

# COMMUNITY COLLEGE OF DENVER

**Title:** Instructor Duties and Responsibilities

**Guideline #:** INST-31

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**References:** None

**Approved By:** Ruthanne Orihuela, Provost

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## Position Title

Instructor

## Reports To

Department Chair or their designee for the area(s) in which the instructor teaches.

## Supervises

No staff or faculty supervisory responsibilities are associated with this position.

## Basic Functions

Provide instruction and facilitate student learning in assigned class(es) in coordination with your program supervisor and established course model syllabus/syllabi. Adhere to CCD requirements for instructors.

## Specific Duties and Responsibilities

*Learning and student success are critical to our mission, and we are grateful for your time and effort in this endeavor. CCD is a teaching and learning institution; we specialize in student success. Your expertise and your ability to engage students in learning is important to us. Please know that we appreciate your time on behalf of your students.*

1. Onboarding you to teaching
  - a. All instructors must successfully complete the [New Faculty Orientation](#) during the first semester they teach. Let your chair know if you do not receive an invitation to participate from the Teaching Learning Center (TLC).
  - b. Per the [Online Hybrid Procedure](#), all instructors who teach online or in hybrid formats must be [credentialed](#) to teach online before the first day of class they are

assigned to teach. If you are interested in this opportunity, please connect with the TLC and your chair to get started.

- c. All Career and Technical Education (CTE) instructors must be [credentialed](#) in the discipline in which they are teaching. All instructors who are required to hold licensure must have that in effect while teaching. This is generally done during hiring, but if you are confused, please reach out to your chair.
- d. Please review our [teaching modalities](#) so that you know what your students will expect. It is important to teach in the teaching modality your students signed up for.
- e. Promote a professional image and standard by exhibiting collegiality, fostering civil discourse, familiarizing yourself with college resources, and upholding standards of teaching and learning.
- f. All CCD classes, regardless of teaching modality, require that students engage in both in-class and out-of-class activities as part of their learning. Your department chair is the best person for guidance on those expectations.
- g. Students need timely and consistent feedback to learn. Please ensure that you have assignments (both in and outside of class) and assessments that provide students with this opportunity. Your assignments and assessments should begin in the first week of the term and be frequent enough that students can measure their learning before it is too late for them to reach out when additional support is necessary.
- h. Teaching requires knowledge about andragogy, methods, retention, inclusion, and assessment of outcomes. We offer many paid professional development opportunities for you to learn more about these concepts. Please visit the [Teaching Learning Center](#) for information.

2. On the first day of each class you teach

- a. The first day of class is a time to begin building your learning community and culture. Engaging your students in discussion of what they hope to learn and setting an expectation for the kind of community you hope to create with them helps foster a sense of belonging.
- b. The first day of class is also a time to go over important safety information and review or establish important classroom expectations.
  - i. Go over the campus [emergency procedures](#) appropriate to your classroom location on the first day of on-ground teaching.
  - ii. Ensure students are aware of and engaged with the syllabus for the course. Ensure students have continuing access to and understanding of this document.
  - iii. The [Student Code of Conduct](#) is also part of the syllabus and must be reviewed on the first day of class.
  - iv. Communicate class attendance policy and expectations to your students.
  - v. Communicate assignments, assessments and grading policy and expectations to your students.

- vi. Consider working with each class to develop a set of classroom expectations—how you will all interact with one another and the course content.

### 3. For every class period

- a. Develop lesson plans, activities, and assessments that lead students to the successful attainment of identified course competencies.
- b. Evaluate student performance in accordance with student learning outcomes as stated in the course syllabus.
- c. Start and end classes promptly at scheduled times (arrive on time and provide learning opportunities through the entire class period). If your class has a break, that must occur close to the middle time of the class. It cannot occur at the end of class.
- d. Teach all scheduled classes (for example, do not end the semester earlier than listed in the schedule.)
- e. Meet the learning activity type expectations for your course (lecture, laboratory, studio, etc.).
- f. Teach assigned curriculum and make use of required texts, technology, and materials as directed by your department chair.
- g. Use the Learning Management System (D2L) at least to the extent required by your department chair.
- h. Teach for the required minutes of your class. For Online and Hybrid courses, in-class minutes are defined by activities and are determined by the instructor, and then approved by the department chair, using the [Online and Hybrid Learning Guideline](#).
- i. For those classes which include a laboratory component, conduct all lab experiences in a professional manner to include:
  - i. Following appropriate safety protocols.
  - ii. Ensuring availability of supplies.
  - iii. Complete understanding of all aspects of the lab procedures.
  - iv. Proper and prompt clean-up of the laboratory.

### 4. Cancelling or Moving a Class Period

- a. In the event that a class must be cancelled, all instructors must follow the [Faculty and Instructor Absence Guideline](#).
- b. If you move your class for a session, make your department chair and the center office aware so they can notify lost students.

### 5. Syllabus

- a. Please only use the CCD [syllabus](#). Include all required components of the CCD course model syllabus. These components may be on the learning management system or within the syllabus template.

- i. The template represents the minimums. Be thorough, it is your contract with the students. Make sure to include all important dates, office hours, assignments, your CCD email, etc.
  - b. Please submit the syllabus in the method appropriate and by the deadline required by your department and/or center.
  - c. All syllabi must be uploaded to your course D2L shell by the deadline established by your department and/or center and no later than the first day of class.
- 6. Attendance and the Drop for No-Show Requirement:
  - a. State and Federal Financial Aid policies require that students who are not attending classes be reported as “NO SHOWS” on or before the census date for a class. A student who is enrolled in an online course who has not participated in course-related content (coursework that could be counted toward their grade) prior to census is also considered to be a NO SHOW.
  - b. The [parts of term](#) for every semester are published with census and withdrawal dates.
  - c. Taking attendance is a requirement at CCD. Even if you do not require students be present, you must take attendance as per state and federal regulations.
  - d. Instructors must report students who are a No Show into the Banner System no later than the date of census for the class using the Drop for No Show Process.
  - e. Even after the census date, check the roster periodically to ensure that students haven’t been dropped from the roster.
  - f. Submit your attendance records to the center designee in the manner and time required by the center.

The college recognizes that class attendance is not in and of itself a measure of student learning or engagement; however, there are some learning environments in which a student must be present to demonstrate skills or knowledge as they relate to course competencies. The college does not have an attendance policy, though certain classes may have an attendance requirement for portions of the course. These should be clearly explained in the course syllabus and the expectations highlighted in the first days of class.
- 7. Grading
  - a. Please maintain accurate grading records in D2L or another approved Learning Management System (LMS). Students rely on accurate and up-to-date grade records to measure their learning before it is too late for them to reach out when additional support is necessary. Your grading records must be updated at least every two weeks.
  - b. Submit all grades by the published deadline which includes entering final grades into in the [CCD Banner Student Information System \(CCD Connect\)](#) and emailing a copy of your grade records and attendance records to the center designee

## 8. Academic Integrity /Issues in your Classroom

- a. If you are concerned about a student for any reason, CCD has resources to assist. Our [Care Team](#) serves the college by assisting students and faculty. You can create a [Care Report](#) at any time so that the Care Team can get them the support necessary.
- b. If you have a concerning incident in your classroom, or at any time, please file an [Incident Report](#). It is a good idea to become familiar with this report before you have to create one. If you have a discipline issue, speak with your department chair in addition to creating an Incident Report.
- c. Students who have a complaint are directed to our [Complaints page](#). If a student has a complaint related to your course, they will be directed to you. If you cannot resolve the student complaint, speak with your department chair.
- d. Academic Integrity is vital to the functioning of a college. It is part of the syllabus, and is explained in the [Academic Integrity Guideline](#). It is important to report issues of academic integrity so the college can support you in your issuing of academic consequences and to help the student better understand college-level expectations and reduce recidivism.

## 9. Communication

- a. The Family Education Rights and Privacy Act ([FERPA](#)) requires you keep certain student information confidential and verify student identity before sharing educational information with students. Review the FERPA training you completed in New Faculty Orientation regularly. Never share student information with anyone without first verifying student identity or verifying the student has waived FERPA rights for the particular individual requesting information. If you are in doubt, contact your department chair or center designee.
- b. To protect FERPA rights for our students, please conduct all College business using your CCD email account and directing communication to the student's CCD email account. Do not direct communication to a student's personal email account. When phoning a student, be sure to verify student identity before sharing educational information. Do not leave voicemails or send text messages with student-specific educational information.
- c. We ask that you check your CCD email account at least every 48 hours during the teaching week and respond promptly to messages you receive via CCD email and within D2L.

## 10. Student Engagement Hours

- a. We expect a minimum of an hour per week for your direct engagement with students outside of class for each course you teach. This can be done via office hours, phone calls, group or one-on-one meetings, study sessions or other hosted events.
- b. This engagement should be arranged at a time beneficial to students.

## 11. Student Evaluation of Class

- a. Students have the right to evaluate their instruction using the CCD course evaluation process. Constructive student feedback is a useful tool for evaluating and making changes to your course, course materials, and/or instructional methods.
- b. Please follow your center's messaging on this requirement and ensure students have time in class to complete this. The college expects robust engagement from students in this process. When the evaluation period opens, encourage students to complete their online evaluation. When students know you care what they have to say, you will receive more and better feedback. The college hopes for 50% or higher student participation in the evaluation process for each course.

## 12. Course Observations

- a. At least once per year, your class will be observed by a dean, department chair, or faculty member, in order to give you feedback on your teaching strategies and student learning. Observations can be scheduled or unscheduled.
- b. You are also encouraged to join the Teaching Learning Center Peer Observation group in order to further your development as a college instructor. There is so much we can learn from observing others' teaching strategies, classroom management, and efforts to create a positive and inclusive learning environment.

## 13. In Scope and Out of Scope Work

- a. Pay for a course assignment is set to reflect 2.25 hours of outside class work for every hour of instruction. This outside work includes pre-semester and ongoing preparation for the class, grading, and outside-of-class student engagement. The [pay scale](#) for this work is published for your reference.
- b. Any work outside of the above pay for course assignments is considered outside of scope and you will receive additional extra duty pay for this work. This work must first be approved by your chair, so please work with them to ensure you are compensated for the work you do. When attending meetings or professional development sessions, always ensure you have signed in and/or your attendance and participation have been captured by the meeting/session leads. Completion of a timesheet reflecting hours worked and outcomes accomplished may be required. Examples of work that falls outside of instructor teaching responsibilities include:
  - i. Professional Development through the Teaching Learning Center
  - ii. Program and institutional student learning outcomes assessment data analysis
  - iii. Curriculum Development over and above class preparation for your current class(es) as assigned and managed by your department chair and/or through TLC
  - iv. Service work done on behalf of the college
  - v. Departmental meetings or work
  - vi. CCD committee meetings or work

vii. CCCS committee meetings or work