

Illinois Eastern Community Colleges Professional Expectations of Faculty

The mission of Illinois Eastern Community Colleges is to deliver exceptional education and services to improve the lives of our students and to strengthen our communities.

RATIONALE

A common set of professional expectations serves to clarify communications in two primary ways: job applicants often inquire about what is expected of faculty members at Illinois Eastern Community Colleges (IECC) and new faculty can refer to this document for reliable guidance. These expectations create a context for the faculty evaluation. This document also serves as a statement of IECC's commitment to the learning process.

The faculty of Illinois Eastern Community Colleges has a very important responsibility in performing our mission. Faculty demonstrate this critical role through teaching, professional development, and program, college and community involvement.

STRIVE FOR EXCELLENCE

Excellence in teaching can happen in a variety of ways but it does not *just happen*. As with any professional endeavor, it requires dedication to be among the best practitioners in the discipline, a striving to overcome difficulties in pursuit of teaching goals, a determination to remain current with a variety of instructional approaches, and flexibility in selecting instructional tools so as to achieve the best outcomes possible for the student. The following definitions and examples of professional activities are intended to stimulate and support IECC's faculty in achieving the highest levels of mastery of the art of teaching.

At IECC, all faculty are expected to be fully engaged in the practice of the art of teaching as well as the overall health of their program, department, and their College. As a common set of expectations, these definitions and examples are intended to provide guidance to all faculty and to enhance the overall quality of instruction at the college. They are meant to encourage creativity and individual expression. These general definitions and clarifying examples provide a basis for IECC's faculty to be able to fulfill their professional responsibilities with even greater confidence and freedom as they serve the learning needs of their students and community.

Teaching

IECC believes excellent teaching is an art. As such, it involves striving for excellence through an on-going, reflective, learning-centered, active process.

Teaching at IECC has been defined as facilitating student learning about a subject by giving lessons with enthusiasm involving the students and course materials while demonstrating a positive engagement in the interactive process of learning.

Teaching responsibilities:

- Recording and documenting daily attendance
- Preparing a class syllabus.
- Preparing instructional materials.

- Scheduling class assignments that align with course outcomes.
- Identifying appropriate learning resources.
- Creating/designing learning activities.
- Identifying appropriate instructional delivery techniques.
- Using technology or media to enhance learning, as appropriate.
- Meeting contact time as required by ICCB.
- Engaging students in the learning process.
- Preparing student and program assessment systems.
- Analyzing course outcomes.
- Evaluating/communicating results of student and program assessment.
- Answering student questions about the discipline, program, and/or career opportunities.
- Collaborate with faculty to prepare and execute assessment plans.

Teaching Examples

Practicing the art of teaching:

- Continually assessing student learning in class, analyzing assessment results, and making adjustments based on feedback.
- Working with students to effectively employ teaching and learning strategies selected to achieve desired learning outcomes.
- Utilizing appropriate technology.
- Providing an environment conducive to learning.
- Being available to students and providing time to students to encourage intellectual exploration, assist in problem-solving, and to answer student questions.
- Teaching what's relevant; teaching what's pertinent; and staying current.

Preparing to teach:

- Planning and organizing instruction.
- Maintaining knowledge and striving to increase skill in applying a variety or (new and established) approaches in teaching methods.
- Maintaining and striving to increase knowledge in the discipline content.
- Developing skill with instructional delivery methods appropriate to the discipline.

Professional Development

Professional development encourages becoming a reflective practitioner who possesses a spirit of life-long learning. Professional development responsibilities include a wide range of individualized pursuits to be proactive in maintaining expertise in their field of study and teaching.

Professional Development Examples

- Participate in in-service activities, workshops, conferences, or other continuing education.
- Affiliate with and/or participate in professional organizations.
- Maintain currency with changes in teaching methods and discipline content.
- Strive to engage in activities that promote academic vitality.
- Recognize that changes in the world dictate changes in teaching and the instructor must stay abreast of those changes and apply them to their discipline.
- Network with other college faculty to make connections relative to curriculum and teaching methods across disciplines and programs.
- Practice the craft; practice the discipline.

Program, College & Community Involvement

Faculties are part of the College community and as such, have community responsibilities. Program, college, and community involvement displays the power of learning and requires a commitment to an exchange of professional ideas and expertise to address the needs of the College and the community for relevant, useful, and dynamic curriculum. Program, college and community involvement activities foster better decision making within the College and enhance the image of the College in the community.

Program, college, and community involvement responsibilities

- Promote programs and participate in outreach activities.
- Maintain programs and develop curricula.
- Review programs and assess student learning outcomes.
- Research community and industry needs.
- Participate in program, department, college, and community activities.

Program, college, and community involvement examples

- Communication with advisory committee members.
- Conduct outcome assessment measurements and analysis
- Participate in program and department meetings.
- Work with the college to align programs with community needs.
- Increase general awareness of internal and external constituents of IECC programs and services.
- Network with other college faculty to enhance communication and connection between programs and departments.
- Serve on college committees.
- Invest in the life and community of the program and department.
- Serve in community activities that advance the college mission and contribute to our local community.
- Conduct internal and external presentations in areas of expertise.