



Job Description Comparison Between Full and Part-Time Faculty Job Descriptions

The emphasis in this side-by-side of full and part-time faculty job descriptions is mine, to attempt to illustrate how similar they are. The first five responsibilities, and the last one, are practically verbatim. The sixth line – where day-to-day responsibilities are delineated – is where most folks want to focus and is where we see the most difference. However, notice that the difference continues to be superficial, and more about word choice rather than substantive.

A detailed back and forth shows two substantial differences: full-time faculty must spend at least 30 hours a week on campus and compile data for reports for the college. As class time, student support, and all other requirements for the job count towards the 30-hour a week requirement, that responsibility is just a function of full-time employment. That leaves data compiling, and staff and project development as the only true difference.

Full-Time Faculty Job Description	Part-Time Faculty Job Description
The primary responsibility of Clackamas Community College instructors is to instruct.	The primary responsibility of Clackamas Community College instructors is to instruct.
Faculty members shall prepare and present the content and material of their courses.	Faculty members shall prepare and present the content and material of their courses.
They shall conduct their classes in a manner which will reflect dignity of scholarship and provide a suitable atmosphere for learning.	They shall conduct their classes in a manner which will reflect the dignity of scholarship and provide a suitable atmosphere for the facilitation of learning.
Instruction that facilitates learning is the primary function of the College; all operations of the institution exist to facilitate this goal.	Instruction is the primary function of the College; all operations of the institution exist to facilitate this goal.
Through professional services of high quality and effective faculty, educational excellence can be achieved.	Through professional services of high quality and effective faculty, educational excellence can be achieved



<p>Responsibilities and duties Instructors shall:</p> <ol style="list-style-type: none"> Be responsible for imparting knowledge and developing skills through the instructional process under the direction of the department, the division and the College Administration. In carrying out their responsibilities, instructors shall exercise independent judgment based on adequate knowledge of subject matter, professional goals of subjects taught, teaching strategies, interpersonal relationships, and teaching theories and methodologies. Instructors will be responsible for meeting classes, instructing, advising, assisting and tutoring students, and performing other tasks related to instruction as assigned. <i>Instructors will be expected to spend thirty (30) hours a week on campus, excluding overloads and lunch hours, but including off-campus instruction, distance education classes, telecommuting, or job related meetings. It is not anyone's intent to regularly monitor working hours, but it is recognized that instructors will fulfill their professional assignments as set forth herein. Instructors realize that their professional responsibilities may occasionally require more than the expected thirty (30) hours referred to above.</i> <i>In addition to instruction, related assignments include, but are not limited to:</i> <ol style="list-style-type: none"> <i>Course and materials preparation.</i> <i>Reviewing and evaluating student progress.</i> 3. Compiling data for routine reports as required by the College. <i>Assisting in the revision and development of course, curriculum, media, and committee concerns.</i> 	<p>Instructors shall:</p> <ol style="list-style-type: none"> Be responsible for imparting knowledge and developing skills through the instructional process under the direction of the department, the division, and the College Administration In carrying out their responsibilities, exercise independent judgment based on adequate knowledge of subject matter, professional goals of subjects taught, teaching strategies, interpersonal relationships, and teaching theories and methodologies Be responsible for meeting classes, instructing, assessing student learning outcomes, grading and otherwise assessing student performance, advising, assisting and tutoring students, and performing other tasks related to instruction as assigned. Be responsible for: <ol style="list-style-type: none"> Preparing course materials and Reviewing and evaluation student progress. <p><i>"Other Professional Assignments" includes:</i></p> <ol style="list-style-type: none"> <i>Association President</i> <i>Professional Development Fund Administrator</i> <i>Attendance at conferences, workshops or meetings of state and national affiliated organizations for matters directly relating to the collective bargaining relationship with the college.</i> <i>New Employee Orientations</i> <i>Curriculum development, office hours, meetings, in-service, orientation, and other such non-instructional time.</i> <i>Course Cancellation prep time</i> <i>Training for distance education at the request of the Administration.</i>
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<p>5. <i>Attending and participating in department, division, and College meetings, and committee concerns.</i></p> <p>6. Staff development, community services, and project development. Some instructional situations are unique; for example, team teaching, clinical settings, and open labs.</p>	<p>8. <i>Representatives who participate in official college committees,</i></p> <p>9. <i>Interview committees</i></p> <p>10. <i>Administrative evaluations</i></p>
<p>Some instructional settings require unique duties and responsibilities that are different than that of Instruction in this Article, as is the case with members who serve as coaches, members in ISPD and members in customized training.</p> <p>Instructional assignments will be made as required to accommodate these unique teaching and/or developmental situations.</p>	<p>Some instructional situations are unique; for example, team teaching, clinical settings, and open labs. Instructional assignments will be made as required to accommodate these unique teaching and/or developmental situations.</p>