***INSTRUCTIONS:***

1. *Save this word file with a unique name, such as the position title plus the position number plus the month and year the document is created (e.g. “Admit Asst Dir #274 – March 2011.doc”)*
2. *Complete the Position Description (PD) Form. If this is an existing position, refer to the GUS Position Inventory data for current position data. Instructions for completing the form are found on the HRS web page (*[*www.pittstate.edu/office/hr/index.dot*](http://www.pittstate.edu/office/hr/index.dot)*); then Policies & Procedures; then Unclassified Employees; then Position Descriptions. Additional information to help with writing duty statements, competencies, and other position characteristics or requirements can be found at O\*Net Online (*[*http://online.onetcenter.org*](http://online.onetcenter.org)*).*
3. *Attach the Word file of the completed position description to the position in the GUS Position Inventory.*
4. *Print the completed Position Description Form. Attach a current organizational chart. Route for additional signatures, if required by the division.*
5. *Send the signed position description to HRS, 204 Russ Hall, for review.*
6. *HRS & Equal Opportunity will review the Position Description. They will upload to the GUS Position Inventory a pdf copy of the final Position Description with signatures and organization chart.*
7. *The employee will have access to the pdf Position Description through GUS. Supervisors should review the final Position Description with the employee.*

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| ***This space is for HRS & Equal Opportunity Use Only*** | | | |
| **FLSA Status:** |  | **FLSA Exemption(s), if applicable:** |  |
| **FLSA Reviewer:** |  | **FLSA Review Date:** |  |
| **EO Reviewer:** |  | **EO Review Date:** |  |
| **Position Effective Date:** |  |  |  |

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| **1.** | **POSITION DATA:** | | | | | | |
|  | **Action Requested**: |  | New Position | |  | Change Department/Supervisor | |
|  |  | X | Update Position Duties | |  | Other (Explain) | |
|  |  | | | **Current** | | | **Requested change** |
|  | **Official Title Description:** | | | Lecturer or Instructor (as appropriate for the department) | | |  |
|  | **Working Title Description:** | | |  | | |  |
|  | **Work Schedule** (Hours & Days): | | | As needed based on class schedule plus office hours | | |  |
|  | **Length of Position** (e.g. Fiscal Year, Academic Year, Other – indicate specific period) | | | Academic Year | | |  |
|  | **Percent Time:** | | | 100% | | |  |
|  | **Location** (City where employee works): | | | Pittsburg, Kansas | | |  |
|  | **Supervisor Name:** | | | Insert Name | | |  |
|  | **Supervisor Title:** | | | Chair | | |  |
|  | **Supervisor Position #:** | | | Insert Position # | | |  |
|  | **Supervisor’s College/Division:** | | | Insert College | | |  |
|  | **Reviewer Name: (optional)** | | |  | | |  |
|  | **Reviewer Position #: (optional)** | | |  | | |  |
| **2.** | **PRIMARY PURPOSE OF THIS POSITION:** | | | | | | |
|  | **If position is filled on 1/1/2012:** This is a temporary, non-tenure track faculty position. Specific assignments may change depending on the requirements of the academic programs within the department.  **If position becomes vacant after 1/1/2012 and is then filled:** This is a temporary, non-tenure track faculty position. Specific teaching assignments will be initially identified in the job advertisement. Specific assignments may change depending on the requirements of the academic programs within the department. | | | | | | |

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| **3.** | **SUMMARIZE THE REASON FOR THE UPDATE IF THERE ARE SIGNIFICANT CHANGES IN DUTIES OR A CHANGE IN SUPERVISOR OR OTHER ORGANIZATIONAL CHANGE.** |
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| **4.** | **DESCRIPTION OF WORK:**   1. Describe the duties and responsibilities of this position. Include a duty statement for “other duties as assigned.” 2. In the left-hand column, indicate the approximate percent of time required for each duty and responsibility. The percentage amounts for all of the duties must add up to 100% 3. Indicate if the duties and responsibilities are **essential** (duties and responsibilities without which the position could not exist without). | | | | | | |
|  | **#** | **%** | **Duties and Responsibilities** | | | | |
|  | **1** | **85%** | **Duties are Essential?** | **X** | **Yes** |  | **No** |
| Teaching: Engage in academic program planning and development, instruction, evaluation, and student academic advisement. Individualized plans are established each year through the Annual Performance Appraisal process. The percentage of time for this duty may vary each year.  Specific duties may include, but are not limited to:   1. Provides academic and career counseling and advisement to students on a regular basis. 2. Demonstrates teaching competence in a chosen content area and guides and inspires students. 3. Teaches honors courses and provides for individualized instruction where required. 4. Contributes to course and curriculum development and prepares and uses instructional media. 5. Experiments with instructional methods and techniques. 6. Attends conferences, conventions, meetings relevant to teaching in the chosen discipline. 7. Can demonstrate an impact on students, both objectively and subjectively. 8. Participates in the academic governance of the academic unit to which assigned. 9. Contributes to the development of both library and other learning resources relevant to content area of teaching. 10. Seeks opportunities to interact with colleagues in order to improve instruction. 11. Is available to the academic community to consult with students concerning learning difficulties and colleagues concerning academic program issues. 12. Periodically reviews and revises course materials including textbooks, syllabi, evaluation instruments and instructional media. 13. Maintains academic integrity and the academic standards of the institution. 14. Provides students with objectives relevant to the course taught, appropriate references, information as to the topics to be covered, and criteria for at least satisfactory performance. 15. Provides for student evaluation of the course and the instructor and uses the results of such evaluation to revise course and methods of instruction. 16. Makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study. 17. Sponsors field trips, outside resource instructors, and student research projects. 18. Assists students in making rational and relevant academic decisions as an academic advisor. 19. Observes academic regulations as legislated by the Faculty Senate and instructional "good practices," as recognized by the profession. | | | | |
|  | **2** | **15%** | **Duties are essential?** | **X** | **Yes** |  | **No** |
| Service: Engage in institutional, professional and community service activities. Individualized plans are established each year through the Annual Performance Appraisal process. The percentage of time for this duty may vary each year.  Specific duties may include, but are not limited to:   1. Participates in continuing education programs both on and off the campus. 2. Plans and leads non-credit workshops, institutes, discussion groups, 3. Functions as an officer of local, regional, national, or international professional organizations. 4. Serves on departmental, college, and University committees. 5. Assumes a variety of administrative and/or support responsibilities relating to the University community. 6. Contributes services to the community that are relevant to the faculty member's role at the University. | | | | |
|  |  |  | **Duties are essential?** |  |  |  | **No** |
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| **5.** | **COMPETENCIES (Knowledge, Skills and Abilities):** List appropriate Knowledge, Skills and Abilities for the position. Indicate competencies that are required for the position at time of hire with a “check.” Refer to the information on the HRS web page for assistance with competencies (see #2 in “Instructions,” above). |
|  | 1. **Knowledge**  * **Academic Advisement** – Knowledge of the process to assist students in clarifying their educational goals and developing an educational plan for the realization of these goals. * **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of learning outcomes. * **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. * **Information Technology -** Knowledge of current practices in information technology and applications, including application of technology to the teaching/learning process. * **Shared Governance** – Knowledge of the principles and methods of working in an environment where responsibility is shared by faculty and administrators. * **Student Assessment and Advisement –** Knowledge of learner outcome assessments and student advisement principles and practices. * **Student Recruitment and Retention** – Knowledge of principles of student recruitment and retention. * **Student Support Services** - Knowledge of enrollment management, financial assistance, admissions, registrar & housing operations and functions.  1. **Skills**  * **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making. * **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. * **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. * **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. * **Instructing** — Teaching others how to do something. * **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one. * **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. * **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. * **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents. * **Research** – Using an organized and systematic way to answer questions. * **Service Orientation** — Actively looking for ways to help people. * **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do. * **Speaking** — Talking to others to convey information effectively. * **Time Management** — Managing one's own time and the time of others. * **Writing** – Communicating effectively in writing as appropriate for the needs of the audience.  1. **Abilities**  * **Diversity –** The ability to effectively work in a diverse educational setting. * **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity). * **Instruction** – The ability to teach through traditional and/or alternative delivery methods. * **Multi-Task and Deadlines** - The ability to manage multiple tasks and meet deadlines. * **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences. * **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. * **Relationships** – The ability to work in a collegial environment with shared governance, and to establish and cultivate relationships inside and outside the University. * **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted. * **Speech Clarity** – The ability to speak clearly so others can understand you. * **Speech Recognition** – The ability to identify and understand the speech of another person. * **Written Comprehension** – The ability to read and understand information and ideas presented in writing. * **Written Expression** – The ability to communicate information and ideas in writing so others will understand. |
| **6.** | **EDUCATION AND EXPERIENCE:** List Education and Experience appropriate for the position. Indicate those that are required at time of hire with a “check.” |
|  | **If position is filled on 1/1/2012:** Will be identified in the appointment letter, if additional education and/or experience is required.  **If position becomes vacant after 1/1/2012 and is then filled:** Will be identified in the job advertisement and/or appointment letter, if additional education and/or experience is required. |
| **7.** | **LICENSE OR CERTIFICATION REQUIRED BY STATUTE OR REGULATION:** List license(s) or certification(s) appropriate for the position. Indicate those that are required by statute or regulation at time of hire with a “check.” |
|  | **If position is filled on 1/1/2012:** Will be identified in the appointment letter, if additional licensure or certification is required.  **If position becomes vacant after 1/1/2012 and is then filled:** Will be identified in the job advertisement and/or appointment letter, if additional licensure or certification is required. |
| **8.** | **OTHER POSITION CHARACTERISTICS OR ESSENTIAL POSTING REQUIREMENTS:**  Indicate any other significant characteristics (work activities, work context and work styles) that are significant for the position. Refer to the information on the HRS web page for assistance with Other Position Characteristics (see #2 in “Instructions,” above). |
|  | 1. **Work Activity:**  * **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. * **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. * **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person. * **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time. * **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources. * **Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. * **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used. * **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems. * **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work. * **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data. * **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job. * **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions. * **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.  1. **Work Context:**  * **Contact With Others** — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it? DAILY * **Duration of Typical Work Week** — Number of hours typically worked in one week. Indicate the frequency that meetings/dinners/engagements outside of the normal workday are required. VARIES. MAY REQUIRE EVENING AND WEEKEND ACTIVITIES. * **Electronic Mail** — How often do you use electronic mail in this job? DAILY * **Face-to-Face Discussions** — How often do you have to have face-to-face discussions with individuals or teams in this job? DAILY * **Physical Proximity** — To what extent does this job require the worker to perform job tasks in close physical proximity to other people? DAILY * **Public Speaking** — How often do you have to perform public speaking in this job? OCCASIONAL * **Responsible for Others' Health and Safety** — How much responsibility is there for the health and safety of others in this job? OCCASIONAL * **Travel** – How frequently is travel required and where are the locations? OCCASIONALLY * **Work With Work Group or Team** — How important is it to work with others in a group or team in this job? MAY BE ASSIGNED TO COMMITTEE WORK  1. **Background Checks:**  * The position requires a criminal background check.  1. **Spoken English Proficiency:**  * The position requires a satisfactory rating on the Spoken English Proficiency assessment. |

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| **9.** | **SIGNATURES, GUS POSITION INVENTORY & ROUTING:** Print the Position Description and route for signatures as required by the division/area. |
|  | **Supervisor:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Signature: |  | Title: |  | Date: |  |   **Department Head or Dean (optional):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Signature: |  | Title: |  | Date: |  |   **Associate Vice-President, if applicable (optional):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Signature: |  | Title: |  | Date: |  |   **Vice-President or Provost (optional):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Signature: |  | Title: |  | Date: |  | |

**SEND THE COMPLETED POSITION DESCRIPTION TO**

**HUMAN RESOURCE SERVICES, 204 RUSS HALL, FOR REVIEW**