



JOB DESCRIPTION

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

DATE:	6/6/2018	POSITION #s:	FI9969-00; FI9987-00; FI9971-00;
NAME OF INCUMBENT(S):	Calvin Grant; Michael Aguila; Kelly Currie		
JOB TITLE:	Full-time Academic Professional Lead Tutor – 3 positions		
DIVISION:	Academic Affairs – Student Success		
DEPARTMENT:	Learning Commons		
PAY TABLE/LEVEL/GRADE:	Enter pay level.	REPORTS TO:	FA9904 (currently TFA029-00)

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.)

If you are passionate about helping people learn; if you believe in the mission of community colleges; if you are committed to providing and modeling caring support for students; if you desire to be part of a cutting-edge team of individuals working both independently and together for the sole purpose of helping students achieve their academic goals, then read on:

The Faculty Academic Professional Lead Tutor positions are responsible for ensuring that students receive persistent, proactive, individualized tutoring, teaching, and support throughout their enrollment in Lansing Community College, consistent with current developments in the disciplines 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 development and delivery of excellent academic resources and learning services, program leadership, tutoring, mentoring, 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):	None
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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>50</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. Initiate and maintain proactive tutoring, teaching, mentoring, and encouragement to students to keep them engaged in successfully advancing their education. Monitor and track student progress toward completion of the student’s learning goal on a current or “real time” basis. Maintain accurate records of student attendance and participation
<u>10</u>	5	Teaching Effectiveness – Understands and successfully adapts teaching to various learning styles/current technologies present in the classroom. Develop and facilitate implementation of a plan for tutoring that incorporates content area skill development, study skill enhancement, and best practices in subject area tutoring methods and strategies. Facilitate students’ becoming self-advocating and independent learners
<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. Develop materials related to content area tutoring, general academic skills and techniques of study, for delivery of tutorial services, Embedded Academic Support and workshops for both the college community and for students to increase knowledge and application of course content.
<u>10</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. Coordinate comprehensive tutoring in subject area. Serve as lead tutor in assigned subject areas and/or career communities
<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. Proactively anticipate and detect ways in which specific tutoring services can be utilized to assist students in successfully completing their course work in assigned subject area; identify appropriate interventions and promptly connect students to relevant academic and community resources (e.g., academic success coaches, academic advisors, financial advisors, professional counselors, social service agencies, employment resources, etc.) as necessary to assure academic persistence and success; monitor and track efficacy of such resources in achieving individual student success and persistence, retention, and completion rates.
<u>5</u>	3	Professional Growth – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction. Participate in professional development and develop ideas for cutting-edge tutoring services. Stay at the top of the field for tutoring services. Attend LCC in-services and training. Maintains certifications and licensing as required.
<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>3</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>2</u>	9	Other Duties as Assigned

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

- Knowledge of effective tutoring practices
- Knowledge of effective on-line instruction practices
- Knowledge of group training and facilitation
- Knowledge of adult learning theory and practical tutoring/learning procedures and practices
- Knowledge of current technologies as they relate to instructional practices

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”.

- On-going use of advanced level verbal and written skills to influence and/or inform faculty, staff, students, and administration.
- Coaching and counseling skills to encourage staff and students to pursue academic and professional growth.
- Effective listening skills
- Incorporating cultural, disability, and individual differences into communications

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

- Continually seeking out new methods for delivering and maintaining tutorial services.
- Ability to think creatively

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

- Ability to create and maintain a collaborative environment.
- Ability to keep current changing service needs.
- Ability to coach, mentor, motivate and develop other tutors.

OTHER: Other applicable skills and abilities not mentioned above.

- Strong organizational skills to effectively lead virtual tutoring initiatives.
- Ability to adapt and manage constant change.
- Proficiency with current academic technologies, applications/software. Email, and internet (e.g. windows, Microsoft office, banner, D2L)
- Strong attention to detail; confidential and accurate record keeping, good time management skills
- Tutoring or teaching experience.

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 from a regionally accredited college or university
Tutoring experience, or supplemental instruction, or teaching assistant, or coaching, or teaching experience

Preferred: Master’s Degree, or combination of experience and education equivalent to a Master’s Degree
College level tutoring, or supplemental instruction or teaching assistant, or coaching, or teaching experience
Multi-disciplinary academic background or experience
Tutor Certification within the first year of employment

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	<u>Cindy Storie</u>	Supervisor's Signature*	Date <u>6/6/2018</u>
Dean/ELT's Name	<u>Elaine Pogoncheff</u>	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 #: FI9969-00; FI9987-00; FI9971-00;

Date: 6/6/2018

Supervisor's Position #: FA9904
(currently TFA029-00)

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 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 checked="" 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 checked="" type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Reaching | <input checked="" type="checkbox"/> Balancing | <input checked="" type="checkbox"/> Crouching |
| <input checked="" type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Stooping | <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Picking/Typing/Keyboarding | |
| <input checked="" type="checkbox"/> Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time) | | | | |
| <input checked="" type="checkbox"/> Light (exert up to 20 lbs of force to lift, carry, push, pull, move object; walk/stand occasionally) | | | | |
| <input checked="" type="checkbox"/> Medium (exert 21-50 lbs of force, walk/stand frequently) | | | | |
| <input 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) |