



Position Opening Notice

Instructor: Writing

College and Area Information

Tillamook Bay Community College (TBCC) is seeking an experienced, enthusiastic, and highly skilled candidate to serve as a full-time WRITING faculty. This person will also work closely in a team environment with other Office of Instruction personnel who support the goals and objectives of the instructional programs and services of the college.

Tillamook Bay Community College is located 85 miles west of Portland on the beautiful North Oregon Coast in Tillamook, Oregon. The county has a population of 26,000 and TBCC serves over 2,060 students per year.

Organizational Relationship

Reports to the Vice President of Instruction.

General Statement

Under the direction of and in close collaboration with the Vice President of Instruction, the successful faculty member will serve Tillamook Bay Community College by teaching a variety of WRITING courses to ensure students learn and successfully complete their educational goals. TBCC seeks a collegial, dynamic educator committed to creating an environment of active student learning while engaging in scholarly activity and service in accordance with the mission and goals of the department and college. In particular, we seek an expert in WRITING education to take a leadership role in developing/teaching courses to help students under-prepared or at the college level in their coursework. The successful candidate must be able to act as a member of the team, have highly developed interpersonal skills, and have the ability to communicate with people at all levels. TBCC strives for equity and is committed to hiring and retaining diverse and dedicated faculty and staff who lead the way in helping our students expand their knowledge and potential.

Term of Employment

Annual: 1.0 FTE position; July 1 – June 30. Leave in accordance with current TBCC Policy 312 and corresponding regulations.

Major Areas of Responsibility

1. Effectively teach coursework in assigned discipline.
2. Support student's academic success through innovative teaching and support mechanisms.
3. Serve as a representative of the instructional department to include participation on curriculum committee, faculty meetings, and faculty senate.
4. Engage in assessment of programs, course, program and institutional learning outcomes.
5. Use data for course/program/institutional improvement.
6. Serve as a role model, and leader, for adjunct faculty and assist them with realizing learning outcomes and improving instruction/rigor.

Specific Responsibilities

1. Teach coursework that may range from developmental education through transfer level courses following course learning outcome guidelines.
2. Measures student progress, course progress, program progress and institution level progress and uses data to improve all.
3. Meets all scheduled class periods and makes up any absences promptly. May be asked to fill in for adjunct faculty in emergency situations.
4. Prepares and develops materials for assigned classes.
5. Communicates objectives and expectations of each course through multiple modalities and checks for understanding (e.g. in person, syllabi, Moodle).
6. Grades according to course objectives and reports students' progress in a timely manner.
7. Utilizes Moodle gradebook and Drop Out Detective to ensure student success.
8. Integrates current teaching methods and technological changes and developments into curriculum and classroom presentations.
9. Utilizes outcome-based learning principles.
10. Uses institutional process (e.g. database) to collect and analyze information.
11. Works with Librarian to familiarize students with the availability and use of reference materials and internet research in discipline.
12. Engages in active teaching and field best practices utilizing innovation and creativity.
13. Is not afraid to take risks, monitor implementation, assess and revise as needed.
14. Supports diversity through inviting classroom and learning environment.
15. Establishes, posts and maintains office hours and is accessible based on student need according to policy and procedure.
16. Provides support to students outside of the classroom environment as needed (e.g. tutoring labs, studios, office hours).
17. In conjunction with Student Services, assists with discipline related academic advising and retention efforts.
18. Applies appropriately identified accommodations for students with differing abilities.
19. Supports student activities.
20. Serves as a focal point to support and facilitate communications with and between adjunct faculty in the instructional area.
21. Performs peer course evaluations/observations and mentor new faculty in discipline.

22. Works cooperatively across the college to help the college achieve its mission and goals.
23. Utilizing expertise, provide input on subject area pre-requisites for all programs, courses and certificates.
24. May serve as sponsor for dual credit instructors in high schools.
25. Reviews library holdings related to discipline at least annually and recommends materials for purchase.
26. Provides input and feedback on instructional and instruction related budgetary needs, and development.
27. Provides feedback and input, when asked, on institutional and academic policies and procedures.
28. Represents the instructional area and the college in local/state/consortia meetings as assigned.
29. Participates annually in evaluation process according to policy and procedure.
30. Maintains a positive, professional demeanor.

Minimum Qualifications

1. Master's degree in WRITING
2. Experience working in an educational environment and/or teaching at the college level.
3. Minimum three years positive work history in higher education.
4. Proficient in Microsoft Office applications, with an emphasis on Excel.
5. An ability to teach a variety of undergraduate WRITING courses is required.

NOTE: Some travel may be required including professional meetings. Occasional evening or weekend work.

Preferred Qualifications

1. Doctorate degree in WRITING
2. Five years' experience working in higher education.
3. Applicants demonstrating expertise or experience in serving under-prepared students will be given preference.
4. A genuine passion for teaching, scholarship and service is strongly desired.
5. Knowledge of innovative and effective classroom teaching methods will also be appreciated.

1. Knowledge, Skills, Abilities

2. Requires people skills, ability to multitask, and a calm demeanor, with a knack for productive collaboration across functional areas.
3. Strong writing skills.
4. Effective presentation skills.
5. Strong organizational skills.
6. Ability to work independently and in a self-directed manner.
7. Ability to handle multiple priorities in a multi-tasking environment.
8. Ability to carry out confidential tasks or manage situations with tact, sensitivity and discretion.

9. High degree of professionalism and service orientation with respect to the quality of work and interaction with others.
10. Flexible and able to coordinate multiple complex activities, set priorities and work independently under deadline with attention to detail.
11. Ability to work in an environment where ambiguity is not uncommon and where development and implementation phases may occur simultaneously.

Position Open Until Filled. First review of applications: May 3, 2021

Compensation and Position Availability

This is a 1.0 FTE position. Base salary \$48,689.

Salary range is dependent on experience and education.

Benefits are in accordance with Board Policy.

Note that TBCC is a non-bargaining college.

Specific policies below apply (D417)

1. Regular faculty

- a. *Work a 173-day work year as specified by the annual Faculty Employment Agreement.*
- b. *A full-time work load for regular faculty consists of 15-16 instructional credit hours per term (45-48 annually). Instructional credit hours are defined as follows: Lecture 1:1, Lecture/Lab: 2:1, and Lab 3:1. Lecture: one hour per week for a term equals one instructional credit hour. Lecture/Lab: one and one-quarter (1.25) hours per week equals one instructional credit hour. Lab: one and one-half (1.5) hours per week for a term equals one instructional credit hour.*
- c. *Regular faculty work a 40-hour work week, with a minimum of 30 hours on campus and includes; instructional credit hours, course preparation and grading hours, assessment, student learning improvement, office/student advising hours, curriculum/faculty meetings/hiring committees, and professional growth. Job responsibilities are outlined further in Administrative Rule D430.*
- d. *Faculty employee agreements greater than or equal to .5FTE and less than 1 FTE has a workload based on the percentage of FTE applied to the 40-hour work week and includes the work identified in c (above).*

1. Initial Placement on the Salary Schedule

- a. *Education and CTE Experience (Horizontal Scale Placement)*
 - i. *New career-technical education (CTE) faculty without a Bachelor's degree will be placed on the salary schedule at the BA Step 1 Level upon presentation of an Associate's degree or at least sixty-four (64) semester hours and, in addition, five years of approved and verified CTE experience.*

- ii. *New CTE faculty with a Bachelor’s degree must also document 4 years of recent, fulltime, non-teaching work experience in the field for initial placement on BA Step 1.*
- iii. *New faculty with a Master’s degree in the field to be taught and no teaching or CTE experience are initially placed on MA Step 1.*
- iv. *New faculty with a terminal degree and no-post secondary teaching experience in the field to be taught are initially placed on the terminal degree, Step 1.*
- v. *New faculty with a PhD or EdD and no-post secondary teaching experience in the field to be taught are initially placed on the PhD/EdD, Step 1.*

2. Longevity Credit for Teaching Experience and CTE Experience Beyond Initial Step (Vertical Scale Placement)

- a. *New faculty may receive additional credit for steps on the salary schedule beyond Step 1 upon presentation of approved and verified post-secondary teaching and/or CTE experience in the field to be taught. After initial placement on the salary schedule, applicable teaching or CTE experience may be credited for additional steps as follows:*

<u>Prior Teaching Experience</u>	<u>Step Placement</u>
0 to .9 year	1
1 to 1.9 years	2
2 to 2.9 years	3
3 to 4.9 years	4
5 to 6.9 years	5
7 or more years	6
<u>Prior CTE Experience</u>	<u>Step Placement</u>
0 to .9 year	1
1 to 1.9 years	2
2 to 2.9 years	3
3 to 4.9 years	4
5 to 6.9 years	5
7 or more years	6

b. Education Credit for Professional Growth Beyond Initial Placement

- i. *New faculty who hold a Bachelor’s or Master’s degree may receive additional credit on the salary schedule for approved and verified graduate semester credits and/or CTE experience. Verified graduate semester credits (or quarter hours divided by 1.5) in the field to be taught will be credited on a one for one basis.*
- ii. *New faculty will normally be placed on the schedule only through Step 6.*
- iii. *The College President may place new faculty at any point on the payment schedule.*