Special Vision Requirements.**

18. NOISE LEVEL IN THE WORK ENVIRONMENT: How much noise is typical in the work environment for this position? Select the description that best fits:

- Very Quiet** (e.g., isolation booth for hearing test).
- Quiet** (e.g., library, private office).
- Moderate Noise** (e.g., office with light traffic, printers, copiers, etc.).
- Loud Noise** (e.g., office with high traffic, printers, etc.).
- Very Loud Noise** (e.g., heavy equipment, construction site).

19. EXPOSURE TO ENVIRONMENTAL CONDITIONS: Indicate how much on-the-job exposure this position typically has to the following environmental conditions. Please select the frequency of exposure based on a typical month.

- - - Amount of Time - - -

	None	Rarely	Up to 1/3	1/3 to 2/3	2/3 or over
Operate moving vehicle/equipment	<input type="checkbox"/>				
Work near moving mechanical parts	<input type="checkbox"/>				
Work in high, precarious places	<input type="checkbox"/>				
Work in confined places	<input type="checkbox"/>				
Darkness/poor lighting	<input type="checkbox"/>				
Airborne particles (dust, powders, etc.)	<input type="checkbox"/>				
Vapors/fumes/odors	<input type="checkbox"/>				
Toxic/radioactive/infectious materials	<input type="checkbox"/>				
Human blood/tissue/cell lines	<input type="checkbox"/>				
Animals/wildlife	<input type="checkbox"/>				
Temperature changes	<input type="checkbox"/>				
Outdoor weather conditions	<input type="checkbox"/>				
Snow/ice	<input type="checkbox"/>				
Extreme cold (non-weather)	<input type="checkbox"/>				
Extreme heat (non-weather)	<input type="checkbox"/>				
Wet, humid (non-weather)	<input type="checkbox"/>				

Risk of electrical shock	<input type="checkbox"/>				
Fire hazard	<input type="checkbox"/>				
Explosives	<input type="checkbox"/>				
Vibration	<input type="checkbox"/>				
Noise	<input type="checkbox"/>				
Computer/video terminal display	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				

20. PRIMARY WORK LOCATION (setting): Indicate the type of physical setting(s) where the majority of the duties for this position are typically performed. Check all that apply and, if needed, provide additional context in the space below.

- | | | |
|--|---|---|
| <input type="checkbox"/> Office Environment | <input type="checkbox"/> Art Studio/Museum | <input type="checkbox"/> Shop/Warehouse |
| <input type="checkbox"/> Auditorium/Fieldhouse | <input type="checkbox"/> Lab(s) | <input type="checkbox"/> Food Service: Kitchen/Dining |
| <input type="checkbox"/> Gym/Pool | <input type="checkbox"/> Farm | <input type="checkbox"/> Library/Classroom |
| <input type="checkbox"/> Indoors:
(Specify) _____ | <input type="checkbox"/> Outdoors:
(Specify) _____ | <input type="checkbox"/> Other:
(Specify) _____ |

21. TRAVEL REQUIREMENTS: Does this position require travel? If yes, please describe the nature of the travel (e.g., in-state, out-of-state, international, conferences, recruitment) and estimate the frequency using the options below.

<input type="checkbox"/>	No Travel Required
<input type="checkbox"/>	Occasional Travel (less than 10% of the time)
<input type="checkbox"/>	Moderate Travel (10-25% of the time)
<input type="checkbox"/>	Frequent Travel (25-50% of the time)
<input type="checkbox"/>	Extensive Travel (more than 50% of the time)

Electronic Certification and Signature Statement: By typing a name in the fields below and submitting this Position Description Questionnaire (PDQ) electronically, each signer certifies that the information provided is accurate to the best of their knowledge and understands that typed names constitute electronic signatures in accordance with University policy.

Falsification Notice: All individuals involved in completing this Position Description Questionnaire – including supervisors, position incumbents (if applicable), and others providing information – are expected to provide honest, accurate, and complete information. Knowingly falsifying, misrepresenting, or omitting material information in this PDQ or related documentation may result in disciplinary action, up to and including termination of employment.

Important Notes

- **Departmental Authority:** Department leadership is responsible for organizing work within their units and may assign, modify, or reassign duties and responsibilities in accordance with University policy.
- **Human Resources Review:** Human Resources may initiate a position review at any time. Departments may be required to complete or update this PDQ as part of that process.
- **Funding Responsibility:** If a classification or pay grade change results from this review, any associated costs will be the responsibility of the department.

Supervisor Certification: As the supervisor responsible for assigning, directing and overseeing the duties and responsibilities of this position, by typing your name below and submitting this Position Description Questionnaire (PDQ) electronically, you certify that the information provided is complete and accurate and reflects either the position as it currently exists (whether filled or vacant) or the proposed duties and responsibilities to be assigned to the position upon approval.

- Supervisor Name:
- Official Job Title:
- Supervisor Work Phone Number:

Human Resources Review and Approval: Human Resources has reviewed this Position Description Questionnaire for classification, compliance, and alignment with institutional standards. HR approval confirms the position's classification and does not constitute approval of individual performance, salary, or future organization changes.

- HR Analyst Name:
- Date Approved:

Employee Acknowledgement (if applicable): This section applies only if the position is currently filled.

As the employee currently assigned to this position, by typing your name below, you acknowledge that you have reviewed this Position Description Questionnaire and that it accurately describes the duties, responsibilities, and working conditions of the position as you understand them. This acknowledgement does not imply agreement with classification, compensation, or future assignments.

- Employee Name:
- Official Job Title:
- Employee Work Phone Number: