Job Description for Criminal Justice: Adjunct Faculty

Martin University invites interested individuals who are enthusiastic about working with an educational community where faculty encourage students to achieve their highest intellectual and personal potential, to apply for adjunct faculty positions.

Qualifications:

- Candidates must hold a minimum of a master's degree.
- Candidates must be comfortable using technology.

Description of Work:

Adjunct members of the faculty are professionals in their field of study, whose primary responsibility is fulfilling the institution's mission, vision, values, and policies with a primary goal of providing a quality education for all students attending the university. Adjunct faculty members are directly responsible to the department chair and have responsibilities through the administrative structure at their respective college and to the district. The relationship of the adjunct faculty member to the student is one of leader, teacher, and facilitator of learning.

The cyclical nature of teaching and learning forms the basis of duties for the institution's adjunct faculty. To strive for continual improvement of student success, adjunct faculty members must plan an optimal learning environment; provide high quality instruction; assess themselves, their students, and their teaching techniques in order to increase effectiveness and remain focused on maintaining high standards while providing appropriate support for student needs.

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Higher Level of Specificity as to Adjunct Responsibilities

Deliver instruction, manage classes and learning environments:

1. Maintain attendance records, submit grades on time, and provide constructive feedback as well as other relevant information to students throughout the semester. Create and maintain accurate syllabi that incorporate departmental, university, and instructor requirements.
2. Conduct classes punctually and in accordance with the prescribed meeting schedule.
3. Deliver effective instruction, ensuring program rigor and quality instruction.
4. Use technology appropriate to university policy and the nature and objectives of courses and programs and communicate clearly to students, expectations concerning the use of such technology.
5. Use a variety of techniques to assess student learning as applicable by academic discipline and specific course.
6. Integrate concrete, real-life situations into learning experiences as appropriate to encourage critical thinking, interdisciplinary skills, and teamwork.
7. Employ methods that develop student understanding of discipline-specific thinking, practices, and procedures, and, where applicable, interdisciplinary applications, to create academic literacy.
8. Help students develop academic habits for college success and teaching success by reinforcing the student responsibility, organization and the professional expectations of the Dispositions Inventory.
9. Make students aware of and refer them to the appropriate student and academic support services available at the university.

Assess student learning:

1. Design course assessments that measure or demonstrate student growth, as needed.

2. Align assessment with student learning outcomes.

Support learning through student engagement:

1. Create a positive classroom atmosphere that encourage active and collaborative learning, student effort, academic challenge, student and faculty interaction, and support for learners.
2. Be available to students before and after class, as appropriate.
3. Use technology to assist in communication with students.
4. Encourage a sense of community among students for learning both inside and outside the classroom.