1. Describe the way in which you meet the job qualifications: A) A valid lifetime California Community College Instructor Credential with authorization to teach Mathematics OR B) A master's degree in Mathematics or Applied Mathematics OR C) A bachelor's degree in either of the above AND a master's degree in physics, statistics or mathematical education OR D) The equivalent. (If you are applying for equivalency, please complete the equivalency form at the end of the job application.)  
     
   1: Ability and willingness to support students in various mathematics courses including courses with support, i.e., Statistics with support, Precalculus with Support, and Applied Calculus with support, Calculus, Differential Equations, Linear Algebra, and/or Discrete Mathematics. Furthermore, willingness to provide adequate support to students in order to promote success and retention.

2: Ability to facilitate effective mathematical learning in the classroom of various teaching modalities (online synchronous, online asynchronous, face-to-face, or hybrid). Several strategies may include experience in utilizing innovative class discussions, facilitating student collaboration /group work, tutoring, discovery learning, and designing lab activities/ just-in-time support.

3: Ability and willingness to integrate new and existing technology and Software/ Tools into the curriculum. These include Desmos or any calculator suite, Statcrunch, R, Geogebra, OER, etc.

4: Demonstrate experience and/or willingness to participate as a team member or leader in committees. Some examples are as follows: Math Path To Transfer, Math Teaching Communities, and Various Math Cohorts (Puente, UMOJA, Honors, etc.).

5: Have sensitivity and understanding of diverse academic socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities.

I have both a master’s degree and a Ph.D. in mathematics from the University of Wisconsin, Madison.   
  
I have worked with college students in mathematics for over 10 years as a teaching assistant, instructor of record, lecturer, and advisor/mentor. During this time, I have taught numerous different courses including algebra, statistics & probability, pre-calculus, business calculus, calculus, and various support courses. In teaching these courses I have developed significant experience teaching in various modalities (in-person, online, etc.) with several different pedological approaches. For example, I frequently attempt use a mix of various activity and inclusive learning methods in my classes such as group work, inquiry based learning, and human centered learning. FINSIH

1. California community colleges now offer first transfer-level courses to all students. Those students who did not complete an Algebra II or Intermediate Algebra prerequisite enroll in these courses along with a co-requisite support class. Discuss the benefits of such courses for students and how you would design a support class to help students in successfully completing transfer level math courses.
2. The Los Medanos College math department is dedicated to fostering a culture of equity, inclusivity, and anti-racism in our teaching practices. We value diverse approaches to achieving these goals. Please share an example of your teaching practice, educational experience, or any other project which you feel best reflects your commitment to promoting equity and anti-racism. Feel free to draw upon or include any relevant resources (including but not limited to books, academic journals, etc) or experiences which have informed your perspective.