



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

MATHEMATICS INSTRUCTOR

(TRiO Emphasis)

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 \$62,292 up to \$78,168 per year; and a Ph.D. can range from \$71,376 to \$83,436 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. General Statement

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

The TRiO Student Support Services Program, funded by the U.S. Department of Education, provides an academic, social, and personal support system for students to assist them with basic college requirements and to motivate them towards a successful completion of their college education. The program offers instruction in study skills, tutoring services, academic counseling, guidance on career options, assistance in securing admission and financial aid for enrollment in four-year institutions, mentorship, and the overall support of the entire staff.

B. 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. Serve as a Mathematics Instructor in the Learning Center for the TRiO program
2. Teach mathematics and other appropriate courses as assigned
3. Assist in curriculum revisions and new course development
4. Through the Learning Center, create and develop instructional materials for TRiO students

5. Coordinate and deliver instructional support services that address all areas of remedial and lower division college mathematics
6. Recruit, train, and supervise math tutors for use in the TRiO program
7. Assess and monitor student progress and maintain accurate records and tutoring documentation for reporting
8. Participate in the development and/or selection of course materials, equipment and technology that will enhance Math offerings of the department
9. Maintain expertise in current teaching and discipline technologies
10. Consult with students during regularly scheduled office hours
11. Serve as a member of division and college committees
12. The college offers day and evening classes, and faculty may be required to teach a class in the evening
13. Perform other duties as required by contract, collective bargaining agreement, and general institutional needs
14. Work collaboratively with other departments and TRiO staff to provide comprehensive support services for TRiO students

C. Requirements

- Master's degree in Mathematics or Applied Mathematics **OR** Bachelor's degree in either of the above **AND** a Master's degree in Statistics, Physics, or Mathematics Education **OR** the equivalent (see below).
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff.

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.

D. Knowledge, Skills & Abilities

Subject matter preparation:

Preference will be given to candidates who:

1. Have recent successful experience in teaching basic-skills/developmental mathematics, including training in or experience with supplemental instruction, resource center instruction, cohort based instruction (learning communities), study skills development or other developmental programs

2. Possess a professional level of mathematical competence and recent successful experience teaching a full range of community college courses in mathematics, ranging from pre-algebra to linear algebra and differential equations
3. Demonstrated ability to use diagnostic and assessment tools in mathematics to prescribe skill-specific instructional materials based on assessed needs

Evidence of outstanding ability as a teacher:

Appropriate evidence includes, but is not limited to, experience, training, or achievement that the candidate has:

4. An understanding and commitment to the role and purpose of this community college
5. A commitment to the teaching profession, its goals and ideals, and enthusiasm for the mission of this community college
6. The ability to motivate students to develop higher-order thinking skills
7. The ability to organize and explain materials in ways appropriate to students' abilities, levels of preparation, and learning styles
8. The ability to use teaching methods that engage students in integrative learning (reading, writing, mathematics) and encourage them to become self-regulated learners
9. The ability to use instructional methods that emphasize cooperation and collaboration and that reflect cultural sensitivity and interdisciplinary approaches to subject matter
10. The ability to ensure consistent and appropriate monitoring of student progress
11. Knowledge of current theories and teaching methods, especially in a culturally diverse student population
12. The ability to reflect on and evaluate one's pedagogy and to examine its effect critically
13. Commitment to staying abreast with developments in mathematics, mathematics education, and teaching basic skills mathematics
14. Familiarity and willingness to expand the use of technology in mathematics education
15. The ability to develop instructional learning outcomes and to develop methods for assessing students' achievement of these outcomes

Evidence of effectiveness as a colleague:

16. The ability and desire to work collaboratively with other teachers to enhance instruction, curriculum, and student success
17. Commitment to professional responsibilities outside of the classroom through enthusiastic contributions to department, division and college activities

(1/2015)