

JOB TITLE: Ethnic Studies Instructor

LAST REVISED: FEBRUARY 2021

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

OVERVIEW

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff and students and values the rich diverse backgrounds that make up the campus community. The Ethnic Studies Instructor must demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds. This includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities and other groups to ensure the district provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all.

Under administrative direction of an educational administrator, the Ethnic Studies Instructor will provide academic instruction to students in a variety of introductory Ethnic Studies courses. The Ethnic Studies Instructor will evaluate students' academic performance in ethnic studies courses, develop culturally responsive curriculum, participate in shared governance and other activities in support of the instructional program, and do related work, as required.

JOB DUTIES

- In courses taught online and in the classroom, present course material in a clear, logical and student-centered manner. Develop and provide student-centered syllabi for each course. Prepare lesson plans for each class meeting, as appropriate, and coordinate lectures with laboratory (if required) or other interactive assignments, as applicable. Use current and culturally inclusive examples to convey important concepts, provide instructional objectives to assist student learning; outline, summarize and emphasize major points; enhance presentations with visual aids, handouts, and demonstrations; answer student questions clearly, and encourage student participation in classroom discussions, group work, projects and/or other activities.
- Develop quizzes, examinations, term papers, homework assignments, projects, and laboratory assignments which fairly evaluate student progress in acquiring knowledge of subject material in an equity-minded manner. Establish fair and equitable testing conditions for examinations and quizzes. Read, evaluate, and grade student responses on examinations, quizzes, and projects. Assign, read, and evaluate student homework assignments and projects. Tabulate scores and assign official grades. Communicate clearly with students in a timely and student-centered fashion regarding their grades and progress in meeting course learning outcomes.
- Provide students with information about student support services (e.g., Extended Opportunity Programs and Services [EOPS], the Learning Skills Center, Tutoring Center, Writing Center, technology help, etc.) and collaborate with Student Services professionals to ensure a successful learning environment for all students.
- Post and hold regular student hours. Acknowledge the diversity of the student population by incorporating culturally responsive pedagogy and equity-minded teaching practices. Provide

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students with mentorship and serve as a positive role model. Participate in commencement and other student award ceremonies; and provide students with letters of recommendation, as requested. Promote articulation with feeder high schools and with transfer universities as needed. Encourage and assist students with internships and scholarship applications. Invite diverse guest speakers to share their on-the-job experiences and arrange field trips to enhance students' knowledge of job opportunities, when appropriate. Participate in special programs related to enhancement of instruction (e.g., Career Fairs, Student Services outreach activities, etc.).

- Review and select learning resources such as textbooks, internet sites, and periodicals determined to be the most useful, appropriate, and equity-minded for each course. Evaluate textbooks for cost and readability. Read material to stay current in the field; read literature (books, newspapers, periodicals, and other print and non-print materials) and attend trainings (if funding permits) on culturally responsive pedagogy and other topics that will contribute to eliminating equity gaps and supporting student learning and progress toward completion. Develop supplemental materials for use in the classroom and/or laboratory.
- Review and evaluate curriculum and student success data in courses taught to meet diverse student interests and needs. Coordinate with full-time and part-time faculty to enhance consistency of courses; evaluate and/or revise courses to meet changing needs. Present proposals for curriculum changes to the Curriculum Committee and/or other appropriate shared governance bodies.
- Attend and participate in District, division, and department meetings. Attend Board of Trustees and/or Strategic Council meetings, as necessary. Represent the department and/or division by serving on District-wide committees; serve on employee selection committees, as requested; and serve on faculty peer evaluation committees, as requested. Read minutes of shared governance bodies, Board of Trustees reports, and other written material to maintain knowledge of District activities; and read and respond to information polls distributed by the Academic Senate and/or other shared governance bodies.
- Participate in professional development seminars, workshops, trainings and meetings to develop, maintain, and enhance core competencies necessary for effective performance of duties as instructor of Ethnic Studies.
- Meet professional responsibilities including following approved course outlines and division procedures, maintaining accurate records, and submitting required materials, meeting scheduled obligations and responding to communications in a timely manner.

MINIMUM QUALIFICATIONS

Degrees/Experience:

Master's in the ethnic studies field OR master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African American Studies OR the equivalent.

Knowledge of: The interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences of people of color within and beyond the United States; inclusive and equitable teaching practices, methods, and techniques; culturally-responsive pedagogy/andragogy; and methods to successfully support individuals with varying backgrounds, which includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities and other groups.

Ability to: Provide interactive lessons in front of large and small groups. Explain Ethnic Studies concepts in a logical, sequential and equity-minded manner. Use a learning management system. Teach online. Provide students with a "hands on" learning experience in the laboratory and/or interactive learning experiences in the classroom or online. Provide for the needs of students with disabilities. Form and



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maintain effective working relationships with students and other faculty members and staff. Work independently and/or collaboratively to solve problems. Apply an equity-minded framework and ensure programs, services and processes are designed and delivered to meet the varying needs of all constituents. Interact and work effectively with a diverse population utilizing exceptional interpersonal and intercultural skills. Exercise sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff; and develop activities and assignments to address diverse learning styles.

Physical Suitability Requirements:

Incumbent must be able to function indoors in a classroom/laboratory environment engaged in work of primarily a moderately active nature, and to accomplish the following, with or without reasonable accommodation: Utilize vision to read written materials and computer screens; utilize hearing and speech to communicate in person, before groups, over the telephone, to hear sound prompts from equipment, to deliver lectures and respond to student questions, and to listen to student presentations; utilize manual and finger dexterity to write and to operate computers and audio/visual and other equipment; lift (from overhead, waist, and floor levels, max. 50 lbs.) and carry (max. 50 lbs.) to move equipment and materials to and from classrooms/laboratories and in and out of storage areas; reach (from low, level, and overhead) to connect computer and audio/visual equipment and turn television monitors on and off; twist and turn head and trunk to deliver lectures and assist students with laboratory activities.

Faculty Salary Schedule, subject to placement at date of hire.

FLSA exempt.

SCFA bargaining unit status.

Classification III, Bloodborne Pathogens Exposure Control Program.