

(Draft) Template for Chairs: POSITION ANALYSIS OF ESSENTIAL FUNCTIONS

For each accommodation request the chair is expected to submit a position analysis. Language included here is suggested from the typical faculty role. However, roles vary, and this should be modified to reflect the expectations of a qualified faculty member.

Position Title	(Faculty Member Name and Rank)		
Department	(Name)		
Immediate supervisor	Department Chair (Name and Title)		
Where duty is to be performed	On the University of Missouri-St Louis campus, at partner institutions and organizations in the St Louis region, and at regional, national, and international venues.		
Purpose of the position	The position exists to carry out the University’s mission to educate students and create and disseminate knowledge. Each faculty member serves a unique role in a department, contributing his/her expertise in ways that no other faculty member can.		
Essential tasks (MUST BE performed)	TYPICAL ESSENTIAL JOB FUNCTIONS		
	TEACHING: Teach a minimum of three graduate and/or undergraduate classes per year as assigned by the department chair. Four courses a year is the normal expectation. Communicate effectively in the classroom and make reasoned and timely judgments regarding the quality of students’ work.	SCHOLARSHIP/RESEARCH: Conduct research/creative activity in area of specialization. Write grants and secure external funding when available in the discipline. Publish research articles in peer-reviewed scholarly journals and/or books with university and/or other high quality presses.	SERVICE: Attend Departmental faculty meetings and serve on Departmental committees. Maintain a regular schedule of office hours. Attend one commencement each calendar year. Advise departmental students. Respond in a timely fashion to requests from the chair and dean.
Position exists to perform the function?	Yes	Yes	Yes
Is this an essential function?	Yes	Yes	Yes
Number of employees available to	0		

perform this function, if incumbent does not?			
Would taking this function from the job fundamentally change the job?	Yes		
Does this function require special competencies, judgment, or training?	Yes, terminal degree and research experience commensurate with rank		
Is a license required?	(Depends on field)		
Did the former incumbent perform the task?	Yes		
Approximately what percentage of time per week is spent performing this function? ¹	40%: A typical three-credit hour lecture course involves 150 minutes of classroom presentation per week (three 50- minute sessions or two 75- minute sessions). In addition, time is required for preparation for class lectures and exams, grading responsibilities, and maintaining a My Gateway page with assignments and grade book for each course.	40%	20%
Describe the physical demands of the position and their frequency.	Faculty must have the ability to conduct classes in such a way that students are engaged and students' work is monitored effectively, as	Research requires the physical and mental capacity to analyze, synthesize, and evaluate data, produce innovative scholarly products, and disseminate the	Service requires that faculty members have the physical ability to go to a variety of meetings in different locations, use

¹ Teaching the required load specified in the assignment letter, research in the area of specialization, and service to the department, college, and university is expected, including attending faculty and committee meetings and participating in commencement.

	<p>measured on student and peer evaluations. Some courses are offered at off-campus sites and require the faculty member to drive to the site. A typical three-credit hour lecture course involves 150 minutes of classroom presentation and activities per week (three 50-minute sessions or two 75-minute sessions). In addition, the faculty member must be able to prepare for class lectures and exams, grade assignments, and maintain a syllabus, assignments, and grade book on My Gateway.</p>	<p>scholarship in venues respected by peers in the same discipline.</p>	<p>communication skills effectively, and make sound judgments in their social interactions to produce policies, act on resolutions, or make positive contributions to meet the obligations of the service obligations.</p>
<p>Physical Demands Continued</p>	<p>To fulfill these roles a faculty individual must be able to independently, with or without reasonable accommodation, meet the following technical standards:</p> <p>OBSERVATION ABILITIES: Faculty members must be able to acquire and disseminate knowledge through presentations, lectures, laboratories, demonstrations, student interaction, and self-study. Acquiring and communicating a body of information necessitates the functional use of visual, auditory and somatic sensation enhanced by the functional use of other sensory modalities. Examples of observational skills in which accurate information needs to be extracted in an efficient manner include:</p> <p>Visual Abilities: (as they relate to such things as visual acuity, color vision and perception of depth);</p> <ul style="list-style-type: none"> • Read information from papers, films, slides, video and computer displays; • Observe demonstrations and experiments; • (Discriminate microscopic images); 		

- Observe students and note non-verbal signs;
- Discriminate numbers, images, and patterns associated with texts (and instruments) in discipline.

Auditory Abilities:

- Understand verbal presentations in lecture, laboratory and classroom settings;
- Hear and understand student questions in classrooms and individually;
- (Recognize and interpret various sounds associated with laboratory experiments).

Tactile Abilities:

- Perceive environments sufficiently to avoid injury to self and others.

COMMUNICATION ABILITIES: Faculty members must be able to communicate effectively, efficiently and sensitively with students, peers, staff, and other members of the university community. The faculty member must be able to demonstrate English communication skills using traditional means. Examples of required communication skills include:

- Relating effectively and sensitively to students, conveying compassion and empathy;
- Perceiving verbal and non-verbal communication such as sadness, worry, agitation and students' lack of comprehension;
- Eliciting information from students, observing non-verbal response, and follow-up appropriately;
- Communicating quickly, effectively and efficiently with students and other members of the university community;
- Reading and legibly recording observations, test results, and forms accurately;
- Completing assignments, student records and correspondence accurately and in a timely manner.

SENSORY AND MOTOR COORDINATION ABILITIES: Faculty members must possess the sensory and motor skills necessary to perform effectively in the classroom, (laboratory,) and in professional meetings. In general, this requires sufficient exteroception sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and fine motor function (significant coordination and manual dexterity using arms, wrists, hands and fingers). Examples of skills required include:

- Reasonable facility of movement to carry out the teaching, research, and service obligations

	<p>above;</p> <ul style="list-style-type: none"> • Ability to use appropriate gestures to communicate effectively. <p>INTELLECTUAL-CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES: Problem solving, a most critical skill, is essential for faculty members and must be performed quickly, especially in classrooms and presentations of research. To be an effective problem solver, the faculty member must be able to accurately and efficiently utilize such abilities as measurement, calculation, reasoning, analysis, judgment, investigation, memory, numerical recognition and synthesis. Examples of these abilities include being able to:</p> <ul style="list-style-type: none"> • Determine appropriate questions to be asked and tests to be performed; • Identify and analyze significant findings from history, examination, and other data; • Demonstrate good judgment and provide reasonable classroom activities, assessment of student learning, and appropriate conclusions from research findings; • Retain, recall, and obtain information in an efficient manner; • Identify and communicate the limits of one’s knowledge and skills. <p>BEHAVIORAL AND SOCIAL ATTRIBUTES: The faculty member must possess the necessary behavioral and social attributes for the study and practice of teaching, research, and service. Examples of such attributes include:</p> <ul style="list-style-type: none"> • Satisfactory emotional health required for full utilization of one’s intellectual ability; • High ethical standards and integrity; • An empathy with students and colleagues and concern for their welfare; • Commitment to the profession and its standards; • Effective interpersonal relationships with students and other members of the university community; • Professional demeanor; • Effective functioning under varying degrees of stress and workload; • Adaptability to changing environments and uncertainties. 		
Marginal tasks that should be performed	TYPICAL MARGINAL JOB FUNCTIONS		
	TEACHING: Additional courses for	SCHOLARSHIP/RESEARCH:	SERVICE: Community and professional

	overload.		service may be marginal in some departments or ranks.
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