



JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 11/02/2015

DATE:	8/21/2017	POSITION #:	FF9861
NAME OF INCUMBENT(S):			
JOB TITLE:	Full-time Teaching Faculty – English (External)		
DIVISION:	Arts & Sciences		
DEPARTMENT:	English, Humanities and Social Sciences		
PAY TABLE/LEVEL/GRADE:	Enter pay level.	REPORTS TO:	FA9768

STATUS: Please click the appropriate boxes that apply.

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

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.)

Teach courses in English, consistent with current developments in the discipline and teaching methods. Participate in program/department meetings and divisional/college-wide committees with a focus on continual improvement of programs and learning outcomes. Participate in curriculum and course development, course and program coordination, tutoring and advising students, mentoring and reviewing peers, and shared governance of the College. Must demonstrate a commitment to the diversity of a multi-cultural population, as well as work effectively in a team-based environment, seeking continuous improvement and adherence to the community college philosophy.

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

Direct Report(s):	Click here to enter position numbers. Use comma to separate
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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
<u>15</u>	1	Planning – Ensures implementation of established curriculum and provides strong support for students in their pursuit of established expectations, developing plans that promote the development of higher-order thinking skills in the instructional process.

<u>40</u>	2	Instruction – Provides instruction and assesses learning utilizing varied instructional modes, supports student success by maintaining regular office hours, and mentors and advises students.
<u>10</u>	3	Professional Growth – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction.
<u>10</u>	4	Curriculum – Participates in curriculum development and planning and advises students on curriculum, academic programs, employment, career goals and other appropriate matters.
<u>5</u>	5	Teaching Effectiveness – Understands and successfully adapts teaching to various learning styles/current technologies present in the classroom.
<u>5</u>	6	Faculty Professional Development – Demonstrates a continuing engagement with the learning and scholarship of their area of specialization, striving to be on the cutting edge of professional content knowledge and methodology.
<u>5</u>	7	Support of College Initiatives – Is fully committed to the mission and values of Lansing Community College and participates actively in the shared governance system.
<u>5</u>	8	General Responsibilities – Responds to requests of academic area and/or program leaders, department heads, committee chairs, records office, etc. in a timely and thorough manner, consistently meeting instructional schedules and other assignments and commitments in support of the college.
<u>5</u>	9	Other Duties as Assigned
	10	<i>Click here to enter text.</i>
	11	<i>Click here to enter text.</i>
	12	<i>Click here to enter text.</i>
	13	<i>Click here to enter text.</i>
	14	<i>Click here to enter text.</i>
	15	<i>Click here to enter text.</i>

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

- Demonstrate knowledge of current trends in teaching and learning within program discipline
- Knowledge of college-wide technology systems as well as instruction processes
- Understand College policies and procedures

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”.

- Mediation and conflict resolution skills
- Effective interpersonal communication skills
- Communicate effectively verbally and in writing
- Ability to interpret and translate information and communicate it to others
- Ability to coordinate groups and work in a team environment
- Effective interaction with students, colleagues, and the public from diverse populations

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 analyze data to develop new techniques and processes
- Evaluate program needs and formulate solutions that can be implemented within college systems
- Assess information to find creative solutions and determine appropriate actions

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

- Demonstrate commitment to outstanding customer service
- Model ethical and professional behavior, including confidentiality of information

- Foster collaboration and cohesiveness among students and other faculty members
- Ensure continued student success and efficient use of limited resources for a college program using planning skills
- Demonstrate leadership duties including facilitating meetings, chairing committees and record keeping

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.*

Required: Master’s degree or higher from a regionally accredited college or university in English, Literature, Writing, Rhetoric, Composition, Linguistics, Creative Writing or an interdisciplinary master’s degree or higher (from a regionally accredited college or university) that combines a focus in any of the listed fields or related fields.

Experience teaching college-level Writing.

Preferred:

Doctoral degree from a regionally accredited college or university in Rhetoric, Composition, Writing, Creative Writing, English, Literature, Linguistics, or closely related field.

Experience using educational technology.

Experience in course and program-wide assessment. Experience in curriculum development. Coursework or teaching experience in gender/race theory or critical discourse analysis.

Experience teaching Developmental Writing courses.

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 #: **FF9861 & FF9751**

Date: **8/21/2017**

Supervisor's Position #: **FA9768**

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:

Standard Trades Equipment:

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

Others repair/maintenance tools, please list:

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 type="checkbox"/> Compiling (gathering, classifying, evaluating data, people, things) | |

Auditory Functions:

- Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people)

Visionary Functions:

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

Smell and Tasting Functions:

- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

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 | |
- Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time)
 - Light (exert up to 20 lbs of force to lift, carry, push, pull, move object; walk/stand occasionally)
 - Medium (exert 21-50 lbs of force, walk/stand frequently)
 - Heavy (exert 51-100 lbs of force, walk/stand routinely)
 - 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) |