| Date | Position # | Position Title |
| --- | --- | --- |
| 8/1/2023 | SSLWL2/SFLWL2 | Student Employee – Peer Tutor – Spanish **121** |

| Division | Department | Pay Table/Level/Grade | Reports To: |
| --- | --- | --- | --- |
| Academic Affairs – Student Success | Learning Commons | Level 2 | FA9598 |

# Status: Please select the appropriate boxes that apply.

| **Regular/Continuing:** | **Bargaining Unit:**  Choose an item. | **Non-Bargaining:** | **Provisional/Grant Funded:** | **Temporary/Limited Duration:** |
| --- | --- | --- | --- | --- |

| **Individual Position:** | **Full-Time (40 hrs/wk):** | **Part-Time:**  Up to 25 Hrs/Week | **Pooled Position:** | 12 **# of Employees 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. |
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| Peer Tutors will work with the teaching faculty and professional tutors as assigned throughout the semester, engaging in student outreach, facilitating regularly scheduled study groups, participate in on-going tutor training sessions, and department wide meetings. The Learning Commons department is committed to providing a friendly, inspiring, supportive, and helpful work and learning environment through a culture of care.  Peer Tutors must be able to commit to working at least 8 hours per week during the semester. Evenings and weekend assignments may be required.  The purpose of student employment is to provide current LCC student employees with the opportunity to acquire job skills and experiences during semesters while actively attending classes at LCC. A Peer Tutor’s primary role in the Learning Commons Department is to provide excellent services to support student success initiatives of the College, which also promotes diversity, equity, and inclusion. |

| **Direct Reports:** If this is a supervisory position (authority to hire, assign, discipline, approve timesheets), list position #s of those supervised). |
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| None |

| **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. |
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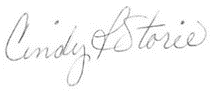
| **%** | **NO.** | **Essential Duties and Responsibilities** |
| --- | --- | --- |
| 80% | 1 | **Peer Tutoring and Mentoring –** Work assignments are with the tutorial education team. Work assignments will be on-campus. This includes in class work with teaching faculty to mentor students by sharing and modeling good study techniques and learning strategies, leading group study sessions to assist students with class work and projects related to course concepts and skills with guidance from the instructor, Professional Tutor(s), and Tutorial Education Coordinators. |
| 10% | 2 | **Records and Documentation -** Daily tasks include completing required reports and documentation, including Work Logs, Student Contact Logs and Timesheets using Microsoft Office and College software applications as required to communicate by email, create and modify documents, manage files, access databases, and use spreadsheets on the College network, Desire To Learn (D2L), WebEx, and Banner. Other duties as assigned. |
| 10% | 3 | **Training and Professional Development Activities -** Attend and participate in required trainings, College and Department staff meetings and professional development, including In-Services and Discipline Specific (DS) meetings. Weekly check-in meetings are required with the assigned instructor, assigned Professional Tutor mentor, and Tutorial Education Coordinator. |

| **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. |
| --- |
| * Demonstrated academic success in their course work. * Experience that demonstrates motivation, independence, responsibility, and leadership. * Ability to work in a team and interact with people from diverse backgrounds. * Demonstrates good study skills and learning strategies. * Ability to critically think and apply problem-solving skills. * Proficient in English. * Excellent verbal and written communication skills. * Demonstrated computer skills with the ability to learn and use various technologies (computer, calculator, access internet, etc.). * Ability to deliver excellent customer service. * Ability to work effectively with a diverse population of students and colleagues |

| **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. |
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| **Required**   * High School Diploma, or GED; and actively pursuing a certificate, associates or undergraduate degree at Lansing Community College. * Enrolled in LCC courses:   Fall and/or Spring employment requires a minimum 6 credits for a grade.  Summer employment requires a minimum 3 credits for a grade.  Courses that are audited do not qualify for a grade.   * Minimum GPA of 3.0 at LCC or from high school * Completion of one of the following courses with a 3.0 or higher: Spanish 121 * Two references will be required. One must be from the Spanish LCC Instructor. You must provide the name of your LCC Instructor to the Learning Commons prior to a scheduled interview.   The second reference must be from a non-family member (e.g. current or previous employer, teacher, scout leader, etc.), name and contact information to be provided to the Learning Commons at the interview.   * Proficient with Microsoft Office: Outlook, Word, and Excel.   **Preferred**   * 3.5 GPA or better at LCC or from high school. * Experience tutoring, mentoring, teaching, and/or coaching (may be volunteer, internship, or professional work experience). * Experience in customer service (may be volunteer, internship, or professional work experience). |
| **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:** Ian Leighton **Supervisor’s Signature:** Ian K. Leighton **Date:** \_7/31/2023

**Director/ELT’s Name:** Cindy Storie **Director/ELT’s Signature:** \_\_ **Date:** 7/31/2023

**HR Rep:** Sydney Glasscoe **HR Rep Signature:** \_\_Sydney Glasscoe\_\_\_\_\_ **Date:** \_8/3/2023\_\_\_

**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 #:** SSLRN2/SFLRN2 **Date:** **7/27/2023 Supervisor’s Position #:** FA9598

## **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