Reference #: CAP#0000009
Fiscal Year: 2026-2027

CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

PROCESS OVERVIEW

- Submit a complete form with all required sections, including an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests will not be scored.
- RAC will make hiring recommendations to the College President, who will make the final hiring decision.

NOTE: If you are submitting on behalf of an area where you work but do not supervise, briefly describe your relationship to the area in the Summary Information section.

KEY DEADLINES

Deadline	Action
11/04/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/10/2026	CAP form submitted to Division Dean (with approved cost calculation)
11/18/2026	Request presented at Division / Area meeting
11/20/2026	Submit completed form, signed by Dean & VP, to Administrative Services Office by 5:00pm

SUBMISSION CHECKLIST

☐ **[Step 1]** All sections of the form are complete.

☐ **[Step 1]** Current or proposed job description is attached.

☐ **[Step 2]** Section 6: Cost Calculations have been completed by the Administrative Services Officer (allow sufficient lead time before the Dean deadline).

☐ **[Step 3]** Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
• Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked)	• Temporary positions supported by general funds • Positions currently funded but vacant for less than 24 months • Approved positions with a failed search (approval extended 12 months only)

More information on the CAP request process can be found here.

SCORING RUBRIC: HOW YOUR REQUEST WILL BE EVALUATED

Criterion	Strong Evidence (high scores)	Adequate Evidence (mid scores)	Limited Evidence (low scores)
Program or Unit Need *(10 pts) [Section 1]*	**8–10:** Clear and compelling evidence of substantial need with demonstrated impact on students, program, or college operations.	**4–7:** Clear evidence of need with identifiable impact on students, program, or college operations.	**0–3:** Limited or no evidence of need or demonstrable impact.
Program Plans, Goals, and Initiatives *(10 pts) [Section 2]*	**8–10:** Clear and compelling evidence that this position is identified in program review or plans with a well-articulated connection to specific goals or initiatives.	**4–7:** Clear evidence that this position is connected to program review or plans with reasonable articulation of relevant goals or initiatives.	**0–3:** Limited or no connection to program review, plans, or program goals and initiatives.
(A) Student Learning & Success **— or —** **(B) Institutional Effectiveness & Excellence** *(10 pts) [Section 3]*	**8–10:** Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional effectiveness & excellence.	**4–7:** Clear evidence that position will contribute to (A) student learning & success or (B) institutional effectiveness & excellence.	**0–3:** Limited or no evidence of contribution to (A) student learning & success or (B) institutional effectiveness & excellence.
Mission & Planning Priorities *(10 pts) [Section 4]*	**8–10:** Clear and compelling evidence that position strongly supports College Mission and/or Planning Priorities.	**4–7:** Clear evidence that position supports College Mission and/or Planning Priorities.	**0–3:** Limited evidence that position supports College Mission and/or Planning Priorities.
Organizational Safety & Compliance *(10 pts) [Section 5]*	**8–10:** Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	**4–7:** Clear evidence of safety or compliance implications if this position remains vacant.	**0–3:** Limited or no evidence of safety or compliance implications.
Total	**50 points**		

*** Section 3 is dependent on type of position:** *Positions with direct student contact use Version A (Student Learning & Success). Positions without direct student contact use Version B (Institutional Effectiveness & Excellence). RAC has final discretion on what criterion to apply.*

Requester Name: MIke McQuiston **Division:** PATH

SUMMARY INFORMATION

Tip: Use specific evidence and data throughout each narrative section. Requests without supporting evidence receive lower scores. Incomplete requests will not be ranked.

Title of Position Being Requested:	Athletic Facilities and Eligibility Coordinator

Please also attach a current or proposed district job description. 1 📎 Job Description

Position Will Reside in Division/Unit:	PATH/Kinesiology
This Position will Report to:	Dean of Academic Services, PATH Division

The Position Being Requested Is: New Position

☒ **New Position:** Hours/week: 40.00 Months/year: 12

☐ **Increase for an Existing Funded Position:**

TYPE	CURRENT (From):	REQUEST (To):
Service Months		
FT/PT Status	_____ %	_____ %

Name of Current Position Holder: _____

☐ **New Categorically Funded Position** *(information only — not ranked)*

Hours/week: _____ Months/year: _____

Has this position or a similar position been submitted to RAC previously?

[✓] Yes Year(s): 2025-2026

Outcome: An Admin Assistant was not authorized/funded

Will this position have direct student contact? [✓] Yes

Direct student contact includes classified and administrative positions whose primary function involves directly assisting, supporting, or serving students in an instructional, academic support, or student services capacity.

If you work in, but don't supervise, this area, briefly explain your relationship to the position:

SECTION 1 — Program or Unit Need

Scored 0–10 points

Strong responses provide clear and compelling evidence of substantial need with demonstrated impact on students, the program, or college operations (e.g., enrollment trends, service gaps, program growth, or instructional and operational needs).

What key responsibilities would this position assume?

List the primary duties and functions. Be specific about what this person would do day to day.

The coordinator would provide dedicated oversight of student-athlete eligibility, athletic facility scheduling and rentals, and athletics-specific administrative operations. Daily responsibilities would include verifying eligibility under 3C2A requirements, maintaining confidential student-athlete records, tracking documentation and deadlines, and coordinating with coaches, Admissions & Records, and other campus offices to resolve eligibility issues.

The position would also coordinate facility schedules, community rentals, and athletic events; process rental applications, permits, and insurance documentation; communicate policies and fees; and maintain facility utilization and financial records. Additional responsibilities would include coordinating with campus departments and external organizations, preparing reports, supporting rental outreach, and improving administrative procedures and accountability.

Where consistent with the District classification and confirmed by Human Resources, the position would also coordinate athletics transportation requests, team travel documentation, meal advances and reconciliation, and related administrative processes. Consolidating these responsibilities would provide continuity for essential athletics operations while allowing the PATH Senior Administrative Assistant to focus on division-wide support.

List other personnel in the unit with shared or similar responsibilities:

The PATH Senior Administrative Assistant provides division-wide administrative, fiscal, and operational support, including athletics-related coordination. A temporary, part-time Eligibility Clerk currently handles student-athlete eligibility processing as a stopgap arrangement without a permanently funded position. Athletic Coaches too.

Describe the historical context and changing demands on this unit over the past 3–5 years:

Refer to relevant program review section. Consider bandwidth issues, enrollment changes, service gaps, or staffing changes.

LPC has a longstanding, documented need for dedicated athletics coordination that has never been resolved through a sustainable staffing structure. Kinesiology and Athletics Program Reviews have identified gaps in eligibility administration, athletics-specific coordination, and operational support. As early as 2017–2018, the dean was responsible for monitoring athletic eligibility while administrative staff managed other athletics operations. In 2018–2019, Student Services temporarily assigned a part-time Administrative Assistant to support eligibility, and in January 2023, these responsibilities returned to PATH. This request addresses a structural deficiency documented over multiple program review cycles, rather than a newly emerging or temporary staffing need.

Historically, athletics administrative responsibilities have shifted among division staff, Student Services, and temporary personnel rather than being assigned to a permanent, dedicated position. We currently have a temporary, part-time arrangement to maintain essential student-athlete eligibility services. While this stopgap provides necessary coverage, it doesn't address the administrative and facility coordination needs of the program.
Establishing a permanent position would consolidate these fragmented responsibilities, strengthen accountability, and allow the PATH Senior Administrative Assistant to focus on division-wide operations. The position is already utilized at Chabot College, providing an established staffing model for functions that LPC has historically addressed through temporary assignments and redistributed workloads.

Provide additional evidence supporting the need for this position and its impact on students or the program:

Establishing a permanent Athletic Facilities and Eligibility Coordinator would consolidate these fragmented responsibilities, strengthen accountability, and allow the PATH Senior Administrative Assistant to focus on division-wide operations. The position is an existing, Board-approved District classification already utilized at Chabot College, providing an established staffing model for functions that LPC has historically addressed through temporary assignments and redistributed workloads. As indicated above, this request addresses a structural deficiency documented over multiple program review cycles, rather than a new trend or temporary staffing need.

SECTION 2 — Program Plans, Goals, and Initiatives

Scored 0–10 points

Strong responses provide clear and compelling evidence that this position is identified in program review or emergent plans, with well-articulated connections to specific program goals, initiatives, or institutional priorities.

Was this position need identified in your Program Review?

Yes, explicitly identified in Program Review

Year: 25-26

Describe the goals, challenges, or emerging circumstances this position is intended to address.
Where program review documented this need, be sure to cite the relevant portions and expand on it if needed. If this need has emerged since your last program review, describe the circumstances that make it a priority now.

Kinesiology/Athletics Program Reviews have repeatedly documented the need for dedicated administrative support. The 2017–2018 review identified the dean's direct responsibility for monitoring student-athlete eligibility, while the 2018–2019 review recommended assigning this work to administrative staff rather than faculty. Subsequent reviews continued to identify inconsistent staffing and unresolved athletics administrative needs.

Most recently, the 2025–2026 Program Review explicitly identified the need for additional administrative support for athletic eligibility, meal advances, and transportation coordination. Although the proposed classification differs from the Administrative Assistant requested previously, it directly addresses the longstanding eligibility gap while establishing dedicated oversight of athletic facilities and related administrative operations.

These needs have direct implications for student success and program effectiveness. Eligibility administration requires accurate documentation, coordination across campus offices, and adherence to established deadlines. Delays or errors can jeopardize a student-athlete's opportunity to compete, while assigning these responsibilities to coaches or division-level staff diverts attention from instruction, student support, and broader operational priorities.

The proposed position would also create opportunities to improve institutional effectiveness through centralized facility scheduling, rental administration, utilization tracking, and financial oversight. These functions complement the administrative needs identified in Program Review and would provide greater consistency in managing athletic facilities as shared instructional, competitive, and community resources.

This request responds to a documented, recurring operational need that has persisted despite temporary assignments and redistribution of responsibilities. Rather than continuing to address individual gaps as they arise, LPC would establish a coordinated, accountable staffing structure that supports student-athletes, faculty, and responsible management of college resources.

How does filling this position support the college's ability to meet ACCJC standards related to staffing adequacy, student learning and support services, or institutional effectiveness and accountability?

This position would strengthen Kinesiology and Athletics through dedicated coordination of student-athlete eligibility, facility operations, and athletics administration. Timely eligibility verification would reduce administrative delays affecting participation. The coordinator would also process tracer requests, verifying former student-athletes' participation and eligibility histories for receiving institutions, helping support their continued athletic opportunities after leaving LPC.

Centralized facility scheduling, rental administration, insurance verification, and utilization tracking would improve coordination among instructional programs, athletic events, and community users. Consistent financial oversight and rental outreach would strengthen accountability and create opportunities for improved cost recovery.

Consolidating these responsibilities would allow coaches to focus on instruction and student development while preserving the Senior Administrative Assistant's capacity to support the PATH Division. This approach advances student success, transfer pathways, operational efficiency, and responsible resource management.

SECTION 3 — Student Learning & Success | Institutional Effectiveness & Excellence

Scored 0–10 points

Complete either Version A or Version B based on your response in the Summary Information section.

VERSION A — For positions with direct student contact

Explain how this position will contribute to and/or support student learning and success:

Strong responses provide clear and compelling evidence that this position will substantially advance student learning and success (e.g., assessment data, best practices, or industry standards).

The Athletic Facilities and Eligibility Coordinator would directly support student learning and success by helping student-athletes meet 3C2A eligibility requirements, maintain access to competition, and pursue opportunities beyond LPC. Through individualized assistance and accurate records, the coordinator would help students navigate complex requirements and avoid preventable administrative barriers to participation.

As reported in our 2025–2026 Athletics Self-Study Report, 2021–2022 student-athlete data show an average GPA of 3.18 versus 2.88 for LPC non-athletes, and an average of 23.41 successfully completed units versus 11.26. Student-athletes also transferred to four-year institutions at a rate of 19%, compared with 11% for non-athletes. These outcomes demonstrate the academic achievement and transfer potential of LPC student-athletes and the importance of maintaining reliable services that support their participation.

The coordinator would work with students, coaches, and campus offices to resolve missing documentation, clarify requirements, and meet competition deadlines. A consistent point of contact would particularly benefit students unfamiliar with collegiate athletics procedures. The coordinator would also process tracer requests, verifying former student-athletes' participation and eligibility histories so receiving institutions can determine eligibility for continued competition.

Dedicated coordination would protect access to educational and developmental opportunities through athletics while reducing administrative demands on coaches, allowing them to focus on instruction, academic guidance, and student development.

VERSION B — For positions without direct student contact

Explain how this position strengthens the college's operational capacity, service quality, or institutional effectiveness, including its ability to respond proactively to challenges or changing demands.

Strong responses provide clear and compelling evidence that this position will substantially advance institutional effectiveness and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

SECTION 4 — Mission & Planning Priorities

Scored 0–10 points

LPC MISSION STATEMENT

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC PLANNING PRIORITIES

☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.

☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.

☒ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this position supports LPC's Mission and/or the Planning Priorities.

Strong responses provide clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities (e.g., specific program goals, student populations, or outcomes).

This position would advance equity by providing consistent, accessible eligibility support to all student-athletes, particularly those unfamiliar with collegiate athletics requirements or navigating complex administrative processes. Students should have equitable access to participation opportunities regardless of their familiarity with eligibility rules, documentation requirements, or campus procedures. A dedicated coordinator would provide a reliable point of contact, communicate deadlines, identify missing documentation, and help students resolve eligibility questions before they become barriers to competition.

LPC's student-athlete achievement data demonstrate the educational significance of supporting this population. As reported in our 2025–2026 Athletics Self-Study Report, LPC student-athletes earned an average GPA of 3.18, compared with 2.88 for non-athletes, and completed an average of 23.41 successful units, compared with 11.26. Their four-year transfer rate was 19%, compared with 11% for LPC non-athletes. These historical outcomes highlight the academic achievement and transfer potential of LPC student-athletes and the importance of sustaining the services that support their participation.

Timely eligibility verification would help protect students' access to intercollegiate competition while allowing coaches to concentrate on instruction, academic encouragement, and student development. The coordinator would also process tracer requests, providing receiving institutions with verified participation and eligibility histories. This service would extend LPC's support beyond enrollment, helping former student-athletes pursue continued athletic opportunities at four-year institutions.

Intercollegiate athletics supports health and wellness by creating opportunities for physical activity, teamwork, personal development, campus engagement, and belonging. For many student-athletes, participation also provides structure, supportive relationships, and meaningful connections to the college community. Consistent eligibility administration would help preserve access to these experiences.

Finally, coordinated facility scheduling would help protect instructional and athletic access while improving opportunities for campus and community use. By reducing administrative obstacles, supporting student-athlete transitions, and maintaining reliable access to athletic programs and facilities, this position would advance LPC's commitments to Equity, Student Success, and Health & Wellness.

SECTION 5 — Organizational Safety & Compliance

Scored 0–5 points

Strong responses provide clear and compelling evidence of significant safety or compliance implications, addressing both what this position improves and what is at risk if it remains vacant.

Explain how this position will improve safety, compliance, and/or organizational effectiveness:

Consider safety, regulatory compliance, operational continuity, or the college's capacity to meet its institutional obligations.

This position would strengthen institutional compliance and organizational effectiveness by establishing consistent oversight of two areas involving significant regulatory and operational responsibilities: student-athlete eligibility and athletic facility use. The coordinator would maintain confidential eligibility records, monitor required documentation and deadlines, and verify student-athlete eligibility in accordance with 3C2A regulations. Centralizing these processes would improve accuracy, accountability, and continuity while reducing the risk of incomplete records or administrative errors affecting student participation and institutional compliance.

For athletic facilities, the coordinator would manage rental applications, permits, certificates of insurance, scheduling, and event documentation. The position would also strengthen financial accountability through consistent rental records, fee administration, utilization tracking, and reporting.

Describe the operational impact if this position is not filled:

Are there implications for critical systems, processes, safety, or compliance? What critical functions, safeguards, or services are at risk if this position remains vacant?

If this position is not filled, LPC will continue the fragmented staffing approach that has left athletics coordination needs unresolved for years. Essential eligibility services will remain dependent on a temporary, part-time arrangement without a permanent funding commitment, while facility scheduling, rentals, and athletics administration will continue to compete with other staff responsibilities.

This approach has repeatedly shifted work among administrators, coaches, and support staff without establishing clear, sustainable accountability. Continued reliance on these arrangements increases the risk of eligibility delays, scheduling conflicts, missed rental opportunities, and inconsistent financial oversight. It also diverts personnel from their primary responsibilities.

Without this position, LPC will perpetuate a documented structural staffing deficiency rather than resolve it, leaving essential athletics operations vulnerable to turnover, competing priorities, and interruptions in service.

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Officer (Step 2) before it is forwarded to your Division Dean (Step 3). Please submit this request with sufficient lead time.

New Position				
Estimates Based On:	FTE:	1.00	Step/Column:	40 / 3
Estimated Annual Salary Cost			$ 88,304.00	
Estimated Benefits Cost			$ 72,697.00	
Total Annual Position Cost			$ 161,001.00	
Increasing FTE of Current Position				
Estimates Based On:	FTE:		Step/Column:	/
Current Annual Salary			$	
Proposed Increase			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	

APPROVALS & SIGNATURE ROUTING

Before signing, please confirm all fields are complete and the job description is attached.

Title	Signature	Date
Requestor:	Michael A. McQuiston	11/04/2026
Administrative Services Officer:	Sui Song	11/04/2026
Division Dean:	Michael A. McQuiston	11/19/2026
President/Vice President:	Nan Ho	11/19/2026

REFERENCE: Position Request Process Flow

1	Requester fills out form and submits to Administrative Services Officer
2	Administrative Services Officer provides salary estimate; forwards to Division Dean or Vice President
3	Dean reviews for completeness; presents request at Division / Area Meeting; forwards to Vice President
4	Vice President reviews, signs, and forwards to Executive Assistant, Administrative Services
5	Executive Assistant logs requests and sends to RAC for review
6	RAC reviews and scores requests using rubric
7	Executive Assistant compiles scores for RAC review
8	RAC finalizes rankings and forwards recommendation to College President
9	Co-Chairs meet with College President to discuss ranked requests
10	President provides feedback to RAC on CAP request rankings

Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

ATHLETIC FACILITIES AND ELIGIBILITY COORDINATOR

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY DESCRIPTION

Under direction, coordinate athletic facilities use and rentals that include event coordination, budget, and organization of labor needs; track and verify student athlete eligibility; perform a variety of para-professional, technical, and complex office support work while exercising independent judgment in the satisfactory completion of duties; and coordinate with administration, faculty, staff, and community members to enlist support, cooperation, and participation in appropriate activities and rental services.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Coordinate the daily services, activities, and preparations related to the use and rental of athletic facilities including but not limited to scheduling, planning, preparing, bookkeeping and accounting, and identifying and communicating any issues and areas of potential liability and risk.
2. Serve as point of contact for rentals of athletic facilities; maintain records of applications, permits, and certificates of insurance.
3. Administer events, athletic facilities use, and rentals in accordance with established guidelines, policies, procedures, and contract agreements; explain college and/or district policies, fees, regulations, and deadlines for use of athletic facilities.
4. Create, develop and maintain confidential databases for student athlete information, including Form 1's, tracers, required insurance forms/cards, and other required documentation.
5. Oversee, organize, track and verify eligibility for student athletes in accordance with California Community College Athletics Association (CCCAA) regulations and bylaws.
6. Assist in maintaining assigned program financial records; recommend adjustments as necessary; prepare budget reports as required.
7. Participate in the identification, planning, development and implementation of activities and services that promote and enhance the use of athletic facilities for events and rentals.
8. Act as liaison college-wide, with external groups and the community to collaborate and coordinate the use and rental of athletic facilities.
9. Coordinate active marketing for event use and rentals of athletic facilities.
10. Establish and maintain complex, interrelated filing systems; collect, compile, and record narrative, statistical, and financial data and other information; research and verify information as requested.
11. Oversee development of in-reach and outreach materials (e.g., brochures, flyers, posters, social media, website, etc.) to enhance awareness of rentals available.
12. Develop systems to monitor and evaluate event and rental use of athletic facilities.
13. Provide assistance to the assigned administrator or appropriate manager; participate on a variety of committees; prepare reports and other correspondence as appropriate and necessary.
14. Attend and participate in professional group meetings; maintain awareness of issues, trends, and developments in athletic facilities and student athlete eligibility; keep abreast of changing technologies and software programs to support area needs.
15. Perform related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

1. Athletic programs, facilities, functions and operations.
2. Laws, rules and regulations, and codes associated with CCCAA programs, including student athlete eligibility.
3. Pertinent Federal, State, and local laws, codes, regulations including applicable sections of the State Education Code, and college and district policies and procedures.
4. Principles and practices of processing, monitoring and enforcing student athlete eligibility and compliance, conference and athletic program procedures.
5. Principles and practices of events and facilities rentals.
6. Principles, practices, and procedures of fiscal, statistical, and administrative record keeping.
7. Outreach, marketing, and social media principles and techniques.
8. Principles and practices of fiscal, statistical, and administrative research and report preparation.
9. Principles of communicating and collaborating effectively with students, faculty, staff, administration, and the community.
10. Interpersonal skills using tact, patience, and courtesy.
11. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
12. The diverse academic, socioeconomic, ethnic, and cultural backgrounds of the community college students and the community at large.

Ability to:

1. Coordinate and direct programs, activities, and operations related to use of athletic facilities.
2. Carry out work objectives in an organized, efficient, and timely manner without immediate supervision.
3. Perform detailed and complex specialized technical, programmatic, and administrative support duties involving the use of independent judgment and personnel initiative with speed and accuracy.
4. Recommend and implement goals and objectives for providing various programs and operations.
5. Maintain databases, update website and various computerized systems.
6. Understand, interpret, and apply general and specific administrative and departmental policies and procedures as well as applicable federal, state, and local policies, laws, and regulations.
7. Research information using initiative.
8. Organize, assimilate, and analyze information.
9. Respond tactfully, clearly, concisely, and appropriately to requests and inquiries from the public, students, college and district staff and faculty, or other agencies.
10. Make regular contact with students, employees and the public to discuss services and resources, and resolve problems within specified standards.
11. Complete required forms and surveys.
12. Prepare clear and concise reports, administrative and financial records.
13. Set up and maintain a variety of databases, files and records.
14. Plan and organize work to meet schedules and deadlines.
15. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
16. Adapt to changing technologies and learn functionality of new equipment and systems.
17. Communicate clearly and concisely, both orally and in writing.

18. Establish and maintain effective working relationships with those contacted in the course of work.
19. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - *Any combination of the following would provide a typical way to obtain the required knowledge and abilities.*

Education/Training:

A Bachelor's degree from an accredited college or university with major course work in education, physical education, sports management, or a related field.

Experience:

Three years of progressively responsible experience in athletic relations field requiring complex reporting and analysis.

License or Certificate:

Possession of an appropriate, valid driver's license.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting with occasional work on specified athletic facilities; occasionally travel from site to site. Incumbents may be required to work evenings and weekends.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

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