



# JOB DESCRIPTION

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

DATE:	10/7/2016	POSITION #:	FF9931
NAME OF INCUMBENT(S):			
JOB TITLE:	Full-time Teaching Faculty – Music		
DIVISION:	Arts & Sciences		
DEPARTMENT:	Communication, Media, & the Arts		
PAY TABLE/LEVEL/GRADE:	Enter pay level.	REPORTS TO:	FA9767

**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 musicianship courses (theory & aural skills), private lessons on an instrument or voice, direct an ensemble, and develop/teach online courses in a variety of subjects including rudiments of music, jazz, rock, and classical music appreciation, observing current developments in the discipline and teaching methods. Create strong partnership/articulations with high schools and 4-year colleges and universities. Champion the implementation of newly developed plans for music curriculum through course and program coordination, and student advising. Contribute to program/department/division and college improvement and governance through participation in committees and meetings with a focus on continual improvement of program and college-wide learning outcomes. Participate in the mentoring and reviewing of peers. Must demonstrate a commitment to the diversity of a multi-cultural population, as well as a capacity to work effectively in a team-based environment, adhering 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
-------------------	---

**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>80</u>	1	<b>Instruction</b> – Provides instruction in a variety of learning types and methods, including one-to-one private teaching and online courses. Contributes to the implementation of an assessment framework currently being developed under the guidance of the college-wide <i>Committee for Assessment of Student Learning</i> (CASL). Supports student success by maintaining regular office hours, and mentors and advises students.
<u>5</u>	2	<b>Advising &amp; Planning</b> – 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. Participates in the planning and execution of marketing and outreaching strategies linked to two major events during the academic year: The <i>Music Open House</i> (spring) and the <i>Soundscapes</i> Music Program showcase concert (fall).
<u>5</u>	3	<b>Curriculum</b> – Ensures implementation of established curriculum and contributes to its development as needed. Advises students on curriculum, academic programs, employment, career goals and other appropriate matters.
<u>5</u>	4	<b>General Responsibilities</b> – 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>	5	<b>Professional Growth and Development</b> – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction. 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.
	6	<i>Click here to enter text.</i>
	7	<i>Click here to enter text.</i>
	8	<i>Click here to enter text.</i>
	9	<i>Click here to enter text.</i>
	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 in Music from a regionally accredited college or university; or, Master’s degree (from a regionally accredited college or university) in a related field and a minimum of 18 semester hours (or 27 quarter hours) of graduate-level coursework in the discipline. Experience teaching music at college level (may include graduate teaching assistant).

**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.***

<b>Incumbent’s Name (if any).</b>		<b>Incumbent’s Signature*</b>	<b>Date</b>
<b>Supervisor’s Name</b>		<b>Supervisor’s Signature*</b>	<b>Date</b>
<b>Dean/ELT’s Name</b>		<b>Dean/ELT’s Signature</b>	<b>Date</b>
<i>Note: Signature means approval, otherwise return for signatures.</i>			
<b>Human Resources Rep.</b>		<b>HR Rep Signature</b>	<b>Date</b>
<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 #: **FF9931**

Date: **10/7/2016**

Supervisor's Position #: **FA9767**

## 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:

- Carpentry                       Electrical                       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 checked="" 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, |