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.

This space is for HRS & Equal Opportunity Use Only

<table>
<thead>
<tr>
<th>FLSA Status: Exempt</th>
<th>FLSA Exemption(s), If applicable: Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer:</td>
<td>Debra J Amenole</td>
</tr>
<tr>
<td>EO Reviewer:</td>
<td>Kym Johnson</td>
</tr>
<tr>
<td>Position Effective Date:</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>X Update Position Duties</td>
<td>X Other (Explain) Title Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>REQUESTED CHANGE</th>
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<tbody>
<tr>
<td>Official Title Description: Director, Analysis, Planning and Assessment</td>
<td>Director of Institutional Research &amp; Planning</td>
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<tr>
<td>Working Title Description:</td>
<td></td>
</tr>
<tr>
<td>Work Schedule (Hours &amp; Days): Monday – Friday 8:00 am to 4:30 pm</td>
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<tr>
<td>Length of Position (e.g. Fiscal Year, Academic Year, Other – indicates specific period): Fiscal Year</td>
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<tr>
<td>Percent Time: 100%</td>
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<tr>
<td>Location (City where employee works): Pittsburg</td>
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<tr>
<td>Supervisor Name: Dr. Lynette Olson</td>
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<tr>
<td>Supervisor Title: Provost &amp; Academic Vice President</td>
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<tr>
<td>Supervisor Position #: 200000358</td>
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<tr>
<td>Supervisor's College/Division: Academic Affairs</td>
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<tr>
<td>Reviewer Name: (optional)</td>
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</tbody>
</table>
2. **PRIMARY PURPOSE OF THIS POSITION:**

The Director of Institutional Research & Planning (1) performs traditional institutional research functions such as interpreting and disseminating data for appropriate internal and external audiences, ensuring compliance with reporting requirements for accrediting bodies, the Kansas Board of Regents and governmental entities, etc. (2) coordinates the University's strategic planning process and monitoring progress, (3) coordinates the program review process, and (4) may serve as institutional liaison to the Higher Learning Commission.

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

There has been a restructuring of the Director of Analysis, Planning and Assessment position, dividing out responsibilities to the new Director of Assessment position and retitling this position to Director of Institutional Research & Planning.

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>
<th>Essential?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40%</td>
<td>Institutional Research</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- Provide data and information to enhance institutional planning and decision making (e.g., student enrollment and success, faculty workload, staffing and hiring patterns, etc.).
- Ensure accuracy and timely compliance in IPEDS reporting.
- Coordinate preparation to assure accuracy and timeliness of KBOR reports and KSPSD data submissions.
- Maintain the Common Dataset.
- Compile, review for accuracy, and submit US News and other similar external data requests when appropriate (serve as point of contact for such requests).
- Conduct ad hoc studies to support institutional initiatives.
- Develop and maintain internal and external web site presence and access to institutional research data for key stakeholders.
## Duties are essential?  Yes  No

### Strategic Planning
- a. Work with senior university leadership on development and periodic review of the institution’s strategic plan.
- b. Monitor implementation of the strategic plan and report on progress.
- c. Coordinate university-level strategic planning committee meetings.
- d. Oversee the unit level planning process, working with the chair of the Institutional Effectiveness Committee to:
  - i. Align unit level planning with the institutional plan,
  - ii. Improve unit level plans,
  - iii. Provide training and assistance to help units develop performance indicators,
  - iv. Prepare committee feedback reports on unit plans, and
  - v. Prepare annual unit level planning report.
- e. Work with committees undertaking major institutional planning initiatives (e.g., Institutional Effectiveness Committee) to ensure alignment of institutional plan and relevant unit level plans with these initiatives.
- f. Monitor external environment to identify new planning themes.

### Program Review
- a. Chair the Program Review Committee.
- b. Oversee the program review process, ensuring alignment with assessment and planning.
- c. Prepare Program Review Committee Reports.
- d. Provide institutional data to academic departments for use in preparing program review documents.
- e. Consult with academic departments as they prepare program review documents to ensure they address all required components of the report.
- f. Prepare annual program review report for KBOR.

### Accreditation Activities
- a. Engage in activities necessary for the university's reaffirmation of accreditation with the Higher Learning Commission of the North Central Association as directed by Provost.
- b. Comply with all data requirements related to accreditation (i.e., both information required by HLC and data needs of the university personnel involved in preparing college or program accreditation materials).
- c. Ensure that Pittsburg State University is in compliance with all rules and regulations as stipulated by HLC.
- d. Stay abreast of all developments and changes in HLC policies and procedures.
- e. Represent the University in matters related to HLC accreditation as delegated by the Provost.
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.

**Accounting** — Knowledge of accounting principles and practices, including payroll processing, and the reporting of financial data, including higher education and non-profit accounting.

✓ **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.

**Grant Writing and Administration** — Knowledge of grant writing, management and reporting.

**Higher education and non-profit accounting** — Knowledge of higher education and non-profit accounting, including fund and federal fund management.

✓ **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.

**Labor Relations & Collective Bargaining** — Knowledge of the principles and practices for working with employees covered by Memorandum of Agreements or union contracts.

✓ **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

✓ **Mathematics** — Knowledge of arithmetic and algebra and their applications.

**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.

**Sales and Marketing** — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

✓ **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.

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.
✓ 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.
✓ 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.
✓ 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.
✓ 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.

6. EDUCATION AND EXPERIENCE: List Education and Experience appropriate for the position. Indicate those that are required at time of hire with a "check."
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.”

| N/A |

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).

<table>
<thead>
<tr>
<th>A. Work Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Analyzing Data or Information</strong> — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.</td>
</tr>
<tr>
<td><strong>Coaching and Developing Others</strong> — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.</td>
</tr>
<tr>
<td><strong>Communicating with Persons Outside Organization</strong> — 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.</td>
</tr>
<tr>
<td><strong>Communicating with Supervisors, Peers, or Subordinates</strong> — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.</td>
</tr>
<tr>
<td><strong>Coordinating the Work and Activities of Others</strong> — Getting members of a group to work together to accomplish tasks.</td>
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<tr>
<td><strong>Developing and Building Teams</strong> — Encouraging and building mutual trust, respect, and cooperation among team members.</td>
</tr>
<tr>
<td><strong>Documenting/Recording Information</strong> — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.</td>
</tr>
<tr>
<td><strong>Establishing and Maintaining Interpersonal Relationships</strong> — Developing constructive and cooperative working relationships with others, and maintaining them over time.</td>
</tr>
<tr>
<td><strong>Evaluating Information to Determine Compliance with Standards</strong> — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.</td>
</tr>
<tr>
<td><strong>Getting Information</strong> — Observing, receiving, and otherwise obtaining information from all relevant sources.</td>
</tr>
<tr>
<td><strong>Guiding, Directing, and Motivating Subordinates</strong> — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.</td>
</tr>
<tr>
<td><strong>Identifying Objects, Actions, and Events</strong> — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.</td>
</tr>
<tr>
<td><strong>Interacting With Computers</strong> — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.</td>
</tr>
<tr>
<td><strong>Interpreting the Meaning of Information for Others</strong> — Translating or explaining what information means and how it can be used.</td>
</tr>
<tr>
<td><strong>Judging the Qualities of Things, Services, or People</strong> — Assessing the value, importance, or quality of things or people.</td>
</tr>
<tr>
<td><strong>Making Decisions and Solving Problems</strong> — Analyzing information and evaluating results to choose the best solution and solve problems.</td>
</tr>
<tr>
<td><strong>Monitoring and Controlling Resources</strong> — Monitoring and controlling resources and overseeing the spending of money.</td>
</tr>
<tr>
<td><strong>Monitor Processes, Materials, or Surroundings</strong> — Monitoring and reviewing information from materials,</td>
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</tbody>
</table>
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

- **Contact With Others** — Requires extensive committee and team work

- **Coordinate or Lead Others** — Much of the work of this position is coordinating the work of others in the form of committee work as well as helping others to learn how to adequately meet institutional mandates.

- **Deal With External Customers** — This position interfaces with external accrediting bodies, Regent's staff and other external data collection agencies.

- **Duration of Typical Work Week** — Duration of work week is whatever it takes to stay ahead of the demands of the position.

- **Electronic Mail** — Aside from face-to-face communication, email is the primary source of daily communication.

- **Face-to-Face Discussions** — Face-to-face discussions are paramount to the position.

- **Decision Making** — There is a great deal of decision making authority but it must fit within the governance structure and culture of the institution. Stress can occur based on the magnitude of the decisions to be made and the potential impact of those decisions, especially when related to resource allocations and issues of program quality, the potential for conflict is high.

- **Importance of Being Exact or Accurate** — Given the critical nature of what this office deals with, accuracy and exactness is of primary importance — both in words and numbers.

- **Responsibility for Outcomes and Results** — While this position is responsible for "coordinating" different activities, there is considerable responsibility for outcomes and results.

- **Structured versus Unstructured Work** — Within the confines of the goals of the university and the division as well as very rigid timelines, the position is pretty much left to determine tasks, priorities and goals.

- **Work With Work Group or Team** — The ability to lead and work with committees and teams is critical to this position.

### 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>Position</th>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
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<tr>
<td>Department Head or Dean (optional):</td>
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<tr>
<td>Associate Vice-President, if applicable (optional):</td>
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<tr>
<td>Vice-President or Provost (optional):</td>
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<tr>
<td></td>
<td>[Signature]</td>
<td>[Title]</td>
<td>11/11/12</td>
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</tbody>
</table>

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