

Strengthening the Role of Part-Time Faculty in Community Colleges

EXAMPLE JOB DESCRIPTION FOR PART-TIME FACULTY:

Valencia College - Job Description and Essential Competencies



Valencia College Job Description: Professor – Part-Time/Adjunct

Revised as of July 19, 2013

Primarily responsible for teaching in discipline or discipline areas in which he/she has specific training and/or competence. Plans, organizes, teaches, and provides feedback to promote and direct student learning in keeping with Valencia's learning-centered values and in a manner that meets the essential competencies of a Valencia educator. Responds to students in a timely manner and communicates with the discipline and division via college-provided tools and resources.

Essential Functions:

1. Prepares and delivers instruction to students in assigned modalities (including classroom, hybrid, online, etc.). Prepares instructional materials. Provides feedback on students' progress, including evaluation of student mastery of course and program outcomes.
2. Provides feedback to students in matters related to academic success in a timely manner.
3. Prepares and submits required documentation including course syllabi, student attendance, final course grades, and other information as requested or required by the college. Maintains and disseminates current information pertaining to services available to students throughout the college.
4. Is familiar with and maintains behavior and actions consistent with college policies.
5. Maintains professional development/growth according to personal needs and requirements for certification.
6. Performs other duties as assigned.

Qualifications:

1. Appropriate level of education [required] See Credentials Procedures Manual at: <http://valenciacollege.edu/faculty/forms/credentials/>
2. Teaching experience at the community college level. (In some cases, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes may be used to support an application in lieu of degree and course work requirements).
3. Professional commitment to education.
4. A demonstrated commitment to diversity.
5. Ability to perform all of the Essential Functions of the job with or without reasonable accommodation.
6. Ability to work evening and/or weekend hours as required.

Knowledge, Skills & Abilities:

1. Knowledge and understanding of learning-centered values.
2. Ability to design learning opportunities that promote student life skills development while enhancing discipline learning. Demonstrated understanding of developmental advising (Valencia's LifeMap) and competency-based learning (LifeMap).
3. Ability to develop and implement diverse teaching and learning strategies that accommodate the learning styles of students and that promote both acquisition and applications of knowledge and understanding (Learning Centered Teaching Strategies) .
4. Ability to use consistent, timely formative and summative assessment measures to enhance learning (Assessment).
5. Ability to design learning opportunities that acknowledge, draw upon and are enriched by student diversity in the learning environment (Inclusion and Diversity).
6. Ability to design and implement curriculum that aligns elements of student learning toward growth in the Student Core Competencies and progression through course sequences (Outcomes-Based Practice).
7. Commitment to stay current and continually improve knowledge and understanding of the discipline (Professional Commitment).

8. Ability to continuously examine the effectiveness of teaching, counseling, librarianship and assessment methodologies in terms of student learning by engaging in the scholarship of teaching and learning (Scholarship of Teaching and Learning).
9. Knowledge of, ability to develop, and commitment to use emerging technologies and alternative delivery methods appropriately, including online delivery, hybrid course options, content software, web-enhancements, etc.
10. Skill in the use of personal computers and general office software.
11. Ability to effectively communicate interpersonally (in group and one-on-one settings), orally, and in writing.

Essential Competencies of a Valencia Educator

Effective September 7, 2011

Assessment

Valencia educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

Performance Indicators: Evidence of Learning

The faculty member will:

- › employ formative feedback loops to assess student learning
- › employ formative feedback loops to inform students of their learning progress
- › employ a variety of assessment measures and techniques (both formative and summative) to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- › give timely feedback on class activities, exams and papers
- › align summative evaluations with course outcomes and learning activities (appropriate to level of thinking & performance)
- › design activities to help students refine their abilities to self-assess their learning
- › employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- › evaluate effectiveness of assessment strategies and grading practices
- › make assessment criteria public to students and colleagues

Inclusion & Diversity

Valencia educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. An atmosphere of inclusion and understanding will be promoted in all learning environments.

Performance Indicators: Evidence of Learning

The faculty member will:

- › design and support learning experiences that address students' unique strengths
- › design and support learning experiences that address students' unique needs
- › develop reciprocity and cooperation among students (interdependence and teamwork)
- › include content well-suited to Valencia's diverse student population
- › foster connections among students in and out of the classroom, counseling and library environments (learning communities)
- › vary assessment measures and techniques to engage cognitive diversity
- › create learning atmospheres that encourage all students to share viewpoints
- › use diverse perspectives to engage and deepen critical thinking (diversity as learning resource)
- › develop student self-awareness (e.g., learning styles, personality types, assumptions, thinking styles, etc.)

Learning-centered Teaching Strategies

Valencia educators will implement diverse teaching and learning strategies that accommodate the learning styles of students and that promote both acquisition and applications of knowledge and understanding.

Performance Indicators: Evidence of Learning

The faculty member will:

- › employ strategies that guide students to become more active learners (e.g., reference interview, counseling inquiry, engaging lectures, discussion, experiential learning, scenarios, role-play, case study, problem-based learning, inquiry-based learning, manipulatives, etc.)

- › encourage students to challenge ideas and sources
- › use cooperative/collaborative learning strategies
- › integrate concrete, real-life situations into learning strategies (e.g., in counseling, library or classroom settings)
- › invite student input on their educational experience (e.g., choice among assignment topics, learning activities, etc.)
- › employ methods that develop student understanding of discipline’s thinking, practice and procedures (e.g., through guided learning opportunities the student will apply the use of the discipline’s “ways of knowing”)
- › employ methods that develop student academic literacy in the discipline or field (e.g., reading, writing, numeracy, technology skills, etc.)
- › employ methods that motivate students to learn

LifeMap

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, instructors, counselors and librarians will facilitate the students’ reflection, knowledge, and appreciation for self and others; gradual assumption of responsibility for making informed decisions; and formulation and execution of their educational, career, and life plans. As a result, students can transfer those life skills to continued learning and planning in their academic, personal, and professional endeavors.

Performance Indicators: Evidence of Learning

The faculty member will:

- › help students to continue clarifying and developing purpose (attention to life, career, education goals)
- › help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
- › help students develop academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- › Help students identify where academic behaviors can be adapted as life skills
- › (e.g., library search skills, decision-making, communication skills, scientific understanding, etc.)
- › establish student & faculty contact that contributes to students’ academic, personal, and professional growth
- › seek out struggling students and identify options through dialog (and appropriate referrals)
- › employ electronic tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)

Outcomes-based Practice

Valencia educators will design curriculum that aligns elements of student learning toward growth in the Student Core Competencies and progression through course sequences, by the demonstration of Program Learning Outcomes.

The goal of outcomes-based practice is student learning. The two key questions posed are “What will the students be able to know or do?” and “How will you know they can do it?”

Valencia has established “what students should know or do” upon their graduation through the Student Core Competencies (Think, Value, Communicate & Act) and Program Learning Outcomes (e.g., General Education Outcomes, AS, AA, Honors, Certificate Programs, etc.). Valencia educators will facilitate student growth in the Student Core Competencies to include thinking critically and creatively across different contexts and domains of human understanding; communicating effectively in different modes and across different settings; articulating and applying personal values, values of various disciplines, and values of others; and applying learning and understanding effectively and responsibly in their lives as students and educated adults. Valencia educators also will facilitate educational growth in and demonstration of essential knowledge, abilities, attitudes and/or dispositions as articulated in Program Learning Outcomes.

Performance Indicators: Evidence of Learning

In demonstrating this competency, you must select at least one indicator that includes the student core competencies (Think, Value, Communicate, and Act).

The faculty member will:

- › construct measurable learning outcomes (this performance indicator must be used in conjunction with at least one other Outcomes-based Practice indicator for demonstration in faculty portfolios)

- › align learning opportunities and assessments of course learning outcomes and program learning outcomes, with the student core competencies
- › sequence learning opportunities and assessments throughout courses, programs, and developmental advising to build student understanding and knowledge
- › design assessments that demonstrate student growth in the student core competencies (Think, Value, Communicate & Act) and program learning outcomes
- › help students understand their growth in the acquisition of student core competencies (Think, Value, Communicate & Act) and program learning outcomes
- › document student learning of program learning outcomes
- › use evidence of student learning to review and improve courses and programs (e.g., in classroom, counseling and library settings)

Professional Commitment

Valencia educators will stay current and continually improve their knowledge and understanding of their discipline. They will participate in activities that promote Valencia's learning mission, including serving on campus and college-wide groups, attending professional conferences, and/or participating in other community organizations.

Performance Indicators: Evidence of Learning

The faculty member will:

- › stay current in discipline/academic field (e.g., professional organizations, conferences, journals and other literature, etc.)
- › contribute to discipline/academic field
- › participate actively on division, campus and college meetings/committees/task forces
- › engage with faculty governing bodies
- › access faculty development programs and resources
- › expand knowledge of college connections to wider communities (e.g., Focus on the Workplace; student development activities; trends in business and government, etc.)
- › practice the peer observation of teaching
- › collaborate with colleagues and dean/director to assure and to demonstrate progression of student learning across courses and programs (e.g., Courses, General Education Outcomes, AS, AA, Honors, Certificate Programs, etc.)

Scholarship of Teaching & Learning

Valencia educators will continuously examine the effectiveness of their teaching, counseling, librarianship and assessment methodologies in terms of student learning. They also will keep abreast of the current scholarship in the fields of teaching and learning.

Performance Indicators: Evidence of Learning

The faculty member will:

- › produce professional work (action research or traditional research) that meets the Valencia Standards of Scholarship
- › build upon the work of others (consult experts, peers, self, students)
- › be open to constructive critique (by both peers and students)
- › make work public to college and broader audiences
- › demonstrate relationship of SOTL to improved teaching and learning processes
- › demonstrate current teaching and learning theory & practice