

**Instructor of (Insert Discipline) – Tenure Track****MINIMUM QUALIFICATIONS**

Determined by California State Chancellor's Office. Click link below for discipline-applicable Minimum Qualifications:

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>

The District has adopted an equivalency procedure that enables consideration of applications by individuals who may not directly meet the qualifications listed above. For more information on equivalency, you may access the link below:

[https://www.yosemite.edu/recruitment/equivalency\\_policy\\_and\\_procedures](https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures)

Knowledge of and ability to appraise the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students. Sensitivity to the needs, problems, and challenges associated with the diversity of the community college student population.

**GENERAL JOB DUTIES AND RESPONSIBILITIES**

*All full-time faculty are expected to participate actively in their disciplines, department activities, and the general intellectual life and governance of the college. Part of the teaching assignment may be online, in the evening, and/or on Saturdays. Duties and responsibilities include but are not limited to:*

- Teaching lower division college courses in **insert discipline specific language**
- Advancing equitable student learning through dedicated, exemplary instruction in accordance with established course outlines and evidence-based teaching practices.
- Informing students of course requirements, evaluation procedures, and attendance requirements.
- Preparing and grading class assignments and examinations and informing students of their academic progress.
- Maintaining attendance, scholastic, and other records and submitting them according to published policies and deadlines.
- Provide letters of recommendation to students as appropriate
- Support students in their development, including academic program, transfer, and career options
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- Participating in department, division, and college-wide meetings and committees on a regular basis.
- Posting and holding sufficient and regular office hours in accordance with prevailing policy.
- Developing, implementing, and assessing student-learning outcomes for courses and programs and using the results for improvement.
- Collaborating in the development and revision of curriculum.
- Actively participating in the accreditation cycle.
- Collaborating in the development and revision of program review and engaging in program improvement initiatives.
- Participating in professional development activities, both departmental and college-wide, especially in connection to statewide initiatives.

- Engaging in data inquiry and self-assessment to develop strategies for student success, persistence, and equity.
- Maintaining current knowledge in the subject matter area and effective teaching/learning strategies.
- Maintaining appropriate standards of professional conduct and ethics.
- Engaging in the college's participatory governance processes.
- Perform other duties as assigned.

## PREFERRED QUALIFICATIONS

- Education and/or experience in teaching in **insert discipline specific language** at the community college level, **with a particular emphasis in basic skills (insert this language for Math, English, or ESL).**
- Current knowledge of **insert discipline specific language**
- Current understanding of assessment processes for improving student success at the course, program, and degree level.
- Competency in current pedagogies, such as accelerated learning, supplemental instruction, online or hybrid teaching, and other strategies directed at improving student success and student equity.

## DESIRABLE CHARACTERISTICS

**(Insert discipline specific characteristics to this list)**

- Ability to develop curriculum or services that stress innovation and improve student equity.
- Enthusiasm for teaching and learning.
- Commitment to supportive relationships with students and colleagues.
- Capable of instructing using teaching methods that accommodate diverse students.
- Ability to operate effectively in an environment of change and ambiguity.
- Vision and energy to plan and organize improvements for student success.
- Willingness to participate effectively in shared governance and to work collaboratively.
- Personal qualifications, such as effective interpersonal communication skills, participation in community affairs, and ability to conduct effective public presentations.
- Willingness to examine and remediate one's instructional, relational, classroom, and workplace practices to more effectively engage issues of equity.

## PHYSICAL AND MENTAL STANDARDS

- **Mobility:** ability to sit or stand for long periods, move about an office, and reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** occasional lifting of papers, files, equipment, and material weighing up to 25 pounds.
- **Visual Requirements:** close vision sufficient to do close-up work, read files, documents, and computer screens, and the ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; have frequent contact with others, including some public contact; and to meet frequent deadlines and time-limited assignments.

Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.