

Full-Time Teaching Faculty Job Description

DESCRIPTION OF WORK

Full-time members of the faculty are professional educators who have the primary responsibility of fulfilling the institution's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and primary goal of providing a quality education for all students attending the colleges. Faculty members are classified according to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Faculty members are subject to Board policies, including academic freedom, and are also bound by its accompanying responsibilities. They are directly responsible to a discipline coordinator and/or department chair and have responsibilities through the administrative structure at their respective college and to the district. The relationship of the faculty member to the student is one of leader, teacher, adviser, mentor, and facilitator of learning.

Faculty job descriptions are defined for Full-Time Teaching Faculty, Adjunct Teaching Faculty, Librarian Faculty, and Counselor Faculty. Faculty Chairpersons have a separate job description.

FACULTY POSITION CRITERIA

A faculty position must meet the following criteria:

1. A regular, full-time position.
2. A position wherein the primary functions performed are those of teaching assigned credit courses on a regular basis.
3. A position which requires certain minimum academic qualifications according to Alamo Colleges' Procedure D.2.3.2.

DUTIES

The cyclical nature of teaching and learning forms the basis of duties for the institution's faculty. To strive for continual improvement of student success, faculty members must plan an optimal learning environment; provide high quality instruction and advising; assess themselves, their students, and their teaching techniques in order to increase effectiveness; continue their own professional development; actively participate in MyMAP, AlamoINSTITUTES, and AlamoADVISE processes; and participate in the shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs.

Manage classes and learning environments:

- a. Maintain attendance records, submit grades on time, and provide constructive feedback as well as other relevant information to students throughout the semester. Create and maintain accurate syllabi that incorporate departmental, college, cross-college, and instructor requirements.
- b. Participate in the selection of appropriate materials to support academic departments' course curriculum in accordance with the Alamo Colleges' Guidelines for Selection

of Instructional Materials.

- c. Work with students and employers in occupational settings as required by or appropriate to the academic discipline.
- d. Conduct classes punctually and in accordance with the prescribed meeting schedule.

Deliver effective instruction:

- a. Assume primary responsibility for and exercise oversight of the curriculum in conjunction with the Board of Trustees' policies, ensuring both the rigor of programs and the quality of instruction.
- b. Consider individual differences of students in order to design and support a range of appropriate learning activities.
- c. Use technology in a manner appropriate to the nature and objectives of courses and programs and communicate clearly to students the expectations concerning the use of such technology.
- d. Use a variety of techniques to assess student learning as applicable by academic discipline and specific course.
- e. Integrate concrete, real-life situations into learning experiences to encourage critical thinking, interdisciplinary skills, and teamwork.
- f. Employ methods that develop student understanding of discipline-specific thinking, practices, and procedures, as well as interdisciplinary applications, to create academic literacy.

Assess student learning:

- a. Collaborate with colleagues both across colleges and within individual departments in the construction and continuous improvement of measurable learning outcomes to include the THECB core curriculum objectives and additional institutional objectives.
- b. Design assessments that measure or demonstrate student growth.
- c. Sequence learning opportunities throughout advising, courses, and programs to build student understanding and knowledge.
- d. Align assessment with learning opportunities.

Promote continual improvement as part of the cycle of teaching and learning:

- a. Develop and revise curriculum and instructional materials as needed.
- b. Use department-designated learning outcomes to plan, develop, and document the effectiveness of teaching activities.
- c. Complete all mandatory performance evaluation measures within specified time limits, e.g., Title IX training.
- d. Share best practices with colleagues in formal or informal settings.
- e. Participate in instructional, departmental, or institutional research to improve educational effectiveness.
- f. Support the online student survey process.
- g. Evaluate teaching and assessment practices to continue improving them.

Support learning through student engagement:

- a. Create a positive classroom atmosphere that encourages active and collaborative learning,

student effort, academic challenge, student and faculty interaction, and support for learners.

- b. Be available to students during posted office hours.
- c. Use technology to assist in communication with students.
- d. Encourage a sense of community among students for learning both inside and outside the classroom.

Provide student advisement:

- a. Help students develop academic habits for college success by reinforcing the Student Success Policy and Procedures and the Student Responsibility for Success Policy.
- b. Advise students about program, career, or transfer options to help them make informed academic decisions leading to degree or certificate completion.
- c. Make students aware of and refer them to the appropriate student and academic support services available at their colleges or elsewhere in the district.

Pursue professional development:

- a. Stay current in academic fields, e.g., by belonging to professional societies, reading discipline-specific journals, studying pedagogy, attending conferences, or making presentations.
- b. Maintain required professional credentials, licensing, and continuing education hours as disciplinary standards dictate.
- c. Engage in professional education which enhances both disciplinary and pedagogical/andragogical knowledge, e.g., by taking graduate courses or internal classes offered through college or district professional development organizations.
- d. Contribute to one's academic discipline through research and publication or other endeavors as appropriate.

Participate collegially in department, college, cross-college, discipline-specific, district, and community service activities:

- a. Serve on and play an active role in department, college, cross-college, discipline-specific, and/or district committees.
- b. Participate in service through appropriate discipline-specific organizations, educational organizations, statewide boards/ committees or community activities.

- c. Assist in policy development and other governance matters within one's discipline, department, college, or at district level or across the colleges.

And other duties as assigned.

Security Sensitive:

Specific job requirements or physical location of some positions allocated to this classification may render the position security sensitive, and thereby subject to the provisions of section 51.215 Texas Education Code.