Pittsburgh State University
UNCLASSIFIED POSITION DESCRIPTION FORM

DEPARTMENT: UNIVERSITY HOUSING
COLLEGE/DIVISION: CAMPUS LIFE & AUXILIARY SERVICES
POSITION #: 200002964

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 website (www.pittstate.edu/hr/positioninventory.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'Neill Online (http://online.onelcenter.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.

This space is for HRS & Equal Opportunity Use Only

<table>
<thead>
<tr>
<th>FLSA Status:</th>
<th>Exempt</th>
<th>FLSA Exemption(s), if applicable:</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer:</td>
<td>Debra J. Arneson</td>
<td>FLSA Review Date:</td>
<td>5-27-11</td>
</tr>
<tr>
<td>EO Reviewer:</td>
<td>Jamie Jones</td>
<td>EO Review Date:</td>
<td>6-2-11</td>
</tr>
<tr>
<td>Position Effective Date:</td>
<td></td>
<td></td>
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1. POSITION DATA:

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

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>REQUESTED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Title Description:</td>
<td>Area Coordinator</td>
</tr>
<tr>
<td>Working Title Description:</td>
<td>Dellinger/Willard Area Coordinator</td>
</tr>
<tr>
<td>Work Schedule (Hours &amp; Days):</td>
<td>M-F 8 am – 4:30 + on call duty</td>
</tr>
<tr>
<td>Length of Position (e.g. Fiscal Year, Academic Year, Other – indicate specific period):</td>
<td>fiscal</td>
</tr>
<tr>
<td>Percent Time:</td>
<td>100%</td>
</tr>
<tr>
<td>Location (City where employee works):</td>
<td>Pittsburg, KS</td>
</tr>
<tr>
<td>Supervisor Name:</td>
<td>Melissa Beisel</td>
</tr>
<tr>
<td>Supervisor Title:</td>
<td>Assistant Director of University Housing</td>
</tr>
<tr>
<td>Supervisor Position #:</td>
<td>200001691</td>
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<tr>
<td>Supervisor's College/Division:</td>
<td>University Housing, Campus Life and Auxiliary Services</td>
</tr>
<tr>
<td>Reviewer Name: (optional)</td>
<td>Connie Malle</td>
</tr>
<tr>
<td>Reviewer Position #: (optional)</td>
<td>200000342</td>
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</tbody>
</table>
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COLLEGE/DIVISION CAMPUS LIFE & AUXILIARY SERVICES

POSITION #: 20002964

PD TEMPLATE VERSION 10 – MARCH 2011

2. PRIMARY PURPOSE OF THIS POSITION:
The Area Coordinator shall be responsible to the Assistant Director of University Housing for: the supervision of two or more residence halls with a population of approximately 400 students. Area Coordinators supervise Assistant Residence Hall Directors (3rd year RA's) who oversee residence halls, as well as Resident Assistants. The primary function is to direct and oversee the operations of the residence halls including: staffing, student development, training and education, administrative and managerial responsibilities, facilities management, and professional development. The Area Coordinator serves in the central housing office and fills collateral assignments when requested. The Area Coordinator's major function is to assist students in their total development. Area Coordinators must be committed to student development and capable of responding in a positive manner to a wide variety of situations. Area Coordinators are expected to carry out their responsibilities in a manner that will further individual student responsibility and promote self-discipline within the residence hall community.

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

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>
</table>
| 1 | 30 | Duties are Essential? \(X\) Yes No
|    |    | Responsible for supervision of Resident Assistants (RAs) and an Assistant Residence Hall Director (ARHD). Participate in the recruitment, selection, training, supervision and evaluation of Resident Assistants and Assistant Residence Hall Director. Plan, implement, and evaluate training for individual hall staff during the school year. Provide necessary training for individual Resident Assistants as needed. Be familiar with the RA and ARHD job descriptions, duties, responsibilities, and conditions of the RA and ARHD agreements and University Housing expectations. Provide continual informal evaluation to individual RAs and ARHD, and a formal evaluation during the Fall Semester. Maintain regularly scheduled appointments with each RA and ARHD. Conduct regular staff meetings weekly with the entire hall staff. Coordinate specific daytime, evening and weekend duty schedules for the residence hall staff to ensure hall coverage. Advise Resident Assistants in various collateral assignments. |
| 2 | 30 | Duties are Essential? \(X\) Yes No
|    |    | Establish and monitor community building and student development initiatives within residence halls. Be familiar with the principles of community and student development and actively foster an environment which reflects a sense of community, interpersonal responsibility and in which student needs are effectively addressed. Interact with students on a regular basis, providing information and assistance concerning academic issues, peer conflicts, personal problems, etc; being accessible and visible to students. Supervise resident assistant programming responsibilities and advise all-hall programs to initiate community. Supervise a programming and staff development budget for the hall. Assist students in need of special services. Work cooperatively with other campus units such as University Police, University Counseling, Student Health Center and Admissions to ensure the delivery of essential services and in making appropriate referrals. Assist students with mediating community conflicts. Maintain programming data base. |
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3 25 Duties are essential? Yes
Serve as the Judicial Officer for your area of supervision. Follow up on concerns about individual residents as conveyed by staff and other students and provide discipline to individuals within your area of responsibility when appropriate. Maintain the Incident Reports for your area of supervision. Hold judicial meetings with students as needed, and adjudicate appropriate educational sanctions.

4 15 Duties are Essential? Yes
Oversee budget allocations for hall programming and staff development. Oversee hall administration duties (e.g., lock-out tracking, maintenance requests, occupancy, etc.). Provide consultation to Resident Assistant and Assistant Residence Hall Director staff as required relative to emergency or crisis situations. Participate in Professional Staff duty as scheduled. Serve as back up for the Apartment Manager at Crimson Village University Apartments. Represent the department on division and/or institutional committees and task forces. Perform other duties as assigned by the Director of University Housing and Assistant Director of University Housing.

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 HRIS web page for assistance with competencies (see #2 in “Instructions,” above).

A. Knowledge

✓ Budget - Knowledge of budget construction processes and budget management experience.
✓ 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.
✓ Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services.
✓ 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.
✓ Higher Education Administration & Management - Knowledge of higher education administration and management principles involved in strategic planning, resource allocation, human resources modelling, leadership techniques, and academic assessment, evaluation and accreditation.
✓ 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.
✓ Knowledge, and application, of Student Development Theories. Knowledge of trends, new initiative, and programs in the field.

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.
✓ Coordination - Adjusting actions in relation to others' actions.
✓ 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.
Mathematics — Using mathematics to solve problems.
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.
Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
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.
Delegation — The ability to empower another to act.
Diversity — The ability to effectively work in a diverse educational setting.
Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
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).
Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules, and the ability to negotiate contracts and agreements.
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.
Negotiation — The ability to confer with another so as to arrive at the settlement of some matter.
Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
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.
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.
Ability to work as a member of a team.
Ability to work effectively with a wide variety of students.
Ability to effectively address a diverse range of student concerns and issues. Ability to follow through to completion on assigned tasks.
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6. EDUCATION AND EXPERIENCE: List Education and Experience appropriate for the position. Indicate those that are required at time of hire with a "check."

- Masters degree in higher education administration/counseling or related field required.
- Previous residence hall and supervisory experience required.
- Programmatic and supervisory experience and demonstrated student organizational leadership experience preferred.
- Knowledge of human and student development, group dynamics, personal computer proficiency, and excellent interpersonal and communication skills preferred.

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."

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 Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- 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.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- 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.
- **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Selling or Influencing Others** — Convincing others to otherwise change their minds or actions.
- **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** - *Add language as appropriate to address the most significant items below. It is not necessary to address every item.*
- **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? frequently
- **Coordinate or Lead Others** — How important is it to coordinate or lead others in accomplishing work activities in this job? Very important
- **Deal With External Customers** — How important is it to work with external customers or the public in this job? important
- **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. 40-60 frequent
- **Electronic Mail** — How often do you use electronic mail in this job? frequently
- **Face-to-Face Discussions** — How often do you have to have face-to-face discussions with individuals or teams in this job? frequently
- **Freedom to Make Decisions** — How much decision making freedom, without supervision, does the job offer? A lot
- **Frequency of Conflict Situations** — How often are there conflict situations the employee has to face in this job? often
- **Frequency of Decision Making** — How frequently is the worker required to make decisions that affect other people, the financial resources, and/or the image and reputation of the organization? daily
- **Impact of Decisions on Co-workers or Department Results** — How do the decisions an employee makes impact the results of co-workers, clients or the department? daily
- **Letters and Memos** — How often does the job require written letters and memos? often
- **Public Speaking** — How often do you have to perform public speaking in this job? occasionally
- **Responsible for Others’ Health and Safety** — How much responsibility is there for the health and safety of others in this job? A lot
- **Responsibility for Outcomes and Results** — How responsible is the worker for work outcomes and results of other workers? very
- **Structured versus Unstructured Work** — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals? Not very structured
- **Telephone** — How often do you have telephone conversations in this job? frequently
- **Work With Work Group or Team** — How important is it to work with others in a group or team in this job? Very important

**C. Background Checks** - *Include the appropriate statement for the position:*

The position requires a criminal background check.
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<thead>
<tr>
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<td>CAMPUS LIFE &amp; AUXILIARY SERVICES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 9. SIGNATURES, GUS POSITION INVENTORY & ROUTING: | Print the Position Description and route for signatures as required by the division/area. |

- **Supervisor:**
  - Signature: [Signature]
  - Title: Assistant Director
  - Date: 5/26/11

- **Department Head or Dean (optional):**
  - Signature: [Signature]
  - Title: Director
  - Date: 5/25/11

- **Associate Vice-President, if applicable (optional):**
  - Signature: [Signature]
  - Title: Assoc. Vice Pres.
  - Date: 5/25/11

- **Vice-President or Provost (optional):**
  - Signature: [Signature]
  - Title: Vice President
  - Date: 5/25/11

SEND THE COMPLETED POSITION DESCRIPTION TO HUMAN RESOURCE SERVICES, 204 RUSS HALL, FOR REVIEW.