Pittsburg State University
UNCLASSIFIED POSITION DESCRIPTION FORM

DEPARTMENT: CENTER FOR TEACHING, LEARNING & TECHNOLOGY
COLLEGE/DIVISION: ACADEMIC AFFAIRS
POSITION #: 200004454

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.cfm); 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: Exempt</th>
<th>FLSA Exemption(s), if applicable: Administrative &amp; Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer:</td>
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<td>EO Reviewer:</td>
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<td>Position Effective Date:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. POSITION DATA:</th>
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<tr>
<td>Action Requested:</td>
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<tr>
<td>Official Title Description: Consultant</td>
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<tr>
<td>Working Title Description: Instructional Designer I</td>
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<tr>
<td>Work Schedule (Hours &amp; Days): Monday-Friday: 8:00 a.m.-4:30 p.m.; occasional evenings and weekends</td>
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<tr>
<td>Length of Position (e.g. Fiscal Year, Academic Year, Other – indicate specific period): Fiscal Year</td>
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<tr>
<td>Percent Time: 100%</td>
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<tr>
<td>Supervisory Position? (Yes or No. If Yes, include appropriate supervisory duties in Section 4): No</td>
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<tr>
<td>Location (City where employee works): Pittsburg, KS</td>
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<tr>
<td>Supervisor Name: Brenda Frieden</td>
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<tr>
<td>Supervisor Title: Director/Professor: Center for Teaching, Learning &amp; Technology</td>
</tr>
<tr>
<td>Supervisor Position #: 200000266</td>
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<tr>
<td>Supervisor's College/Division: Academic Affairs</td>
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</tbody>
</table>
2. PRIMARY PURPOSE OF THIS POSITION:

The Instructional Designer is responsible for creating teaching, learning, and technology opportunities for faculty consistent with the University's strategic plan. The position will support faculty in the development, implementation and evaluation of online, hybrid, and face-to-face courses. The position will collaborate and provide consultation with faculty related to the design and development of course materials, including support of the eLearning Academy and Quality Matters. The position will also provide assistance to the Director and the Senior Instructional Designer in the CTLT.

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:

<table>
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<tr>
<th>#</th>
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<th>Duties and Responsibilities</th>
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<tbody>
<tr>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>25</td>
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</tbody>
</table>

Provide faculty support: Develop and deliver instructional design expertise for the delivery of online, hybrid, and face-to-face courses, including, but not limited to, best practices when using a Learning Management System, pedagogically sound course design, development of course content, and effective assessment strategies. Develop, organize, schedule, and deliver on-site and web-based faculty professional development opportunities to support teaching, learning, and technology.

Assist the CTLT Director and Senior Instructional Designer with:
- Development and implementation of the eLearning Academy
- Development and implementation of Open Educational Resources
- Development of assessment instruments, such as rubrics, to evaluate faculty preparedness and course design for online, hybrid, and face-to-face course delivery
- Manage Quality Matters

Develop instructional design strategies, policies, and procedures of current instructional tools, and research new resources for implementation. Develop web-based resources related to course content delivery. Assist with video and streaming activities. Research, analyze, and evaluate new and existing instructional technologies.
Duties are Essential? | X | Yes  No
---|---|---
Assist with updating the CTLT website. Perform 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
- 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 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.
- Higher Education Administration & Management – Knowledge of higher education administration and management principles involved in strategic planning, resource allocation, leadership techniques, and academic assessment, evaluation and accreditation and/or approval.
- Information Technology – Knowledge of current practices in information technology and applications, including application of technology to the teaching/learning process.
- Mathematics – Knowledge of arithmetic and its applications.
- Psychology – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Sociology and Anthropology – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Student Assessment and Advisement – Knowledge of learner outcome assessments and student advisement principles and practices.
- Telecommunications – Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Shared Governance – Knowledge of the principles and methods of working in an environment where responsibility is shared by faculty and administrators.

B. Skills
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✓ 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.
✓ Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
✓ 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.
✓ Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
✓ Repairing — Repairing machines or systems using the needed tools.
✓ Research — Using an organized and systematic way to answer questions.
✓ Science — Using scientific rules and methods to solve problems.
✓ 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.
✓ 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.”

✓ Master's Degree in instructional design, educational technology, curriculum design, education, administration, or an appropriate area of specialization or related field

✓ Two years of experience in instructional design, teaching in higher education, teaching/developing online courses, providing faculty professional development, or a combination of experiences

   EdD or PhD 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.
• Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
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<td>ACADEMIC AFFAIRS</td>
<td>PD TEMPLATE VERSION 11 – JUNE 2012</td>
</tr>
</tbody>
</table>

- **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.
- **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.
- **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.
- **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** - 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? DAILY
• **Coordinate or Lead Others** — How important is it to coordinate or lead others in accomplishing work activities in this job? IMPORTANT
• **Deal With External Customers** — How important is it to work with external customers or the public in this job? SOMewhat 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. EXTENDED HOURS ARE OCCASIONALLY REUIRED
• **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
• **Freedom to Make Decisions** — How much decision making freedom, without supervision, does the job offer? THE INCUMBENT HAS DISCRETION TO PERFORM JOB DUTIES WITHIN THE GUIDELINES OF UNIVERSITY, STATE, AND KBOR POLICIES AND PROCEDURES
• **Frequency of Conflict Situations** — How often are there conflict situations the employee has to face in this job? SELDOM
• **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? DECISIONS GREATLY IMPACT THE OPERATION OF THE CTLT
• **Importance of Being Exact or Accurate** — How important is being very exact or highly accurate in performing this job? THE POSITION REQUIRES ATTENTION TO DETAIL AND A HIGH LEVEL OF ACCURACY
• **Indoors, Environmentally Controlled** — How often does this job require working indoors in environmentally controlled conditions? WORK PERFORMED IN AN OFFICE
• **Letters and Memos** — How often does the job require written letters and memos? DAILY
• **Level of Competition** — To what extent does this job require the worker to compete or to be aware of competitive pressures? MINIMAL
• **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? OCCASIONALLY
• **Responsible for Others' Health and Safety** — How much responsibility is there for the health and safety of others in this job? MINIMAL
• **Responsibility for Outcomes and Results** — How responsible is the worker for work outcomes and results of other workers? MINIMAL EXCEPT WHEN WORKING ON GROUP PROJECTS. How responsible when working on group projects? GREATLY
• **Spend Time Making Repetitive Motions** — How much does this job require making repetitive motions? MINIMAL
• **Spend Time Sitting** — How much does this job require sitting? THIS IS A SEDENTARY POSITION
• **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? WORK IS VERY UNSTRUCTURED
• **Telephone** — How often do you have telephone conversations in this job? DAILY
• **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? EXTREMELY

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

The position requires a criminal background check.
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>
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</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td></td>
<td>Director, CTLT</td>
<td>12/9/15</td>
</tr>
<tr>
<td>Department Head or Dean</td>
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<tr>
<td>Associate Vice-President</td>
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<tr>
<td>Vice-President or Provost</td>
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<td>Provost</td>
<td>12/9/15</td>
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SEND THE COMPLETED POSITION DESCRIPTION TO HUMAN RESOURCE SERVICES, 204 RUSS HALL, FOR REVIEW