Columbia College is seeking a full-time, tenure track faculty member in (Insert Discipline) who will share the college’s commitment to educating its diverse student population. The college currently serves over 4,000 students annually through on-campus, off-campus, and online learning opportunities and is committed to promoting equitable outcomes amongst its diverse population by identifying and addressing gaps in student performance.

This commitment has led to initiatives supporting veterans, foster youth, incarcerated and formerly incarcerated students, Native Americans, students with disabilities, and students from other traditionally underrepresented backgrounds. Through these efforts, the college is serving an increasing number of students from diverse backgrounds. The college is also fully engaged in providing comprehensive student support services and developing innovative pedagogical techniques to improve equity and overall student success. The college seeks excellent instructors who are committed to helping the college promote and attain these goals.

Columbia College is located in the foothills of the picturesque Sierra Nevada and serves all of Tuolumne County, approximately one half of Calaveras County, and part of Stanislaus County. The college is located on 280 acres of forestland in California’s historic Motherlode Gold Country and is described as one of the state’s most beautiful community colleges. With a variety of natural wonders nearby, including Yosemite National Park, the area attracts outdoor enthusiasts throughout all four seasons. There is a lively art and entertainment scene that includes music, theater, concerts, festivals, wine tasting, and cultural events. The region, rich in culture, offers a small-town feel, unique way of living, strong sense of community, and the opportunity to work where you play.

Modesto Junior College (MJC) is seeking a full-time, tenure track faculty member in the (Insert Discipline). The ideal candidate will share MJC’s commitment to educating its racially and socio-economically diverse student population. MJC currently serves a 24,000 students annually, the majority of whom are from racially minoritized populations, with the following breakdown: 53.5% Hispanic, 35.1% White, 4.9% Asian, 3.4% African-American/Black, 1.4% Filipino, 0.5% Native American, 1.1% Pacific Islander, 0.2% Multi-racial/Other (MJC Office of Research and Planning: https://www.mjc.edu/general/research/demographics/index.php).

MJC is a designated Hispanic Serving Institution, reflecting the great responsibility that the college has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join the college already fully engaged in exploring new wrap around student support services and innovative pedagogical techniques to improve equity and overall student success.

(Next we suggest a brief paragraph outlining discipline specific examples for increasing equity)

EXAMPLE: The successful candidate will join an English department that continues to create curriculum responsive to student needs, increasing student completion through the accelerated learning model.

Suggested Order as Follows:
MINIMUM QUALIFICATIONS

Determined by California State Chancellors Office. Click hyperlink for discipline applicable Minimum Qualifications.

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

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.

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.
- 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.
- Recent experience working with African American/Black, Hispanic, Native American, and other minoritized students in the classroom, and an understanding of how historical patterns of exclusion of these groups within higher education shape patterns of participation and outcomes;
- Willingness to examine and remediate one’s instructional, relational, and classroom practices to more effectively engage and support racially minoritized students;
- Experience and skill with addressing issues of equity in the classroom;
- Experience and expertise in culturally responsive teaching in XXX, especially as it relates to the relevancy of XXX in students’ lives, interests, and communities;
- Demonstrated ability to address equity gaps within coursework and the classroom;
- Demonstrated knowledge of the Hispanic-Serving designation for institutional, departmental, and instructional practices.

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.

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.
- 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.
- Engaging in data inquiry and self-assessment to develop strategies for student success, persistence, and equity.
- Collaborating in the development and revision of curriculum and in program review.
- Engaging in department program improvement initiatives.
- Participating in professional development activities, both departmental and college-wide, especially connected to closing disproportionate impact gaps and improving completion goals.
- Maintaining current knowledge in the subject matter area and effective teaching/learning strategies to meet the needs of all learning styles.
- Maintaining appropriate standards of professional conduct and ethics.
- Engaging in the college’s participatory governance processes.
- Perform other duties as assigned.

**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.