

JOB TITLE: Information Technology (IT) 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 IT 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 the administrative direction of an educational administrator, the IT Instructor develops culturally-responsive curriculum and provides lecture and laboratory instruction for students in the study of Computer Information Systems (CIS) and other related courses; evaluates students' performance; coordinates with faculty and other staff regarding computer software for use in conjunction with lecture and laboratory assignments; participates in articulation and Career Technical Education program, shared governance, and other activities in support of the instructional program; and performs other related work, as required.

EXAMPLES OF FUNCTIONS AND TASKS

Curriculum Development: Maintain currency of knowledge in subject matter area(s), including participating in self-development activities, attending conferences and seminars, and exchanging information with colleagues; review and evaluate curriculum in order to meet student interests and needs within the parameters of the division/department budgets and availability of equipment and materials; acknowledge the diversity of the student population by incorporating culturally-responsive pedagogy and equity-minded teaching practices; review and evaluate curriculum and student success data in courses taught to meet diverse student interests and needs; work with local businesses, industries, and community groups to plan and develop curriculum to meet employment needs; coordinate with full-time and adjunct faculty members to enhance consistency of lecture and laboratory content; evaluate and/or revise course descriptions to fit curriculum designs; and present proposals for curriculum changes to the Curriculum Committee and/or other appropriate shared governance bodies.

Lecture/ Laboratory Preparation: Review and select textbooks determined to be the most useful, appropriate and equity-minded; review and evaluate new textbooks for content, readability, cost effectiveness and equity-mindedness; complete textbook order forms; read literature (books, newspapers, periodicals, and other print and non-print materials) to stay current in the field 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; review study guides and other supplemental materials for classroom and laboratory use; develop student-centered syllabi of lecture materials and laboratory exercises; place appropriate reference items on reserve in the library; prepare equity-minded lesson plans to be used in lecture; coordinate lectures with laboratory learning assignments; prepare example sets to illustrate topics from class; prepare written and culturally-

inclusive graphical presentations and materials for classroom/laboratory use; use a variety of online and in-person modalities to enhance classroom presentations; attend conferences and classes to increase knowledge of subject matter teaching methods and techniques; review the operation of computer hardware and software currently available to determine which is appropriate for use in the subject area; coordinate with Instructional Assistant to monitor computer laboratories, determine procedures for computer laboratory usage, and install appropriate computer software; experiment with changes in laboratory procedures and/or equipment which will improve instruction; coordinate with Instructional Assistants to determine proper functioning of laboratory and classroom equipment, including configuration of computer hardware and software, and to train student and/or other temporary help staff to assist in laboratory preparation, operation, and maintenance. Coordinate with appropriate District organizational unit staff member(s) to arrange transportation for field trips; coordinate with contacts at visitation sites to arrange clearances and field trip activities.

Lecture/ Laboratory Presentation: Introduce and present lecture/laboratory information and concepts in a clear, logical and equity-minded manner; use analogies and/or examples to convey important concepts of Computer Information Systems; provide instructional objectives to assist student learning; outline major points of information utilizing a variety of diverse modalities to meet student needs; enhance presentations with culturally-inclusive visual aids, demonstrations, and examples; demonstrate various Computer Information Systems processes and proper use of pertinent computer hardware and software (e.g., software development, applications, and network usage); distribute handouts to clarify particularly difficult topics; answer student questions clearly and without improper criticism or bias; encourage student participation and involvement in classroom discussions, providing an opportunity for student participation and feedback; monitor student activity; design and develop new laboratory exercises to demonstrate major Computer Information Systems concepts; promote use of new software systems in laboratory assignments; maintain presence in the laboratory to work with students; coordinate with Computer Laboratory Instructional Assistants to assure computer hardware and software configurations are prepared and are correct for lecture demonstrations.

Student Progress Evaluation: Develop quizzes, examinations, homework assignments, projects, and laboratory assignments which are understandable and 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 and quizzes; assign, read and evaluate homework assignments, projects, and laboratory assignments; tabulate scores and assign official grades; advise students on matters regarding their academic performance; communicate clearly with students in a timely and student-centered fashion regarding their grades and progress in meeting course learning outcomes; and 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.

Shared Governance Activities: Attend and participate in department staff meetings, division meetings, District meetings, and other activities, including Sierra College Collaborative Process (SCCP) activities; respond in writing to requests for information, as appropriate; represent the department and division by serving on District -wide committees; serve on employee selection committees, as requested; serve as functional member of one or more committees and/or task forces; attend Board of Trustees and/or Strategic Council meetings, as necessary; read minutes of shared governance bodies, Board of Trustees reports, and other printed/written material to maintain knowledge of District activities; read and respond to information polls distributed by the Academic Senate and other shared governance bodies.

Articulation/ Dual Enrollment Activities: Attend articulation meetings with representatives of local universities; assist the local area high schools in developing equity-minded curriculum that coordinates with community college offerings; act as resource person and attend meetings with representatives from

local high schools; assist in developing dual enrollment and 2+2 articulation agreements with high schools; act as a liaison for articulation and Credit for Prior Learning programs by developing and administering tests and evaluating performance objectives.

Ancillary Student Services: Post and hold regular student hours; advise and encourage students relative to Computer Information Systems and Computer Science curriculum, particularly application software and operating systems; assist students seeking employment, as appropriate; provide students and peers with a positive role model; participate in commencement and outstanding student award ceremonies; provide students with letters of recommendation, as requested; and encourage students to participate in special activities (e.g., Small Satellite Project, etc.)

MINIMUM QUALIFICATIONS

Degree/Experience Requirements:

Bachelor's degree **AND** two (2) years of occupational experience in the discipline **AND** any certificate or license required to do this work **OR** Associate's Degree **AND** six (6) years of occupational experience in the discipline **AND** any certificate or license required to do this work **OR** the equivalent (areas included: information technology systems, computer data networks, cybersecurity, Windows and Linux Client/Server Operating Systems, Database, and Data Analytics).

Knowledge of: The application and use of Information Systems in business contexts, Windows client operating systems, Windows server operating systems, data networking concepts, equipment, tools, and protocols, Linux operating systems, using VMWare and/or other Virtual Machine hypervisors in a lab environment, computer hardware, cybersecurity concepts, equipment, tools and protocols, database management and data analytics. 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: Use information technology tools, techniques, equipment, and protocols to teach and demonstrate key technology concepts. Operate and configure microcomputers, Windows and Linux operating systems, data networking equipment and other necessary technology equipment. Develop and deploy virtualized lab environments to provide students with a "hands-on" learning experience. Show a sensitivity to and understanding of the diverse academic, socioeconomic, ethnic, cultural, and disability backgrounds of students; form and maintain effective working relationships with peers, staff and students; maintain integrity, honesty, reliability, and cooperation; work independently to solve problems and participate in SCCP activities. 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 and/or laboratory environment engaged in work of primarily a sedentary to moderately active nature and to perform the following, with or without reasonable accommodation: Almost Constantly: Stand, often for long periods of time, to deliver lectures and to assist students during laboratory sessions; sit, to operate computers and assist students; utilize vision (near) for reading printed materials and computer screens; utilize hearing and speech for ordinary and telephonic conversation and to hear sound prompts from equipment; utilize manual and/or finger dexterity to type/keyboard and/or utilize mouse to operate computers and other equipment; reach (from

low and level) to operate computer equipment and check connections; turn head and trunk to deliver lectures and to assist students during laboratory sessions; lift (from overhead, waist, and floor levels, max. 35 lbs.) books, papers, and other instructional materials. Frequently: Walk, to move about classroom, laboratory, and campus environs; stoop and kneel, to connect power cords and turn on/off computer and other equipment. Occasionally: Carry (max. 35 lbs.) instructional materials to move them among buildings/rooms.

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

FLSA exempt.

SCFA bargaining unit status.

Classification III, Bloodborne Pathogens Exposure Control Program.