



## FT Teaching Faculty Job Description

DATE	POSITION #	POSITION TITLE
3/14/2019	CFFSCI	Full-Time Teaching Faculty – Assistant Professor – The Early College, Science

DIVISION	DEPARTMENT	PAY TABLE/LEVEL/GRADE	REPORTS TO:
Finance, Administration and Advancement	The Early College at LCC	Pay Based on FT Faculty Schedule	CFA014

**STATUS:** Please select the appropriate boxes that apply.

Regular/Continuing: <input checked="" type="checkbox"/>	Bargaining Unit: MAHE	Non-Bargaining: <input type="checkbox"/>	Provisional/Grant Funded: <input type="checkbox"/>	Temporary/Limited Duration: <input type="checkbox"/>
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Individual Position: <input checked="" type="checkbox"/>	Full-Time (40 hrs/wk): <input checked="" type="checkbox"/>	Part-Time: <input type="checkbox"/> ____ Hrs/Week	Pooled Position: <input checked="" type="checkbox"/>	Type here # of Employees if this position is pooled.
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**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 The Early College at LCC, 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.

The science faculty will provide subject matter instruction for required MI Merit Curriculum coursework, deliver the soft skills (skills that promote success in college courses) curriculum, participate in program organization and development, and serve as mentor to TEC students as they fulfill Educational Development Plans. Their primary objective is to successfully transition students to college level course work.

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

Type here

**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 grand fund expenditures to balance monthly budget). "Other duties, as assigned," are implicit in all position descriptions.

%	NO.	Essential Duties and Responsibilities
10	1	<b>Planning</b> – 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.
55	2	<b>Instruction</b> – Provides instruction and assesses learning utilizing varied instructional modes, supports student success by maintaining regular office hours, and mentors and advises students.
5	3	<b>Professional Growth</b> – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction.
5	4	<b>Curriculum</b> – Participates in curriculum development and planning and advises students on curriculum, academic programs, employment, career goals and other appropriate matters.
5	5	<b>Teaching Effectiveness</b> – Understands and successfully adapts teaching to various learning styles/current technologies present in the classroom.
5	6	<b>Faculty Professional Development</b> – 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.
5	7	<b>Support of College Initiatives</b> – Is fully committed to the mission and values of Lansing Community College and participates actively in the shared governance system.
5	8	<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.
5	9	<b>Other Duties as Assigned</b>
	10	Type here

**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
- 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

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**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**

- Bachelor’s Degree
- Possession of current Michigan secondary teaching certificate with an endorsement in DI Integrated Science, DX Science, DP Physical Science, or DC Chemistry
- At least 3 years of teaching experience with high school or post-secondary students
- Experience developing curriculum or instructional materials
- Demonstrated experience working successfully as part of a team

**Preferred**

- Master’s Degree
- At least 3 years teaching high school chemistry
- At least 7 years of teaching experience with high school or post-secondary students

**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 characteristic 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

### SIGNATURES

**Supervisor's Name:** Steve Rosales

**Supervisor's Signature:** Steve Rosales **Date:** 3/14/19

**Dean/ELT's Name:** Toni Glasscoe

**Dean/ELT's Signature:** Toni Hughes Glasscoe **Date:** 3/14/19

**HR Rep:** Sydney Glasscoe

**HR Rep Signature:** Sydney Glasscoe **Date:** 3/21/19

**ADA COMPLIANCE JOB DESCRIPTION CHECKLIST** *(The immediate supervisor is responsible for completion of this form. Fill in more information as need that apply to eh essential job duties for the attached job description.)*

**Position #:** CFFSCI

**Date:** 3/25/2019

**Supervisor's Position #:** CFA014

**Materials Used:**

- Computer keyboard, mouse, screen
- Various software
- Telephone, cell phone, mobile device
- Paper and pencil/pen
- Projector or other audiovisual equipment
- Copier, scanner, fax
- Carpentry equipment
- Electrical equipment
- Plumbing equipment
- Other: Click or tap here to enter text.

**Mental Functions:**

- Comparing (compare/contrast data, people, other data)
- Synthesizing (combine data, concepts, interpretations)
- Computing (math calculations or carrying out formula operations)
- Compiling (gathering, classifying, evaluating data, people, other data)
- Copying (entering, posting, transcribing data)
- Analyzing (examining, testing data, presenting alternatives)

**Audio/Visual/Aural Functions:**

- Talking (expressing ideas, thoughts, language, conveying details accurately and clearly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference)
- Near acuity (at 20 inches or less when 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)
- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

#### Movement, Strength, Repetition Functions:

- Climbing
- Kneeling
- Reaching
- Balancing
- Crouching
- Grasping
- Stooping
- Crawling
- Picking/Typing/Keyboarding
- Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of time)
- Light (exert up to 20 lbs of force to lift, carry, push, pull, move objects; 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

- Weather (rain, snow, wind)
- Extreme cold (inside, outside)
- Extreme heat (inside, outside)
- Confined/restricted spaces
- Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation)
- Vibrations
- Extreme noises