



PROCEDURE 2.4.4: PART-TIME FACULTY DUTIES AND RESPONSIBILITIES

Faculty are expected to carry out the responsibilities necessary to provide the highest level of student achievement. While it's impossible to enumerate specifically all duties and responsibilities, the following are provided as a framework. This enumeration doesn't preclude the designation of such other duties of a professional nature as may be deemed desirable.

1. Faculty fulfill the professional expectations of a faculty member as an employee of Sandburg and the agencies to which the college collaborates and reports.
 - a. Maintain credentials as required by the college, Illinois Community College Board (ICCB) and accrediting agencies.
 - b. Engage in and document ongoing professional development.
 - c. Support an academic environment centered around student success.
 - d. Enforce college policies, regulations and procedures.

2. Faculty are responsible for the development, delivery and assessment of accessible curriculum that supports the quality, integrity, effectiveness of teaching and learning, and appropriate rigor.
 - a. Develop, assess and improve curriculum.
 - b. Design and deliver instruction of appropriate rigor that's current and aligns with the approved course brief, program-level outcomes and general education outcomes.
 - c. Ensure instructional quality and consistency across all learning environments.
 - d. Ensure instructional materials and learning activities comply with applicable accessibility requirements and institutional standards.
 - e. Meet with assigned class(es) at all scheduled times and locations assigned by the department associate vice president or dean in consultation with the chief academic officer
 - i. Notify the academic department, public safety and impacted students if a class meeting is canceled, changed or when it's necessary to be absent from campus during hours of regularly scheduled responsibilities
 - f. Prepare and distribute to the associate vice president or dean and students syllabi consistent with the institutional template and approved course briefs. Syllabi are to be sufficiently detailed to inform each student about learning objectives, texts, course materials, and policies concerning attendance, evaluation and expected performance.
 - g. Assist in compiling a list of all texts, workbooks, access codes and other materials students must purchase.
 - h. At minimum, use the college's learning management system to document course syllabi and record ongoing attendance and grades for each course section.
 - i. Engage students in teaching, learning and assessment through regular and substantive interaction including timely and meaningful feedback.



- j. Employ a well-defined and systematic process for evaluating and improving student outcomes that's continuous based upon the review and use of student learning and program outcome data.
 - k. Submit all required documentation such as attendance, midterm grades and final grades according to communicated instructions including established deadlines.
 - l. Actively participate in college-endorsed assessment and reporting activities including those that pertain to accreditation, compliance and assessment at the institutional, program, prefix and course levels.
 - m. Keep instructional spaces and equipment in working order and secure by submitting requests for budget, maintenance, repair and technology support.
3. Faculty actively engage in processes, activities and collaboration that support academics and overall student success.
 - a. Foster a learning environment that's respectful, inclusive, accessible and supportive of diverse student populations.
 - b. Provide students with educational, vocational and related advising to benefit the students' educational progress including referral to appropriate resources such as academic support services, advising, counseling, basic needs support, etc.
 - c. Work closely with student development to develop and implement strategies for student access and encourage student participation in services provided by or through student development
 - d. Engage in prefix and program meetings.
 4. Perform other responsibilities as assigned by the institution consistent with board policy and applicable collective bargaining agreements.

Original: 04/84

Reviewed: 11/16, 10/17, 6/26

Revised: 11/16, 10/17, 6/26