

Instructor of _____ – Tenure Track
(Insert Discipline)

MINIMUM QUALIFICATIONS

Determined by California State Chancellors 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. If the applicant does not directly meet for minimum qualifications, the equivalency form must be included with application. For more information on equivalency, access the link below: 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.

EXAMPLES OF 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.
- 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.
- Attending department, division, and college-wide meetings 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 and in program review.
- Engaging in department program improvement initiatives.
- Participating in department, division, and college committees.
- 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.
- Current knowledge of Insert Discipline Specific Language
- Current understanding of assessment processes for improving student success at the course, program, and degree level.
- Competent in new pedagogies, such as accelerated learning, supplemental instruction, on-line or hybrid teaching, and other pedagogies directed at improving student success and student equity.
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DESIRABLE CHARACTERISTICS

- Ability to develop curriculum or services that stress innovation and improve student equity.
- Enthusiasm for the learning process.
- Commitment to supportive relationships with students and colleagues.
- Capable of instructing using teaching methods that accommodate various student-learning styles.
- Participate in professional growth and remain current in subject area and major state initiatives.
- Ability to operate effectively in an environment of change and ambiguity.
- Vision and energy to plan and organize programs to enhance 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, ability to conduct effective public presentations.
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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 read files, documents, and computer screens and do close-up work; 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; frequent contact with others including some public contact; frequent deadlines and time-limited assignments.