



# Adjunct Instructor JOB DESCRIPTION

Form: HRF5013

DATE:	8/15/2017	POSITION #:	PFENGL
NAME OF INCUMBENT(S):			
JOB TITLE:	Adjunct Instructor - English		
DIVISION:	Arts & Sciences		
DEPARTMENT:	English, Humanities & Social Sciences		
PAY TABLE/LEVEL/GRADE:	<i>Enter pay level.</i>	REPORTS TO:	FA9768

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Regular/Continuing                      | <input type="checkbox"/> Temporary/Limited Duration  | <input type="checkbox"/> Full-Time (40 hrs/wk)                  |
| <input checked="" type="checkbox"/> Bargaining Unit: <u>MAHE</u> | <input type="checkbox"/> Individual Position         | <input checked="" type="checkbox"/> Part-Time: _____ Hours/Week |
| <input type="checkbox"/> Non-Bargaining                          | <input checked="" type="checkbox"/> Pooled Position: |   |
| <input type="checkbox"/> 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.)*

**Program Specific Job Summary**

Adjunct Instructors in the English Program may teach writing at the pre-college level, first-semester composition focusing on expository writing, second-semester composition focusing on argumentation or literary analysis, technical writing, business writing, or advanced writing. Faculty develop course content consistent with official course syllabi, deliver course instruction to students, assist and advise students outside of class, and assess student learning. English instructors may be required to review and grade writing portfolios of their own students and students from other classes. Adjunct faculty work collaboratively with senior department faculty and administrators, attend department/program meetings, and participate in professional development activities.

**Part-time Teaching Faculty Assignments/Workload**

Teaching Load Limits. Except as otherwise provided in this Agreement, each part-time Teaching Faculty member shall be accountable for teaching workload subject to the following limits:

- a. Adjunct Instructors shall not exceed twelve (12) workload hours of teaching during Fall Semester and twelve (12) workload hours of teaching during Spring Semester, together with all associated preparation (including customary updates/maintenance of assigned courses), assessment and evaluation, and student consultation/office hours; and
- b. Adjunct Instructors shall not exceed ten (10) workload hours of teaching during Summer Semester, together with all associated preparation (including customary updates/maintenance of assigned courses), assessment and evaluation, and student consultation/office hours.

- c. Increases in workload will not change the part-time status of bargaining unit members.

**Professional Activities and Duties**

In addition to or in lieu of teaching assignments, part-time Teaching Faculty may be given non-teaching assignments such as course development or revision, curriculum development, student advising, leadership assignments, etc., provided their workload does not regularly exceed the nominal equivalent of thirty (30) clock hours per week or 1560 clock hours in an academic year.

Nothing contained in this section is intended to modify the minimum workload opportunities or obligations of part-time Teaching Faculty as set forth in Article XIII. Employment Practices.

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

<b>Direct Report(s):</b>	<i>Click here to enter position numbers. Use comma to separate</i>
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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	Program Specific Duties
<u>50</u>	1	Deliver course instruction to students using appropriate pedagogy, including educational technology.
<u>10</u>	2	Develop course content consistent with official course syllabi.
<u>10</u>	3	Assist and advise students outside of class during regular office hours.
<u>10</u>	4	Assess student learning with evaluation methods consistent with official course syllabi.
<u>5</u>	5	Participate in monthly writing seminars (required in certain courses).
<u>10</u>	6	Participate in end-of-semester portfolio assessment (required in certain courses).
<u>5</u>	7	Submit section syllabi, enrollment verification, course evaluations, grades, and gradebooks on time.
	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>

**Teaching Faculty Student Consultation/Office Hours**

Teaching Faculty student consultation/office hours will be a minimum of one-quarter (1/4) hour consultation per week per one (1) teaching workload hour of assigned classes. Scheduling will be the responsibility of the individual teaching faculty, while taking into account the needs of the students, the department, and the College.

Teaching Faculty with face-to-face teaching assignments must be available for face-to-face student consultation/office hours at or near the location where the course is taught provided suitable space is available.

Teaching Faculty with online teaching assignments must be available online for student consultation/office hours for those courses.

Teaching Faculty with hybrid teaching assignments must be available face-to-face at or near the location where the course is taught, provided suitable space is available, and/or online for student consultation/office hours, as determined by student preferences.

**All course section syllabi will contain:**

LCC contact information (phone number and/or e-mail address) where students may contact the faculty member and

Times, modes, and/or locations available for student consultation/ office hours.

Student consultation/office hours will be posted and regularly maintained by each faculty member in the manner established by their program/department pursuant to Article IX. Participation in Governance, and will not be changed without prior written or electronic notice to the supervisor and students.

**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.*

*Click here to enter core competencies. This box will expand as you type.*

**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.*

**Program specific education/experience:**

**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 teaching Developmental Writing courses.

**General Adjunct Instructor Requirements:**

Primary duty and responsibility of teaching students in instructional settings;

Functioning as the principal source of instruction and the faculty of record in the instructional setting for a course, class, workshop, etc., offered for academic credit (i.e., designated by the College as responsible for the course, class, workshop, etc., including assigning the grade); and

Being responsible for curriculum planning and development; preparation and delivery of course content in accordance with student needs; comprehensive assessment and grading in the assigned course, class, workshop, etc., offered for academic credit.

**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 #: PFENGL

Date: 8/15/2017

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 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 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 type="checkbox"/> Reaching | <input type="checkbox"/> Balancing                             | <input type="checkbox"/> Crouching |
| <input 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) |