

## **Lead Faculty – Role Overview**







At SPS, we are committed to providing the highest level of support to our faculty to ensure that we are able to deliver the rigorous education that our students expect. One way of achieving this is by appointing **Lead Faculty** to serve in courses that have 4 or more sections due to high enrollments. Lead Faculty serve as mentors and leaders to their Course Faculty Team (all Lecturers, Associates, and TAs working with a course in a given semester) and are expected to:

- Provide oversight, mentorship, and support to the Course Faculty Team across sections.
- Ensure academic quality and academic integrity.
- Promote consistency across sections.
- Facilitate continuous improvement of course content and instructional methods.



### **Expectations of Lead Faculty**

Typically, full-time faculty serve as Lead Faculty; however, there are some courses and situations that require part-time faculty to serve in this capacity. Part-time and full-time faculty have different responsibilities when serving as Lead Faculty for a course. Expectations of Lead Faculty for each classification (full-time and part-time) are detailed in the chart below. Responsibilities that are only applicable to full-time faculty *cannot* be performed by part-time faculty under any circumstances.

<i>Lead Faculty Expectations</i>	Full-time	Part-time
<p><b>#1 Assist with Selection of the Course Faculty Team</b> – prior to the start of the semester (start 12 weeks out)</p> <ul style="list-style-type: none"> <li>• Collaborate with Faculty Recruiting to establish an ideal candidate profile for adjunct Lecturers and Associates.</li> <li>• Review proposed faculty (Lecturers and Associates) to confirm that final candidates have subject matter expertise.</li> <li>• At the request of the Academic Director, serve as Subject Matter Expert during interviews for course Lecturer and Associate. <ul style="list-style-type: none"> <li>○ Share interview feedback and hiring recommendations with Academic Director.</li> <li>○ Faculty job offers <u>cannot</u> be extended without prior approval from the Academic Director.</li> </ul> </li> </ul>		
<p><b>#2 Review Course Materials</b> – prior to the start of the semester (8 weeks out)</p> <ul style="list-style-type: none"> <li>• Review syllabi and course materials.</li> <li>• Existing Courses: In consultation with an Instructional Designer and Academic Director, revise teaching materials (slides) as needed.</li> <li>• New Courses: Work is done in collaboration with the appointed developer of the course.</li> </ul>		
<p><b>#3 Onboard Course Faculty Team</b> – prior to the first class session (at least 2-3 weeks out – this will vary by semester)</p> <ul style="list-style-type: none"> <li>• Once Course Faculty Team is confirmed by Academic Director, work with program to distribute the names, contact information, and resumes of course Associates to their assigned Lecturer.</li> <li>• Prior to launching the course, review Canvas site for all sections and check for consistent readings, assignments, rubrics etc.</li> <li>• Conduct an onboarding call with the Course Faculty Team to review the course structure and content, and answer any questions. <ul style="list-style-type: none"> <li>○ If a PT Lecturer is serving as Lead Faculty: <i>Prior to the onboarding call</i>, a meeting should be scheduled with the full-time faculty responsible for #1 and #2 to review the course content, the assigned Course Faculty Team, and discuss any outstanding issues going into the semester</li> </ul> </li> </ul>		
<p><b>#4 Lead and Support the Course Faculty Team</b> – throughout semester</p> <ul style="list-style-type: none"> <li>• Regularly touch base with Course Faculty Team to ensure that classes are running smoothly. <ul style="list-style-type: none"> <li>○ Topics may include course content, assignments, and course policies.</li> <li>○ While the frequency of meetings is at the discretion of the Lead Faculty member, weekly or bi-weekly meetings are strongly recommended for online or semester long courses. For block-week courses, it is suggested that the Course Faculty Team meet one month in advance of block week, during, and one week after block week ends.</li> </ul> </li> <li>• Act as coach and mentor to members of the Course Faculty Team</li> </ul>		

<i>Lead Faculty Expectations</i>	Full-time	Part-time
<p><b>#4 Lead and Support the Course Faculty Team (cont.)</b> – throughout semester</p> <ul style="list-style-type: none"> <li>• Serve as a first point of contact for the Course Faculty Team. Work with Academic Affairs (Faculty Affairs, Instructional Support, and Instructional Design) as well as with Academic Directors to obtain answers to faculty questions.</li> <li>• Ensure Course Faculty Team understand and enforce policies regarding academic integrity (<a href="http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-and-community-standards">http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-and-community-standards</a>)</li> <li>• Create consistent evaluation rubrics and grading across sections: <ul style="list-style-type: none"> <li>○ Before grading an assignment for the first time, do a few practice examples to normalize grading across all Lecturers and Associates. Gain clarity on rubrics and how to consistently apply them. Discuss expectations on quantity and type of comments expected.</li> <li>○ Be sure that means are either within a consistent range or justifiably different.</li> </ul> </li> <li>• Remind all Lecturers to submit grades by the deadline established by Instructional Support Team.</li> </ul>	✓	✓
<p><b>#5 Gather Feedback</b> (after last class session)</p> <ul style="list-style-type: none"> <li>• Conduct an end-of-semester debrief meeting of the Course Faculty Team. Gather feedback from the team regarding what worked well and changes to consider for the next semester.</li> <li>• Ask all course Lecturers to share finalized copies of any modified teaching materials (slide decks, readings, etc.).</li> <li>• Summarize and communicate course feedback to Academic Director and Instructional Designer.</li> </ul>	✓	✓

### Suggested Practices

- Lead Faculty should encourage Course Faculty Team to develop a sense of ownership for the class and course material.
  - Ask course faculty to make the material ‘their own’ by using personal examples and sharing experiences, without replacing the important theory, models, or frameworks.
  - Lead Faculty must review any changes that the Course Faculty Team wants to make to the course content.
  - Encourage course faculty to give input and feedback, and contribute ideas for improvements.
  - Faculty can add *optional* readings to the course to provide students with additional resources. If doing so, these readings should be shared with the Lead Faculty and Lecturers of other sections.
    - *Faculty cannot add required readings or remove readings already in the course site.*

- Ask faculty to avoid comments such as: *“Other people created this, I’m just teaching,”* or *“They told me we have to do the assignment this way,”* or *“If I had a choice, I wouldn’t have chosen this framework.”*
- All Lecturers should set clear expectations for students at beginning of the semester regarding reading, absences, use of technology in the classroom, grading, etc.
- Lead Faculty are encouraged to share activities and effective teaching strategies with their team throughout the semester.
- Lead Faculty may be asked to participate in orientations and info sessions where the program is discussing curriculum.
- Encourage all Lecturers to complete the online faculty workshop on Intercultural Pedagogy, or have a detailed discussion on how to adjust classroom pedagogy for international students, especially from cultures that have different expectations around authority and participation in the classroom.

For any questions or concerns about your classroom experience, please visit our [Faculty Onboarding page](#) for policies and procedures.