

**FACULTY RESPONSIBILITIES AND COURSE EXPECTATIONS**

ADMINISTRATIVE RULE NUMBER: D030

LAST APPROVED: June 4, 2013, March 9, 2016

RELATED TO POLICY SERIES NUMBER: 400

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OVERVIEW: D030.1

Under the direction of and in close collaboration with the Vice President of Instruction and Student Services, successful faculty members serve Tillamook Bay Community College by teaching a variety of courses and ensuring that students learn and successfully complete their educational goals. The faculty's primary role, and responsibility, is teaching. Specifically, successful faculty:

- A. Effectively teach coursework in assigned discipline.
- B. Support student's academic success through innovative teaching and support mechanisms.
- C. Serve as a representative of the instructional department to include participation on curriculum committee, faculty meetings, and faculty senate meetings as appropriate and defined in their workload assignment.
- D. Engage in thoughtful, written, assessment of programs, course, program and institutional learning outcomes over time and courses taught for the purpose of improving curriculum and maximizing student learning.
- E. Use data for course/program/institutional improvement.
- F. Serve as a role model, and leader, for other faculty and assist them with realizing learning outcomes and improving instruction/rigor.
- G. Perform as engaged colleagues in the pursuit of academic excellence.

Specific Responsibilities include;

- A. Meeting all scheduled class periods and making up any absences promptly. This includes holding courses during finals week to meet credit requirements.
- B. Preparing and developing materials for assigned classes.
- C. Communicating objectives and expectations of each course through multiple modalities and checks for understanding (e.g. in person, syllabi, Moodle). Instructors are required to use the Course Syllabus Template which includes all of the pieces required per TBCC guidelines (e.g. title, credits, meeting times, textbook, required materials, course outcomes (and program/institutional outcomes if applicable), faculty contact information, accommodations statement, resources statement, equity statement, assignment

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schedule, class grading requirements, how and which grades will be assigned, expected behavior, course expectations, etc.).

- D. Grading according to course objectives (outlined on syllabus) and reporting students' progress in a timely manner.
- E. Utilizing Moodle gradebook and Drop Out Detective to ensure student success at a minimum in weeks 3, 5, 7 and 9, but more often as needed.
- F. Integrating current teaching methods and technological changes and developments into curriculum and classroom presentations.
- G. Utilizing outcome-based learning principles.
- H. Using the institutional process (e.g. assessment database) to collect and analyze information.
- I. Working with Librarian to familiarize students with the availability and use of reference materials and internet research in discipline.
- J. Engaging in active teaching and field best practices utilizing innovation and creativity.
- K. A willingness to take acceptable academic risks, monitor implementation, assess and revise as needed.
- L. Supporting diversity through an inviting and accepting classroom and learning environment.
- M. Establishing, posting and maintaining office hours and being accessible based on student need according to policy and procedure.
- N. Providing support to students outside of the classroom environment as needed (e.g. tutoring labs, studios, office hours).
- O. In conjunction with Student Services, assists with discipline related academic advising and retention efforts.
- P. Applying appropriately identified accommodations for students with differing abilities.
- Q. Supporting student activities.
- R. Serving as a focal point to support and facilitate communications with and between adjunct faculties in the instructional area.

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- S. Performing peer course evaluations/observations and mentoring new faculty in discipline.
- T. Working cooperatively across the college to help the college achieve its mission and goals.
- U. Utilizing expertise, provide input on subject area pre-requisites for all programs, courses and certificates.
- V. Reviewing library holdings related to discipline at least annually and recommending materials for purchase.
- W. Providing input and feedback on instructional and instruction related budgetary needs, and development.
- X. Providing feedback and input, when asked, on institutional and academic policies and procedures.
- Y. Participating annually in evaluation process according to policy and procedure.
- Z. Maintaining a positive, professional demeanor. A genuine passion for teaching, scholarship and service is strongly desired.
- AA. Faculty are expected to have strong communication skills (orally and in writing), organizational skills, time management skills, and flexibility.
- BB. Faculty are also expected to demonstrate respect for college property, texts and equipment. All equipment will be maintained according to health, safety, and sanitary best practices. Instructors are responsible for knowing these guidelines and applying them to their field and equipment.
- CC. Some travel may be required.
- DD. Occasional evening or weekend work is required.