



JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 07/12/2013

DATE:	3/1/2018	POSITION #:	FA9996
NAME OF INCUMBENT(S):			
JOB TITLE:	Dean of Arts and Sciences		
DIVISION:	Arts & Sciences Division		
DEPARTMENT:	Division Office		
PAY TABLE/LEVEL/GRADE:	AD 10	REPORTS TO:	FA9988

STATUS: Please click the appropriate boxes that apply.

- Regular/Continuing
- Temporary/Limited Duration
- Full-Time (40 hrs/wk)
- Bargaining Unit: _____
- Individual Position
- Part-Time: _____ Hours/Week
- Non-Bargaining
- Pooled Position: _____
- Provisional/Grant Funded
- _____ No. of Employee if this position is pooled.

JOB SUMMARY: (This section should summarize the overall purpose (“mission”) of this job in 1-4 sentences. Briefly describe the primary reason the job exists at LCC.)

This position provides leadership for the Arts & Sciences Division. This leadership includes: Motivating and inspiring faculty and staff to establish common ground towards a common vision and common values; initiating and supporting new strategic initiatives within the Division and with other Divisions and the community; resolving conflicts and grievances; establishing formal partnerships with business, industry, and K-12 education in the community for the Division; serving the College at large by active participation on the Executive Leadership Team and by consistent cooperation and consultation with other Deans and Executive Directors at the College; guiding instructional programs and curriculum planning and evaluation based on addressing student needs and student success; monitoring Divisional resource (human and fiscal) allocation and usage; and overseeing the hiring, supervising, and evaluating of full-time faculty and administrators in the Division.

DIRECT REPORTS: (If this is a supervisory position (authority to hire, assign, discipline, approve timesheets), list position #s of those supervised).

Direct Report(s):	Yes, direct reports
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ESSENTIAL DUTIES AND RESPONSIBILITIES: Identify and describe the essential duties and responsibilities, i.e., what actions are done and what are the expected results. Most jobs can be described using 5-10 statements. List in priority order, beginning with top priority/must get done, with approximate percent for each (e.g. 20% 1. reconciles grant fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.

%	No.	Essential Duties and Responsibilities
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1	Lead the Division in the establishment of Division Goals which are consistent with College Goals and monitor their implementation.
2	Facilitate the implementation of creative strategic initiatives consistent with the goals of the Division. This includes supporting creative approaches to improve teaching and learning and to partnership building. This is accomplished by supporting risk taking and assuring that a collaborative and team-based decision-making model is used throughout the Division.
3	Assist in the airing of issues and problem solving by maintaining an open door for discussion and problem solving with individuals and groups and by modeling prompt, clear, and ethical communication.
4	Meet regularly with Division personnel in support of team-oriented and information-based management of the Division.
5	Establish formal partnerships with community entities, four-year schools, and K - 12 education to better serve our constituencies and to strengthen the Division's/College's position in the community.
6	Serve on the ELT, Provost's Cabinet, and other teams as needed.
7	Demonstrate a commitment to the principles of diversity awareness, student success, student access, and other such concepts.
8	Strengthen the Arts & Sciences Division in serving as a liaison with other Divisions and units of the College.

CORE COMPETENCIES. *Record the knowledge, skills and abilities necessary to perform the essential functions of this position. Provide descriptions of core competencies below (e.g. communication, customer service, decision-making, leadership, problem-solving, etc.). An incumbent or applicant must be able to demonstrate and results must be measurable.*

Knowledge: *Technical, specialized, disciplinary, industry-specific and/or operational knowledge or understanding required in your job*

- A good understanding of leadership and management issues.
- Knowledge of past, present, and future issues in relation to teaching and learning.
- Knowledge of current and developing technologies as they relate to both instruction and administrative practices.
- Knowledge of College-wide issues concerning the Board of Trustees, the Executive Office, other Divisions, budget and finance, etc.

Communication/Influence: *Requirements for listening, verbal communication and/or written communication with others, and/or for educating, training, persuading, serving and/or otherwise influencing "customers".*

- Use of clear, timely, articulate, and ethical communication in that which is spoken or written to students, faculty, staff, and/or the public.
- Ability to lead in the use of participative decision making with the goal of making wise decisions, having wide-spread understanding of issues and wide-spread support for initiatives.
- Coaching and counseling skills to assist with problem solving and encouragement of faculty, staff, and students.
- Effective listening skills and the ability to understand cultural and individual differences among faculty, staff, and students.

Problem Solving: *Thinking required by the job for evaluating, analyzing, creating, and reaching conclusions and the need to identify obstacles and develop applicable solutions.*

- Ability to think creatively about problems and openness to input from others.
- Ability to approach problems from a broad knowledge base and perspective.
- Critical thinking skills which facilitate the analysis and cooperative solution of problems.
- Ability to lead small or large groups to problem solutions.

Leadership: *Required ability to manage people, department(s) and/or operations and/or provide guidance/counsel to others.*

- Ability to positively represent the College in various venues.
- Ability to lead in the use of participative decision making.
- Ability to model desired behaviors of faculty and staff.

Other: *Other applicable skills and abilities not mentioned above.*

EDUCATIONAL/EXPERIENCE REQUIREMENTS: *Identify the education and/or equivalent combination of education and experience, plus additional specific years of experience, certifications, licenses and/or special training required to perform the essential functions of this job.*

- Master’s degree from a regionally accredited college or university. Ph.D. from a regionally accredited college or university preferred.
- Significant college-level teaching experience.
- Significant college-level administrative experience or comparable non-academic experience.

PHYSICAL AND MENTAL REQUIREMENTS: *Complete the physical and mental demands on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Mobility around the LCC campus is a normal part of the position’s functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.***

WORK ENVIRONMENT: *Complete the work environment characteristics on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.***

Incumbent’s Name (if any).		Incumbent’s Signature*	Date
Supervisor’s Name		Supervisor’s Signature*	Date
Dean/ELT’s Name		Dean/ELT’s Signature	Date
<i>Note: Signature means approval, otherwise return for signatures.</i>			
Human Resources Rep.		HR Rep Signature	Date
<i>Note: Position description to be reviewed annually, upon posting or transfer of person or position.</i>			

Lansing Community College

ADA Compliance Job Description Checklist

The immediate supervisor is responsible for completion of this form. Fill in more information as needed that apply to the essential job duties of the attached job description.

Position #: Enter Position #. **Dated:** Click to enter a date. **Supervisor's Position #:** Enter position #.

Materials Used:

Standard Office Equipment:

- | | |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Computer keyboard, mouse, screen (either desktop or laptop) | <input checked="" type="checkbox"/> Paper and Pencil/pen |
| <input checked="" type="checkbox"/> Various software (spreadsheet, word-processing, web-base, other media) | <input checked="" type="checkbox"/> Projector and Screen |
| <input checked="" type="checkbox"/> Telephone, blackberry, fax | <input checked="" type="checkbox"/> Copier, collator, reproduction |

Others, please list: [Click here to enter text.](#)

Standard Trades Equipment:

- | | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Electrical | <input type="checkbox"/> Plumbing |
|------------------------------------|-------------------------------------|-----------------------------------|

Others repair/maintenance tools, please list: [Click here to enter text.](#)

Mental Functions:

- | | |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Comparing (compare/contrast data, people, things) | <input checked="" type="checkbox"/> Copying (entering, posting, transcribing data) |
| <input checked="" type="checkbox"/> Synthesizing (combine data, concepts, interpretations) | <input checked="" type="checkbox"/> Analyzing (examine, test data, present alternative actions) |
| <input checked="" type="checkbox"/> Computing (math calculations or carrying out formula operations) | |
| <input checked="" type="checkbox"/> Compiling (gathering, classifying, evaluating data, people, things) | |

Auditory Functions:

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly) |
| <input checked="" type="checkbox"/> Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people) |

Visionary Functions:

- | |
|-----------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Near acuity (at 20 inches or less when minute accuracy is essential) |
| <input checked="" type="checkbox"/> Far acuity (more than 20 inches when day and night/dark conditions are essential) |
| <input type="checkbox"/> Depth perception (3 dimensional vision, judge distances, space) |
| <input type="checkbox"/> Color vision (distinguish colors) |
| <input type="checkbox"/> Field of vision (up-down and right-left) |

Smell and Tasting Functions:

- | |
|------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose) |
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Movement, Strength, Repetition Functions:

- | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|----------------------------------------------------------------|------------------------------------|
| <input type="checkbox"/> Climbing | <input type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Reaching | <input type="checkbox"/> Balancing | <input type="checkbox"/> Crouching |
| <input checked="" type="checkbox"/> Grasping | <input type="checkbox"/> Stooping | <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Picking/Typing/Keyboarding | |
| <input type="checkbox"/> Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time) | | | | |
| <input type="checkbox"/> Medium (exert 21-50 lbs of force, walk/stand frequently) | | | | |
| <input checked="" type="checkbox"/> Heavy (exert 51-100 lbs of force, walk/stand routinely) | | | | |
| <input type="checkbox"/> Very Heavy (exert over 100 lbs of force, walk/stand routinely) | | | | |

Environmental Conditions:

- | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Weather (rain, snow, wind) | <input type="checkbox"/> Vibrations |
| <input type="checkbox"/> Extreme cold (inside, outside) | <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, |
| <input type="checkbox"/> Extreme heat (inside, outside) | <input type="checkbox"/> Extreme noises |
| <input type="checkbox"/> Confined/restricted spaces | |
| <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock) | |

