### UNCLASSIFIED POSITION DESCRIPTION FORM

**Pittsburg State University**

**DEPARTMENT:** INTENSIVE ENGLISH PROGRAM  
**COLLEGE/DIVISION:** ENROLLMENT MANAGEMENT AND STUDENT SUCCESS  
**POSITION #:** 100004094

**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/offices/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).
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.

<table>
<thead>
<tr>
<th>FLSA Status: Exempt</th>
<th>FLSA Exemption(s), if applicable: Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer: Debra J. Amershick</td>
<td>FLSA Review Date: 9-26-11</td>
</tr>
<tr>
<td>EO Reviewer: Jamila Jones</td>
<td>EO Review Date: 9/26/11</td>
</tr>
<tr>
<td>Position Effective Date:</td>
<td></td>
</tr>
</tbody>
</table>

### 1. POSITION DATA:

<table>
<thead>
<tr>
<th>Action Requested:</th>
<th>New Position</th>
<th>Change Department/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Update Position Duties</td>
<td>Other (Explain)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Title Description: IEP Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Title Description:</td>
</tr>
<tr>
<td>Work Schedule (Hours &amp; Days): Monday – Friday 8:00 am to 4:00 pm with some evenings and weekend duties</td>
</tr>
<tr>
<td>Length of Position (e.g. Fiscal Year, Academic Year, Other – indicate specific period): Academic year</td>
</tr>
<tr>
<td>Percent Time: Full</td>
</tr>
<tr>
<td>Location (City where employee works): Pittsburg</td>
</tr>
<tr>
<td>Supervisor Name: Christine Mekkaoui</td>
</tr>
<tr>
<td>Supervisor Title: Director, Intensive English Program</td>
</tr>
<tr>
<td>Supervisor Position #: 2000002961</td>
</tr>
<tr>
<td>Supervisor's College/Division: Enrollment Management and Student Success</td>
</tr>
</tbody>
</table>
Pittsburg State University
UNCLASSIFIED POSITION DESCRIPTION FORM

DEPARTMENT: INTENSIVE ENGLISH PROGRAM
COLLEGE/DIVISION: ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

POSITION #: 100004094

Reviewer Name: (optional)
Reviewer Position #: (optional)

2. PRIMARY PURPOSE OF THIS POSITION:

The IEP Lecturer’s primary responsibility is teaching English to speakers of other languages to help them meet the English Language requirement for study in their academic programs at Pittsburg State University. The lecturer also teaches other academic skills and assists with cultural activities for students. The lecturer aids in making program revisions and related academic decisions.

3. SUMMARIZE THE REASON FOR THE UPDATE IF THERE ARE SIGNIFICANT CHANGES IN DUTIES OR A CHANGE IN SUPERVISOR OR OTHER ORGANIZATIONAL CHANGE.

Conform to university job description standards

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).

<table>
<thead>
<tr>
<th>#</th>
<th>%</th>
<th>Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80%</td>
<td>Duties are Essential? X Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teach up to 20 hours weekly</td>
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<td></td>
<td></td>
<td>- Help students outside of class as needed and appropriate</td>
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<td></td>
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<td>- Maintain and report accurate attendance records and grades</td>
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<td></td>
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<td>- Hold office hours</td>
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<td></td>
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<td>- Attend faculty meetings and serve on departmental committees</td>
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<tr>
<td></td>
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<td>- Attend and assist with IEP activities</td>
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<td></td>
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<td>- Assist in selection of textbooks</td>
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<tr>
<td></td>
<td></td>
<td>- Participate in orientation and placement testing</td>
</tr>
</tbody>
</table>

| 2 | 20%| Duties are Essential? X Yes |
|   |    | - Serve on committees related to program development |
|   |    | - Contribute to projects related to program development |
|   |    | - Participate in decisions related to program development |
|   |    | - Seek and participate in professional development opportunities such as attending professional conferences and taking courses |
|   |    | - Serve the university through participation in university committees and activities |
|   |    | - Other duties as assigned |
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).

A. 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.
✓ Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records and designing forms.
✓ Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
✓ Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
✓ English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
✓ Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
✓ Information Technology — Knowledge of current practices in information technology and applications, including application of technology to the teaching/learning process, including distance learning.
✓ 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.

B. 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.
✓ Negotiation — Bringing others together and trying to reconcile differences.
✓ Persuasion — Persuading others to change their minds or behavior.
✓ 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

C. Abilities

- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Diversity — The ability to effectively work in a diverse educational setting
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Instruction — The ability to teach through traditional and/or alternative delivery methods.
- Negotiation — The ability to confer with another so as to arrive at the settlement of some matter.
- 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.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- 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 by words and sentences.
- 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.”

- A Masters degree in Teaching English as a Foreign/Second Language or related field and near native fluency in English
  - Experience in teaching in an Intensive English Program, competency in a foreign language, experience living or traveling abroad

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.”
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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).

A. Work Activity

- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- 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.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- 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.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- 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.

B. Work Context

- Contact With Others — Significant contact with students, faculty, staff and other constituencies is required by
means of face-to-face, telephone, email, mail, memo, etc.

- **Coordinate or Lead Others** — Some ability to coordinate with co-workers or lead and student groups and individuals.
- **Duration of Typical Work Week** — Typical work week is 40 hours. Frequent (at least once/month) necessity to work evenings, or weekends to facilitate program efforts.
- **Electronic Mail** — Daily use of email for both internal and external communications.
- **Face-to-Face Discussions** — Daily face-to-face interactions with students, faculty and staff will occur.
- **Freedom to Make Decisions** — Freedom to make decisions within courses taught keeping IEP policies in mind.
- **Frequency of Conflict Situations** — Some conflict situations — particularly regarding cultural differences — may occur with and between students and faculty/instructors.
- **Importance of Being Exact or Accurate** — High importance of accuracy particularly in regard to communication in various cross-cultural situations.
- **Structured versus Unstructured Work** — The worker will have significant autonomy in determining daily tasks and priorities for meeting provided goals.
- **Telephone** — Daily use of telephone with internal and external constituents.
- **Travel** — Travel to at least one professional conference each year is expected.
- **Work With Work Group or Team** — Important to work with the office team in accomplishing goals of the office.

C. **Background Checks** - The position requires a criminal background check.

D. **Spoken English Proficiency** - The position requires a satisfactory rating on the Spoken English Proficiency assessment.
<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td></td>
<td>I.E.P. Director</td>
<td>9/7/11</td>
</tr>
<tr>
<td>Department Head or Dean</td>
<td></td>
<td>DEAN (ATL APPS)</td>
<td>9/7/11</td>
</tr>
<tr>
<td>Associate Vice-President</td>
<td></td>
<td>A.V.P. E.M.S.</td>
<td>9/8/11</td>
</tr>
<tr>
<td>Vice-President or Provost</td>
<td></td>
<td>Provost</td>
<td>9/8/11</td>
</tr>
</tbody>
</table>