Core Faculty are full-time employed faculty who provide a variety of educational services to degree, certificate, and non-degree learners. Core Faculty are responsible for meeting the expectations and requirements of Capella University while establishing and maintaining effective relationships with learners, colleagues, staff, and administration. Core Faculty are able to perform well in each of the seven functions of the Core Faculty role. They are nimble and flexible, serve as models for other faculty in their ability and willingness to take on essential roles and other duties as needed, within the department, school or university. Core Faculty ensure that learners receive quality educational experiences consistent with stated course outcomes, the Higher Learning Commission and individual program accreditation standards. They provide high-quality, impactful and successful experiences that deliver exceptional learning outcomes.

Capella values the capabilities and talents of its full-time Core Faculty and expects continued learning and development through active participation in external scholarly activities and/or practice in the discipline. Among the responsibilities of Core Faculty are: teaching (online), including assessment; mentor and committee work (doctoral level only); participating in hybrid (online and face-to-face) residencies with certain doctoral programs; and, contributing to curriculum development. Core Faculty also participate in school and university governance through committees and may participate in a variety of other activities based upon the university’s needs and the faculty member’s unique skill set.

**Specific Faculty Functions:**

Following are the functions expected for faculty in key areas of responsibility:

1. **Teaching and Instruction**– Core Faculty are highly engaged instructors in the courses and residencies they teach. Along with instruction, the faculty are responsible for assessment of learning and competency demonstrations as well as providing rich, improvement focused feedback. They are sought out by learners and consistently exceed set expectations for faculty who teach courses at Capella. Core Faculty use multiple data sources to constantly improve their individual teaching performance and contribute regularly to the improvement and refinement of the courses they teach. They regularly review course feedback and implement change to continually strengthen performance and enhance the learner experience.

2. **Doctoral Mentoring** – Core Faculty are competent researchers and/or scholars in their own right and also highly knowledgeable regarding established dissertation and doctoral capstone processes and resources for our PhD and professional doctoral programs,
respectively. They interact effectively with learners, are able to develop strong relationships and offer guidance, including substantive, constructive feedback on content, process, and professional dispositions. They have demonstrated success in chairing and/or serving on doctoral committees as well as assessing doctoral candidates’ research and providing progress reviews. Core Faculty facilitate highly interactive dissertation and doctoral capstone course-rooms and support their learners in timely completion of the dissertation or doctoral capstone product.

3. **Curriculum and Course Development** – Core Faculty are knowledgeable in the Capella curriculum and course development goals and process and have demonstrated the ability to work successfully with functional partners across Capella to plan and deliver high quality curriculum and courses in the area of their expertise. They participate in the design, development and continuous improvement of curriculum, courses and course materials including course plans, objectives, and outcomes, teaching aids, competency based assessments and authentic assessment tools. Core Faculty curriculum design, course content, and study materials fulfill Capella University’s mission, educational philosophy, and diversity mission statements.

4. **School and University Governance** - Core Faculty regularly demonstrate leadership roles in school and university governance. They willingly assume school and university committee roles as active participants and are effective in driving the positive impact of these governance structures. They are the role models and leaders among faculty and serve as peer mentors.

5. **Professional Service and Practice**-Core Faculty are active in contributing their professional knowledge and skills to the needs of their communities and within their professional network affiliations. They carry the “Capella Brand” and mission to their communities of place, affinity, and/or identity.

6. **Research and Scholarship** – Core Faculty stay current in their scholarly field(s) and demonstrate expertise through original research, scholarship, writing, speaking, and presenting and attending professional conferences. Core Faculty are viewed by other faculty as thought-leaders, who share their expertise among their colleagues.

7. **Leadership through Team Engagement** – Core Faculty are expected to serve as models for all other faculty in their ability and willingness to take on essential roles and other duties as needed, within the department, school, and/or university. The expectation for Core Faculty includes regularly contributing to departmental leadership through specific roles, active contribution of innovative ideas, or taking on challenging tasks. Core Faculty are depended on, and relied upon, for immediate and unplanned needs and must be nimble and adjust to changes as they occur. These roles may include specialized assignments such as faculty and cross-functional staff meetings, commencement, colloquia, residencies, Capella-sponsored faculty development, problem resolution, faculty orientation/mentoring, web board facilitation, course revisions, etc.
Additionally, some Core Faculty may have certain “areas of emphasis” where a greater degree of leadership is expected and include such as specialized responsibilities or coordinating functions in support of the school’s educational goals such as Learner Management, Research and Advising, Program Development and Advising, Field Education, Accreditation or support of B2B partnership efforts. Responsibility areas and specific assignments are based on the needs of the school and particular capabilities of the faculty member. Faculty assignments and areas of emphasis may vary significantly from school to school; however, the position is structured to ensure the faculty member is able to contribute optimally to essential teaching and related support services to learners.

**Variety and Complexity of Work Expected:**
- Developing single course curriculum and assessment strategies, translating subject matter and facilitating complex learning in a web-based environment
- Resolving learner/academic focused problems relative to achievement of academic goals; requires independent judgment and decision making
- Managing full instructional load plus some administrative responsibilities
- Managing faculty advising functions as needed by the school and/or program
- Positively impacting learner retention and learner success
- Responsibilities are generally not prescribed and have broad parameters that will lead to the mastery of the subject matter and application or practice of learned proficiencies in the professional field
- Willingness to teach courses and residencies for which they have not yet taught but are consistent with faculty member expertise
- Acting under general guidance and collegial consultation regarding development of course content and providing constructive input regarding university practices

**Knowledge, Skills, and Abilities:**

**Knowledge**
- Extensive knowledge of academic discipline and educational standards
- Understanding of Capella University and school philosophy, policies, guidelines and practices
- Knowledge of adult learning theory and practices such as development of learning contracts, collaborative learning and active learning strategies

**Assessment**
- Exceptional ability to assess learning through feedback, competency-based (performance) coaching and interpersonal skills
- Ability to develop/maintain curriculum and assessment in online environment
- Ability to teach/advise and assess at appropriate level
- Demonstrated ability to identify/determine alternatives to resolve complex problems

**Community**
• Ability to consistently contribute to Capella’s community of spirit, trust, interaction and learning.
• Acts in ways that support an environment of continuous improvement and a positive learner experience
• Operates from a clear sense of well-developed personal values and standards demonstrating integrity, honesty and authenticity in all actions

Learner-Focus
• Demonstrates complete understanding of learner and accommodate the unique needs and expertise of each learner.
• Provides support and opportunity for the learner to continually deepen his or her understanding of individual purpose and pursue it through educational experiences
• Demonstrates a commitment to meeting the expectations and requirements of diverse learners.
• Is attentive to at risk learners following established case management protocols and reaching out to appropriate school staff

Course Management Skills
• Excellent course management skills
• Use of technology in teaching and learning in an online environment
• Microsoft Office products and web fluency

Performance Criteria:
Core Faculty will be assessed based upon their demonstration of personal drive to accomplish goals and consistently meet expectations. Performance criteria include the following (depending upon the type of activities assigned). Evidence of high quality learner interactions as demonstrated through:
• Adhering to course room set up procedures and establishing rapport with learners
• Facilitating course discussions, ensuring active participation among learners, being present in the course room at least 3-6 days per week
• Responding to learner inquiries within 24-48 hours
• Assessing learner assignments and engagement in a timely manner consistent with university and program requirements
• Reporting at-risk learners to appropriate school staff and follows case management protocols
• End of course evaluations
• Appropriately meets qualitative standards:
  > Quality of teaching
  > Quality of mentoring
  > Quality of residency involvement
• Contributing to the specialization/school or university
• Demonstrating active interest in one’s performance and is responsive to feedback
• Demonstrating disciplinary expertise as relevant to Capella needs
• Managing a breadth and depth of work activities and responsibilities:
• Demonstrating flexibility in managing workload
• Achieving quality learning outcomes
• Making case management recommendations as necessary.

* Travel as required (e.g., residency, accreditation visits, etc...)

Qualifications

Education: Requires Either:

1. A terminal degree in Emergency Management, or in a closely related field such as Public Administration, Sociology, Political Science, Administration & Planning, etc. from a regionally accredited institution.

Note: All candidates must agree to obtain the International Association of Emergency Managers (IAEM) Certified Emergency Manager Certification (CEM) within 3 years of the date of hire.

Experience:

• College level teaching experience of 3 years or more; on-line teaching experience preferred.
• Significant practitioner experience as in emergency management.
• A record of research and publication
• Demonstration of scholarly or practitioner contributions at practitioner and/or academic conferences in the area of expertise.

Location

Many of our positions, including this role, are designed to be remote "home office" settings. Employees working out of a home office are responsible for providing an appropriate and safe office space, office furniture and organization, communication tools, and related items. These include:

- arranging for high speed internet connection, printer and a dedicated phone line for business use. Specifics regarding expense coverage and reimbursement vary based on individual position categories. Capella will not provide office equipment or on-site set up assistance.
- The environment must be free from distractions and enable a highly productive and professional work environment.
- As with on-site positions, our off-site positions require that the majority of the time will be spent using a telephone, PC and monitors.
- Any and all daycare arrangements must be made so that employees are not working while providing care for children or other family members at home.
- There are minimal lifting requirements unless otherwise noted.

The Occupational Safety and Health Administration (OSHA) act applies to work performed by an employee in any workplace within the United States, including a workspace located in an employee’s home. All employees are responsible for complying with the OSHA act and with safety and health standards.

About Capella
Capella University is an online university built on graduate degrees, with more than 35,000 students throughout the U.S. and in other countries. Founded in 1993 to provide advanced educational opportunities for working professionals, Capella has become a national leader in online education, offering bachelor's, master's, and doctoral programs. The university's success is built upon a culture that promotes human potential, achievement, innovation, integrity, collaboration, and teamwork. Capella Education Company (CPLA), parent company of Capella University, is publicly traded on the NASDAQ. Capella Education Company was named to the Inc. 500 Hall of Fame for being listed as one of the nation's fastest-growing companies for 7 consecutive years. Capella University is accredited by The Higher Learning Commission.

The Higher Learning Commission is among the 6 regional accrediting bodies recognized by the U.S. Department of Education. Regional bodies accredit colleges and universities; national bodies accredit trade and vocational schools. Higher Learning Commission contact information: https://www.hlcommission.org, 800.621.7440

Equal Employment Opportunity
Capella is committed to the development of a multicultural environment. We seek greater diversity in our faculty and staff to broaden our academic experience and to reflect the diversity within our learner community. We value the input of multiple viewpoints and perspectives across the university and our corporate offices. Our goal is to create academic and business communities that are rich with cultural, social and intellectual diversity.

Capella is an Equal Opportunity/Affirmative Action/Disabled and Protected Veteran employer.

Visit the link below to access the EEO is the Law poster. http://www1.eeoc.gov/employers/upload/eeoc_self_print_poster.pdf

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