

News from the South C's

Volume XVI, Number 1

January 2007

Inside this issue:

From the President's	1-2
AMATYC—Beyond Crossroads	2-3
Multiple Choice Testing	3-4
CMC ³ South Spring Conference	5-6
Raising the Standards??	7-9
Job Announcements	10-14
Fall Mini-Conference Photos	15

Upcoming Events:

- Mar. 2-3, 2007—CMC³ 22nd Annual Conference in Anaheim, CA.
- Nov. 1-4, 2007—33rd AMATYC Annual Conference, Minneapolis, Minnesota.

From the President's Desk

From the President's Desk

I had originally intended to give this column a Valentine's Day flavor in an effort to be trendy and timely. I would have regaled you with mathematical love stories such as Galois's tragic death over a woman (yes, I know that's arguable) and the line's triumph over the squiggle for the love of the dot in The Dot and the Line: A Romance in Lower Mathematics. But yesterday a student shared with me something quite remarkable that has trumped anything else I might have planned for this space. "*And just in time,*" I bet you're thinking.

The student emailed me a link to an audio recording made by George Vaccaro, a Verizon customer who felt he had been overcharged for wireless Internet usage while he was traveling in Canada. George, an IT consultant from San Diego, has a Verizon plan in which he pays a fixed monthly rate for unlimited Internet usage in the United States. But usage in Canada is charged on a per kilobyte basis. So prior to his trip, George wisely called Verizon customer service and inquired about the rate. He was told that the usage rate in Canada is "point zero zero two cents per kilobyte." I have purposely spelled it out so you can experience exactly what George heard. So off to Canada George went, racking up 35,893 kilobytes of data transfer. His bill came to \$71.79.

I'm sure that George was not stunned by the amount. After all, he *is* an IT guy and admits in his blog that he was "surprised at the rate" he had been quoted. But at "point zero zero two cents per kilobyte" the bill should have come to 71.79 *cents*, not dollars. The explanation, of course, is that the customer service representative saw \$0.002 on the screen and read it to George incorrectly.

So what did George do? He called Verizon again, this time armed with his tape recorder and ready to teach them some math.

Continued on page 2

From the President's Desk:

Continued from page 1

The result is a hilarious and pathetic twenty-seven minute conversation that you must hear for yourself. You can find it several places on the web, but the only place I have found the entire recording is at <http://media.putfile.com/Verizon-Bad-Math>. You can also read George's blog concerning this whole fiasco at <http://verizonmath.blogspot.com/>. By the way, this whole issue unfolded in early December, 2006, and George's recording has become the latest "viral video." Too bad it's not actually a video.

The recording documents George's conversation with two Verizon representatives, but in the end he spoke with five of them. Amazingly, every single one of the five believed \$0.002 to be the same as 0.002 cents! Verizon eventually apologized and issued George a refund. They also added, "In order to prevent any future inaccuracies, we are supplementing the reference material used by our representatives to better highlight that the Canadian roaming rate is .002 dollars-per-kilobyte, which is equal to .2 cents per kilobyte." George pointed out that if they just said \$2.05 per megabyte, the problem would go away. I'll leave it to you to figure out where the extra nickel comes from.

If you've made it this far, you are obviously the kind of person who will enjoy attending the upcoming 22nd Annual Spring Conference on March 2nd and 3rd. Look for the registration form in this newsletter and send it in today to get the advance registration rate of \$90.00. That's only 9,000 cents!

Sincerely,

Richard Zucker
Irvine Valley College

AMATYC releases Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College

The American Mathematical Association of Two-Year Colleges ([AMATYC](#)) released *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College* on November 2, 2006 at the AMATYC Annual Conference in Cincinnati. *Beyond Crossroads* builds on AMATYC's first standards document, *Crossroads in Mathematics*, released in 1995. *Beyond Crossroads* presents a renewed vision for mathematics courses offered in the first two years of college, as well as an *implementation cycle* to help mathematics faculty make needed changes in learning and the learning environment, assessment of student learning, curriculum and program development, instruction, and professionalism.

Continued on page 3

AMATYC releases *Beyond Crossroads*:

Continued from page 2

Beyond Crossroads is intended to stimulate faculty, departments, and institutions to examine, assess, and improve every component of mathematics education in the first two years of college. The standards, recommendations, and action items are designed to meet the broad and varying needs of faculty members, departments and institutions that comprise community colleges – higher education’s most diverse and fastest growing sector. Community colleges currently enroll almost half (45 percent) of all U.S. undergraduates, placing these institutions at the center of improvement in post-secondary mathematics education.

Electronic resources accompanying *Beyond Crossroads* are available at the *Beyond Crossroads Live* website www.bc.amatyc.org. These electronic resources extend and enhance the messages of *Beyond Crossroads*. Also visit this website to order a copy (or to download a copy) of *Beyond Crossroads*, to see the Executive Summary, or to obtain further information about *Beyond Crossroads*.

Multiple Choice Testing

By Patty George

Assessing student learning is a sensitive and challenging task for college mathematics teachers. While there are many possible types of assessment activities, a large majority of college professors still rely on quizzes, tests and a final exam to determine the major part of the student’s course grade.

Quizzes and tests can assume a variety of forms. Some teachers create their own tests while others rely on tests prepared under the direction of the textbook author. In mathematics, tests may contain items that require students to fill in the blank, respond with short answers, and provide proofs, graphs, illustrations or essays to support the response. Tests may also contain true-false items or multiple choice items. Although students encounter multiple choice items frequently when participating in placement activities or when completing statewide or national “standardized” tests, the degree to which mathematics professors use multiple choice items varies. There is a broad range of opinion about the usefulness of the multiple choice test in measuring student learning.

In an article on the use of multiple choice tests, Christina Ballantyne of Murdoch University summarizes some of the arguments concerning the strengths and weaknesses of multiple choice tests. The following is a list of strengths of the multiple choice test according to Ballantyne:

- *They test a wide range of issues in a short time.*
- *Assessment is not affected by a student's ability to write.*
- *They can be reliably marked as all answers are predetermined.*
- *They can be quickly marked by computer.*
- *Computer marking gives easy access to an item analysis of questions to pinpoint problem areas for students.*

Continued on page 3

Multiple Choice Testing:

Continued from page 3

- *A large bank of questions can be built up to reduce future preparation time. They can be used for quick revision at the start or end of a class and marked by the students.*
- Ballantyne also acknowledges the following weaknesses of multiple choice tests:
- *They do not test the student's ability to develop and organise ideas and present these in a coherent argument.*
 - *It takes a long time to write plausible distractors - especially in cases where higher order cognitive skills are being tested.*
 - *Restrictions are placed on the student's answers as they must select from your alternatives.*
 - *Guessing may result (but plausible distractors will result in intelligent guessing).*
 - *Questions are often re-used which means attention to security.*
 - *Questions need to be pre-tested and items reviewed to ensure the validity of the items.*

Ballantyne's lists of the strengths and weaknesses associated with multiple choice assessments provides us with a departure point for the discussion of this type of assessment in the college mathematics classroom. In the interest of exploring assessment of student learning in the college level mathematics class, Mariam Castroconde of Irvine Valley College and Patty George of Cerritos College are preparing a survey concerning the multiple choice test ... Will it be a multiple choice survey?! ... We will be sending you this survey in the upcoming weeks prior to the CMC – 3 South, Spring 2007 Meeting in Anaheim. Until then, let us know your ideas about the multiple choice test. Feel free to write me at pgeorge@cerritos.edu and let me know if you will allow your correspondence to be posted on the CMC – 3 South web site.

Happy New Year!

For more information about multiple choice tests, see the following:

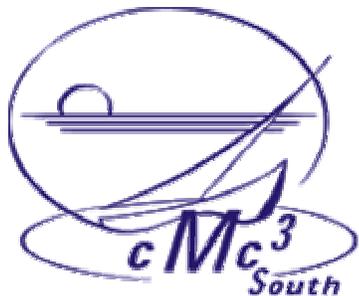
Ballantyne, Christina, "Multiple Choice Tests," Educational Development, Teaching and Learning Centre, Murdoch University, Perth Western Australia,

<http://www.tlc.murdoch.edu.au/eddev/evaluation/mcq/mctests.html>

Neill, Monty, "Transforming Student Assessment," Fair Test, The National Center for Fair and Open Testing, Cambridge Massachusetts, <http://www.fairtest.org/MNKappan.html>

A bibliography of articles concerning multiple choice testing is posted by Central Queensland University at <http://ahe.cqu.edu.au/MCQ.htm>

California Math Council Community Colleges South



Twenty-second Annual Conference Mathematical Potpourri!

March 2-3, 2007

Doubletree Hotel, Anaheim/Orange County

Friday Night Reception Speaker

"Math to Math Resuscitation: Ideas to Bring Your Class Back to Life "

Dr. Joe Vasta, Cuesta College

It has become our tradition to offer a fun-filled free Friday evening event. You don't have to be registered for the conference to attend. The evening begins with wine, cheese and hors d'oeuvres at 6:00 p.m. At 7:00 p.m., we will be entertained by Joe Vasta, a professor at Cuesta College.

Joe will entertain you with his amusing style of teaching all levels of mathematics. You will be amazed how one person can demonstrate irrational numbers, logarithms, exponents, the Chain Rule, how calculus can bug you, and topology in action in an hour while keeping you laughing at your seats. Joe has a Ph.D. from UC Riverside and worked for the government for two years before starting his teaching career. Everyone will enjoy Joe's subtle humor while learning how to incorporate some of these techniques in his/her own classes.

Saturday Luncheon Speaker

"Engaging Students with Significant Mathematical Content from "The Simpsons"

Dr. Andrew Nestler, Santa Monica College

Dr. Nestler, an associate professor at SMC, wrote his Ph.D thesis from USC on the algebraic K-theory of curves and surfaces over finite fields.

"The Simpsons" is by far the longest-running sitcom (18th season) of all time, airing its 400th episode this spring. The series contains over one hundred mathematical references ranging from arithmetic through calculus, many designed to expose and poke fun at innumeracy.

Join us as we explore the pedagogical value and related mathematical content of some of our favorite "Simpsons" moments, along with the motivations and backgrounds of the writers.

For the Students of CMC³-South

Bob Crise, Crafton Hills College

If you would like to bring students to CMC³-South Twenty Second Annual Spring conference, March 2-3, 2007, CMC³-South has ten student waivers (two per college) available to the first ten students who apply by filling out the application below or emailing Bob Crise at rcrise@craftonhills.edu. Colleges may bring more than two students to the conference, but the students will be required to pay \$45.00 to cover the cost of lunch on the third of March.

CMC ³ -South's Student Registration Waiver for the Twenty Second Annual Conference (Please print all information legibly!)	
Student's Name	
Student's College	Name of the math instructor responsible for the student at the conference:
	Math instructor's email address:
Please return this form to: Robert D. Crise, Jr. Associate Professor of Mathematics Crafton Hills College 11711 Sand Canyon Road Yucaipa, CA 92399-1799	

This article is a reprint of an article printed in the February 2005 CMC³ Newsletter.

Raising of the Standards??

By Barbara Illowsky, Special Projects Advocate

This April, the Academic Senate for California Community Colleges will *finally* vote on recommending to the Board of Governors a change to Title 5 for the mathematics and English graduation requirements. **Zwi Reznik** and I brought the mathematics part of the proposal to Academic Senate over three years ago. The English folks joined in and proposed raising the English requirement. (Currently, the English graduation level is one course below transfer level while the mathematics level is two below.) Since then, we have been working diligently on Academic Senate committees to educate faculty and counselors as to the value of increasing the mathematics level needed to earn the Associates degree. Over the past years, Zwi and I have presented (again and again!) at plenary sessions and at colleges and conferences across the state. We joined the Curriculum and Basic Skills committees, which tackled this issue.

The final wording of the resolution will be set at the April Academic Senate Plenary Session. It will similar to this: *Be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors to approve the change to the mathematics graduation requirement in Title 5 to Intermediate Algebra OR a mathematics course locally developed that requires Elementary Algebra as a prerequisite.*

It is important to keep in mind that colleges will have a choice as to what course they require for their own degree. Some schools may choose to have Intermediate Algebra. Other schools might develop their own course for their students. **Ron Staszko** presented at the most recent CMC3 conference on such a course that Ohlone College will offer this fall. The main point is to increase the level of mathematics that students take as their final mathematics course and, at the same time, to allow for local control for mathematics departments to produce courses that serve their students.

Last year, I compiled a list of possible topics that one might include in a locally developed course. Below, I include that list and the names of the wonderful people who contributed to it. This is a list of possible topics to pick and choose from when developing *OR a mathematics course locally developed that requires Elementary Algebra as a prerequisite*. The list is not meant to be an exhaustive. Also, it is not meant that all topics are included. Each college would develop its own course.

Please keep in mind the following:

- The list below does not include any of the standard Intermediate Algebra topics. Any of them may be included as desired in developing this course.
- Throughout the content covered, this course should emphasize problem solving skills, critical thinking techniques, applications to the “real world”, and learning how to learn.
- Many of these topics are also in transfer-level courses. However, in this course they must be taught at the Intermediate Algebra level (i.e. with only Elementary Algebra as a prerequisite).

Continued on page 8

Raising of the Standards??

- This course could not serve as a prerequisite to a transfer-level mathematics course. The transfer-level mathematics courses are required to have Intermediate Algebra as a prerequisite in order to articulate with CSU and UC.
- This course is intended to be a terminal course, serving as a graduation substitute for those students who do not take Intermediate Algebra.
- The topics in this course will vary from school to school, and, most likely, from instructor to instructor within the same school. Faculty are encouraged to develop their course with the mathematical needs of their particular student body in mind.

Here are suggested topics that faculty from several colleges have contributed.

Comparison of Voting Methods

Plurality
Run-off Methods
Scoring Systems
Ranking Methods
Approval Voting
Comparison of Apportionment Methods
Quota Methods
Early Methods
Current Methods

Financial Math

Simple Interest
Compound Interest
Future Value
Present Value
Annuities
Loans, including Financial Aid Packages
Effective Yield
Population Growth

Fractals

Continued from page 7

Functions

Definitions
Applications

Game Theory

Geometry

Basic figures in geometry
Deductive reasoning
Parallel lines and planes
Congruent triangles
Quadrilaterals
Inequalities in geometry
Similar polygons
Right triangles
Circles
Constructions and loci
Areas and plane figures
Areas and volumes of solids
Coordinate geometry
Non-Euclidean Geometry
Polyhedra
Transformations and Symmetries
Intro to Axioms, Proofs, and Theorems
Manipulatives

Graph Theory

Paths
Networks

Linear Programming

Linear Modeling
Maximize Profit
Minimize Business Costs

Number Theory

Probability

Venn Diagrams
Addition Rule
Complement
Independent Events

Continued on page 9

Raising of the Standards??

Dependent Events
Conditional Probabilities
Mutually Exclusive Events
Counting Principles
Multiplication Rule
Trees

Reasoning

Inductive Reasoning
Deductive Reasoning
Patterns
Logical Connectives
Argument Forms
Symbolic Logic
Truth and Falsehood of Compound Statements
Puzzle/problem Solving

Set Theory

Sets, subsets, attributes, categorization
Notation and representation
Operations
Cardinality

Statistics

Randomness versus deterministic
Data and sampling
Organizing Data
Measures of Center and Spread
Graphs: Histogram, Pie Chart, Box Plot

Technology

Graphing calculator techniques
Computer financial software

Trigonometry

Angles
Basic definitions
Right Triangles

Pythagorean Theorem

Continued from page 8

Graphs
Construction uses

Thanks to the following for their contributions and assistance for the topics list: **Genele Rhoads** (Solano Community College), **Zwi Reznik** (Fresno City College), **Norbert Bischof** (Merritt College), **Fred Teti** (City College of San Francisco), **Noelle Eckley** (Lassen College), **Rick Hough** (Skyline College & President of CMC³), **Susan Dean** (De Anza College), **Peg Hovde** (Grossmont College & Past President of CMC³-South), **Teresa Henson** (Las Positas College), **Janet Tarjan** (Bakersfield College), **Jay Lehmann** (College of San Mateo).



MATHEMATICS INSTRUCTOR
FULL-TIME ONE POSITION
Beginning Fall 2007 Semester

Position open until filled
To be assured consideration for the first screening, please submit all required materials by
4:30 p.m. on Tuesday, February 13, 2007

ABOUT CITRUS COLLEGE AND OUR MATHEMATICS DEPARTMENT

Citrus is a comprehensive two year community college dedicated to serving the residents of the eastern San Gabriel Valley. Citrus offers day, evening, distance education, and community education courses with a student enrollment of approximately 12,000. Our student body diversity is: 1%-American Indian or Alaskan Native, 14%-Asian/Filipino, 6%-Black, 32%-Caucasian, 42%-Hispanic, and 5%-Other. We recently received two Title 5 grants (Basic Skills and Teacher Preparation) as a Hispanic-serving institution. We at Citrus College are proud of our innovative educational programs and our recent award from the California Community College Chancellor's Office for our success in hiring a diverse faculty.

Our Mathematics Department offers students a broad range of courses from Arithmetic through Calculus and Differential Equations. Nearly 70% of our class sections are basic skills through Intermediate Algebra. In Fall 2005, the Mathematics Department moved into its new 26,000 square foot Math/Science Building, which is equipped with a state-of-the-art computer lab, a student assistance/tutoring center, and high-tech classrooms.

GENERAL DESCRIPTION

One full-time tenure track instructor of Mathematics to begin instruction in the Fall 2007 semester. The 10-month (176 days) assignments will include a variety of Mathematics courses. The assignments and schedules, as determined by the District, may include evening classes and/or courses off of our main campus.

MINIMUM QUALIFICATIONS

- ✓ Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- ✓ Possession of a Master's Degree in mathematics or applied mathematics, OR
- ✓ Possession of a Bachelor's Degree in either of the above disciplines AND a Master's Degree in statistics, physics, or mathematics education, OR
- ✓ The equivalent (It is the candidate's responsibility to provide conclusive evidence and justification for equivalency. Request the information sheet on equivalencies when requesting an application), OR
- ✓ A California Community College LIFE Instructor credential to teach Mathematics.

PREFERRED QUALIFICATIONS

- ✓ Ability and desire to teach a broad range of mathematics courses, including basic skills courses.
- ✓ Experience with Developmental Mathematics instruction methods.
- ✓ Computer literacy.
- ✓ Willingness to use and promote technology-mediated instructional techniques.
- ✓ Effective communication skills (speaking, writing, and listening).

DUTIES AND RESPONSIBILITIES

- ✓ Instruct classes in a manner consistent with the student learning outcomes adopted by the Mathematics Department and Citrus College.
- ✓ Inform students concerning course requirements, evaluation procedures and attendance requirements.
- ✓ Provide class instruction in accordance with established course outlines.
- ✓ Properly and fully prepare in advance for classes.
- ✓ Grade assignments and examinations in a timely manner, and assess student work for both proper presentation of work and correctness.
- ✓ Maintain necessary attendance, scholastic and other student records, and submit them in accordance with published deadlines.
- ✓ Meet obligations with regard to grade reporting, scheduled classes, required office hours, and other directions provided by supervisor.

1000 West Foothill Boulevard * Glendora, CA 91741-1899
TEL: 626.914.8550 * 24-HOUR JOB HOTLINE: 626.914.8553
Citrus College is an equal opportunity employer

Continued on page 11

Citrus College

- ✓ Maintain professional and ethical academic standards.
- ✓ Involve technology in the learning process when appropriate.
- ✓ Teach students with diverse backgrounds.
- ✓ Perform job-related duties (department and committee work, curriculum development, community outreach, etc.) necessary for the smooth functioning of the college.
- ✓ Participate actively in staff development and professional growth programs.

SALARY

Salary to be determined by the candidate's proper placement on the current Faculty Salary Schedule which is based on education and experience, and can be found at the Citrus College website (<http://www.citruscollege.edu>). Health and welfare benefits include major medical, dental, and vision insurance for full-time employees and eligible dependents. Life insurance provided for employee only.

APPLICATION PROCEDURE

Faculty applications may be obtained from any of the following resources: downloaded from the Citrus College website, picked up in person, or requested by phone. All materials included in your application packet become the District's property, and we will not be able to copy or return them. Application packets are screened for completeness and inclusion of required materials. Only complete application packets will be considered. It is the applicant's responsibility to ensure that all application materials are submitted to Human Resources. A complete application packet includes:

1. **Citrus College Faculty Application.** The application form must be filled out completely (all requested information provided) with no notations such as: "see attached" or "see attached resume".
2. **Cover Letter.** This letter must address:
 - a. Your demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - b. Your interest in teaching students in the community college setting;
 - c. Your ability to communicate effectively with a diverse student population and with colleagues, in English, both orally and in writing;
 - d. Your familiarity with computers in the classroom, laboratory, and work place. List specific software with which you are familiar, and any particular package/program that you would recommend for use in our curriculum, including any multimedia applications;
 - e. Evidence of your ability to work effectively as a member of the instructional team;
 - f. Your preparation to teach mathematics courses from Basic Skills through Calculus; and,
 - g. Your interest in and experience with teaching Developmental Mathematics.
3. **Current Curriculum Vitae or Resume.**
4. **College Transcripts.** Candidates must submit all transcripts (need not be official) which prove sufficient for verifying minimum qualifications for this position. Official transcripts will be required at the time of the job offer. Transcripts must be from the awarding institution and must show that the degree has been awarded or conferred. Degree must be earned from an accredited institution or an equivalent foreign institution by the screening date. All degrees must be verifiable on a legible transcript by the indicated screening date. Foreign transcripts must be transcribed in English AND evaluated for U.S. equivalency by a bonafide U.S. evaluation service.
5. **Letters of Recommendation (Optional).**

Reasonable accommodations will be provided to candidates with disabilities. Accommodation requests should be made at the time the interview appointment is scheduled.

All required materials must be received by the submission date and time and mailed or delivered to:

Office of Human Resources/Employment
CITRUS COMMUNITY COLLEGE DISTRICT
1000 West Foothill Boulevard

1000 West Foothill Boulevard * Glendora, CA 91741-1899
TEL: 626.914.8550 * 24-HOUR JOB HOTLINE: 626.914.8553
Citrus College is an equal opportunity employer

Continued on page 12

Citrus College

Glendora, CA 91741-1899

We regret we are unable to accept E-mailed or faxed documents at this time.

Position is contingent upon funding and final Board approval.

SELECTION PROCESS

A screening panel will review application packages and select a limited number of qualified candidates for oral interview.

Each candidate will be asked to give a presentation on a topic of the panel's choice. The candidate will be informed of the topic when an interview appointment is scheduled.

Each candidate will be asked to provide a sample of his or her writing ability just prior to the interview.

Travel costs must be borne by the applicant.

Final candidates will be interviewed by the Superintendent/President.

If selected as a finalist, the candidate permits the District to contact the current and former employer(s) to investigate past employment history.

January 2007



Santa Barbara City College
721 Cliff Drive, Santa Barbara, CA 93109-2394
(805) 965-0581 x2258

MATHEMATICS INSTRUCTOR

Position Opens December 18, 2006
Job# 12/06-A06

Essential Functions of Position:

Commencing Fall 2007, three full-time, tenure-track faculty positions will be available in the Department of Mathematics. Responsibilities include teaching and course development for the full spectrum of community college mathematics, from basic arithmetic through calculus and differential equations. Assignments may involve teaching a course in the evening. Other duties include keeping required office hours, full participation in departmental responsibilities, which includes being department chair on a rotating basis, and participation in the governance of the college via committee assignments. Involvement in activities designed to improve teaching and particularly the application of technology to the instructional process will be expected.

Minimum Qualifications: The candidate must meet one of these criteria:

1. Possession of a Master's Degree from an accredited institution in Mathematics or Applied Mathematics **OR** Bachelor's Degree in either of the above **AND** Master's Degree in Statistics, Physics, or Mathematics Education; **OR**
2. A combination of education and other accomplishments that is equivalent to the above. (If claiming equivalency, attach a separate statement that presents the basis for this claim and submit supporting evidence, e.g., transcripts, publications, and other work products.); **OR**
3. Possession of a lifetime California Community College Instructor Credential in Mathematics **AND** a Master's Degree.

Desirable Qualifications:

- Teaching experience in mathematics, including remedial courses, statistics, and calculus.
- Some knowledge and/or experience involving non-traditional approaches to teaching that promote student learning.
- Strong mathematical coursework, e.g., real and complex analysis, ordinary and partial differential equations, linear and abstract algebra.
- Knowledge of and experience in strategies for increasing student success in mathematics classes.
- Experience in working with students from diverse cultural, ethnic, socioeconomic, academic and disability backgrounds.
- Competency in the use of computers and other multimedia technologies in instruction.

Salary & Personnel Benefits:

The current salary schedule range for a tenure-track faculty position is \$45,978-\$81,978, plus an earned doctoral bonus of \$2,299. A salary increase is anticipated effective January 2007. Starting salary is commensurate with academic preparation and experience. In addition to salary each full-time employee participates in a "cafeteria style" Health & Welfare Benefits Program.

Continued on page 14

Required Application Material:

1. District application form (completed, signed original)
2. Letter of application addressing the candidate's experience and the desirable qualifications listed in this announcement
3. Resume
4. Three recent letters of reference **OR** confidential placement file
5. College transcripts (official transcripts not required for application)

Please Note: Santa Barbara City College regrets that applicants cannot be reimbursed for expenses related to the application or interview process, including travel expenses.

Application Deadline/ Screening:

Applications received by **Wednesday, January 31, 2007**, will be considered by the selection committee for personal interviews. Applications received after this date will only be considered if the initial review process does not result in faculty hire. Faculty positions will remain open until filled.

Application Procedure:

To be considered for this position, the required application material must be received by Human Resources & Legal Affairs by the above deadline. It is important that applications be complete and specific to fully indicate education, experience and other qualifications of application. "See Resume" is not acceptable. However, additional supporting material may be included. (If you apply for more than one position, copies of all the required material must be submitted separately for each position.) Application and all material submitted become the property of SBCC and cannot be returned. FAXES are not accepted.

Selection Procedure:

Applications will be initially reviewed by the selection committee, which will recommend candidates for personal interviews at SBCC. After the initial interviews have been conducted, the committee will then recommend the top candidates to the Superintendent/President, who will present one of them for approval by the Board of Trustees.

Accommodation for the Disabled:

If you are selected for an interview and need special services or facilities to participate in the interview, please contact Human Resources & Legal Affairs.

General Requirements to be Submitted Upon Offer of Employment:

- Satisfactory results from prescribed job-related medical examination, including evidence of freedom from active tuberculosis.
- Satisfactory fingerprint report.
- Documentation verifying identity and authorizing the right to work in the United States, as required by the Immigration Reform and Control Act.
- Official transcripts conferring college degrees indicated on the employment application.

For Job Description & Application:

Commencing December 18, 2006, Job Description and Application will be available online <http://jobs.sbcc.edu> Please submit application and other required application materials online.

Interviews by Invitation Only

Photos from our Successful Fall Mini-Conference at Cerritos College



CMC³-SOUTH 2006-2007 BOARD MEMBERS and COMMITTEE CHAIRS

- **President:** Rich Zucker, Irvine Valley College
- **President Elect / Spring Conference Chair:** Carol Murphy, San Diego Miramar College
- **Past President:** Ignacio Alarcon, Santa Barbara City College
- **Secretary:** Miriam Castroconde, Irvine Valley College
- **Treasurer / Registration:** Mark Greenhalgh, Fullerton College
- **Member at Large, North Region:** Sister Rita Basta, C.S.U. Northridge
- **Member at Large, Central Region:** Patty George, Cerritos College
- **Member at Large, South Region:** Hoat Le, San Diego City College
- **AMATYC & MAA Representative:** Bruce Yoshiwara, Los Angeles Pierce College
- **CMC Representative:** Rich Zucker, Irvine Valley College
- **Newsletter Editor:** J. Paul Swatzel, Citrus College
- **Historian:** Jason Miner, Santa Barbara City College
- **Membership:** Peg Hovde, Grossmont College
- **Student Liaison:** Bob Crise, Crafton Hills College
- **Special Projects:** Fran Manion, Santa Monica College
- **Spring Conference Site Chair:** Mary Chabot, Mt. San Antonio College
- **Spring Conference Exhibitors Chair:** Tammi Marshall, Cuyamaca College
- **Spring Conference Presiders Chair:** Sherri Wilson, Crafton Hills College
- **Spring Conference Brochure and Program:** Jason Miner, Santa Barbara City College
- **Fall Mini Conference Chair:** Graham Chalmers, Cerritos College
- **Fall Mini Conference Program Chair:** Patty George, Cerritos College
- **Contacts Coordinator:** Rod Elsdon, Chaffey College
- **Webmaster:** Kim Tran, San Diego Mesa College