

PROFESSIONAL EXPECTATIONS OF FACULTY

RATIONALE

A standard 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, 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 significant responsibility in performing our mission. Faculty demonstrate this critical role through teaching, professional development, and community involvement.

STRIVE FOR EXCELLENCE

Excellence in teaching can happen in many 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 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 proficiency in 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 campus. 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. 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 promotes excellent teaching as an art. It involves striving for excellence through an ongoing, 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 learning process.

Teaching responsibilities

- Recording and documenting daily attendance
- Preparing a class syllabus.
- Preparing instructional materials with an emphasis on accessibility.
- Scheduling class assignments that align with course outcomes.
- Identifying appropriate learning resources.
- Creating/designing inclusive learning activities.
- Identifying appropriate instructional delivery techniques.
- Using technology or media to enhance learning for all students and abilities, as appropriate.
- Meeting contact time as required by ICCB.

- Engaging all 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.
- Collaborating with faculty to prepare and execute assessment plans.

IECC is committed to academic integrity and believes in responsibility, honor/truth, fairness, respect/self-respect, and compassion free from fraud or deception. This implies that students are expected to be responsible for their own work. Faculty will take reasonable precaution to prevent the opportunity for academic dishonesty, as identified in the [Academic Integrity Policy \(500.25\)](#).

Teaching Examples

Practicing the art of teaching:

- Continually assessing student learning in class, analyzing assessment results, and adjusting 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 for all students and all abilities.
- Being available to students and providing time to students to encourage intellectual exploration, assist in problem solving, and to answer student questions.
- Teaching what is relevant; teaching what is pertinent; and staying current.

Preparing to teach:

- Planning and organizing instruction that embodies the IECC value of accessibility.
- Maintaining knowledge and striving to increase skill in applying a variety of (new and established) approaches in teaching methods.
- Maintaining and striving to increase knowledge in the discipline content.
- Developing skills with instructional delivery methods appropriate to the discipline.

Center for Excellence in Teaching & Learning

The Center for Excellence in Teaching and Learning (CETL) serves as an online catalyst for innovative teaching and learning strategies, best pedagogical practices, and awareness and adoption of emerging educational technologies. More information can be found at <https://www.iecc.edu/CETL>.

ADJUNCT FACULTY ONBOARDING

CETL offers onboarding for all IECC adjunct faculty. These courses introduce the important concepts in teaching and learning, but they will also create several opportunities to increase base pay rate. After completing the IECC Orientation, TIER 1 – EDU 1600, and TIER 2 – EDU 1605, adjunct faculty receive the Educator Excellence Badge of Completion and move on to TIER 3 of training. To complete the Educator Excellence Badge of Completion, adjunct faculty must:

1. Choose an upcoming course to be evaluated within 12 months of satisfactorily completing the TIER 2 – EDU 1605 coursework.
2. Using provided, downloadable form, request course evaluation by submitting the completed paperwork to cetl@iecc.edu.

3. Complete and submit a self-review of the course (downloadable).
4. Allow course to be evaluated (Canvas shell and face-to-face) by a CETL assigned peer reviewer. Evaluation date to be coordinated collaboratively with CETL, adjunct, and peer reviewer.

IECC ORIENTATION: This Orientation course is asynchronous, self-paced, delivered via Canvas, and has defined cohort start and end dates. Orientation Course Details: Estimated 4 hours to complete.

TIER 1 - EDU 1600: Basic Pedagogical Practices (1 credit/16 hours) EDU 1600 is asynchronous, self-paced, delivered via Canvas, and has defined cohort start and end dates.

TIER 2 - EDU 1605: Advanced Pedagogical Practices (1 credit/16 hours) EDU 1605 is asynchronous, self-paced, delivered via Canvas, and has defined cohort start and end dates.

TIER 3: A la Carte Courses. After completing the Educator Excellence Badge process, adjunct faculty are expected to engage in ongoing professional development as a condition of continued employment, earning a minimum of 1 (TIER 3 or above) credit every two years.

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 maintain expertise in their field of study and teaching. The Center for Excellence in Teaching & Learning is a resource for professional development opportunities. More information can be found at <https://www.iecc.edu/CETL>.

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 teaching changes. The instructor must stay abreast of those changes and apply them to their discipline.
- Network with other college faculty to align curriculum and teaching methods across disciplines and programs.
- Practice the craft; practice the discipline.

PROGRAM, CAMPUS, & COMMUNITY INVOLVEMENT

Faculties are part of the college community and, as such, have community responsibilities. The program, campus, and community involvement display the power of learning. It requires a commitment to an exchange of professional ideas and expertise to address the needs of the district and the community for a relevant, helpful, and dynamic curriculum. The program, campus, and community involvement activities foster better decision-making within the campus and enhance the image of the campus in the community.

Program, campus, 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, district, and community activities.

Program, campus, and community involvement examples

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