POLICY TITLE
Faculty Job Descriptions and Loading

POLICY NUMBER
ASOM 7.2

PRIMARY RESPONSIBILITY
Office of Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created January 1999/Revised January 2005, Fall 2007, November 2009, March 2010, February 2012/ Effective Summer 2012; Revised July 2013/Effective immediately; Revised Summer 2014/Effective Fall 2014; Revised April 2015/Effective Fall 2015

PURPOSE
This policy addresses full-time faculty and adjunct faculty responsibilities, course loading standards and faculty agreement terms. This policy also addresses full-time administrative and staff teaching assignments. Faculty roles support academic quality standards and commitment to student retention and success. Course loading standards are established to promote the College’s orientation as a teaching institution and to ensure consistency of expectations about faculty loading, while at the same time maintaining a degree of regional flexibility. This policy seeks to follow the academic model, providing flexibility in how faculty members meet their full-time obligations. Therefore, this policy outlines minimum obligations in regard to required time in the classroom and in meeting assigned office and student engagement hours.

ORGANIZATIONAL SCOPE OR AUDIENCE
Full-time faculty members as defined by the loading standards described in this policy. Adjunct faculty members as defined by the loading standards described in the policy.

DEFINITIONS
Academic Coaching & Mentoring: Program and discipline-specific support outside of responding to student questions about classroom content and tutoring related to assigned course load. Goal of mentoring is to support students in managing their own learning, meeting career goals, and developing their skills. Examples include, but are not limited to, career counseling and response to requests about employer expectations and workforce projections; assist with opportunities to expose students to real-work experiences; suggest networking opportunities; and direct students to supplemental instruction, study groups, open labs, and other academic supports. Mentors may offer guidance about the management of non-
academic issues that impact student learning, and work with professional academic advisors for necessary referrals. Coaching and mentoring assignments are based on the students’ chosen majors.

**Advising:** Academic advising support as assigned by college administration. This support may be expected any time throughout the appointment period, and may include assistance during pre-registration and registration periods.

**Adjunct faculty:** Faculty members who are not guaranteed, by written agreement, a full load of teaching, advising or coaching, institutional support, community support, and professional development support work. Adjunct faculty are employed on a term-by-term basis, and there is not an expectation of ongoing employment, a nine or twelve month agreement, summer term employment, or employee benefits commensurate with full-time faculty status.

**Community Relations and Business Outreach:** Activities and service that advance the college’s relationships with businesses, industry, and the community within its service area. May include, but is not limited to, initiating and maintaining business contacts and participation in service clubs.

**Digital Curriculum and Content:** Digital curriculum refers to course of study using primarily digital elements whereas students learn via tablets, laptops, and digital lesson plans. Types of digital content include e-texts, viewable on mobile devices or computers with content created by faculty, publishers, or found online; open-source materials such as videos from Khan Academy or MIT OpenCourseWare; multimedia elements such as pictures, videos, and audio clips; social media applications; apps and game-based learning; adaptive software that adjusts to student responses; and formative online assessments with real—time feedback.

**Extended year agreement:** A full or partial agreement for the summer term offered to those faculty members who have been on a full-time agreement during the previous nine months if summer enrollment and budget permit, plus four non instructional days.

**Full Time Administrative Faculty Agreement:** A 12-month agreement designed for faculty whose primary role is administrative (School Deans). Under this agreement, faculty retain their faculty classification, but follow a typical administrative employee weekly work schedule and accrue leave at the administrative employee rate.

**Institutional Support:** Support outside of instruction as assigned by college administration, including but not limited to accreditation reports and preparations; ad hoc or standing committee participation; assistance with academic or regional planning; collaboration with key college constituents; and attendance and participation at commencement.
Nine-month agreement: Will cover a period corresponding to the fall and spring academic terms, plus 10 non-instructional days.

Office Hours: Regular, posted hours whereas the faculty is expected to be on campus and available to students, colleagues, and others. Although the number of required office hours is consistent statewide, regional policies direct how these are scheduled and posted.

Professional Development: Includes keeping current with contemporary pedagogy and technology that best supports student learning; maintaining currency in the discipline and technical field, including active licenses and certifications; and if applicable, keeping current with trends and operations in related industries. Also includes participation at required college-sponsored professional development events.

Professional Responsibilities: Full-time faculty are employed as professionals and are expected to give priority to their full-time commitment to Ivy Tech Community College. The nature of full-time employment inherently suggests that the position is an employee’s primary work commitment and as such, involves an investment of considerable time in order to meet all expectations of the position.

Student Engagement Hours: An evolving set of primarily co-curricular activities designed to connect students or prospective students with the college and support student retention and success. Some activities may be assigned by college administration to meet regional needs. Examples include, but are not limited to: tutoring; availability for open labs that are not a part of the faculty course load; sponsoring a student club; service learning extending outside of class contact hour requirements; oversight for health fairs where students volunteer; arranging for and accompanying students on trips to transfer universities, workplace settings, live performances, and other events linked to classroom experiences; and judging high school competitions, such as robotics and speech.

Implementation of the academic advising model whereas students are assigned a professional academic advisor and a faculty mentor is expected to occur in phases. Thus, during the transition, faculty engagement hours to perform academic advising functions (those assigned to professional academic advisors) may be assigned as part of the 160 hour/semester expectation.

Teaching load: Encompasses all instruction, including, but not limited to all credit, non-credit, traditional, hybrid, Corporate College, and distance courses.

Twelve-month agreement: Will cover a period corresponding to the fall, spring and summer academic terms, plus 14 non-instructional days. The salary for the 12-month faculty contract is equal to the nine-month base salary plus 33.5%.

POLICY

Full-time faculty
Full-time faculty responsibilities include instruction, academic-related coaching and
advising, institutional support, community relations and business outreach, and professional development. All faculty are expected to teach their assigned courses and fulfill all other faculty appointment obligations consistent with the procedures below. Faculty are obligated to the on-campus and off-campus time necessary to meet their professional responsibilities for classes, laboratories, office hours, meetings, and other assignments.

The distribution of a faculty member’s comprehensive assignment will vary in accordance with department, division, and/or regional needs and faculty expertise. Decisions regarding courses taught, teaching locations, and class schedules are determined by regional administration. All faculty are expected to engage in the five essential functions outlined in the first paragraph; however, this policy does not mandate any particular balance among these categories. Each faculty member’s load must be approved in writing by the regional academic officer. Faculty are expected to meet their assignment obligations within their appointment period, even if the obligations fall on a day when they are not routinely scheduled to be on campus. The regular appointment period begins on the appointment start date and ends on the appointment end date, and does not include recognized regional academic breaks.

On a case-by-case basis, the regional academic officer may approve in writing a reassignment or load adjustment for faculty.

Full-time faculty members, as defined by the loading standards contained in this policy, may be awarded a nine-month or a twelve-month agreement.

The nine-month agreement will be used for faculty teaching in programs that do not require cohort students to attend fall, spring and summer. A full or partial extended year agreement for the summer term may be offered to those faculty members who have been on a full-time agreement during the previous nine months if summer enrollment and budget permit. See “Summer Term” below for further clarification.

The twelve-month agreement may be used for faculty in programs when cohort students are required to attend fall, spring and summer.

Full-time faculty members are guaranteed the equivalency of a full load during the nine-month or twelve-month agreement period. When based on regional need and initiated by regional administration, the full time load equivalency may be reached over the period of the nine-month or twelve-month agreement rather than over the period of the semester or term.

**Adjunct faculty**

Adjunct faculty are allowed no more than 12 weekly contact hours per semester. Department of the Treasury calculations allow for 2.25 hours of work per 1 hour of teaching time. A 12 contact load, therefore, is equal to 27 hours of work time. Work time may not exceed 30 hours per week. Regional chancellors must approve course loads.
beyond 12 contact hours, prior to the execution of the contract. In the case of adjunct serving in more than one region, or serving in regions and with Corporate College, course loads must be managed to keep below the 12 contact hour threshold. Adjunct faculty may be expected to participate in non-instructional service, provided teaching and non-teaching hours do not exceed 30 hours per week. Term loads may not be averaged in order to remain below the 12 hour/30 hour threshold.

**Staff/administrators**  
Staff and administrators with appropriate credentials are eligible to teach, with the same overload standards as full-time faculty and compensation commensurate with adjunct faculty.

**PROCEDURE**  
All teaching loads are approved by the chief academic officer within the credit and/or contact hour ranges identified below. Teaching loads should be determined giving consideration to program enrollment, requirements from external agencies, accreditation activities, administrative responsibilities, sections delivered, number of concentrations, number of part-time faculty, etc.

Loading for courses designated as Practicums, Internship/Externships, Co-ops, On-the-Job Training, Independent Study, etc. (when faculty are not required to provide continuous direct supervision/instruction) will be calculated on a case by case basis using equivalent credit hours and based on conversations among the Dean, Program Chair and faculty. “Equivalent” credit hours should be calculated based on the faculty time designated for the assignment and its relationship to the College’s credit and contact hour ratio. Consideration should include but not be limited to the following factors: number of students, amount of time spent in the field with the students, amount of time working with sites, classroom time, needs of program, and assessment. Final approval rests with the Vice Chancellor for Academic Affairs.

**Fall and Spring Semesters**  

**Full-time Faculty Member Expectations**

A full time faculty assignment is comprised of a teaching load (14-16 credit hours*), 4 office hours/week, and 160 student engagement hours/semester. Professional development and Institutional Support (including commencement) occur outside of these defined hours unless the activity warrants a reassignment/download. Overload assignments are in addition to the full time assignment as defined in this section.

* For faculty teaching courses with labs, clinical, or studios, a credit hour range of 14-16 may not be achievable. In those instances, the full teaching load will be a weekly contact average of 20-24 hours.
A. Course Assignments

A full load is 14-16 credit hours. For faculty teaching courses with labs, clinical, or studios, a credit hour range of 14-16 may not be achievable. In those instances, the full load will be a weekly contact average of 20-24 hours. For full-time faculty teaching in programs with a 60-minute clinical contact hour format (contrasted to the standard 50 minute/contact hour basis) and with loading based on contact hours, the full load will be a weekly contact average of 18 – 22 hours. No regular faculty load shall exceed 24 average contact hours.

Online sections are limited to a maximum of 30 students. A full-time faculty member’s load may not exceed 150 students if the entire load is taught via online technologies. This student load could be less in the event a faculty member’s load consists of less than five courses due to higher credit/contact hour courses being taught to fulfill the full-time load. Regardless of the combinations of load, no online section should ever exceed 30 students.

Where program accreditation requirements differ from these standards, loading must be consistent with program accreditation requirements.

Clarifying examples:

1. A faculty member is assigned five three-credit-hour courses for a total of 15 credit hours and 15 contact hours. The faculty member picks up a sixth three-credit-hour course. This constitutes an “overload” and the faculty member receives overload compensation for the three-credit-hour course.

2. A faculty member is assigned three four-credit-hour courses and one two-credit-hour course. Each of the three four-credit-hour courses has six weekly contact hours. Thus the faculty member has 14 credit hours and 20 contact hours. This constitutes a full-load. The faculty member picks up an additional three-credit-hour course. This three-credit-hour course becomes a part of the faculty member’s regular load and the two-credit-hour course becomes his overload. In the end, the faculty member has 15 credit hours and 21 contact hours in his regular assignment.

3. A faculty member is assigned four, four-credit-hour courses. Each four-credit-hour course has seven contact hours. Thus the faculty member is assigned 16 credit hours and 28 contact hours of instruction. Because the assignment is equal to or less than 16 credit hours, no course is eligible for a complete overload. However, the faculty member is entitled to four contact hours of overload pay because the assigned load exceeds 24 contact hours. If the faculty member picks up a three-credit-hour course
that meets for three contact hours, this course would become a part of the regular assignment resulting in a regular assignment of 15 credit hours and 24 contact hours. The remaining four-credit hour course becomes the overload assignment.

4. A faculty member is assigned three eight-hour clinical days and responsibility for a four-hour weekly lecture. Credit hours assigned do not reach the 14-16 hour standard. However, the faculty member has been assigned 28 contact hours per week. The four weekly lecture hours considered an overload assignment.

B. Non-Instructional Assignments

• Ten faculty non-instructional days per academic year (fall and spring semesters) assigned by regional administration.

• Student engagement hours, 160 per each semester (fall and spring) as approved by the regional academic officer or designee. See “Definitions” at beginning of policy for clarifying examples. The initial academic year of implementation (2015/16) is to be viewed as a test period to better understand the impact of these engagement hours, to document best practices, and to evaluate the number of hours currently designated. Thus, the total number of engagement hours (160 per semester) is to be viewed as a guideline rather than as an absolute.

• Four posted office hours per week during which the faculty member is routinely available, and that are approved by the regional academic officers. Student appointments outside of regular office hours may occasionally be required to accommodate all assigned student mentees. Regional administration determines parameters for scheduling office hours.

• Two professional development days per academic year, both of which are determined statewide.

Program Chair

A Program Chair is responsible for one program or one academic initiative.

• Course assignment of 9-13 credit hours per semester; for courses with labs, clinical, or studios, not to exceed a weekly average of 20 contact hours.

• For each credit hour or its equivalent that a program chair is reassigned from the full-time teaching load for the purposes of program administration, that program chair shall schedule two additional weekly on-campus hours, in addition to the four posted student office hours.

• Eight additional administrative days per academic year, regionally determined and scheduled within the agreement period. Conducted on campus unless approved otherwise by regional administration. Purpose is to prepare adjunct contracts in advance; assists students with concerns related to final grades; analysis of program data; enrollment management; on-board adjunct faculty;
academic advising as assigned; and perform other program management duties.
Assistant Chair

An Assistant Chair assists with administrative responsibilities for one or more programs or academic initiatives.

- Course assignment of 9-13 credit hours per semester; for courses with labs, clinicals, or studios, not to exceed a weekly average of 20 contact hours.
- For each credit hour or its equivalent that an Assistant Chair is reassigned from the full-time teaching load for the purposes of program or department administration, that Assistant Chair shall schedule two additional weekly on-campus hours, in addition to the four posted student office hours.

Department Chair

A Department Chair is responsible for two or more different programs or academic initiatives

- 6-13 credit hours per semester. For courses with labs, clinical, or studios, not to exceed a weekly average of 12-15 contact hours.
- For each credit hour that a department chair is reassigned from the regular full-time teaching load for the purposes of program administration, that department chair shall schedule two additional weekly on-campus hours, in addition to the four posted student office hours.

Dean of School

A dean of school is responsible for one or more schools.

- 0-6 credit hours per 12 month contract. For courses with labs, clinical, or studios, not to exceed a weekly average of 4-8 contact hours. Within the credit hour/contact hour loading ranges, regions determine the applicable credit hours for a full-time load. Assignments above this load will be considered an overload.
- Deans of Schools are subject to the full time administrative faculty 12-month agreement. Deans remain in the faculty classification structure, but follow a typical administrative employee weekly work schedule and accrue leave at the administrative employee rate.

Once the teaching load has been approved, any teaching assignments above the approved load will be an overload.

Summer Term

Responsible sound financial management for summer session is a regional requirement. Enrollments, the prior year’s average class size by division, workload, length of individual contracts, and length of summer session may cause the required number of
student credit hours to vary by division. Adjustments may be made for special assignments or external regulations with the regional academic officer’s written approval.

Summer loading for nine-month full-time faculty is enrollment driven. If enrollment is sufficient, full-time faculty must be offered a minimum of a 50 percent contract. If enrollment is not sufficient in the regular program area, faculty may be approved to teach in other areas where they are credentialed. Contracts for nine-month full-time faculty during the summer are pro-rated at 33.5 percent of the nine-month base salary for faculty on a 100 percent assignment.

**Summer Loading Standards for Extended Year and Twelve-month Agreement**

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Teaching Load</th>
<th>Contact Hours (per term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at 100%</td>
<td>12-13 credit hours,</td>
<td>240-303 hours</td>
</tr>
<tr>
<td></td>
<td>or equivalent</td>
<td>216-273 hours*</td>
</tr>
<tr>
<td>Program Chair</td>
<td>6-10 credit hours</td>
<td>190-243 hours</td>
</tr>
<tr>
<td></td>
<td>or equivalent</td>
<td>171-219 hours*</td>
</tr>
<tr>
<td>Assistant Chair</td>
<td>6-10 credit hours</td>
<td>190-243 hours</td>
</tr>
<tr>
<td></td>
<td>or equivalent</td>
<td>171-219 hours*</td>
</tr>
<tr>
<td>Department Chair</td>
<td>6-9 credit hours</td>
<td>190-220 hours</td>
</tr>
<tr>
<td></td>
<td>or equivalent</td>
<td>171-198 hours*</td>
</tr>
<tr>
<td>School Dean</td>
<td>No more than 3 credit hours</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Applicable only for full-time faculty teaching in programs with a 60 minute contact hour format (contrasted to the standard 50 minute/contact hour basis) and with loading based on contact hours.

- Five (or proportionate) posted office hours per week of the region’s summer term, during which the full-time faculty member is appropriately accessible to meet with students, are required during the faculty member’s instructional appointment. Office hour requirements will be pro-rated for those faculty, program chairs, assistant department or department chairs on less than 100% full-time assignment. Weekly office hour requirements will be adjusted up if summer term is less than a standard 10 week session.

- Four faculty service days per summer term, in addition to instructional days, will be assigned by regional administration. Faculty service day requirements will be pro-rated for those faculty, program chairs, or department chairs on less than full-time assignments.
Faculty Overload Standards

With the approval of the regional academic officer and with the agreement of the faculty member, full-time faculty may teach the equivalent of one 3-5 credit–hour course or one additional lab, clinical, studio, etc.) as an overload per semester. The College reserves the right to determine which courses will comprise a regular full-time load (14-16 credit hours).

- Faculty who meet the minimum of the given range will be considered 100%. Overloads will be calculated once a faculty member exceeds the maximum of the given range. Overloads are calculated by course, not credit hour. For example, a faculty member with 14 credits given a 3 credit course that places them in overload status will have the entire course considered as an overload, not simply the credits that push the faculty member past 16 credits. Overloads for chairs will be calculated once a chair exceeds their approved load as determined by the regional academic officer.

- In exceptional circumstances, full-time faculty may teach a second overload with documented rationale and the written approval of the regional academic officer, and with the agreement of the faculty member. If online courses make up any portion of the overload, the overload in online courses may not exceed 6 credit hours and a total combined enrollment of 100 students.

- Overload courses must be scheduled outside the faculty member’s assigned workload.

- Courses taught for another region must be approved by both regions’ academic officers.

- Compensation for overload will be paid on an adjunct faculty contract at the applicable regional adjunct rate of pay.

- Course sizing requirements for online courses apply to the overload. Therefore, an overload of a single course would be 30 students in an online three credit hour course. An overload of two courses would be 60 students in an online three-credit hour course. The total enrollment of all online courses that make up the overload should never exceed 100 students.

- Full-time administrative or staff members who teach for the college on an adjunct contract are subject the same overload standards as a full-time faculty member.

Summer loading

8 and 10 week summer terms require conversion of 16 week term requirements for office hours. The following guidelines for full summer loads are suggested:
<table>
<thead>
<tr>
<th></th>
<th>Student Office Hours</th>
<th>Administrative Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulltime</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Department Chair</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>School Dean</td>
<td></td>
<td>Administrative Work Week</td>
</tr>
<tr>
<td><strong>8 week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulltime</td>
<td>6.25*</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>6.25</td>
<td>7.5**</td>
</tr>
<tr>
<td>Department Chair</td>
<td>6.25</td>
<td>15***</td>
</tr>
<tr>
<td>School Dean</td>
<td></td>
<td>Administrative Work Week</td>
</tr>
</tbody>
</table>

* 5 hrs x 10 wks = 50 hrs / 8 wks = 6.25 hrs per wk

** 6 hrs x 10 wks = 60 hrs / 8 wks = 7.5 hrs per wk

*** 12 hrs x 10 wks = 120 hrs / wks = 15 hrs per wk

Summer contracts < 100% will be calculated as follows for student: (5 student hrs) x % contract = total required office hours (rounded up at .5)

If Administrative Office Hours are required they must be submitted to the Vice Chancellor of Academic Affair’s Office along with the class and office schedules.

**REFERENCES**

Appendix A – Faculty Job Description  
Appendix B – Program Chair Job Description  
Appendix C – Department Chair Job Description  
Appendix D – Faculty Agreement  
Indiana State Board of Nursing standards http://www.in.gov/pla/nursing.htm  
Accrediting agencies  
Section 10.5, ASOM – Adjunct faculty loading

**RESOURCE PERSON**

Regional Vice Chancellor for Academic Affairs
IVY TECH COMMUNITY COLLEGE

Generic Faculty Job Description

POSITION TITLE: Faculty

FSLA: Exempt

CLASSIFICATION: F1- F5

REPORTS TO: Program Chair

SUPERVISES: Designated support staff

POSITION PURPOSE: Provide quality and engaging instruction in all delivery methods and formats within specific academic programs; provide timely and meaningful feedback to students regarding the mastery of course and program learning outcomes; engage students outside of class in support of the curriculum and co-curriculum; provide institutional support and community service; participate meaningfully in student retention and completion initiatives; support the College’s mission and strategic plan initiatives; conform to regional expectations of faculty performance and engagement.

ESSENTIAL FUNCTIONS:

I. INSTRUCTION

1. Deliver assigned classes using pedagogy and technology that best support student learning, and in accordance with college loading policy, course objectives and program learning outcomes.
2. Develop and maintain curriculum and supporting course materials in keeping with and furtherance of course objectives and program learning outcomes.
3. Maintain student records, attendance, grades, and other documentation as required. Manage a classroom environment conducive to student learning and in adherence to federal, state, and college safety standards and practices.
4. Facilitate student achievement of expected program learning outcomes.
5. Use Learning Management System (e.g. Blackboard) to facilitate teaching, learning, assessment and communication.

II. RETENTION AND STUDENT SUCCESS

1. Provide academic-related coaching and academic monitoring to assigned student advisees in partnership with professional academic advising staff.
2. Monitor and document student performance throughout the semester, including use of technology for academic advising alerts; provide necessary interventions to include communication with students, tutoring
and other academic supports, and referrals to appropriate college resources.
3. Maintain posted office hours and student engagement hours in accordance with regional expectations and the faculty loading policy in the Academic Support and Operations Manual (ASOM 7.2).
4. Promote and assist in student recruitment, retention, and successful completion of programs, including outreach to students by phone, technology tools, and other electronic means.

III. PROFESSIONAL DEVELOPMENT
1. Participate in professional development activities that may include scheduled training, time spent onsite in related business and industries, and self-study to advance instructional and technical skills as well as current knowledge within the field of study.
2. Participate in scholarly activities related to the discipline/focus, in fulfillment of annual performance plans, and as required for certification and licensure.
3. Stay current in contemporary pedagogy, digital technology, and other technology related to teaching that best support student learning.

IV. COMMUNITY RELATIONS AND BUSINESS OUTREACH
1. Participate in community service activities on behalf of the college to advance the college’s relationships within its service area as appropriate for department/division/college.
2. Develop community/industry/business contacts to advance college relationships within service area as appropriate in the department and division.

V. INSTITUTIONAL SUPPORT
1. Provide institutional support as requested by college administration such as participation on committees and task forces, projects related to college and program accreditations, and grant-related projects.
2. Support and engage with Corporate College and Development (Ivy Tech Foundations).
3. Attend commencement and participate as assigned by regional administration.
4. Participate in college/regional/campus-wide meetings and departmental/division/faculty meetings.
5. Participate in career service and alumni activities.
6. Support program/department chair in program management activities.
7. Adhere to college and regional academic policies.
MINIMUM QUALIFICATIONS: Must have strong working knowledge of current technologies appropriate to area of instruction, faculty credentials as outlined in the ASOM 7.1 as applicable to the specific area of instruction.

The above list of duties is not to be construed as an exhaustive list. Other duties logically associated with the position may be assigned.
POSITION TITLE: Program Chair

FSLA: Exempt

REPORTS TO: Dean or Department Chair

CLASSIFICATION: F1 - F5

SUPERVISES: Full-Time and Adjunct Faculty; designated support staff

POSITION PURPOSE: Manage all elements of the designated academic program, including enrollment management, program administration, instructional quality, and human resource management ensuring coordination with academic and non-academic departments. Provide quality and engaging instruction in all delivery methods and formats within specific academic programs; provide timely and meaningful feedback to students regarding the mastery of course and program learning outcomes; engage students outside of class in support of the curriculum and co-curriculum; provide institutional support and community service; participate meaningfully in student retention and completion initiatives; support the College’s mission and strategic plan initiatives; conform to regional expectations of faculty performance and engagement.

ESSENTIAL FUNCTIONS:

I. INSTRUCTION
   1. Deliver assigned classes using pedagogy and technology that best support student learning, and in accordance with college loading policy, course objectives and program learning outcomes.
   2. Develop and maintain curriculum and supporting course materials in keeping with and furtherance of course objectives and program learning outcomes.
   3. Maintain student records, attendance, grades, and other documentation as required. Manage a classroom environment conducive to student learning and in adherence to federal, state, and college safety standards and practices.
   4. Facilitate student achievement of expected program learning outcomes.
   5. Use Learning Management System (e.g. Blackboard) to facilitate teaching, learning, assessment and communication.

II. RETENTION AND STUDENT SUCCESS
   1. Provide academic-related coaching and academic monitoring to assigned student advisees in partnership with professional academic advising staff.
2. Monitor and document student performance throughout the semester, including use of technology for academic advising alerts; provide necessary interventions to include communication with students, tutoring and other academic supports, and referrals to appropriate college resources.

3. Maintain posted office hours and student engagement hours in accordance with regional expectations and the faculty loading policy in the Academic Support and Operations Manual (ASOM 7.2).

4. Promote and assist in student recruitment, retention, and successful completion of programs, including outreach to students by phone, technology tools, and other electronic means.

III. PROFESSIONAL DEVELOPMENT

1. Participate in professional development activities that may include scheduled training, time spent onsite in related business and industries, and self-study to advance instructional and technical skills as well as current knowledge within the field of study.

2. Participate in scholarly activities related to the discipline/focus, in fulfillment of annual performance plans, and as required for certification and licensure.

3. Stay current in contemporary pedagogy, digital technology, and other technology related to teaching that best support student learning.

IV. COMMUNITY RELATIONS AND BUSINESS OUTREACH

1. Participate in community service activities on behalf of the college to advance the college’s relationships within its service area as appropriate for department/division/college.

2. Develop community/industry/business contacts to advance college relationships within service area as appropriate in the department and division.

V. INSTITUTIONAL SUPPORT

1. Provide institutional support as requested by college administration such as participation on committees and task forces, projects related to college and program accreditations, and grant-related projects.

2. Support and engage with Corporate College and Development (Ivy Tech Foundations).

3. Attend commencement and participate as assigned by regional administration.

4. Participate in college/regional/campus-wide meetings and departmental/division/faculty meetings.

5. Participate in career service and alumni activities.

6. Adhere to college and regional academic policies.
VI. **ENROLLMENT MANAGEMENT**

1. Review and analyze program data as related to completion and retention.
2. Determine and lead action steps positively impacting retention.
3. Support development of student internships and other real-work experiences to support the curriculum and student experiential learning.
4. Assure quality of discipline-specific dual credit courses within the local high schools. See ASOM 4.3 – Credit Transfer Awarding/Dual Credit for listing of specific responsibilities.
5. Create course schedules conducive to student learning and student access, in consideration of the needs of Corporate College; and maximizing utilization of existing classroom and laboratories.

VII. **PROGRAM ADMINISTRATION**

1. Complete annual Program Review, which includes analysis of trend data and resources.
2. As appropriate, engage internally and externally with employers and other economic sector experts, deans, vice presidents, and as a member of the statewide curriculum committee to ensure alignment of quality, relevant, and market-driven curriculum.
3. Maintain office administrative hours in accordance with the faculty loading guidelines in ASOM 7.2 – Faculty Job Descriptions and Loading.
4. Coordinate program advisory committees and assure broad-based membership and participatory agendas.
5. If applicable, oversee equipment purchases and maintenance and supplies for instructional laboratories.

VIII. **HUMAN RESOURCE MANAGEMENT**

1. Coordinate recruitment, evaluation, and development of full-time and adjunct faculty with Human Resources and the Vice Chancellor of Academic Affairs (or designee).
2. Review and respond to faculty, staff and student issues.

**MINIMUM QUALIFICATIONS:** Must have strong working knowledge of current technologies appropriate to area of instruction, faculty credentials per ASOM 7.1 for a discipline assigned, academic leadership and management skills.

The above list of duties is not to be construed as an exhaustive list. Other duties logically associated with the position may be assigned.
Appendix C

IVY TECH COMMUNITY COLLEGE

Generic Department Chair Job Description

POSITION TITLE: Department Chair  
CLASSIFICATION: F2 - F5

FSLA: Exempt  
SUPERVISES: Program Chairs, Full-Time and Adjunct Faculty and designated support staff

REPORTS TO: School Dean

POSITION PURPOSE: Has responsibility for two or more programs, campuses or academic initiatives. Manage all elements of the designated academic programs, including enrollment management, program administration, instructional quality, and human resource management ensuring coordination with academic and non-academic departments. Provide quality and engaging instruction in all delivery methods and formats within specific academic programs; provide timely and meaningful feedback to students regarding the mastery of course and program learning outcomes; engage students outside of class in support of the curriculum and co-curriculum; provide institutional support and community service; participate meaningfully in student retention and completion initiatives; support the College’s mission and strategic plan initiatives; conform to regional expectations of faculty performance and engagement.

ESSENTIAL FUNCTIONS:

I. INSTRUCTION

1. Deliver assigned classes using pedagogy and technology that best support student learning, and in accordance with college loading policy, course objectives and program learning outcomes.
2. Develop and maintain curriculum and supporting course materials in keeping with and furtherance of course objectives and program learning outcomes.
3. Maintain student records, attendance, grades, and other documentation as required. Manage a classroom environment conducive to student learning and in adherence to federal, state, and college safety standards and practices.
4. Facilitate student achievement of expected program learning outcomes.
5. Use Learning Management System (e.g. Blackboard) to facilitate teaching, learning, assessment and communication.
II. **RETENTION AND STUDENT SUCCESS**

1. Provide academic-related coaching and academic monitoring to assigned student advisees in partnership with professional academic advising staff.
2. Monitor and document student performance throughout the semester, including use of technology for academic advising alerts; provide necessary interventions to include communication with students, tutoring and other academic supports, and referrals to appropriate college resources.
3. Maintain posted office hours and student engagement hours in accordance with regional expectations and the faculty loading policy in the Academic Support and Operations Manual (ASOM 7.2).
4. Promote and assist in student recruitment, retention, and successful completion of programs, including outreach to students by phone, technology tools, and other electronic means.

III. **PROFESSIONAL DEVELOPMENT**

1. Participate in professional development activities that may include scheduled training, time spent onsite in related business and industries, and self-study to advance instructional and technical skills as well as current knowledge within the field of study.
2. Participate in scholarly activities related to the discipline/focus, in fulfillment of annual performance plans, and as required for certification and licensure.
3. Stay current in contemporary pedagogy, digital technology, and other technology related to teaching that best support student learning.

IV. **COMMUNITY RELATIONS AND BUSINESS OUTREACH**

1. Participate in community service activities on behalf of the college to advance the college’s relationships within its service area as appropriate for department/division/college.
2. Develop community/industry/business contacts to advance college relationships within service area as appropriate in the department and division.

V. **INSTITUTIONAL SUPPORT**

1. Provide institutional support as requested by college administration such as participation on committees and task forces, projects related to college and program accreditations, and grant-related projects.
2. Support and engage with Corporate College and Development (Ivy Tech Foundations).
3. Attend commencement and participate as assigned by regional administration.
4. Participate in college/regional/campus-wide meetings and
departmental/division/faculty meetings.
5. Participate in career service and alumni activities.
6. Adhere to college and regional academic policies.

VI. **ENROLLMENT MANAGEMENT**

1. Review and analyze program data as related to completion and retention.
2. Determine and lead action steps positively impacting retention.
3. Support development of student internships and other real-work
   experiences to support the curriculum and student experiential learning.
4. Assure quality of discipline-specific dual credit courses within the local
   high schools. See ASOM 4.3 – Credit Transfer Awarding/Dual Credit for
   listing of specific responsibilities.
5. Create course schedules conducive to student learning and student access,
   in consideration of the needs of Corporate College; and maximizing
   utilization of existing classroom and laboratories.

VII. **PROGRAM ADMINISTRATION**

1. Complete annual Program Review, which includes analysis of trend data
   and resources.
2. As appropriate, engage internally and externally with employers and other
   economic sector experts, deans, vice presidents, and as a member of the
   statewide curriculum committee to ensure alignment of quality, relevant,
   and market-driven curriculum.
3. Maintain office administrative hours in accordance with the faculty
   loading guidelines in ASOM 7.2 – Faculty Job Descriptions and Loading.
4. Coordinate program advisory committees and assure broad-based
   membership and participatory agendas.
5. If applicable, oversee equipment purchases and maintenance and supplies
   for instructional laboratories.

VIII. **HUMAN RESOURCE MANAGEMENT**

1. Coordinate recruitment, evaluation, and development of full-time and
   adjunct faculty with Human Resources and the Vice Chancellor of
   Academic Affairs (or designee).
2. Review and respond to faculty, staff and student issues.

**MINIMUM QUALIFICATIONS:** Must have strong working knowledge of current
 technologies appropriate to area of instruction, faculty credentials as outlined in the
 ASOM Number 7.1 as applicable to the specific area of instruction.

The above list of duties is not to be construed as an exhaustive list. Other duties logically
 associated with the position may be assigned.
Appendix D

IVY TECH COMMUNITY COLLEGE

Generic Faculty Fellow Job Description

POSITION TITLE: Faculty Fellow
CLASSIFICATION: F-1
FLSA: Exempt
SUPERVISES: n/a
REPORTS TO: Program Chair

POSITION RATIONALE: To appoint full-time faculty as an entry point into the profession for credentialed individuals with limited or no teaching experience. Rationale is to provide mentoring and an introduction to teaching at the college level for individuals newly entering the profession, both recent graduates and those who changed careers. Formal mentoring is expected to be provided by the hiring campus or region. Faculty Fellow positions may be funded by recurring or non-recurring sources. Positions are assigned based on academic need up to three years.

POSITION PURPOSE: Provide quality and engaging instruction in all delivery methods and formats within specific academic programs; provide timely and meaningful feedback to students regarding the mastery of course and program learning outcomes; engage students outside of class in support of the curriculum and co-curriculum; provide institutional support and community service; participate meaningfully in student retention and completion initiatives; support the College’s mission and strategic plan initiatives; conform to regional expectations of faculty performance and engagement.

ESSENTIAL FUNCTIONS:

I. INSTRUCTION

1. Deliver assigned classes using pedagogy and technology that best support student learning, and in accordance with college loading policy, course objectives and program learning outcomes.
2. Develop and maintain curriculum and supporting course materials in keeping with and furtherance of course objectives and program learning outcomes.
3. Maintain student records, attendance, grades, and other documentation as required. Manage a classroom environment conducive to student learning and in adherence to federal, state, and college safety standards and practices.
4. Facilitate student achievement of expected program learning outcomes.
5. Use Learning Management System (e.g. Blackboard) to facilitate teaching, learning, assessment and communication.
II. **RETENTION AND STUDENT SUCCESS**

1. Provide academic-related coaching and academic monitoring to assigned student advisees in partnership with professional academic advising staff.
2. Monitor and document student performance throughout the semester, including use of technology for academic advising alerts; provide necessary interventions to include communication with students, tutoring and other academic supports, and referrals to appropriate college resources.
3. Maintain posted office hours and student engagement hours in accordance with regional expectations and the faculty loading policy in the Academic Support and Operations Manual (ASOM 7.2).
4. Promote and assist in student recruitment, retention, and successful completion of programs, including outreach to students by phone, technology tools, and other electronic means.

III. **PROFESSIONAL DEVELOPMENT**

1. Participate in professional development activities that may include scheduled training, time spent onsite in related business and industries, and self-study to advance instructional and technical skills as well as current knowledge within the field of study.
2. Participate in scholarly activities related to the discipline/focus, in fulfillment of annual performance plans, and as required for certification and licensure.
3. Stay current in contemporary pedagogy, digital technology, and other technology related to teaching that best support student learning.

IV. **COMMUNITY RELATIONS AND BUSINESS OUTREACH**

1. Participate in community service activities on behalf of the college to advance the college’s relationships within its service area as appropriate for department/division/college.
2. Develop community/industry/business contacts to advance college relationships within service area as appropriate in the department and division.

V. **INSTITUTIONAL SUPPORT**

1. Provide institutional support as requested by college administration such as participation on committees and task forces, projects related to college and program accreditations, and grant-related projects.
2. Participate in mentoring activities as arranged by regional administration.
3. Support and engage with Corporate College and Development (Ivy Tech Foundations).
4. Attend commencement and participate as assigned by regional administration.
5. Participate in college/regional/campus-wide meetings and 
departmental/division/faculty meetings.
6. Adhere to college and regional academic policies.

**MINIMUM QUALIFICATIONS:** For most disciplines, a Master’s degree is required. No teaching experience required. Must have strong working knowledge of current technologies appropriate to area of instruction, faculty credentials as outlined in the ASOM 7.1 as applicable to the specific area of instruction.

The above list of duties is not to be construed as an exhaustive list. Other duties logically associated with the position may be assigned.
Appendix E

IVY TECH COMMUNITY COLLEGE

Division Dean Job Description

POSITION TITLE: Division Dean
CLASSIFICATION: Administrative Faculty
REPORTS TO: Vice Chancellor for Academic Affairs,
            Matrix reporting to Division Vice President
SUPERVISES: Full-Time and Adjunct Faculty; designated support staff
FLSA: Exempt

POSITION PURPOSE: Serves as principal academic and administrative leader of the
designated Division working to achieve the College’s mission and strategic plan
initiatives. The Dean has the responsibility for, planning, budgeting, scheduling, staffing,
curriculum, instruction, program and instructional quality, student academic success and
other academic matters. This position actively represents and promotes the Division and
the College to students, business and industry, parents, professional organizations,
secondary and post-secondary articulation partners, and other relevant constituencies.
The Dean may deliver assigned classes in accordance with College loading policy and
course objectives as needed. Proactively and in collaboration with Corporate College,
identifies opportunities and challenges for the Division particularly in the context of
linkages to economic sectors, current and future workforce needs and instructional
resources, the College’s Strategic Plan. This position performs all of the essential
functions as identified below.

ESSENTIAL FUNCTIONS:

LEADERSHIP

1. Work with the Vice Chancellor for Academic Affairs and Division Vice
   President to support the College’s mission, strategic planning and College
development initiatives.
2. Proactively link with business and industry in regards to current and future
   College curricula within the division.
3. Work with Vice Chancellor, Division Vice President, individual program and
   department chairs, and other faculty to plan for curriculum development,
   modifications and deletions; set priorities for resource needs and provide
   program analysis.
4. Recommend instructional and general policies, conduct meetings to facilitate
   planning and collegial decision-making and to keep staff informed about
   issues and projects for the overall College instructional program.
5. Maintain current knowledge of trends and innovations in post-secondary
   education.
6. Participate in scholarly activities related to the discipline/focus.
7. Provide leadership for program improvement, development, and review and recommend changes to maintain relevance of academic programs and to meet student, business and industry, workforce and community needs.
8. Promote excellence in learning centered teaching and promote faculty engagement in scholarly activities.
9. Link the College’s Strategic Plan with Division strategies, objectives and initiatives.
10. Ensure Division’s compliance with applicable policies, accreditation standards and legal requirements.

INSTRUCTION – See responsibilities noted under “Instruction” in the Faculty Job Description if a teaching load is assigned

ENROLLMENT MANAGEMENT
1. Coordinate with Student Affairs and Marketing and Communications activities for student recruitment, advising, registration, retention, graduation and other promotional activities.
2. Develop secondary and post-secondary linkages, including the facilitation of high school-based dual credit initiatives.
3. Facilitate the development of course schedules conducive to student enrollment.
4. Participate in career services and alumni activities.

RESOURCE MANAGEMENT
1. Develop and manage the Division budget consistent with college policy and sound financial management principles.
2. Facilitate data-driven analysis of information regarding curriculum related matters.
3. Facilitate program review process in timely manner.
4. Identify and prioritize Division needs, secure available funding, and strategically allocate and re-allocate resources.
5. Confer with faculty regarding ideas for program improvement to find resources for development through grants, College development initiatives and special projects.
6. Work with the Regional Development Office to identify and secure specific fundraising opportunities that support the priorities and needs of the Division.

STAFFING
1. Interview and participate in selecting employees; orient, train, supervise, develop, evaluate, mentor, counsel, and terminate personnel according to established policies and procedures.
2. Facilitate assignment of faculty to classes, monitor schedules and workload for accuracy throughout the semester.
ADVISING AND STUDENT SUCCESS

1. Work with faculty and staff to assess students and continuously monitor their progress for success.
2. Ensure compliance with College policy to resolve student issues and assist faculty and staff to refer issues (student behavior, grade changes, etc.) to appropriate departments.
3. Provide student advising support as assigned.

INSTITUTIONAL AND PROFESSIONAL SERVICE

1. Participate in department, campus and college-wide committees.
2. Serve discipline by providing leadership and participation in appropriate professional associations and organizations.

COMMUNITY RELATIONS/OUTREACH

1. Communicate with leaders in the private and public sectors and in educational agencies to determine needs for new courses and programs and establish advisory committees as appropriate.
2. Directly work with Vice Chancellor for Academic Affairs and Division Vice President for promotion of the Division and College development initiatives.
3. Facilitate academic partnerships between the Division and four-year transfer institutions; assure maximum course articulation for students.
4. Participate and provide professional expertise to aid or lead organizations that create linkages between the college and the community.

ORGANIZATIONAL RELATIONSHIP:

Position reports to Vice Chancellor for Academic Affairs and matrix reporting structure to Division Vice President.

The above list of duties is not to be construed as an exhaustive list. Other duties logically associated with the position may be assigned.

QUALIFICATIONS:

Required: Master’s degree; Except for University Transfer division, minimum 3 years applicable industry experience; minimum five years related teaching experience with at least two years full time equivalency teaching in higher education required for University Transfer Division only while all other academic divisions require minimum two years or equivalency of relevant teaching or training experience; meets faculty credentials per ASOM 7.1 for at least one program within the division for which oversight is assigned; evidence of ongoing professional development and maintaining currency in the field. Demonstrated competency in supervision and leadership. A combination of industry with teaching/training experience may be considered in lieu of specific years’ experience noted above.
Preferred: Experience with secondary and post-secondary partnerships or community partnerships; evidence of contributions to the community and to the profession; involved in a workforce development initiative, service on an industry council, or other related activity; Doctorate preferred for University and Transfer Division
Appendix F

IVY TECH COMMUNITY COLLEGE

School of Nursing, Dean Job Description

POSITION TITLE: Dean, School of Nursing

CLASSIFICATION: Administrative Faculty

REPORTS TO: Vice Chancellor for Academic Affairs, Associate Vice President for Nursing Education

SUPERVISES: Full-Time and Adjunct Faculty; designated support staff

POSITION PURPOSE: Serves as principal academic and administrative leader of the School of Nursing (School) working to achieve the College’s mission and strategic plan initiatives. The Dean has the responsibility for, planning, budgeting, scheduling, staffing, curriculum, instruction, program and instructional quality, student academic success and other academic matters. This position actively represents and promotes the School and the College to students, healthcare business and industry, parents, professional organizations, secondary and post-secondary articulation partners, and other relevant constituencies. The Dean may deliver assigned classes in accordance with College loading policy and course objectives as needed. Proactively identifies opportunities and challenges for the School particularly in the context of linkages to healthcare sectors, current and future workforce needs and instructional resources, the College’s Strategic Plan, and the College’s Development Office. This position performs all of the essential functions as identified below.

ESSENTIAL FUNCTIONS:

LEADERSHIP

1. Work with the Vice Chancellor for Academic Affairs and Associate Vice President for Nursing Education to support the College’s mission, strategic planning and College development initiatives.
2. Recommend instructional and general policies, conduct meetings to facilitate planning and collegial decision-making and to keep faculty and staff informed about issues and projects for the overall College instructional program.
4. Participate in scholarly activities related to the discipline/focus.
5. Provide leadership for program improvement, development, and review and recommend changes to maintain relevance of academic programs and to meet student, healthcare business and industry, workforce and community needs.
6. Promote excellence in learning centered teaching and promote faculty engagement in scholarly activities.
7. Link the College’s Strategic Plan with School strategies, objectives and initiatives.
8. Ensure Schools’ compliance with applicable policies, accreditation standards and legal requirements.

INSTRUCTION
1. Deliver assigned classes in accordance with College loading policy and course objectives.
2. Develop and maintain course outlines, syllabi, lesson plans, assignments, tests, and other course materials.
3. Maintain student records, attendance, grades, and other documentation as required. Maintain a safe, quality classroom/lab, including equipment, supplies, inventory and maintenance.

CURRICULUM AND PROGRAM DEVELOPMENT
1. Work with individual program and department chairs and other faculty to plan for curriculum development, modifications, and deletions; set priorities for resource needs; and provide program analysis.
2. Ensure linkage of programs and curricula to needs of applicable healthcare sector(s) and current and future workforce needs.
3. Facilitate maintenance of relevant curriculum appropriate to the college mission.
4. Work with faculty to identify and implement Student Learning Outcomes.

ENROLLMENT MANAGEMENT
1. Coordinate with Student Affairs and Marketing and Communications activities for student recruitment, advising, registration, retention, graduation and other promotional activities.
2. Develop secondary and post-secondary linkages, including the facilitation of high school-based dual credit initiatives.
3. Facilitate the development of course schedules conducive to student enrollment.
4. Participate in career services and alumni activities.

RESOURCE MANAGEMENT
1. Develop and manage the School budget consistent with college policy and sound financial management principles.
2. Facilitate data-driven analysis of information regarding curriculum related matters.
3. Facilitate program review process in a timely manner.
4. Identify and prioritize School needs, secure available funding, and strategically allocate and re-allocate resources.
5. Confer with faculty regarding ideas for program improvement to find
resources for development through grants, College development initiatives and special projects.

6. Work with the Regional Development Office to identify specific fundraising opportunities that support the priorities and needs of the School.

STAFFING

1. Interview and participate in selecting employees; orient, train, supervise, develop, evaluate, mentor, counsel, discipline and terminate personnel according to established policies and procedures.
2. Facilitate assignment of faculty to classes, monitor schedules and workload for accuracy throughout the semester.

ADVISING AND STUDENT SUCCESS

1. Work with faculty and staff to assess students and continuously monitor their progress for success.
2. Ensure compliance with College policy to resolve student issues and assist faculty and staff to refer issues (student behavior, grade changes, etc.) to appropriate departments.
3. Provide student advising support as applicable.

INSTITUTIONAL AND PROFESSIONAL SERVICE

1. Participate in School, campus and college-wide committees.
2. Serve discipline by providing leadership and participation in appropriate professional associations and organizations.

COMMUNITY RELATIONS/OUTREACH

1. Communicate with leaders in the private and public sectors and in educational agencies to determine needs for new courses and programs and establish advisory committees as appropriate.
2. Directly work with the Vice Chancellor for Academic Affairs and Associate Vice President for Nursing Education for promotion of the School and College development initiatives.
3. Facilitate academic partnerships between the School and four-year transfer institutions; assure maximum course articulation for students.
4. Participate and provide professional expertise to aid or lead organizations that create linkages between the college and the community.

The above list of duties is not to be construed as an exhaustive list. Other duties logically associated with the position may be assigned.

ORGANIZATIONAL RELATIONSHIP:

Position reports to the Vice Chancellor for Academic Affairs and Associate Vice President for Nursing Education.
QUALIFICATIONS:

Master’s degree in Nursing required, doctorate preferred, from a regionally accredited institution. Must have 3 years’ experience as a Registered Nurse to teach in clinical setting and demonstrated experience in nursing education and administration. Must possess a current, unencumbered Indiana Registered Nurse license.
### REGULAR FACULTY AGREEMENT

<table>
<thead>
<tr>
<th>Name:</th>
<th>C#</th>
<th>School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Faculty</td>
<td>Program Chair</td>
<td>Department Chair</td>
</tr>
</tbody>
</table>

**Academic Year Agreement**

- **Base Agreement Amount**
  - Multiply by Contract %: 0%

- **8-Day Administrative Amount**
  - Multiply by Contract %: 0%

- **Base Administrative Stipend**
  - Multiply by Contract %: 0%

**Contract % (FTE):** 0%

**Total Agreement Amount:** $-

**Assignment:**

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**Extended Year/Initial Summer Agreement**

- **Academic Year Base Amount**
  - Multiply by 33.53%: 0.3353

**Assignment:**

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Are there any other agreements affecting the terms and conditions not covered by this document?  
☐ Yes  
☐ No

If yes, attach documentation of these agreements.

The individual named above is hereby employed to the regular faculty of Ivy Tech Community College of Indiana for the limited term stated above and, hereby accepts such employment on the terms and conditions provided herein:

1. The faculty member shall devote his/her knowledge, skill and working time to the interests of Ivy Tech Community College and shall execute his/her duties to the satisfaction of the Academic Officer and the Chancellor or designee. The Faculty member's responsibilities include all of those listed on the job description (see Academic Support and Operations Manual (ASOM) 7.2) as well as any responsibilities created by College policy as found in the College's ASOM and any other duties as assigned. The Faculty member agrees to perform those services required of the position at times and locations designated by the chancellor or designee. The Faculty member agrees to be present and to perform those services outlined in the current job description and such other duties as may be assigned; the Faculty member's job description, which is subject to change, is incorporated into this agreement by this reference.

2. Faculty members are expected to maintain their faculty load of credit and/or contact hours, office/engagement hours and non-instructional/professional development days per ASOM 7.2.

3. Faculty members shall teach Corporate College courses, in accordance with the faculty loading policy, at the discretion of the Regional College Administration.

4. Annual performance evaluation will occur as outlined in ASOM 7.3.
5. Payment shall be made according to the normal College payment schedule. If service is not rendered for the full term of agreement, the faculty member shall be paid per College policy.

6. This agreement may be terminated during the specified term for causes related to the conduct or the effectiveness of the faculty member as outlined in the College policies or due to the discontinuance of the department or work to which the faculty member is assigned.

7. The faculty member must become familiar with and abide by the current rules, regulations, administrative practices and policies of the College, as they may be periodically revised or adopted.

8. The faculty member is eligible to participate in the College's regular full time benefits programs pursuant to the terms and conditions of said programs.

9. The faculty member understands that this regular faculty agreement should not be construed to give the faculty member any expectation that he or she will receive a regular faculty agreement in the future and that such faculty member has not been given any assurance, oral or otherwise, of future employment. The College reserves the right, at its sole discretion, not to enter into future terms of employment with the faculty member at the expiration of this agreement.

Faculty Member __________________________ Date ______________

Chancellor or Designee __________________________ Date ______________

IVY TECH COMMUNITY COLLEGE OF INDIANA IS AN ACCREDITED, EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER