
Section 5 - Faculty Roles and Responsibilities

FACULTY PLANNING, DEVELOPMENT AND FACULTY MIX

Strategic Planning for Faculty Development at Cambridge College

Cambridge College has grown and will continue to grow to reaffirm and realize its mission. The faculty has a major role in this growth. In order for the College to have an orderly and managed growth with quality programs in place, it is important that we plan corresponding faculty development. The strategic plan for faculty development and new faculty hiring, at the department and the entire College level, should focus on major questions, such as:

- *Where do we see ourselves three to five years from now as far as the intellectual capital of the College (Core, full time, senior, adjunct, tutors, researchers, and teaching assistants) is concerned?*
- *What kind of faculty (skill set, background, qualifications, etc.) will best support our programs, student needs and mission?*
- *How do we capitalize on thirty years of College's history, our adult teaching/learning model, and current faculty in developing the future faculty of the College?*
- *What kind of faculty development is warranted for next three years?*

Each academic department, through its strategic plan, should determine its faculty needs. The numbers and type of faculty should be determined by current academic programs (instructional, advisement, program development, coordination) and by future expansions and new programs. Our current faculty development and future faculty hiring at the graduate and undergraduate levels are guided by the assumptions described below.

I. Assumptions Guiding Faculty Roles and Responsibilities:

The assumptions below presuppose that there will be room for exceptions; some current and future faculty may need further training, preparation, skill development and experience in satisfying these assumptions.

- The faculty should be exemplary practitioners in their fields and well versed in the theories and major issues of their professions. Graduate programs are professional programs; therefore, we need faculty who are generalists well versed in adult-learning models as well as specialists in some areas of graduate study, and who at the same time are practicing educators, managers or counselors.

- The faculty at the undergraduate level should reflect strong preparation in content areas and adult teaching methodologies. They will provide content preparation, advise students in their academic planning and counsel students for future careers.
- The faculty should be willing to enrich their teaching with the infusion of technology.
- The faculty should be familiar with and able to use a diversity of formal and informal instruments for the assessment of learning.
- The faculty should be willing to work with learners with diverse needs, such as levels of learning preparation, learning styles, and starting points in learning.
- The faculty should be willing to develop skills to work with diverse students; this diversity can be in, but is not limited to, race, ethnicity, culture and life experiences.
- The faculty should reflect the diversity of our society.

The faculty at Cambridge College will work in a higher education environment that is impacted by internal and external factors such as:

- Geographical distribution of the student body (including local, national and international locations).
- Academic preparation of our students (from a range of different starting points and learning backgrounds).
- Changing role of technology in higher education.
- Changing career and educational needs of adult learners.

II. Roles and Responsibilities

The following describes the roles and responsibilities of instructional positions at Cambridge College. A person must satisfy the qualifications and conditions described below for these positions:

- all the requirements as outlined in the section on assumptions in **Section I**;
- specific requirements and qualifications of the program or department.

A. Workshop Leader

A Cambridge College workshop typically meets for two, four, six, or eight hours.

- **Duties and Responsibilities:**

1. Responsible for conducting a workshop that is relevant and useful to our students in an area of his/her expertise.

2. Workshop leader must present a description, syllabus of the workshop, and reading list for the workshop participants.
3. The workshop leader performs all workshop related administrative duties described in the workshop guide.

B. Teaching Assistant

• Duties and Responsibilities:

1. Responsible for assisting a faculty member in an area of his/her expertise.
2. The faculty member defines the responsibilities and supervises the Teaching Assistant. Typical teaching assistant duties include review of student papers, contacting students, facilitating small groups, and assisting in general classroom activities and administrative details.
3. The TA is present during all course meetings. At no time during the course, will the TA be solely responsible for teaching the class (whole or part).

C. Lab Assistant in Technology

• Duties and Responsibilities:

1. Responsible for assisting a faculty member in the lab or assisting students in their independent work in the lab or providing orientation to technology and information technology services for classes.
2. The Director of Information Technology and the Dean for Academic Affairs identify the responsibilities.
3. The Director of Information Technology supervises the LA. At no time during the course, will the LA be solely responsible for teaching a class.

D. Adjunct Instructor

• Duties and Responsibilities:

1. Responsible for teaching a course in an area of his/her expertise.
2. Adjunct instructor may be required to attend an orientation to the Cambridge College teaching/learning model.
3. Performs all course-related administrative duties as described in the faculty employment contract and faculty handbook.
4. Demonstrates good to excellent evaluations in Cambridge College workshops or teaching evaluations from previous institutions.
5. Attends department meetings, one faculty forum, and meetings related to visits by outside agencies such as: NEASC, DOE, and BHE.

E. Senior Instructor

• Duties and Responsibilities:

1. Prepared and qualified to teach professional/management/GS/TLS/ILS seminar.

2. Responsible for teaching courses in an area of his/her expertise. Cannot teach more than 18 credits per year. Exceptions for teaching more **[formerly contained “or fewer”]** credits can be made by the Dean for Academic Affairs
3. Senior Instructors may be required to attend an orientation to the Cambridge College teaching/learning model.
4. Performs all course-related administrative duties as described in the faculty employment contract and the faculty handbook.
5. Maintains, on average, good to excellent evaluations in courses and workshops.
6. Attends department meetings, faculty forum, one faculty planning and faculty development retreat per year, commencement exercises and celebrations, and all meetings related to visits from outside agencies such as: NEASC, DOE, BHE.
7. Engages in one institutional service project up to 15 hours per semester in one of the following: Outreach, College committees, curriculum/program development or in-service activity.

F. Lecturer/Administrator

- **Duties and responsibilities:**

1. Responsible for teaching courses in an area of his/her expertise and for conducting seminars (Fall term: One seminar and one course, Spring term: One seminar and one course, Summer term: One seminar and one course) and performs administrative duties in a program equivalent to one course load assigned by the Dean for Academic Affairs in consultation with the program director. The Dean for Academic Affairs, Director of the program and the faculty member may agree to substitute a course and an institutional service activity for a seminar.
2. May be required to attend a faculty orientation to the Cambridge College teaching/learning model.
4. Performs all course-related administrative duties as described in the faculty employment contract and the faculty handbook.
5. Maintains, on an average, good to excellent evaluations in courses and workshops.
6. Attends all department meetings, all faculty forums, all faculty planning days, faculty development activities, program orientations, commencement exercises and celebrations and meetings related to outside professional and regulatory agencies such as: NEASC, DOE, BHE.
7. Engages in one institutional service project up to 15 hours per semester in one of the following: Outreach, department or College committees, curriculum/program development or in-service activity.

G. Core Faculty

- **Duties, Roles and Responsibilities:**

1. Each core faculty member is the “steward” of quality instruction and programs at Cambridge College. Teaching at Cambridge College is his/her primary, full-time responsibility.
2. Each core faculty member's responsibilities, duties and roles fall into three major categories: **teaching, professional and administrative.**

- a. **Teaching responsibilities:**

- Each core faculty member teaches courses in an area of his/her expertise, conducts seminars and presents workshops as follows: fall term--workshops, two courses and one seminar;

spring term: workshops, two courses and one seminar; summer term: one seminar and one course.

- Teaching responsibilities may be negotiated between the faculty member and the Dean for Academic Affairs.
- The Dean for Academic Affairs, Director of the program and the faculty member may agree to substitute a course and an institutional service (30 to 40 hours of work; e.g., student advising, etc.) activity for a seminar, unless the faculty member was not offered a Professional Seminar.

b. Professional responsibilities:

Each core faculty member is involved in the following College activities:

- **Program development:** course, curriculum and program planning, implementing and evaluating; developing policies and procedures related to academic programs;
- **Faculty development:** maintaining and enhancing one's own professional standards (licenses, credentials, certifications), competence, skills, and knowledge; mentoring other faculty members; formal and informal collaborations to improve teaching and practice; and engaging in collaborative and action research to improve the Cambridge College Teaching and Learning Model.
- **Academic advising and assessment:** designs and implements methods for the assessment of student learning, supporting and documenting student learning, and student academic advising; plans, presents, and participates at student orientations, advises new and prospective students;
- **Institutional planning:** engages in institutional development and strategic planning process.

Other activities may be agreed upon between the faculty member, the Dean for Academic Affairs and the Provost based upon the College's needs, such as student recruitment.

c. Administrative responsibilities:

Each core faculty member:

- Performs all course-related administrative duties as described in the union contract and faculty handbook.
 - Attends all department and program meetings, all faculty forums, all faculty planning days, all faculty development activities and retreats, program orientations, commencement exercises and celebrations.
 - Participates as requested in the preparation and presentation of reports and facilitating meetings and activities that serve the interest and mission of the College related to outside professional and regulatory agencies such as: NEASC, DOE, BHE, CC Board, donor groups.
 - Participates in department committees and one College-wide committee.
3. May be required to participate in a faculty orientation to the College.
 4. Faculty will meet the standards set by the Faculty Performance Evaluation Task Force (**under development as of 4/15/01**).

III. Procedures and Criteria for Hiring

A. Workshop Leader

Qualifications: The expertise is demonstrated as a result of study (degrees, certificates and/or training), experience, publications and/or performance.

1. The coordinator or director of a program articulates the availability of the position. The department or the program members are informed about the need for workshop leaders in the department meetings.
2. Students, faculty, coordinator, staff, or the Cambridge College community and informal network recommend candidates. Public announcements or ads may be used to identify potential workshop leaders.
3. Hired by the Dean for Academic Affairs on the recommendations of the program coordinator/director.
4. The College predetermines the remuneration.

B. Teaching Assistant (T.A.)

Qualifications: The expertise is demonstrated as a result of study (degrees, certificates and/or training), experience, publications and/or performance. The TA must have at least a Bachelor degree.

1. The Dean for Academic Affairs or the faculty member identifies the need for a Teaching Assistant in a course. A Teaching Assistant may be assigned when the number of students in a course exceeds 30. A Teaching Assistant may also be assigned under other special circumstances, which are determined by the program director, and are approved by the Dean for Academic Affairs.
2. Faculty member identifies the T.A., or selects one from the list kept in the office of Academic Services. The Dean for Academic Affairs makes the appointment.
3. The Dean for Academic Affairs or the Provost may assign a faculty member as a T.A. when s/he needs training in the Cambridge College teaching/learning model, in a particular content area, or infusing technology. In such a case, the faculty member teaching the course mentors the new faculty member. It is a mutually agreed upon arrangement.
4. The College predetermines the remuneration.

C. Lab Assistant (L.A.)

Qualifications: The expertise is demonstrated as a result of study (degrees, certificates and/or training), experience, publications and/or performance. The lab assistant must have at least a Bachelor degree (minimum degree requirement can be waived by the Dean for Academic Affairs if the individual demonstrates extraordinary skills in information technology).

1. The Director of Information Technology or the faculty member identifies the need for a Lab Assistant in a course. The Director of Information Technology identifies the L.A., or selects one from the list kept in the Director of Academic Technology's office. The Director of Technology makes the appointment.
2. The College predetermines the remuneration.

D. Adjunct instructor

Qualifications: The expertise of a faculty is demonstrated by study (degrees, certificates and/or training), experience, publications and/or performance. Has at least three years teaching experience in the field. A terminal degree is preferred.

1. The coordinator or director of a program articulates the need for an Adjunct instructor. Ordinarily, the need is expressed and discussed during the department meetings, and then the position is announced and posted.
2. The Adjunct instructor is hired by the Dean for Academic Affairs, on the recommendation of the coordinator/director of the program.
3. The Adjunct instructor has at least three years of teaching experience in the field. A terminal degree is preferred. Exceptions may be made based on the College's needs and the person's qualifications and experience.
4. The College predetermines the remuneration.

E. Senior Instructor

Qualifications: The expertise of a Senior Instructor is demonstrated by study (degrees, certificates and/or training), experience, publications and/or performance. Has at least five years teaching experience in the field, three of which are at Cambridge College. A terminal degree is preferred.

1. The coordinator or director of a program articulates the need for a Senior instructor. Ordinarily, the need is expressed and discussed during the department meetings, and then the position is announced and posted.
2. The Senior instructor is hired by the Dean for Academic Affairs on the recommendation of the coordinator/director of the program.
3. The Senior instructor has at least five years teaching experience in the field and three of these years at Cambridge College. A terminal degree is preferred. Exceptions may be made based on the College's needs and the person's qualifications and experience.
4. The College predetermines the remuneration.

F. Lecturer/Administrator

Qualifications: The expertise of a faculty member is demonstrated by study (degrees, certificates, and/or training), experience, publications, and/or performance. Has at least five years teaching experience in the field, three of which are at Cambridge College. A terminal degree is preferred.

1. The coordinator and director of a program articulates the need for a Full-Time Lecturer/Administrator faculty position. Ordinarily, the need is expressed and discussed during the department meetings, and then the position is announced and posted.
2. The candidates are recommended for the position by faculty, students, and/or administration.
3. The Full-Time Lecturer/Administrator must have at least five years of teaching at Senior faculty level at Cambridge College or comparable experience at another institution of higher learning and terminal degree or exceptional qualifications in the field or publications.

4. The Full-Time Lecturer/Administrator is hired by the Dean for Academic Affairs on the recommendations of a faculty committee of the department, and the coordinator/director of the program. These faculty members are offered contracts of lecturer/administrator, for one, two, or three years, which are renewed at the discretion of the College.
5. The College predetermines the remuneration.

G. Core Faculty

Qualifications: The core faculty expertise is demonstrated by the following: Study (degrees, certificates and/or training), experience, publications, and/or performance. A terminal degree is preferred.

1. The College determines the need for a Core faculty position in accordance with the Strategic Plan. The Dean for Academic Affairs consults with members of the department, and together they determine the need. The Director of the department articulates the position. The department or the program members are informed about the need for a Core faculty position during the department meetings.
2. Faculty, students, and/or administration recommend candidates. When an internal candidate is not available, the position is advertised through external sources.
3. Recommendations of a faculty personnel committee for the department and the Director of the department are received by the Dean for Academic Affairs.
4. Recommended candidates (no more than five) are interviewed by the College-wide faculty personnel committee. The Committee recommends two or three candidates to the Dean for Academic Affairs. The Dean for Academic Affairs recommends the candidate(s), in order of priority, to the Provost.
5. After consultations with the Senior Team, the Provost appoints the faculty member.
6. The Provost negotiates remuneration, rank and other responsibilities.
7. The Core faculty member has at least six years teaching experience in the field, with five of these years teaching at Cambridge College. A terminal degree is preferred. Exceptions can be made in appointment based on the College's needs and the person's qualifications and experience.

IV. PROGRAM COORDINATOR (Departments: Education, Counseling Psychology, Management, and Undergraduate)

- **Responsibilities include, but are not limited to:**
 1. Oversee all continuing and new program initiatives within the program.
 2. Ensure the academic quality and integrity of the program.
 3. Identify and recommend faculty for courses within the program.
 4. Identify and recommend sites for the program.
 5. Lead curriculum development within the program.
 6. Initiate recommendations regarding program planning, course scheduling, and faculty assignments within the program, in conjunction with the Program Director and the Assistant to the Dean for Academic Scheduling.
 7. Lead the academic activities of the faculty within the program.

8. Monitor the performance of the program, in conjunction with the Program Director and the Dean for Academic Affairs.
9. Provide academic advising and take care of the academic needs of the students in the program.
10. Orient and advise students within the program.
11. Represent the program to the internal and external communities (e.g., The Board of Higher Education, other Federal and State regulatory agencies, Internship sites, and professional associations).
12. Support (by offering advice and consultation) marketing and public relations for the program, in conjunction with the Vice President for Enrollment and Marketing.
13. Carry out other duties as assigned by the Program Director and the Dean for Academic Affairs.

- **Qualifications:**

1. Proven administrative experience within the program.
2. Experience with managing academic programs for working adults.
3. Extensive networks and connections with external stakeholders.
4. A terminal degree or specialization, and commensurate experience in the academic concentration of the program.
5. A keen understanding of the Cambridge College teaching and learning model.
6. The ability to work well with colleagues, other professionals, and adult students.
7. Experience and sensitivity in managing people in complex organizational settings.
8. Excellent written, oral and interpersonal skills.

- **Hiring Process:**

Appointed by the Dean for Academic Affairs, on the recommendation of the Director of the Department, and on the advise of the faculty of the program

**V. DIRECTOR OF DEPARTMENTAL PROGRAMS
(Departments: Education, Counseling Psychology,
Management, and Undergraduate)**

- **Responsibilities include, but are not limited to:**

1. Oversee the design and implementation of all new program initiatives within the department.
2. Ensure the academic quality and integrity of all programs within the department.
3. Recruit, select, and make recommendations for hiring, orientation, and socialization of new faculty within the department.
4. Coordinate curriculum development within the department.
5. Schedule all courses in the department, in conjunction with the Program Coordinators and the Assistant to the Dean for Academic Scheduling.
6. Conduct all meetings of the faculty within the department.
7. Monitor the implementation of all programs within the department, in conjunction with the Program Coordinators and the Dean for Academic Affairs.
8. Responding to the academic needs of students and faculty in the department.

9. Give input for the faculty performance evaluation process (**as designed by the Faculty Performance Evaluation Task Force**).
10. Interact with internal and external stakeholders related to the departments.
11. Represent Cambridge College and its programs to the appropriate external community (e.g., The Board of Higher Education, other Federal and State regulatory agencies, and other professional associations).
12. Work in conjunction with the Dean for Academic Affairs and the Vice President for Enrollment and Marketing to establish new sites for programs.
13. Support marketing and public relations of all programs in the departments, in conjunction with the Vice President for Enrollment and Marketing.
14. Select, support, and supervise program coordinators in the department (e.g., education, school administration, and other future certification programs).
15. Carry out other duties as may be appropriate to the running of the program, and requested by the Provost and the Dean for Academic Affairs

- **Qualifications:**

1. Proven administrative experience within the department.
2. Experience with managing academic programs for working adults.
3. Extensive networks and connections with external stakeholders.
4. A terminal degree or specialization, and commensurate academic experience within an area of the department.
5. A keen understanding of the Cambridge College teaching and learning model.
6. The ability to work well with colleagues, other professionals and adult students.
7. Experience and sensitivity in managing people in complex organizational settings.
8. Excellent written, oral and interpersonal skills.

- **Hiring Process:**

Appointed by the Dean for Academic Affairs, on the advice of the faculty of the department.