

Adjunct Instructor for the Department of Business - Online



Position	
Title: Adjunct Instructor for the Department of Business (Online)	Date: 01/09/2023
Department/Area: Academics - Business Department	
Reports To: Chair, Business Department	
Employee Classification: Adjunct (Online)	
Primary Purpose and Function:	
<p>Instructors in the Department of Business Administration in the School of Arts and Sciences collaborate to provide general education credit offerings for undergraduate students and major-specific offerings for undergraduate students in the Business majors at Clarks Summit University.</p>	
Duties	
<p>Primary Duties</p> <ul style="list-style-type: none"> • Teach courses in the undergraduate Business Administration program, primarily online. A typical teaching load in an academic year may include courses in Accounting, Corporate Finance, Personal Finance, Business Strategy, Entrepreneurship, Selling, Business as Mission, International Business, Business Communication, and Economics. • Provide advising and mentoring of Business Administration students as deemed necessary • Demonstrate superior oral, interpersonal, and written communication skills, including the ability to communicate with the University community, ministry partners, corporate partners, and general audiences as deemed necessary by the Dean of the School of Arts and Sciences. • Demonstrate and maintain high standards in livestream, telephone, and written communication. • Demonstrate ability to work effectively and positively with administrators, faculty, and staff to establish and maintain effective positive working relationships. • Demonstrate strong participatory servant leadership skills. • Partner with the team to provide strategic thinking in fulfilling the goals of the Department of Business Administration in support of the University's Mission. • Provide effective servant leadership among faculty, staff, students, and administrators. • Available to students for consultation and advising. • Adherence to all CSU Online teaching policies and responsibilities. 	

Requirements/Qualifications:

Qualifications:

- Preference will be given to a Ph.D. or other Doctoral level degree in a Business-related field from an accredited university. (Master's degree accepted with significant teaching and/or business experience.)
- Commitment to the institution's vision and mission.
- Effective communication and organizational skills.
- Comprehensive knowledge of local business organizations or a willingness to engage in these.
- Ability to develop and maintain strong interpersonal relationships.
- Proficient in technology, specifically Internet research, video creation/capture, Microsoft Office, and Learning Management System (Schoology).
- Strong interpersonal skills and the ability to effectively communicate with a wide range of individuals and constituencies in a diverse community
- Full agreement with the Statement of Faith and Standards of Conduct of Clarks Summit University

Performance Standards:

- Completes assigned tasks in a timely fashion.
- Manages and operates a smooth, well-functioning office.
- Interacts well with students, colleagues, and the community.
- Regularly attends meetings scheduled by the administration and institutional affiliates.
- Prepares timely, accurate, and attractive reports, schedules, certificates, releases, and records.

Essential Qualities:

Conscientiousness

- Displays a professional image at all times, even when facing significant job challenges.
- Delivers on commitments made to others.
- Takes ownership of resolving problems rather than allowing them to persist.
- Displays a positive “Can Do” attitude.

Flexibility

- Adapts quickly to changing situations. This includes last-minute changes and disruptions to the schedule.
- Is receptive to new information, ideas, or strategies to achieve the organization’s goals.

Influencing/Negotiating

- Anticipates potential reactions or concerns of students and takes initiative to address them.
- Builds ownership for new initiatives, or changes by involving those responsible for implementation in planning the details.

Integrity/Honesty

- Avoids any action or situation that would give the appearance of unethical, or inappropriate behavior.
- Demonstrates the courage to do the right thing in difficult situations.
- Holds self and others accountable for meeting high standards of the organization's integrity.
- Leads by example through modeling ethical practices and standards.

Sensitivity

- Treats others with respect, fairness, and consistency (e.g., listen to, respect others' views, and ideas).
- Demonstrates empathy and understanding when addressing sensitive issues with others.
- At times the vice president will be privileged to information that should not be shared and must maintain confidentiality.

Other Interpersonal Skills

- High level of effective interpersonal communication skills, both written and verbal, plus organization and presentation skills.
- Cultivates strong working relationships with employees and students.

Language Skills:

Ability to teach students, in-class and online effectively

Ability to read, analyze, and interpret instructions, reports, and correspondence. Ability to write reports, correspondence, and process feedback. Ability to effectively present information and respond to questions from groups of students or individuals. Ability to effectively communicate information one-on-one and in group situations to other employees, students, and/or prospective students.

Mathematical Skills:

Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area circumference, and volume. Ability to apply concepts of basic algebra and geometry.

Acknowledgment:

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or to be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned.

Acceptance:

I have read this job description, understand, and accept these duties, and agree to carry out the assigned duties to the best of my abilities in the best interest of Clarks Summit University (CSU) and my coworkers. I have also read, understand, and will, to the best of my abilities, follow and adhere to the Clarks Summit University management structure, Clarks Summit University's mission, and Clarks Summit University's policies. I will respect those above and under my leadership according to Clarks Summit University Standards of Conduct, Employee Handbook, and Confession of Faith.

Employee:

Direct Supervisor:

Signature/Date:

Signature/Date:

Physical Requirements / Environmental Conditions

Physical Activity

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb or balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch, or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Strength

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vision Requirements

- ☒ Close vision (clear vision at 20 inches or less)
- ☒ Distance vision (clear vision at 20 feet or more)
- ☒ Color vision (ability to identify and distinguish colors)

- ☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☒ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☒ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☐ No special vision requirements

Work Environment

		Amount of time		
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Noise Level

- ☐ Very quiet conditions (examples: forest trail, isolation booth for a hearing test)
- ☐ Quiet conditions (examples: library, private office)
- ☒ Moderate noise (examples: business office with computers and printers, light traffic)
- ☐ Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
- ☐ Very loud noise (examples: jackhammer work, front row at a rock concert)