

2466 - Faculty Employment

A faculty member's primary function is to teach and traditionally a faculty member's employment is measured by teaching load. Barton recognizes teaching load as one workload component and aligns it with three capacity areas: program, facility and human. These capacities include, but are not limited to course content, class preparations, career experiences (clinicals, internships, practicums, etc.), safety concerns, equipment limits, classroom limitations, program accreditation or regulatory agency enrollment limits, team-teaching, private instruction, differences in credit hour values, multiple offerings of identical coursework, course enrollment and differences in delivery venues.

A faculty member is also contracted to participate in institutional committees, councils and activities. Some serve as advisors, while others serve as the coordinator of their program in addition to teaching. Faculty members sponsor student groups, serve as community volunteers and spearhead innovative programs, projects and processes.

As with all institutional employees, faculty are expected to perform at a quality performance standard. Specific to their teaching function, the College expects a faculty member to facilitate an engaging student learning experience that supports student success.

Barton Community College serves students at a variety of campus and community locations, delivers programs and courses across multiple platforms and supports multiple instructional calendars within an academic year. The institution employs full-time; regular, part-time and adjunct faculty members. Teaching schedules vary and may consist of strictly face-to-face course offerings, a combination of face-to-face and online courses or in some cases a load assignment is taught entirely online.

Barton manages a faculty workload system that focuses on credentials, experiences, talents, skills and a faculty member's ability to serve in accordance to the institution's mission. The College emphasizes faculty responsiveness, professional growth and development and the ability to serve collaboratively across the instructional system.

Assignment of coursework is assessed by a faculty member's ability to work successfully within the defined program, facility and human capacities outlined above and in conjunction with other miscellaneous assigned tasks and responsibilities. The management of this system is the responsibility of instructional supervisors with oversight provided by instructional administrators.

Performance is evaluated through multiple measures to include: subject matter mastery, knowledge of learning, planning and organizing coursework, teaching and facilitation of learning, assessment of student learning, participation and involvement and professionalism and essential work skills. Student feedback, classroom observations and student academic performance are also included in the evaluation of a faculty member's performance.

Instructional supervisors are expected to discuss teaching assignments with faculty members with the understanding that final decisions are made by the supervisor. Exceptions may occur on a limited basis and will generally occur in response to unique or urgent requests for programming, curriculum or teaching innovations.

Barton does not manage faculty according to a prescribed contracted amount of credit hours as is typical in higher education. Instead, the institution manages their faculty employees based on

their performance and contributions with the right to adjust teaching schedules for a short or long-term period in the event faculty members fall short of performance expectations.

Contacts(s): Vice President of Instruction

Related Form(s):

Relevant Policy or Procedure(s): [1451-Position Requirements](#)

Approved by: President

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Revision(s):