



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

BIOLOGY INSTRUCTOR

A Faculty Position
Salary Schedule 80

Placement on the regular faculty salary schedule is based upon education and credited experience. Initial placement with a Master's degree can range from \$71,328 up to \$89,496 per year; and a Ph.D. can range from \$81,732 to \$95,544 per year. Additionally, academic employees can be offered opportunities for other paid assignments and paid professional growth incentives. Benefits include a choice of medical plans, dental coverage, vision care, sick leave, salary continuance insurance, and an optional tax-deferred flexible benefit plan. Coverage is offered for employees and all eligible dependents. Academic employees participate in the State Teachers' Retirement System, a defined-benefit retirement plan through the State of California. Employees may also be eligible for various first-time homebuyer programs.

A. Who We Are

The San Mateo County Community District is committed to achieving educational equity for all students. As outlined in the District's Strategic Plan, "success, equity, and social justice for our students are longstanding goals." The District's ["Students First" Strategic Plan](#) is focused on "Student Success, Equity and Social Justice." We provide students with a rich and dynamic learning experience that embraces differences — emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at San Mateo County Community College District, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

B. The College and the District

Skyline College, which was designated as a Hispanic Serving Institution in 2015, is part of the San Mateo County Community College District, which currently enrolls approximately 23,000 students, the majority of whom are from minoritized populations. Of the students at Skyline College, 2.6% are African American, 0.2% are American Indian, 18.2% are Asian, 18.4% are Filipino, 18.8% are Latinx, 1.2% are Pacific Islander, 19.3% are White, 19.8% are Multi-Ethnic, and 1.7% are unknown.

C. Who We Want

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities and orientations. Therefore, we prioritize applicants who demonstrate they understand the benefits diversity brings to a professional educational community. The successful candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps. An equity-minded individual is a person who already does *or has demonstrated the desire to*:

- (1) Understand the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
- (2) Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility;
- (3) Encourage positive race-consciousness and embrace human difference;
- (4) Reflect on institutional and teaching practices and aim to make them more culturally responsive; and
- (5) Strategically build buy-in and participation among colleagues for equity-related initiatives.

The San Mateo County Community District seeks employees who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals. All departments strongly encourage collaboration across disciplines to create inclusive, integrated, and interdisciplinary learning experiences. College faculty are expected to be knowledgeable about, and willing to use, different learning and teaching methods appropriate to the students they serve.

Your cover letter must include discussion of the following questions:

- What do you feel are the best strategies for supporting students who have been historically marginalized?
- Think of the most successful class you have taught. What were the key factors in creating that success for racially-minoritized and other underserved disproportionately disadvantaged students?
- How is your teaching approach culturally-responsive to the students you serve?

D. The Position

The College seeks a full-time, tenure track faculty member in Biology. The ideal candidate will share the College's commitment to educating a racially and socioeconomically diverse student population.

E. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Teach lecture/lab sections of biology courses with a primary focus on general education/non-majors, general biology, and human biology
2. Develop and practice effective teaching strategies that foster success in students with diverse backgrounds, learning differences, interests, and abilities
3. Develop and maintain expertise in the biological sciences discipline and integrate this learning into the curriculum and classroom
4. Assist in curriculum revisions and new course development, department planning, and program review

5. Participate in the development and/or selection of course materials, equipment, and technology that will enhance offerings of the Biology Department
6. Participate, on an ongoing basis in the assessment and analysis of student learning
7. Provide one-to-one and small group support to students at regularly scheduled times
8. Serve as a member of division and college committees
9. Teach day and evening classes as required by the college
10. Perform other duties as required by contract, collective bargaining agreement, and general institutional needs

F. *Minimum Qualifications*

- Possession of a Master's or above in any biological science OR Bachelor's in any biological science AND Master's or above in biochemistry, biophysics, or marine science, OR the equivalent (see below)
- Demonstrated cultural competence, 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 as these factors relate to the need for equity minded-practice both within and outside of the classroom

G. *Preferred Qualifications*

- Recent experience working with racially minoritized and other disproportionately-impacted students in the classroom and an understanding of how historical patterns of exclusion of these groups within higher education and particular fields 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 and other disproportionately impacted students
- Experience and skill with addressing inequity in the classroom and on campus
- Experience and expertise in culturally-responsive teaching in biology
- Demonstrated ability to address equity gaps within biology courses and classrooms
- Demonstrated knowledge of the implications of the Hispanic-Serving Institution designation for institutional, departmental and instructional practices

For persons applying for this position based on Equivalence, please answer the supplemental question on the online application choosing one or more of the following:

Degree Equivalence

The applicant possesses a degree(s) with similar content to those listed for the relevant discipline. The name of the degree is close to that specified on the Disciplines List but the degree either has a different title or area of expertise or the coursework is slightly different.

Academic Background Equivalence

Related to disciplines in which a Master's degree is not generally expected or available. The applicant must have completed at least 24 semester units of coursework in the academic field and must possess at least the equivalent level of achievement and the equivalent in breadth, depth of understanding, and rigor in each of the following:

- i. a broad cultural education usually met by the general education requirements for any Bachelor's or Associate's degree, and
- ii. a detailed study of the discipline in breadth, depth, and rigor, usually met by course work required for the degree major.

Professional Achievement Equivalence

The applicant must have completed the General Education requirements for that degree and show evidence of outstanding professional achievement and/or substantial training in the requested field. The applicant must submit substantial evidence, which demonstrates that his/her preparation, teaching experience, work experience, and ability are equivalent to those expected from a person who meets the minimum qualifications.

H. Knowledge, Skills & Abilities***Subject matter preparation:***

1. Recent successful experience in teaching general education/non-majors, general biology, and human biology in a community college
2. Experience developing and teaching inquiry-and research-based labs

Evidence of outstanding ability as a teacher:

3. Enthusiasm for, and understanding of, the role and purpose of the community college
4. Ability to evaluate one's pedagogy and its effectiveness in facilitating student learning
5. Ability to teach online courses effectively
6. Ability to use teaching methods that engage students, promote critical thinking, and emphasize cooperation and collaboration
7. Experience addressing differential achievement rates among students of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds

Evidence of effectiveness as a colleague:

8. Initiative, and commitment to work collaboratively with faculty and staff to enhance instruction, curriculum, and student success
9. Commitment to professional responsibilities outside of the classroom through contributions to department, division, and college activities

(05/2018)