

FACULTY
Job Description

CATEGORY: FACULTY
POSITION LENGTH: 9-MONTH to 12-MONTH
FLSA STATUS: EXEMPT
SALARY RANGE: COMMENSURATE WITH EDUCATION AND EXPERIENCE

The incumbent in this position is expected to assist the College in achieving its vision and mission of student success and service to the community. A commitment to excellence, service, and a willingness to assist as needed are expectations for all employees.

JOB SUMMARY

Faculty are professional educators who have the primary responsibility of fulfilling the Texas Southmost College's (TSC) mission, vision, values and goals of providing a quality education for all students enrolled at the College. The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning. Faculty members are responsible to the College President through a chain of command and accountable to the College's policies and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Strive for continual improvement of student success by planning an optimal learning environment; providing high quality instruction and advising; participating in the development of learning outcomes and in the assessment of students as well as of self and applied teaching techniques in order to increase effectiveness; and engaging in ongoing professional development.
- Manage learning environments by ensuring that accurate syllabi are developed that incorporate college, departmental, and instructor requirements; maintaining attendance records, submitting grades, and providing constructive feedback as well as other relevant information to students throughout the semester; and conducting classes punctually and in accordance with the prescribed meeting schedule.
- Deliver effective instruction by assuming primary responsibility for curriculum development in conjunction with the College's policies and procedures, ensuring both rigor and the quality of instruction; by considering individual differences of students in order to design and support a range of appropriate learning activities; by using the College's digital learning solution to meet the objectives of courses; and by communicating clearly to students the expectations concerning the use of the College's digital learning solution and other available technologies.
- Enhance the student's learning experience by integrating concrete, real-life situations into learning experiences to encourage critical thinking, interdisciplinary skills and teamwork; by employing methods that develop student understanding of discipline-specific thinking, practices and procedures, as well as interdisciplinary applications, to create academic literacy; and by working with students and employers in occupational settings as required by or appropriate to the academic discipline.
- Collaborate with colleagues across the College in the construction and continuous improvement of measurable learning outcomes to include the Texas Higher Education Coordinating Board (THECB) core curriculum objectives and additional Texas Southmost College's objectives.

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- Assess student learning by designing assessments that measure or demonstrate student growth; by sequencing learning opportunities throughout advising, courses and programs to build student understanding and knowledge; and by aligning assessment with learning opportunities.
- Promote continual improvement as part of the cycle of teaching and learning by developing and revising curriculum as needed; using defined student learning outcomes to plan, develop, document and evaluate the effectiveness of teaching activities; participating in TSC's institutional effectiveness program including the preparation and evaluations of Student Outcomes Assessment Plans (SOAPs); completing all mandatory performance evaluation measures within specified time limits; sharing best practices with colleagues in formal and informal settings; and participating in instructional, departmental or institutional research to improve educational effectiveness.
- Support learning through student engagement by creating a positive classroom atmosphere that encourages active and collaborative learning, student effort, academic challenge, student and faculty interaction, and support for learners.
- Maintain a learning-centered environment by being available to students during posted office hours.
- Support student learning by making students aware of and referring them to the appropriate student and academic support services available at the College.
- Pursue professional development by staying current in academic fields, e.g., belonging to professional societies, reading discipline-specific journals, studying pedagogy, attending conferences, or making presentations; maintaining required professional credentials, licensing, and continuing education hours as disciplinary standards dictate; engaging in professional education which enhances both disciplinary and pedagogical knowledge, e.g., by taking graduate courses or internal classes offered by the College or professional development organizations; and contributing to the academic discipline through research of publication or other endeavors as appropriate.
- Participate collegially in department, discipline-specific, college, and community service activities by serving on and playing an active role in department, discipline-specific, or college committees; participating in service through appropriate discipline-specific organizations, educational organizations, statewide boards/committees, and community activities.
- Accept and teach classes based on varied schedules (morning, afternoon, evening and weekends) to accommodate diverse student needs and external stakeholders' expectations of the College, and accept assignments as necessary at other sites such as for dual credit courses, as specified by designated supervisor.
- Demonstrate sensitivity toward, and respect for, the myriad of diversities represented in the student population, colleagues and service area.
- Attend the workplace regularly, report to work punctually and follow a work schedule to keep up with the demands of the worksite (which may be on campus or at an off-site location).
- Understand that working hours may include evenings or weekends.
- Use interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and the public.
- Complete all required training and professional development sessions sponsored by the College.
- Support the values and institutional goals as defined in the College's Strategic Plan.

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- Complete duties and responsibilities in compliance with college standards, policies and guidelines.
- Perform other duties as assigned.

REQUIRED KNOWLEDGE AND SKILLS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Strong, demonstrated commitment to the mission of the community college.
- Strong, demonstrated commitment to quality teaching, student success and student completion.
- Demonstrated knowledge of the academic and instructional functions of the College.
- Demonstrated knowledge of curriculum development, assessment and revision.
- Demonstrated knowledge in developing and monitoring student learning outcomes and student assessment strategies.
- General knowledge of the role of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges.
- Skill in working effectively in a team environment with a customer service focus.
- Ability to use technology in the teaching and learning process.
- Ability to establish and maintain positive and effective working relationships with students, college employees and the public.
- Ability to communicate effectively, both orally and in writing; define problems, collect data, establish facts, and draw valid conclusions; and effectively present information.
- Proficient in the use of technology in the teaching and learning processes and a willingness to continuously enhance the teaching and learning processes through the use of technology.
- Demonstrated excellent communication, interpersonal and leadership skills and ability to work independently with little direction.
- Ability to grasp concepts and procedures quickly.
- Strong detail orientation and ability to multi-task with little direct supervision.
- Ability to work under pressure with multiple interruptions and meet deadlines.
- Cooperation team player in a diverse working environment.
- Ability to thrive in a fast-paced, customer-service oriented collaborative team environment.
- Ability to handle sensitive and extensive confidential data.
- Problem solving skills and the ability to lead, instruct, handle a large variety of details and to work with all levels of organization.
- Ability to perform and excel in a high-tech all-digital environment.
- Proficient in the use of e-mail, word processing, spreadsheet, database, and presentation software and use of the Internet to access data, maintain records, generate reports, and communicate with others.
- High level of energy and good sense of humor with the capacity for extraordinary time and effort demands.

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REQUIRED EDUCATION AND EXPERIENCE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education and experience required.

- Faculty teaching general education courses or teaching associate degree courses designed for transfer to a baccalaureate degree require a Master's degree in the teaching discipline or a Master's degree with a minimum of eighteen (18) graduate semester hours in the teaching discipline, from an accredited college or university.
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree require an Associate's degree or higher and at least three years of documented direct or related work experience in the field (other than teaching). Note: Some courses/programs require additional degrees and/or evidence of specialized training in the field, e.g., licensure, certificates, or non-credit coursework in the discipline.
- Faculty teaching developmental courses require a Bachelor's degree in a discipline related to teaching assignment and at least one of the following: a) A minimum of one year teaching experience in the discipline related to the assignment; or b) Graduate training in teaching or developmental education.

PREFERRED EDUCATION AND EXPERIENCE

- Teaching experience in a comprehensive community college setting.
- Experience in enhancing the student's learning experience by integrating a variety of methods and strategies into the teaching process and maintaining a learning-centered environment.
- Experience in collaborating with colleagues across the College in the construction and continuous improvement of measurable learning outcomes.

CERTIFICATES AND LICENSURES

Selective disciplines and technical areas have specified requirements defined in the advertised position posting.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand. The employee is occasionally required to walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and is occasionally exposed to risk of electrical shock. The noise level in the work environment is usually moderate.

Notes:

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Are you able to perform these essential job functions with or without reasonable accommodation?

- Yes
- With Accommodations

Employee Signature: _____ Date: _____

HR Representative: _____ Date: _____

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Posting Specific Questions

Required fields are indicated with an asterisk (*).

1. *How did you hear about this employment opportunity?
 - TSC Website
 - HigherEdJobs
 - Indeed
 - LinkedIn
 - Specialty Job Board
 - Facebook
 - Work-In-Texas/ Texas Workforce Commission
 - Job Fair
 - Personal Referral
2. *Do you have a master's degree or higher with a minimum of eighteen (18) graduate semester hours in the teaching discipline from a regionally accredited college or university?
 - Yes
 - No
3. *Do you have three (3) years of documented direct or related work experience in the field other than teaching?
 - Yes
 - No
4. Do you have teaching experience in a comprehensive community college setting or at the undergraduate level?
 - Yes
 - No
5. Do you have experience in enhancing the student's learning experience by integrating a variety of methods and strategies into the teaching process and maintaining a learning-centered environment?
 - Yes
 - No
6. Do you have experience in collaborating with colleagues across the College in the construction and continuous improvement of measurable learning outcomes?
 - Yes
 - No