

RESPONSIBILITIES OF THE FULL TIME FACULTY

This document is a brief description of the responsibilities of faculty members of Albright College. More information can be found in the [Faculty Handbook](#) and on the [Academic Affairs webpage](#).

A. Contact Information

Faculty are expected to provide Human Resources and the department chair contact information (address, telephone numbers, etc.) and inform Human Resources and the department chair of any changes.

B. Use of Technology

Faculty are expected to be familiar with, and utilize, College technology, including [Moodle](#), the College web course management system, Self-Service, the student database system, the campus network system and policies, including the email and [calendaring](#) systems. Information and training on Moodle is provided by the College [library](#). Information on the other systems is provided by [Information Technology Services](#), as well as listing of additional software that is available for instructional purposes. If a faculty member is interested in purchasing software for course use, those requests should be submitted to the department chair.

Faculty are also reminded to check email for daily communication. College email can be forwarded to another email address if desired. When communicating with students via email, faculty must use the student's official College email address to facilitate student's use of that email address, which is used for all critical College announcements.

C. Teaching Responsibilities

1. Demonstrated Teaching Excellence

Faculty should demonstrate teaching excellence, as defined in the [Faculty Handbook](#) (see section IV.B.5.).

a. Classroom

An excellent teacher demonstrates thorough and current knowledge of the subject matter and uses that knowledge to effectively engage and challenge students. An excellent teacher is an effective communicator, using clear and organized presentations that are appropriate to the level of the course and making effective use of the class time. Creativity and innovation in the design and presentation of course material, where such creativity or innovation improves interest in the class assignments and aids in the students' grasp of the material presented, is one manifestation of excellent teaching. Excellent teachers personally demonstrate the qualities of active, enthusiastic seekers in their disciplines. Setting rigorous academic standards for students and creating an environment where students are motivated to do their best work are important to the excellent teacher. An excellent teacher teaches at a variety of curriculum levels. Fairness and impartiality in evaluation and grading are essential.

b. Attitude Toward Students

An excellent teacher enjoys teaching and shows care and respect for students and the student experience, and promotes a positive learning environment. An excellent teacher is enthusiastic and conveys that enthusiasm to students. While maintaining high expectations and demanding student effort, an excellent teacher recognizes when students have difficulty mastering the material presented, offers help to individual students who seek help and privately suggests the value of such help to students who appear to be struggling with the course but have not sought help. Providing positive feedback and constructive criticism and not being threatened by student questions and disagreement are important characteristics of an excellent teacher. An excellent teacher creates a scholarly environment where students are encouraged to think for themselves and develop their critical and analytical abilities.

2. Teaching Load

The teaching load for all full-time faculty is 18 teaching load hours per academic year. Interim can count toward the fall course load and teaching graduate, summer, and ADP courses are considered an overload. Full-time faculty are expected to maintain a full teaching load unless approved by the Provost. See Teaching Load in the [Faculty Handbook](#).

Classes must have at least 10 students to run except with permission of the Provost.

3. Class Attendance

Faculty are expected to attend assigned classes for the full time allocated for the full duration of the semester.

It is anticipated that faculty limit class absences, including those for professional reasons. Planned absences need permission from the department chair and should be noted on the course calendar in the syllabus. Faculty are responsible for class coverage and accommodations for work missed.

In the event of an unanticipated absence, the faculty member should contact the department chair and the building secretary and appropriate notice should be posted for the students.

4. Assignments

Course assignments requiring approximately two hours homework for every hour in class should be required of students in all courses. It is recommended that assignments be varied to accommodate different learning styles, evenly distributed throughout the semester, and include assignments that not only meet the learning objectives for the particular class but also department and [college general education goals](#). For first year students especially, it is imperative that sufficient assignments and feedback be given early in the semester. Also, multiple assignments rather than a few large assignments (e.g., midterm and final exam) are helpful to first year students who need early and continual feedback about their standing in

the course. Every course that does not meet for four hours per week must have a fourth hour of quality assignment; see [guidelines](#) for these assignments.

5. Grading

Course Grading. All members of the faculty bear an immediate responsibility to the students and their academic advancement and welfare. Faculty are expected to establish and maintain high academic standards and requirements and should not succumb to grade inflation.

Assessment criteria should be clearly stated on the course syllabus and every effort should be made to return graded assignments within two weeks of the due date. Assessment should provide sufficient feedback for student improvement, especially in the area of writing, and the opportunity should be afforded the student to meet with the faculty member for additional comments.

Faculty must follow practices of fairness and objectivity when assigning student grades. Course grading should be the result of careful evaluation of a student's academic performance in a class and be consistent with documented assessment criteria. The course syllabus must contain a clear statement of the weighting of each assignment and how a final grade is computed.

Grades are confidential and can only be shared with someone with a legitimate educational interest. Neither personal interest nor curiosity is legitimate reasons to share grades and other personally identifiable information. Students must waive their right to have that information shared with their parents or legal guardian. Those waivers are available in the Registrar and the Office of Student Affairs. See [FERPA guidelines](#).

Final Exams. All faculty are expected to give final examinations in all courses, except those that clearly focus upon end-of-term writing requirements or laboratory reports. Instructors are to follow the prescribed schedule for final examinations issued by the Registrar. Under no circumstances should faculty schedule a final examination or final project prior to the onset of the final exam period.

Midterm grades. Midterm grades must be submitted for all first year students and for upper class students who are performing unsatisfactorily (a grade of D or below). Faculty are expected to submit their midterm grades to the Registrar by the deadline specified.

Final Course Grades, Graduating Seniors. In the spring semester, final course grades for graduating seniors must be submitted to the Registrar no later than Tuesday during the week of final exams. This deadline must be met in order to permit the prompt review of students' academic standing for graduation.

Final Course Grades, Underclass Students. Final course grades for all underclass students must be submitted to the Registrar within one week after the course's final examination. This deadline must be met in order to permit the prompt review of students' academic standing each semester.

For one calendar year following the completion of a course, faculty shall maintain appropriate records of student performance in the course as evidence in support of the assignment of the final course grades. In the event of separation from the College, faculty shall leave such records with the Department Chair, who shall retain them for one calendar year.

6. Syllabi

During the first class of every course, the faculty member will distribute a syllabus which should include: a) *title, name, time and location of course*, b) *instructor contact information and office hours* c) *course description*, d) *learning objectives*, e) *readings and other course materials*, f) *number and type of assignments*, g) *course schedule*, and h) *methods of evaluating student performance, including point distribution*. Statements regarding the college policy on academic dishonesty, learning disability accommodations, and instructor expectations for student conduct are strongly encouraged. Templates of sample syllabi statements are available on the [Academic Affairs website](#). Where appropriate, integration of technology and personal scholarship should be included into courses.

Electronic syllabi must be submitted to provost@alb.edu no later than one week after classes begin. When submitting syllabi, submit either a Word or PDF document with the following naming convention: course prefix, course number, semester, faculty last name (e.g., ENG101F10cacicedo).

It is expected that faculty continually revise and update course material.

7. Office Hours

In order to be available to their students and colleagues, full-time faculty members are expected to schedule, post, and maintain office hours of at least three hours per week. To provide maximum access, these hours should be distributed at different times throughout the week. In addition, faculty are expected to be available to students throughout the week and maintain an active presence on campus. Faculty should be accessible to students, colleagues and other members of the community for face-to-face appointments, telephone calls and email.

8. Evaluations

Course Evaluations. All faculty will participate in regular course evaluations.

Faculty should provide adequate class time for students to evaluate each and follow [evaluation procedures](#) as approved by the faculty. The results of these evaluations should be retrieved from the Registrar's Office after grades have been submitted.

Peer and Department Chair. Classroom observations by the department chairperson will be done for each full-time faculty member according to the schedule proscribed in the [Faculty Evaluation and Performance Feedback](#) document. Chairpersons will discuss the results of the teaching observations with the faculty member.

9. Class Scheduling

Traditional Day Program. Faculty teaching in the College traditional day program should recognize that the academic day extends from 8 am to 4 pm, Monday through Friday. Course offerings should be distributed so students have full access to all educational opportunities.

Labs may have additional class days and times. Classes may be scheduled on a different day/time schedule only with permission of the Provost.

Graduate Program. Graduate classes are scheduled weekly, 6pm – 9pm, except with permission of the Director of the Education Masters program.

Accelerated Degree Program (ADP). ADP classes are scheduled 6pm – 10pm for a five or seven week period, one night per week.

10. Advising

All full time faculty will be assigned student advisees after their first year of employment. Currently, students entering with a declared concentration will be assigned a faculty advisor in that academic area, while those who are undeclared will be assigned an "Alpha" advisor (this system may change as Albright implements a revised general education program). Advising is a form of teaching as much as a form of service, especially at colleges like Albright that rely on a faculty advising system. Because good advising is crucial for student success and retention, it is recognized as a key faculty responsibility. Students evaluate the advising process, although these evaluations are not advisor-specific.

Advisors will establish and post clearly at their office (and electronically if desired) an advising schedule that provides adequate time to see advisees during registration periods and throughout the term, in order to help them for example, to: understand graduation requirements; use the College online registration system; understand college policies and procedures (e.g., regarding academic standing, transfer credit, appeals, disability services, etc.); know about appropriate special opportunities (such as internships or research), explore possible graduate and professional plans, schools, and funding; and identify and use campus services such as counseling, academic support, and career services when needed.

While helping students select and register for courses is a critical transaction, good advising is more than course scheduling and the other *informational* outcomes that are listed above. Good advising outcomes are also *conceptual*, such as understanding the discipline, its relation to the public sphere and world of work, and the curriculum requirements as its embodiment; learning to inhabit modes of academic discourse and study; undertaking realistic academic self-assessment, goal exploration, and decision-making; and learning the meaning and value of the skills and dispositions cultivated by Albright's liberal arts education. Good advising outcomes are also *relational*, as advisors engage students by becoming their advocate and serving as a concerned link to both the Albright community and to the community of higher education and the professions.

Additional [resources](#) for advising support are on the [Academic Affairs website](#).

D. Other Academic Policies and Responsibilities

Faculty should become thoroughly familiar with the [academic policies](#) of the College and must adhere to them, as well as hold students accountable for adherence to these policies as well.

Faculty are expected to submit [Student At-Risk form](#) with the names of those students who are performing unsatisfactorily or who appear to have a concern that may be impeding academic progress. Completed forms are submitted to the Retention Coordinator who will distribute the forms to the appropriate division for action and follow-up with the originator. The name of the person submitting the form is not shared with the student.

Support of the Experience Program. The Faculty are expected to support the College Cultural Experience Program (the Experience). The Experience has as its mission to offer the student body and the larger Albright community access to a wide variety of cultural and intellectual events that highlight the linkages between the liberal arts classroom and the arts, society, politics and culture. These events respond directly to Albright's commitment to "the best of human values" by offering programs of many different forms of expression and creativity in the arts, by presenting talks and discussions that respond to current events, and by presenting programs that present different points of view. In addition, the program "fosters a commitment to a lifetime of learning" because it introduces students to the types of learning experiences that go beyond the classroom.

Support of First Year Seminar. The First Year Seminar (FYS) is a required part of the College General Studies curriculum and all incoming students are required to successfully complete this seminar in the first year at Albright. Each department is expected to offer FYS courses in proportion to the number of faculty in that department and those courses should subscribe to the [goals](#) of the FYS.

Support of Multi-faith Community. As a Church-related school, Albright College recognizes and respects the right of persons to believe in and observe the religious tradition of their choice. In keeping with this respect for religious faith and practice, faculty are expected to support student observance of the major religious holidays of the student's faith tradition. Further, the College allows that the legitimate observance of major religious holidays shall not result in any penalty to the student for missing class nor shall the student's absence for such observation be counted toward allowed absences in a course. It shall be incumbent upon the student to notify in advance her/his teachers of an intended absence and to make arrangement for the completion of any missed work.

Support of Extra-Curricular Activities. Faculty are encouraged to participate in and to encourage students to participate in as many of the non-classroom activities of the College as possible, while always maintaining academics as the highest priority. The extra-classroom portion of the Albright educational program is designed within a student development philosophy and serves to supplement the academic program in achieving the mission of the College. Faculty participation in these activities will encourage and provide additional points

of contact with students, and will serve to demonstrate to them the importance of such events. During each year there are many such events. The College obviously cannot expect Faculty to attend all of events, but does expect Faculty to attend as many as possible; however, each Faculty member's situation shall define the level of participation.

E. Scholarship

All faculty are expected to maintain an active program of scholarship with discernible outcomes on a regular basis. See [Faculty Handbook](#) and [Faculty Evaluation and Performance Feedback](#) for further information.

F. Service

All faculty are expected to actively participate in supporting the academic mission of the College. See [Faculty Handbook](#) and [Faculty Evaluation and Performance Feedback](#) for further information.

G. Evaluation

All faculty must participate in the [Faculty Evaluation and Performance Feedback](#) process in order to be considered for compensation increases. It is critical that faculty seek feedback from his or her chair and plan goals for the next evaluation period as part of this process.