



Adjunct Instructor JOB DESCRIPTION

Form: HRF5013

DATE:	6/26/2017	POSITION #:	PFCHSE
NAME OF INCUMBENT(S):			
JOB TITLE:	Adjunct Instructor – ERESA Health Services – Lab/Clinical		
DIVISION:	Health & Human Services		
DEPARTMENT:	Community Health Services		
PAY TABLE/LEVEL/GRADE:	C-1 B	REPORTS TO:	FA9820

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: <u>12</u> Hours/Week |
| <input type="checkbox"/> Non-Bargaining | <input checked="" type="checkbox"/> Pooled Position: | |
| <input checked="" 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

Teach the lab and clinical portion of Health Services courses to high school students on LCC’s main campus and in the clinical setting for the Eaton Regional Education Service Agency (ERESA), Monday through Friday morning or afternoon sessions, Fall and Spring semesters, and continuing yearly as enrollment permits. Position follows ERESA calendar. Develop curriculum to meet state occupational standards as well as LCC course requirements. Participate regularly on departmental, divisional and ERESA teams. Work effectively with other faculty and staff in a rapidly changing team environment. Support and contribute to diversity and student success initiatives. Remain current in subject area and teaching methodologies. Schedule and monitor student field placements in community programs and clinical classroom.

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).*

Direct Report(s):	<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>90</u>	1	<p><u>Instruction</u></p> <ul style="list-style-type: none"> • Provides motivation to learn via: <ol style="list-style-type: none"> a. thorough planning b. enthusiasm for subject matter c. appropriate climate for learning within the classroom d. relevant and current course content e. understanding of individual differences and learning styles • Facilitates and paces instruction to maximize learning. • Utilizes varied instructional delivery modes. • Assesses learning frequently using various methods, such as: <ol style="list-style-type: none"> a. questioning techniques b. oral and/or written quizzes c. student presentations d. writing assignments e. self-determined assessment instruments • Provides remediation as deemed appropriate and possible. • Develops and administers exams consistent with learning goals including a final examination. • Possibility of teaching and/or participating in evening and weekend courses or events. • Develops and distributes course syllabi for each course taught to each student which: <ol style="list-style-type: none"> a. conveys the goals and outcomes of the course b. reflects curriculum adopted by the academic area and/or program for course c. establishes and communicates challenging expectations for students d. explains the relationship of those expectations to the grading and assessment process. e. lists classroom policies, instructor contact information, and office hours.
<u>10</u>	2	<p><u>Planning</u></p> <ul style="list-style-type: none"> • Participates in department and academic program and curriculum development activities, including ERESA meetings, HOSA, and all student required events. • Plans thoroughly on a daily, weekly, and semester time period to ensure implementation of the

established curriculum and provides strong support for students in their pursuit of established expectations.

- Develops plans that promote the development of higher-order thinking skills in the instructional process.
- Develops and maintains course outlines which are reviewed annually.

General Responsibilities

- Advises students on curriculum, academic programs, employment and career goals, and other matters as appropriate.
- Responds to requests of academic area and/or program leaders, ERESA leaders, program director, committee chairs, records office, etc. in a timely and thorough manner.
- Consistently meets instructional schedule and other assignments and commitments in support of the college.
- Establishes and maintains regular and appropriate office hours
- Treats all members of the college community with dignity and respect.
- Works through established channels to resolve problems.
- Participates in activities designed to promote attainment of the college vision and its missions.
- Participates in academic area and/or program planning and improvement activities as requested.
- Meets requirements of the faculty evaluation plan in a timely manner and with the intention of maintaining teaching effectiveness, professional development and support of college/community initiatives.
- Attends Commencement as appropriate.
- Attends and participates in academic area and/or program and department meetings, including ERESA meetings.
- Formally documents learning assessment efforts in a timely manner.
- Learns and complies with all college policies.
- Upholds and enforces the student code of conduct.
- Schedule and monitor student field placements in community programs.

Professional Growth

- Maintains a current knowledge in subject area(s) of instruction.
- Maintains a current knowledge of research in the area of teaching and learning.
- Incorporates new knowledge in the planning and instruction process.
- Demonstrates a commitment to the ongoing growth and development of students and fellow staff members alike.
- Participates in professional development activities
- When appropriate, maintains ties with professional organizations.

Curriculum

- Advises students on curriculum, academic programs, employment, and career goals, and other matters as appropriate.
- Contributes to the growth and development of the academic area and the college by participating in team-based committee work, academic area planning, and other academic area-related and college-related activities.
- Supports the academic area and college through other work normally expected of faculty members.

Teaching Effectiveness

- Places the primary emphasis on student learning in the design, delivery, and evaluation/assessment of courses.
- Understands the various levels of preparation represented in the typical classroom and communicates well to the various levels.
- Provides a course syllabus to the students.
- Understands and adapts teaching to various learning styles present in the classroom as demonstrated in the presentation of course materials and assessment of student learning.

- Conducts classroom assessment techniques.
- Designs and implements course curriculum that reflects the relevance and conveys the value of academic studies to everyday world.
- Understands and successfully uses learning technology, as needed, both in class and as a tool for distance learning.
- Fosters higher-level learning with an emphasis on analysis, problem solving and critical thinking.
- Promotes student demonstration of learning through a variety of assessments that may include exams, discussions, debates, presentations, simulations, and/or debriefings.
- Has high expectations of students and gives challenging work.
- Makes contact with students, recognizing them as individual learners
- Is accessible to students both in and out of the classroom and/or formal office hours and strives to help students be successful.
- Listens to students and encourages them to actively participate in the learning process.
- Demonstrates respect, care, and empathy for students.
- Encourages students to believe they can learn successfully; shows confidence in them.
- Is flexible switching from one teaching approach to another when things don't work, yet keeps the objectives of the course in sight at all times.
- Is enthusiastic about the subject matter in the classroom and shares the joy of learning with students.
- Maintains a sense of humor and humanity in the classroom.
- Encourages student growth and celebrates student success.

Faculty Professional Development

- Demonstrates a continuing engagement with the learning and scholarship of their area of specialization.
- Strives to be on the cutting edge of professional content knowledge and methodology.
- Attends CTE offerings as appropriate to enhance and expound on the delivery of curriculum.

Support of College, Community Initiatives

- Is fully committed to the mission and values of Lansing Community College and participates actively in the shared governance system.

Professional Qualities and Abilities

- Serves as a role model of good written and oral communication skills and good time management skills.
- Possesses a positive attitude; able to see good in self and others.
- Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth.
- Seeks improvement over time by taking risks and trying new things.
- Knows and acknowledges personal limits.
- Displays self-discipline and a strong work ethic.
- Accepts responsibility for professional and personal growth.
- Demonstrates commitment to be a productive and supportive member of the college community.
- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results.
- Accepts criticism gracefully and uses it as an opportunity for growth.
- Handles conflict effectively.
- Inspires others; sets an example of professionalism both within the college and the community.
- Leads and/or follows as circumstances require.

Teaching Faculty Student Consultation/Office Hours

Teaching Faculty student consultation/office hours will be a minimum of one-quarter ($\frac{1}{4}$) 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.*

Knowledge

- Knowledge of LCC instructional software systems
- Knowledge of instructional procedures and processes
- Knowledge of nursing field
- Knowledge of a variety of teaching methodologies, including online strategies
- Knowledge of classroom and student assessment

Communication

- Mediation and conflict resolution skills
- Effective interpersonal communication skills
- Ability to interpret and translate information and communicate it to others
- Ability to communicate effectively verbally and in writing
- Ability to coordinate groups and work in a team environment
- Excellent communication and interpersonal skills.

Problem Solving

- Ability to analyze data to develop new techniques and processes
- Ability to evaluate program needs and formulate solutions that can be implemented within college systems
- Ability to find creative solutions
- Ability to calculate figures and amounts such as weights, liquid and solid measures, etc.
- Ability to apply concepts of basic algebra and geometry

Leadership

- Model concepts of customer service
- Model ethical and professional behavior

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

- Associate Degree in Nursing from a regionally accredited college or university.
- State of Michigan Nursing License (or be eligible to obtain within 30 days of employment)
- Hospital and Long Term Care experience required.
- Two years of nursing clinical experience.
- Utilize a variety of teaching methodologies, including online strategies
- Excellent communication and interpersonal skills
- Skilled in the use of email and electronic calendars
- Background knowledge of classroom and student assessment.

Preferred:

- Bachelor’s Degree in Nursing or in a health related field from a regionally accredited college or university
- Train the Trainer Certification (must obtain within 1 year of hire)
- Experience teaching high school students.
- Skilled in the use of Desire2Learn course management platform.

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.***

Incumbent’s Name (if any).		Incumbent’s Signature*	Date
Supervisor’s Name	Sioux Cowper	Supervisor’s Signature*	Date
Dean/ELT’s Name	Margherita Clark	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>			

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 #: <u>PFCHSE</u>	Date: <u>6/26/2017</u>	Supervisor's Position #: <u>FA9820</u>
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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:

- 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 checked="" 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) |