Northwestern Michigan College
Job Description

Job Title: Computer Information Technology Instructor
Classification: Faculty
Department: Business Academic Area
Reports To: Business Academic Area Chair
FLSA Status: Exempt
Prepared By: John Velis
Prepared Date: 1/16/2018
Approved By: Heather Hess, Talent Acquisition Coordinator
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SUMMARY
Responsible for working in the Computer Information Technology Department within the Business Academic Area supporting the CIT curriculum. Candidate must be able to prepare and deliver instruction for Microsoft Office courses (Word, Excel, Access, and PowerPoint) as well as other introductory courses. Candidate may also be asked to teach web development and introductory programming courses that support the CIT-Developer program. Industry certification is highly valued in NMC CIT programs and the CIT program utilizes the Microsoft Office Specialist and the Microsoft Technology Associate (MTA) certification as a basis for much of the instruction. Additional information is available on the MOS objectives and exams and the MTA objectives and exams sites. This individual will be required to be certified in the content areas being taught within one year of employment. This instructor is expected to develop curriculum, deliver content using a variety of formats, assess student learning and program quality, maintain industry relationships, support adjunct faculty, advise students, and contribute to the growth and development of the academic area. A CIT instructor is expected to keep up-to-date on IT tools and technology; professional development funding is provided. This position includes the possibility of teaching online, night, and summer courses.

EDUCATION, EXPERIENCE, CERTIFICATES, LICENSES, and/or REGISTRATIONS

Required
• Bachelor’s degree in either Business Administration, Computer Science, Computer Information Systems or Computer Information Technology.
• Minimum of three years of experience in business or the IT industry.
• Microsoft Office Specialist (MOS) certified and MTA certified (within one year of employment)

Preferred
• Relevant Master’s degree.
• Experience in online course instruction.
• Two years of college-level teaching experience.
• Experience in academic advising.
• Experience with course development

SUPERVISORY RESPONSIBILITIES
None

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

1. Develops, revises, evaluates, and instructs CIT courses with primary responsibility for CIT courses supporting the Microsoft Office curriculum. The ability to develop, revise, evaluate, and instruct entry-level courses in the CIT-Developer courses may also be required.
2. Instructs at least 15 contact hours per semester and assists, as needed, in other information technology courses.
3. Act as the lead instructor for assigned courses and support adjunct instructors as needed.
4. Interacts with the local business community, including the CIT Advisory Committee.
5. Assesses students’ performance and CIT program quality.
6. Recommends and implements program changes.
7. Obtains and maintains relevant IT certifications.
8. Contributes to community outreach including industry and K12.

Planning
- Participates in Academic Area and Department curriculum development activities.
- Plans thoroughly on a daily, weekly, and semester time period to ensure implementation of the established curriculum and provides strong support for students in their pursuit of established expectations.
- Develops plans that promote the development of higher-order thinking skills in the instructional process.
- Develops and maintains course outlines and model schedules for certificates.

Instruction
- Provides motivation to learn via:
  a. Thorough planning
  b. Enthusiasm for subject matter
  c. Appropriate climate for learning within the classroom
  d. Relevant and current course content
  e. Understanding of individual differences and learning styles
  f. Active learning instruction techniques
- Facilitates and paces instruction to maximize learning.
- Utilizes varied instructional delivery modes.
- Assesses learning frequently using various methods, such as:
  a. Questioning techniques
  b. Oral and/or written quizzes
  c. Student presentations
  d. Writing assignments
  e. Self-determined assessment instruments
- Provides remediation as deemed appropriate and possible.
- Develops and administers exams consistent with learning goals, including a final examination.
- Teaches evening and weekend courses when appropriate.
- Develops and distributes course syllabi for each course taught to each student which:
  a. Conveys the goals and outcomes of the course
  b. Reflects curriculum adopted by the discipline for the course
  c. Establishes and communicates challenging expectations for students
  d. Explains the relationship of those expectations to the grading and assessment process.

General Responsibilities
- Advises students on curriculum, academic programs, employment and career goals, and other matters as appropriate.
- Responds to requests of discipline leaders, department heads, committee chairs, records office, etc. in a timely and thorough manner.
- Consistently meets instructional schedule and other assignments and commitments in support of the college.
- Establishes and maintains regular and appropriate office hours of no less than five (5) hours per week.
- Treats all members of the college community with dignity and respect.
- Works through established channels to resolve problems.
- Participates in activities designed to promote attainment of the college vision and its missions.
- Participates in discipline planning and improvement activities as requested.
- Completes student alerts (attendance, mid-semester, and final grading) as scheduled and on time.
- Meets requirements of the Faculty Evaluation Plan Guidelines in a timely manner and with the intention of maintaining teaching effectiveness, professional development and support of college/community initiatives.
- Attends Commencement.
- Attends and participates in discipline and department meetings.
- Formally documents learning assessment efforts in a timely manner.
**Professional Growth**
- Maintains a current knowledge in subject area(s) of instruction.
- Maintains a current knowledge of research in the area of teaching and learning.
- Incorporates new knowledge in the planning and instruction process.
- Demonstrates a commitment to the ongoing growth and development of students and fellow staff members.
- Participates in professional development activities that are part of contractual days.
- When appropriate, maintains ties with professional organizations.

**Curriculum**
- Contributes to the growth and development of the academic area and the college by participating in team-based committee work, academic area planning, and other academic area-related and college-related activities.
- Supports the academic area and college through other work normally expected of faculty members.

**Teaching Effectiveness**
- Places the primary emphasis on student learning in the design, delivery, and evaluation/assessment of courses.
- Understands the various levels of preparation represented in the typical classroom and communicates well to the various levels.
- Understands and adapts teaching to various learning styles present in the classroom as demonstrated in the presentation of course materials and assessment of student learning.
- Conducts classroom research with classroom assessment techniques.
- Designs and implements course curriculum that reflects the relevance and conveys the value of academic studies to everyday world.
- Understands and successfully uses learning technology, as needed, both in class and as a tool for distance learning.
- Strives to foster higher-level learning with an emphasis on analysis, problem solving and critical thinking.
- Has high expectations of students and gives challenging work.
- Resolves to “make a difference” in students’ learning and their lives as appropriate.
- Makes contact with students, recognizing them as individual learners including remembering their names and treating them as adults.
- Is accessible to students both in and out of formal office hours and strives to help students be successful.
- Listens to students and encourages them to actively participate in the learning process.
- Demonstrates respect, care, and empathy for students.
- Encourages students to believe they can learn successfully; shows confidence in them.
- Is flexible switching from one teaching approach to another when things don’t work, yet keeps the objectives of the course in sight at all times.
- Is enthusiastic about the subject matter in the classroom and shares the joy of learning with students.
- Maintains a sense of humor and humanity in the classroom.
- Encourages student growth and celebrates student success.

**Faculty Professional Development**
- Demonstrates a continuing engagement with the learning and scholarship of the area of specialization.
- Strives to be on the cutting edge of professional content knowledge and methodology

**Support of College, Community Initiatives**
- Is fully committed to the mission and values of Northwestern Michigan College and participates actively in the shared governance system.
- College mission may include, but would not be limited to:
  - College assessment activities
  - Coordination/communication -transfer institutions
  - Career advising
  - College projects and activities--participation and leadership
  - Professional participation and innovation in instruction
  - Registration/orientation participation
  - Service to community on behalf of the college
- Curricular development
- Academic advising
- Recruiting/screening faculty
- Professional honors awarded during the evaluation period
- College committee participation/ leadership
- Advisory committee participation
- Presenting or consulting in areas related to the field
- Representing the college at school visits
- Teaching for Extended Educational Services or training and research
- Recruiting students
- Facilities development
- Participation in community education committee(s)
- Assistance to other faculty and staff
- Program coordination/leadership
- Relevant work activities (contributory to college role or institutional image)
- Community service/leadership and publication research
- Articulation
- Artistic/creative accomplishments related to the field
- Participation in college sponsored events

Professional Qualities and Abilities

- Serves as a role model of good written and oral communication skills and good time management skills.
- Possesses a positive attitude; able to see good in self and others.
- Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth.
- Seeks improvement over time by taking risks and trying new things.
- Knows and acknowledges personal limits.
- Displays self-discipline and a strong work ethic.
- Accepts responsibility for professional and personal growth.
- Demonstrates commitment to be a productive and supportive member of the college community.
- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results.
- Accepts criticism gracefully and uses it as an opportunity for growth.
- Handles conflict effectively.
- Inspires others; sets an example of professionalism both within the college and the community.
- Leads and/or follows as circumstances require.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LANGUAGE SKILLS

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms, climb or balance, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling.
between buildings on campus. The noise level in the work environment is usually moderate.
CHECKLIST FOR HIRING COMMUNITY COLLEGE FACULTY

A Faculty member who has the right combination of professional expertise, attitudes, and abilities will be equipped to meet the challenges of the next century.

Professional Expertise
- an educational philosophy which places the primary emphasis on student learning in the design, delivery, and evaluation of courses
- an appropriate level of expertise for courses she or he will be teaching
- an understanding of various levels of preparations represented in the typical classroom
- the understanding of various learning styles as demonstrated in development of course materials and assessments of student learning
- the understanding and successful practice of various teaching strategies
- a record of innovations which facilitate student learning
- proficiency in interfacing an understanding of how the academic and business worlds interface, as demonstrated in course curriculum
- the understanding and successful use of learning technology, both-on-line and as a tool for distance learning
- the demonstrated ability for written and oral communication

Professional Attitudes
- a commitment to the mission and values of the community college
- a positive attitude, including the ability to see good in self and others
- flexibility, including the acceptance of and willingness to change
- open-mindedness, including fairness and the ability to see multiple perspectives
- the willingness to take risks and try new things
- a willingness to work hard to get the job done
- the willingness to accept responsibility for professional and personal growth

Professional Abilities
- success and commitment as a team player, including the ability to engage in win-win thinking and to foster consensus
- success at initiating, executing and following up on projects, including the ability to set specific objectives and measure achieved results
- ability to accept criticism
- ability to handle conflict
- ability to motivate others
- ability to lead or to follow

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