Reference #: CAP#0000010
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: Brianna Lopez **Division:** STEM

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:	Laboratory Technician (Position code 3CTE09)

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

Position Will Reside in Division/Unit:	STEM - Viticulture and Winery Technology
This Position will Report to:	Dean of STEM, Dr. Paula Checchi

The Position Being Requested Is: Increase for Existing Position

☐ **New Position:** Hours/week: _____ Months/year: _____

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

TYPE	CURRENT (From):	REQUEST (To):
Service Months	12 months	12 months
FT/PT Status	50.00 %	100.00%

Name of Current Position Holder: Damian Bramlett

☐ **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): 2020-2021

Outcome: Yes, since the 2020-2021 application year. Position was approved in 2022. Also applied in 2025.

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:

I am the current Faculty Coordinator of the VWT program and work alongside the Lab Tech.

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.

Expanding this position to full-time (40 hours/week) will provide consistent technical support and improve continuity of operations across all areas of the program, including the classroom, laboratory, vineyard, and winery.

Key responsibilities include maintaining equipment, preparing materials for demonstrations, setting up experiments, assisting students with hands-on training, and ensuring safety and compliance standards are met across instructional and production spaces.

These responsibilities directly support instructional delivery by ensuring students have access to prepared, properly equipped, and safe learning environments. Full-time coverage will provide more consistent support for hands-on instruction and student learning throughout the program.

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

No one else shares this role/responsibilities.

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.

Over the past five years, the VWT program has expanded in scope, with increased student enrollment, more diverse course offerings, and greater engagement with the local community. During this period, the program also transitioned into a new teaching winery, laboratory, and vineyard.

While the new facility has expanded opportunities for hands-on instruction, it has also significantly increased operational demands, including equipment upkeep, facility maintenance, and preparation of instructional and production spaces. These responsibilities cannot be adequately supported by the current 20-hour/week (50%) position.

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

The technician provides essential support for classroom instruction, laboratory activities, and field projects, ensuring that students can safely participate in hands-on experimentation, vineyard management, and winemaking practices. By maintaining equipment and preparing laboratory and winery facilities for instruction, the technician directly supports the quality of teaching, student learning outcomes, and safe operations across the program.

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: 2026

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.

The VWT program is expanding its use of emerging technologies, including a collaboration with the Drone Department to integrate drone-based vineyard monitoring, remote sensing, and precision agriculture into viticulture courses.

These advancements increase technical demands, including laboratory preparation, maintenance of analytical instruments, sensor calibration, assistance with drone data collection, and safety oversight. Expanding the Laboratory Technician position to full-time would provide the additional technical support needed to implement these technologies and support hands-on student learning.

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?

Authority and Mission: The VWT program supports the college's mission by preparing students for employment and transfer opportunities in the wine and agricultural industries.

Operational Status: The program offers 4–5 courses each semester, many with intensive laboratory and field components. The technician supports instructional preparation, winery operations, vineyard activities, and equipment maintenance.

Administrative Capacity: The current 20-hour/week position must support the laboratory, winery, and vineyard, including ongoing operations outside scheduled class hours. Expanding to 40 hours/week would provide greater capacity to meet instructional, operational, and safety demands.

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).

Expanding the Laboratory Technician position to 40 hours/week will provide more consistent support for hands-on instruction, laboratory activities, and field projects. By ensuring that winery, laboratory, and vineyard facilities are properly prepared, equipped, and maintained, the technician supports safe learning environments where students can develop practical skills in experimentation, vineyard management, and winemaking. This technical support directly contributes to instructional quality and student learning outcomes.

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).

Educational Excellence and Equity: A full-time technician ensures consistent access to safe, well-equipped laboratory, vineyard, and winery spaces, supporting equitable participation in hands-on learning opportunities for students of all backgrounds and experience levels.

Transfer and Workforce Development: The VWT curriculum is expanding to include advanced science, chemistry, and technology applications aligned with transfer pathways and workforce needs. Additional technical support will help prepare students for employment and further education in the wine and agricultural industries.

Innovation and Collaboration: The program is collaborating with the Drone Program and other science disciplines to integrate vineyard monitoring, remote sensing, and precision agriculture. A full-time technician will support these initiatives through equipment preparation, sensor calibration, data collection, and laboratory activities.

Student Engagement and Completion: Consistent preparation and maintenance of instructional facilities and equipment will support student participation in hands-on coursework and completion of laboratory-based degree and certificate requirements.

Community Collaboration: The program's partnerships with local vineyards, wineries, and technology programs provide opportunities for applied learning and workforce preparation. Adequate technical support is necessary to maintain the instructional and production facilities that support these activities.

Supportive Organizational Resources: Expanding the position from 20 to 40 hours/week will provide the staffing capacity needed to support instruction, equipment maintenance, and operations across the program's new facilities.

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.

During high-activity periods, particularly harvest, fermentation, and bottling, operations involve strenuous manual tasks, heat, humidity, and repetitive equipment use. A full-time technician would provide more consistent safety oversight, including maintaining equipment and workstations, ensuring personal protective equipment is available, and reinforcing safe practices during student activities.

The new production facility has also increased the amount of equipment requiring regular inspection, calibration, and cleaning. Expanding the position to 40 hours/week would provide additional capacity to maintain compliance with applicable OSHA standards, campus environmental health and safety policies, and industry best practices.

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?

The VWT program has already struggled to maintain operations with only 20 hours/week of technician support, particularly during harvest when workloads increase significantly. Without expanding this position to full-time, the program will continue to face significant challenges maintaining essential operations, equipment, and facilities. Insufficient staffing compromises the program's ability to perform routine maintenance, keep equipment in safe working order, and meet County, State, and Federal compliance requirements, including hazardous chemical tracking and disposal, required inventories, and vineyard maintenance.

These are essential operational and safety responsibilities that cannot be adequately sustained with the current staffing allocation. Failure to address this shortage places additional strain on the program and increases the risk of equipment failures, safety incidents, regulatory noncompliance, and disruptions to student instruction.

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:		Step/Column:	/
Estimated Annual Salary Cost			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	
Increasing FTE of Current Position				
Estimates Based On:	FTE:	1.00	Step/Column:	33 / 4
Current Annual Salary			$ 38,980 + 16,837 = 55,817	
Proposed Increase			$ 77,959.00	
Estimated Benefits Cost			$ 69,005.00	
Total Annual Position Cost			$ 146,964.00	

APPROVALS & SIGNATURE ROUTING

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

Title	Signature	Date
Requestor:	Brianna R. Lopez	11/06/2026
Administrative Services Officer:	Sui Song	11/09/2026
Division Dean:	Paula Checchi	11/10/2026
President/Vice President:	Nan Ho	11/10/2026

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.

Job Title:
Laboratory Technician, Horticulture

Position Type:
Classified

Position Code:
3CTE09

FTE:
0.5

Pay Rate (or Annual Salary):
$2,795.75 - $2,942.71 /month

Job Location:
Las Positas College, 3000 Campus Hill Dr., Livermore, CA 94551

Department:
Science, Technology, Engineering, and Mathematics

Job Summary:
Las Positas College
Las Positas College provides 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. At Las Positas College we know that equity will be achieved by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students and staff.

Equity is parity in student educational outcomes; it places belonging for students of color and disproportionately impacted students at center focus. Our prized and emerging equity efforts include Puente, Umoja, ConnectUp, Brother 2 Brother, Sister 2 Sister, Black Student Union, Presidential Task Force on Systemic and Institutionalized Racism, the Presidential Speaker Series, Black Education Association, UndocuAlly Taskforce, curriculum reviews and a linguistic justice curriculum.

Located in Livermore, Las Positas College is becoming an institution that reflects the

diversity in California. We are a learning-centered institution focused on excellence and student success, and are fully committed to supporting all Tri-Valley residents in their quest for education and advancement.

Joining Our College Community
We seek equity-minded applicants who demonstrate they understand the benefits diversity brings to an educational community. We look for applicants who:Value and intentionally promote diversity and consciousness of differenceDemonstrate cultural humility and an ongoing desire to improve cultural competenceAre dedicated to addressing issues of social justiceAccept their shared role and responsibility in addressing opportunity and achievement gaps experienced by studentsHave experience and success in closing student equity gaps and engaging in equitable practices, or are knowledgeable and enthusiastic about implementing practices that achieve these goalsActively seek to identify, disrupt, and remove institutional and/or systemic barriers that adversely impact historically marginalized communitiesEmpower the underrepresented and underservedFoster students' potential to become global citizens and socially responsible leadersBelieve that all people have the right to an education and work environment free from fear, harassment, or discrimination.

The Chabot-Las Positas Community College District is seeking a Laboratory Technician, Horticulture for Las Positas College in Livermore, California.

Under general supervision, provide difficult instructional support assistance at the paraprofessional level to students and faculty to ensure effective and efficient teaching/learning in the area of assignment; assist in the preparation of materials and demonstrations for an assigned instructional area; operate and demonstrate use of specialized equipment, supplies, and materials; provide assistance to students within the assigned subject area; ensure that instructional laboratory facilities, instruments, and equipment are effectively, efficiently, and safely maintained; and may provide lead direction to student assistants.

Positions in the Laboratory Technician Class may be assigned a variety of assignments from those duties listed within the REPRESENTATIVE DUTIES section or a combination of those and other related work functions. Even though the same general level of difficulty and responsibility is found within each position, positions assigned to different disciplines are not interchangeable and each position has its own particular qualification requirements even though they are derived from a general minimum qualifications section. Each position is a separate and distinct classification as defined in Section 88001 of the Education Code of the State of California.

DISTINGUISHING CHARACTERISTICS

The Laboratory Technician is the journey level technical support position with responsibility for providing assistance to students and faculty within any of the labs in the District. Positions in the Laboratory Technician class are distinguished from the Laboratory Coordinator and Senior Laboratory Technician by the level of responsibility assumed. In comparison to the Laboratory Coordinator, positions at this level do not coordinate multiple and diverse labs and do not oversee the activities/assignments of other Laboratory Technicians. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and are fully aware of the operating procedures and policies of the work unit. In comparison to the Senior Lab Technician, positions in this class have limited involvement in budget activities and ordering of supplies and equipment, and do not provide lead supervision over other Laboratory Technicians.

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. Assist instructors in developing instructional materials within the assigned subject matter; prepare study sheets, visual instructional aides, sample exercises and exams, and laboratory experiments; may assist in maintaining related records.

2. Prepare for laboratory demonstrations; set up and assist students in the use of a variety of laboratory tools, equipment and instruments; ensure student compliance with laboratory policies, procedures and safety precautions; demonstrate proper care and cleaning procedures for laboratory tools and equipment.

3. Provide assistance to students on a variety of laboratory and course related matters; review student work in progress and assist in resolving problems.

4. Maintain a clean and safe learning environment; clean floors, table tops, desks and furniture; perform routine and minor repairs on laboratory equipment; maintain, clean and test assigned equipment; ensure safety of laboratory and stocks; perform security inspection.

5. Maintain and perform routine maintenance and lubrication of equipment as

necessary and ensure all power equipment supporting the living organisms is operable.

6. Maintain proper storage of hazardous waste; monitor and dispose of chemicals and chemical waste; maintain and file appropriate material safety data sheets.

7. Care for living plants, animals and cultures as assigned; follow procedures for the care of living organisms including procedures for handling contamination, disease, or pests.

8. Prepares displays on bulletin boards.

9. Participate in the ordering and maintenance of supplies, materials and equipment; store, discard and rotate materials according to standard procedures; receive, assemble and test new equipment.

10. Respond to inquiries and requests for information; answer phones; relay messages for faculty and staff.

11. May assist in the design and implementation of new laboratory equipment.

12. Train and provide work direction to student workers as assigned.

13. Perform related duties as required.

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

Education/Training:
Equivalent to the completion of the twelfth grade supplemented by two years of college level course work in the assigned instructional field.

Experience:
Two years of increasingly responsible experience working with materials and equipment in assigned instructional field.

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. Operational characteristics of laboratory apparatus, equipment and materials pertaining to assigned laboratory and subject area.

2. Theories and applications of the assigned subject matter.

3. Principles and practices of laboratory operations.

4. Proper methods of storing equipment, materials and supplies used within the assigned laboratory.

5. Standard federal and state laws that affect safety and health with particular reference to the assigned laboratory activities.

6. Emergency first aid procedures.

7. Operation, maintenance, repair, and calibration of technical equipment.

8. Principles and methods of preventive maintenance.

9. Methods, materials, practices and tools of equipment repair.

10. Principles and procedures of record keeping and filing.

11. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

12. Occupational hazards and standard safety practices.

13. Basic inventory and purchasing processes and procedures.

Ability to:
1. Assist in the preparation of instructional materials and demonstrations for an assigned subject area.

2. Correctly and efficiently set up laboratory equipment and materials used in exercises and experiments.

3. Operate and demonstrate the proper use of specialized equipment, tools, supplies and materials.

4. Provide assistance to students on matters related to assigned laboratories.

5. Apply the techniques of precise measurement and notation.

6. Perform mathematical calculations and take measurements with accuracy and precision.

7. Safely store, label, re-stock, and dispose of chemicals and hazardous waste according to established procedures.

8. Analyze laboratory procedures and make constructive suggestions for improvement.

9. Safely and effectively maintain and repair a variety of equipment related to assigned subject matter.

10. Operate, understand the mechanical function of and perform routine maintenance and repairs on laboratory equipment within assigned area.

11. Maintain the cleanliness of assigned laboratory.

12. Interpret and apply department policies, procedures, rules and regulations.

13. Ensure adherence to safe work practices and procedures.

14. Maintain an adequate inventory of materials for instructional programs.

15. Perform routine record keeping and report writing duties

16. Understand and follow oral and written instructions.

17. Supervise student assistants.

18. Work independently and collaboratively.

19. Communicate clearly and concisely, both orally and in writing.

20. Establish and maintain effective working relationships with those contacted in the course of work.

21. 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.

Desirable Qualifications:
1. Knowledge of horticultural practices for ornamental and/or crop plant species.

2. Experience with greenhouse, shade house, nursery, or landscape maintenance operations,
including routine plant care and facility upkeep.

3. Familiarity with irrigation systems and the safe operation and maintenance of horticultural hand and power tools.

4. Ability to support instructional activities through the preparation of materials, equipment,
and horticultural learning environments.

Job Work Schedule:
20 hours/week, Monday – Thursday, 10:00 a.m. – 3:00 p.m., hours may vary depending on department needs, occasional evening and Friday and weekends required as needed, 12 months/year.

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 laboratory setting; exposure to potentially hazardous

chemicals, solvents, noise, dust, grease, smoke, fumes, noxious odors, and gases; work in or with water.

Physical:
Primary functions require sufficient physical ability and mobility to work in a laboratory 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 laboratory and office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; to verbally communicate to exchange information; may require the wearing of safety glasses or goggles and rubber or plastic gloves.

EEO Statement:
It is the policy of this District to provide equal opportunity in all areas of employment practices and to assure that there shall be no discrimination against any person on the basis of sex, ancestry, age, marital status, race, religious creed, mental disability, medical condition (including HIV and AIDS), color, national origin, physical disability, family or sexual preference status and other similar factors in compliance with Title IX, Sections 503 and 504 of the Rehabilitation Act, other federal and state non-discrimination regulations, and its own statements of philosophy of objectives. The District encourages the filing of applications by both sexes, ethnic minorities, and the disabled.