Pittsburg State University
UNCLASSIFIED POSITION DESCRIPTION FORM

DEPARTMENT: OFFICE OF INFORMATION SERVICES
COLLEGE/DIVISION: PRESIDENT'S OFFICE
POSITION #: 200002624

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.dcf); 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.

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>Computer Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer:</td>
<td>Debra J Amerchik</td>
<td>FLSA Review Date:</td>
<td>7.21.15</td>
</tr>
<tr>
<td>EO Reviewer:</td>
<td>Cindy Johnson</td>
<td>EO Review Date:</td>
<td>7.22.15</td>
</tr>
<tr>
<td>Position Effective Date:</td>
<td></td>
<td></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></td>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

| Official Title Description: | Computer Information Specialist |
| Working Title Description: | Information Specialist |
| Work Schedule (Hours & Days): | 8:00 am - 4:30 pm M - F, However flexibility of these times is required in special circumstances. |
| Length of Position (e.g. Fiscal Year, Academic Year, Other – indicate specific period): | Fiscal Year |
| Percent Time: | 100% |
| Location (City where employee works): | Pittsburg, KS |
| Supervisor Name: | Jeff Burns |
| Supervisor Title: | Assistant Director of Development and Implementation |
| Supervisor Position #: | 200000267 |
| Supervisor's College/Division: | President's Office |
The Computer Information Specialist works directly with fellow OIS team members and campus clients on projects that support University needs. The Computer Information Specialist must research, design, develop, and test applications. Set operational specifications and formulate and analyze software requirements. Apply principles and techniques of computer science, engineering, and mathematical analysis. In addition, The Computer Information Specialist must work closely with vendors on design, development, and implementation.

Recently updated another position with the same duties and I want to bring this position up to date before we initiate the search.

Develop and maintain application software. Define or document requirements and specifications, or develop a design for new or modified application software which conforms to system architecture and technical direction, develop functionality and validate with users and stakeholders. Design and/or implement data structures and data manipulation process to support application software designs, program, testing and user instruction. Use prescribed methods and automated tools to develop, debug, and/or document program code for business applications, which meet objectives of design, cost and schedule, user and stakeholder requirements, and quality standards. Modify or document changes to existing program code and data structures to correct errors or change business functionality. Design, perform and/or document unit and integration tests of new or modified program code and user procedures, coordinate involvement of users and stakeholders, develop functional prototypes.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>15%</td>
<td>Assist and Advise Clients. Receives and documents user requests for information, requests for assistance, or suggestions for system improvement. Assists users in resolving their problems or performing needed action at the time of contact, whenever possible, otherwise direct action to appropriate IT staff to resolve problems or train users. Advise clients on current or potential information system capabilities which could solve business problems or enhance business operations.</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>Duties are essential? X Yes No</td>
</tr>
<tr>
<td></td>
<td>Manage data. Develop and maintain data structures or databases consistent with the organization’s information architecture, data security requirements, and data storage and performance requirements of business applications. Periodically test the effectiveness of procedures and data cross-references to authenticate data entry users or to validate the formats and values of data being entered or captured. Periodically test procedures to report and correct data errors at the time of data entry, and when data is later processed. Perform procedures for distributing stored or processed data, in the format and as needed by users, with security protections appropriate to the data content and transmission method.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5%</td>
<td>Duties are Essential? X Yes No</td>
</tr>
<tr>
<td></td>
<td>Other duties as assigned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duties are Essential? Yes No</td>
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</tr>
<tr>
<td></td>
<td>Duties are Essential? Yes No</td>
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</tr>
<tr>
<td></td>
<td>Duties are Essential? Yes No</td>
<td></td>
</tr>
</tbody>
</table>

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).
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A. Knowledge

✓ Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records and designing forms.
✓ Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
✓ Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services.
✓ Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
✓ 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 modeling, leadership techniques, and academic assessment, evaluation and accreditation.
✓ Information Technology — Knowledge of current practices in information technology and applications, including application of technology to the teaching/learning process, including distance learning.
✓ Mathematics — Knowledge of arithmetic and algebra and their applications.
✓ Mechanical — Basic knowledge of machines and tools, including their designs, uses, repair, and maintenance in order to help clients troubleshoot issues or to refer clients to another area of Information Services for assistance.
✓ Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, personnel information systems and resolution of grievances.
✓ Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
✓ Student Support Services — Knowledge of enrollment management, financial assistance, admissions, registrar & housing operations and functions.
✓ Telecommunications — Basic knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems in order to help clients troubleshoot issues or to refer clients to another area of Information Services for assistance.

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.
Operations Analysis — Analyzing needs and product requirements to create a design.
Programming — Writing computer programs for various purposes.
Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
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.
Collaboration — Ability to work collaboratively with all stakeholders (faculty, community partners, staff, etc.) to build/sustain internal and external relationships.
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.
Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
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.
Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
Multi-Task and Deadlines — The ability to manage multiple tasks and meet deadlines.
Near Vision — The ability to see details at close range (within a few feet of the observer).
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.
✓ Visual Color Discrimination — The ability to match or detect differences between colors, including shades of color and brightness.
✓ 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.”

✓ Successful completion of 18 hours in computer science coursework or certification.
✓ One year experience coding, testing, and debugging application programs OR two years experience coding, testing, debugging, and documenting application programs.

BS Degree in Computer Science or related field preferred.
NOTE: Education may be substituted for experience as determined relevant by university.

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.
✓ 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 Co-workers — Providing information to supervisors, co-workers, and peers 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.

Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

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.

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.

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.

B. Work Context

Contact With Others - often

Coordinate or Lead Others — occasional

Deal With External Customers — occasional

Duration of Typical Work Week — 40 hours are typically worked in one week. Occasionally meetings/dinners/engagements outside of the normal workday are required.

Electronic Mail — often

Face-to-Face Discussions - often

Freedom to Make Decisions - often

Frequency of Conflict Situations — occasional

Frequency of Decision Making when working with information technology, clients, co-workers, and external entities - often

Impact of Decisions on Co-workers or Department Results — often

Importance of Being Exact or Accurate — Very Important
| Physical Proximity — Work tasks are frequently performed in collaborative sessions in close physical proximity to other people. |
| Public Speaking - rarely |
| Responsibility for Outcomes and Results - often |
| Time Making Repetitive Motions when working on a computer keyboard - often |
| Spend Time Sitting when working on a computer or other technical equipment - often |
| Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls — Regular repetitive use of a keyboard is required |
| Structured versus Unstructured Work, - structured 50%, unstructured 50%. Some work is structured and repetitive where other work allows for development of content, priorities, and goals. |
| Telephone, using the telephone to work with clients, co-workers, and external entities — occasional to often depending on clients' preference of email or telephone communication. |
| Travel — occasional |
| Work With Work Group or Team — often |

C. Background Checks

- The position requires a criminal background check.
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9. SIGNATURES, GUS POSITION INVENTORY & ROUTING: Print the Position Description and route for signatures as required by the division/area.

<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>Assistant Director</td>
<td>7/17/15</td>
</tr>
<tr>
<td>Department Head or Dean (optional):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Vice-President, if applicable (optional):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-President or Provost (optional):</td>
<td></td>
<td>CFO</td>
<td>7/17/15</td>
</tr>
</tbody>
</table>

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