**FT and PT Faculty Job Description Feedback from Constituents**

* **Comment:** Rewording suggested for FT job description meeting with students: Provides opportunities for students to meet with them outside of class time, including office hours proportionate to the faculty instructional assignment. This comment was discussed at Senate and has been changed on the document.
* **Comment:** Rewording suggested for PT job description meeting with students: Provides opportunities for students to meet with them outside of class time, which can include office hours, proportionate to the faculty instructional assignment. This comment was discussed at Senate and it was suggested to ask department chairs for their ideas/thoughts on how PT faculty meet with students.
* **Comment:** I’ve added a couple of suggestions to the PT faculty job description. The major one relates to setting an expectation that faculty will need to collaborate with DRC and other Student Services staff as needed to provide accommodations to students. The second one is a minor spelling issue (suggestion for hyphenating a word.) As I’ve worked closely with the DRC over the past few years, I’ve seen many adjunct faculty surprised when the DRC contacts them and genuinely unaware that they will have to work with their colleagues on occasion to serve our students. The inclusion of this expectation in the job description may help establish this expectation. Thanks for considering. This comment was discussed at Senate and has been added to both documents.
* **Comment:** I have reviewed the job descriptions passed along from our nursing programs senate representatives, and I have one suggestion for your consideration. I suggested moving "assuming other responsibilities as needed" from the service section to the instruction section, if possible. According to Boyer's model of scholarship (1990/2016), when vague or miscellaneous tasks are included in the notion of service, it runs the risk of diminishing the value of distinctive service to the college/department (such as serving on committees, etc). This comment was discussed at Senate and it was decided that the statement “assuming other responsibilities as needed” will stay in the service section.
* **Comment:** Call attention to equity as an element of the outcomes analysis that all faculty take on. This comment was briefly discussed at Senate. A suggestion was made to include DiversityEdu training. Another suggestion was made that it was important to include equity, but not sure where in the documents to include it. How can we make sure we are meeting individual student needs so every student is successful?
* **Comment:** I did see an opportunity to use them to underline the institution’s commitment to excellence and to student-centered instruction. While the list of duties and responsibilities are important, a holistic description of teaching the “Santa Fe Way” could help potential faculty better decide if they are a good fit for the institution. I’m always looking for an opportunity to champion our values as an institution and I think this is one more place where it might make sense to do so. As I read through it I kept trying to figure out ways to weave those values throughout the description. Finally, there’s an opportunity to address inclusion and accessibility by referencing the responsibility of faculty to work closely with the DRC to support students with accommodations (we don’t communicate this responsibility well enough to our faculty).

**Comments:**

* Will compensation be given for time spent in required professional development and for time spent in office hours?  To add these as part of job description (required responsibilities) without compensation for time spent feels like the codifying of further exploitation.
* Just like all other job descriptions there's that last one that amounts to "and anything else that comes up, as needed".  The inequality in compensation between full and part time faculty couldn't be more obvious, so maybe this is a step toward some remediation.
* How do we know what we have [in these descriptions] is best practice in the HR arena?
* How do our job descriptions compare to other institutions with accredited baccalaureate programs?
* Many courses at SF were online courses before COVID restrictions. Will the job descriptions cover work needed to teach online?
* This seems like work that should be done by a consultant to make sure we are current, fair, and without liability to the college. All of which is beyond what a committee of faculty members can ascertain.