The following statement applies to all Mathematics Initiatives and will only be listed once below:

INITIATIVE ARTICULATION WITH COLLEGE'S VISION, MISSON, & GOALS: These initiatives will assist the Mathematics Division in articulating the College's vision of providing learning opportunities for our students to transform their lives. These initiatives will further enable the Mathematics Division to align with the College's Mission of providing quality educational opportunities for our students. These initiatives support Lane's Core Values by enabling the Mathematics Division to provide an environment that respects the needs and potential of each student through fairness, honesty, and openness.

The result of these initiatives will enable the Mathematics Division to:

- Cultivate respectful, inclusive, and accessible learning environments;
- Respond to demographic changes and internal challenges;
- Consistently and effectively respond to the challenges of a changing technological community and workplace;
- Remove barriers to learning for our students; and
- Improve and strengthen our students' quantitative literacy.

MATHEMATICS INTIATIVES

DEPARTMENT: Mathematics **PRIORITY #1**

INITIATIVE TITLE: Mathematics Computer Lab Equipment Replacement
SCIE/MATH Room **222**

DESCRIPTION: Replace 26 CPU's in the Mathematics Computer Lab, SCIE/MATH Room **222** (on a three year cycle). The current lab's computers were purchased from 9/1999 (18 machines) through 5/2001 (8 machines).

RESOURCES NEEDED: $26,000 for 26 CPU's and software.

FUNDING SOURCES: TACT funds (non-recurring). Will be requested every three years from TACT funds, however.

TACT Funds

- Category of request:
  Maintain existing technology.

- How does this request fit in with other unit or college technology plans?
  An integral part of the College and Mathematics Division mission is to provide and maintain instructional facilities at an adequate level, especially where computer technology is used. Developmental, Professional-Technical, and Lower Division College Transfer courses are scheduled in this room throughout the year. The room is also used as a drop-in mathematics open computer lab for students with assistance available.

  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by replacing equipment in a timely fashion. We are minimizing barriers to learning by maintaining a computer lab with current equipment. We *place students at the heart of what we do*, by having current equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:
  SCIE/MATH Room 222: **26 computer CPUs @ $1000 = $26,000**

  Part-time staff and other units on campus that might be requesting computers may use the majority of the computers being replaced.

  The Division is able to update the software used on these computers from unit funds.

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #2**

INITIATIVE TITLE: Mathematics Instructor

DESCRIPTION: This initiative would contribute to reducing the shortage of full-time instructors in the Division and improving our part-time to full-time ratio.

Currently not counting release for grant and other leaves there are 15 FTE contracted full-time faculty (16 with the MRC Director who teaches only for the Science Division engineering transfer courses). This last year the Division served over 1062 student FTE [From IRAP (August 2003) Enrollment Reports 2002-03, page 4]. We are the largest Division at Lane Community College if Cooperative Ed FTE is extracted. Factoring in releases for grant and other leaves, the contracted full-time faculty FTE was reduced to 13.8 FTE full-time contracted faculty Spring 2003 in our division teaching courses. This Fall and Winter there are 14.8 FTE full-time faculty teaching math and pre-engineering courses.

If Cooperative Ed FTE is included (see page 3 of the 2002-03 IRAP Enrollment Report) we are the second largest division. Yet the number of full-time contracted faculty in our division is substantially less (15) than in similar producing FTE divisions. The Social Science Division produced 1142 student FTE (see page 3 of the above report) with 23 full-time contracted faculty, English, Foreign Language and Speech produced 1034 student FTE (see page 3 of the above report) with 28 full-time contracted faculty, and Science produced 1045 student FTE (see page 3 of the above report) with 17 full-time contracted faculty. Our actual head count part-time to full-time ratio is approximately 2 to 1. For P'03 there were 30 part-time faculty to 15 (only 13.8 were not on release) full-time contracted faculty; F'03 it was 32 to 14.8, W'04 it is 29 to13.8. If you compare the number of credit sections taught by full-time faculty to part-time faculty it is full-time faculty teaching (P'03+F'03+W'04: 45+45+41) 131 sections and part-time faculty teaching (P'03+F'03+W'04: 35+59+53) 147 sections. These numbers do not include the 28 sections of MRC classes offered each term. The conclusion to be drawn is that part-time faculty are teaching substantially more of our courses than contracted full-time faculty. This initiative seeks to adjust this imbalance in order to provide more adequate ratio of full to part-time faculty and therefore better meet Lane's vision and mission of providing quality-learning opportunities for our students.

RESOURCES NEEDED: 1.0 FTE contracted faculty. Payroll with OPE is $67,088 (Level 2 Step 5).

FUNDING SOURCES: General Fund (recurring).

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #3**

INITIATIVE TITLE: Mathematics/Engineering Instructor

DESCRIPTION: This initiative would contribute to reducing the shortage of full-time instructors in the Division and improving our part-time to full-time ratio. If you compare enrollment, section count, FTE, and income data from key instructional divisions it is apparent that the Mathematics Division is significantly understaffed with full time faculty (please see priority #2 comments). Priority #3 is to hire one full-time contracted faculty member with mathematics/engineering background. The full-time contracted faculty member would be part of the Mathematics Division (as are Cathy Miner and Robert Thompson; both who teach engineering transfer courses) and would cross teach mathematics and engineering transfer courses in both the Mathematics & Science Divisions.

This would benefit both divisions by reducing Mathematics' part time faculty needs and would provide a talented pool of faculty to augment the Science Division's instructional needs.

This initiative seeks to provide more adequate ratio of full to part-time faculty and therefore better meet Lane's vision and mission of providing quality-learning opportunities for our students.

RESOURCES NEEDED: 1.0 FTE contracted faculty. Payroll with OPE is $67,088 (Level 2 Step 5).

FUNDING SOURCES: General Fund (recurring).

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #4**

INITIATIVE TITLE: Developmental Algebra Study and Review

DESCRIPTION: The Mathematics Division will launch a review of and restructure the developmental curriculum. The purpose of this restructuring is to improve student success and retention in developmental mathematics and also to streamline existing courses.

As in many institutions, students at Lane are able to meet their algebra requirements in a variety of ways. There is a three-term independent study sequence available through the MRC. There is a two-term option (Math 70/95), a three-term option (Math 60/65/95), and a three-term professional-technical option (Mth 76/86/95). Students may also meet their algebra requirements through "credit-by-exam." We were successful in obtaining a FIPSE (Fund for the Improvement of Post-Secondary Education) grant for $398,484. The proposal was for Flexible Sequence Algebra (FSA). The objective of FSA is to improve student retention and success in developmental algebra by breaking the curriculum into smaller units (modules), providing a venue to repeat smaller units (recycling), while retaining an instructor-led classroom environment.

Unfortunately, students struggle with the different options, which use different approaches, textbooks, and supplementary materials. The options also have different starting and ending points, which hinders student success. Thus, the need for us to launch a review to streamline and restructure the developmental curriculum. We believe that linking syllabi, when possible, and launching a review to restructure and streamline the developmental curriculum is necessary to improve teaching and student achievement at Lane.

RESOURCES NEEDED: 100 hours = $2,594 in curriculum development funds

FUNDING SOURCES: Curriculum Development (non-recurring).

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #5**

INITIATIVE TITLE: Structure, Procedures, and Pedagogy Study

DESCRIPTION: To complete an aggressive study on how other Mathematics Divisions do things at other schools. What is their class structure? What delivery methods and modes of instruction do they utilize? What kinds of procedures do they have in place to ensure student success and effective learning environments for their students? Explore and assess pedagogical methods, changes, and implementations at sister institutions.

This study would be done locally, statewide, regionally, and nation-wide tapping colleagues through regional and national organizations such as ORMATYC, AMATYC, NCTM, and MAA.

RESOURCES NEEDED: 100 hours = $2,594 in curriculum development funds

FUNDING SOURCES: Curriculum Development (non-recurring).

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #6**

INITIATIVE TITLE: Overcoming Math and Test Taking Anxieties

DESCRIPTION: Develop and teach a two-week (could be 10 sessions) course on overcoming math and test taking anxieties. This could be a "summer institute" or a pre-fall term class to help students get a jump-start on the academic year.

RESOURCES NEEDED: 20 hours = $519 in curriculum development funds and $983 for a 1-credit release backfill for instructor.

FUNDING SOURCES: Non-recurring curriculum development funds/Recurring General Fund.

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #7**

INITIATIVE TITLE: Part/Full-Time Mentoring

DESCRIPTION: Division will establish an on-going full-time/part-time mentoring structure by which each full-time instructor will ensure that his/her part-time instructor group is adequately informed about division procedures, and about all resources available to optimize students' success.

RESOURCES NEEDED: $3,932 for a 4-credit release backfill for facilitator/coordinator

FUNDING SOURCES: Recurring General Fund

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #8**

INITIATIVE TITLE: Improve student retention

DESCRIPTION: A team of full-time/part-time instructors will research and study the factors contributing to student retention in the current learning environment and make recommendations for improvement to the Division.

RESOURCES NEEDED: $3,932 for a 4-credit release backfill for principal investigator

FUNDING SOURCES: Non-recurring General Fund

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #9**

INITIATIVE TITLE: Design and establish dedicated share time

DESCRIPTION: A team of full-time/part-time instructors will research and study the scheduling/workload problems which prevent the division from establishing an on-going forum for improving teaching and learning in the Mathematics Division, and will make a recommendation to the Division based on it's findings.

RESOURCES NEEDED: $983 for a 1-credit release backfill for principal investigator

FUNDING SOURCES: Non-recurring General Fund

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #10**

INITIATIVE TITLE: Division Business

DESCRIPTION: Full-time instructors (with Division Meeting Chair Responsibilities) will rotate each year into an administrative-assisting role (working with and reporting to Division Chair as part of the Mathematics Advisory Committee: MAC) to keep important division goals moving forward. Instructors will receive partial teaching-load release for this work.

RESOURCES NEEDED: $11,796 for three-4 credit release backfills (one each term).

FUNDING SOURCES: Recurring General Fund and existing division funds

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #11**

INITIATIVE TITLE: Math Resource Center (MRC) Tutoring Support

DESCRIPTION: This initiative would enable the MRC to adequately meet student demand. Currently, the MRC is extremely busy every day of the week. Sometimes 5 or 6 students, at a time, are waiting to be served by 5 tutors. The students can wait up to 15 or 20 minutes for assistance. The continual demand adds to student's frustration and creates a significant stress level for our contracted staff. The Division is concerned that we might lose talented and experienced tutors due to burnout.

Currently, we are open 40 hours per week, but we have only one 25 hour per week testing specialist (service counter person), and only 5 tutors two of whom work 25 hours per week (including summer term) and three at 30 hours per week (who do not work summer term). They are classified as instructional support specialists and work in room 163 that serves developmental math students. We are also allocated about 20 hours per week from Division ICP funds for timesheet staffing and tech support.

At the service counter our aide handles make-up lecture class and MRC testing intake (40-98 tests per day), check-in/out videos on all math topics, and the MRC Director handles enrollment clearing and advising. Frequently there are several students waiting for assistance. The MRC Director spends a significant portion of each day assisting our aide at the counter.

In our developmental math tutoring room, #163, we average over 700 student contacts per week. Waiting times are problematic.

In room 177 we provide tutoring for transfer level math students (Math 105-256). One faculty position staffs this room from 9am to 3pm daily. These positions are part of 6 full time faculty's workload. Tutoring Services and Learn & Earn tutors help in this room. They provide 50 to 60 hours per week and 28 to 32 hours of tutor time per week, respectively. Their schedules provide coverage from 8am until 7pm. Frequently there are 3 or 4 students waiting for assistance.

This initiative seeks to add two 25 hours per week Instructional Support Specialist positions. This increase in staffing would lessen student waiting time, offer some flexibility to tutors for breaks, and would allow for a tutor to assist the aide at the service counter during peak demand.

We would still continue to utilize Tutoring Services and Learn & Earn tutors.

RESOURCES NEEDED: Two (2) 25 hour each, 1040 hours/year (0.50 FTE) contracted part-time classified staff: Instructional Support Specialists. Total payroll for both with OPE is $42,808 (Level 8 Step 4).

FUNDING SOURCES: Recurring General Fund

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #12**

INITIATIVE TITLE: Computer Lab Support **(Begin date is 9/1/2006)**

DESCRIPTION: This initiative would enable the Mathematics to continue to adequately staff the Mathematics Computer Lab. We need to have a responsible knowledgeable individual available to our students whenever the lab is open. We also need the lab to be maintained and the software and equipment kept up-to-date. Responsibilities include:

1. Opening & closing the lab:
   Turn on as many machines as appropriate for the day's use. Turn off machines at the end of the lab hours except if others have arranged to use the lab. Make sure all doors to the lab are locked at closing time.
2. Daily maintenance items:
   Check the printer paper, pick up trash and straighten the lab. Make sure cables are out of the way of people and chair rollers. Erase obsolete writing from the white board.
3. Other maintenance items. Clean the computer screens, keyboards and other equipment. Clean the mouse rollers and ball. Clean up at the end of the term.
4. Lab rules:
   Enforce the lab rules and keep rule signage up to date. Be aware of what is going on in the lab. No food or drink is allowed in the lab-- students can leave these items by the door. No private email or recreational net surfing. The lab is for mathematics schoolwork only. No outside work or printing may be done in the lab; for example, students may not come to print their sociology papers. See the faculty member in charge if you need help enforcing the rules. Try to stay calm and pleasant while firmly restating the rules. Assume any breach of the rules is because the student was unaware. Repeat offenders will not be allowed to use the lab.
5. Help instructors and their students when they hold classes in the lab. Maintain the instructor sign-up sheets.
6. Software:
   Keep the machines running in the lab, by fixing corrupted or hacked software. Keep a consistent interface on the screens. Help make the computers easy to use by maintaining a reasonable file structure. Clean out old student work at the end of the term. Back up software. Restore and reinstall software.
7. Help students download calculator programs. Maintain and ensure the calculator program files that are accessible to all students.
8. Coordinate with the faculty supervisor on use of the lab--anything that might be important--for example a faculty member wants to put a program on the lab computers.
9. Maintain a list of licensed software and the number of licenses. Only licensed software is allowed on school computers.
10. See that broken equipment is serviced promptly:
    This includes preparing an electronic service order, informing the faculty supervisor, getting signatures, and delivering and picking up the equipment at the repair shop if necessary.
11. Professional Attitude. Remember we are here to serve the students. Many students are anxious about seeking help or afraid to appear foolish, so it is good to be positive with them. When answering a student's questions avoid taking over their controls. Have the student do as much as possible.

RESOURCES NEEDED: 1.0 FTE contracted full-time classified staff: Instructional Support Specialist. Payroll with OPE is $42,808 (Level 8 Step 4).

If **not** granted from General Fund the Mathematics Division requests from **TACT** two (2) less than 1040 time sheet hour amounts (at the Instructional Support Specialist level 8 step 4, $13.73 /hr.) not to exceed $37,783.

FUNDING SOURCES: General Fund (recurring). **Begin date is 9/1/2006.**
[Or **TACT** funding for equivalent time sheet dollars **('06/'07)** (non-recurring) if General Fund dollars **not** available.]
Note: will be requested each year from TACT funds.

IF TACT Funds (Note: **Begin date is 9/1/2006**)

- Category of request:

  Maintain existing and/or supporting technology.

- How does this request fit in with other unit or college technology plans?

  An integral part of the College and the Mathematics Division mission is to provide adequate staffing support wherever computer technology is used. Developmental, Professional-Technical, and Lower Division College Transfer courses are scheduled in this room throughout the year. The room is also used as a drop-in mathematics open computer lab for students with assistance provided.

- Cost breakdown, including any unit resources being applied to project:

  Mathematics Division requests from **TACT** two (2) **less than** 1040 time sheet hour amounts (at the Instructional Support Specialist level 8 step 4, **currently** is $13.73 /hr.) not to exceed $37,783.

  $13.73 * 1040 *1.323 = $18,891.38
  $13.73 * 1040 *1.323 = $18,891.38
  Totals = $37,782.76

  (This is a maximum dollar amount, actual will be less due to contractual use of time-sheet employees limitations)

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #13**

INITIATIVE TITLE: Part-time faculty support

DESCRIPTION: This part-time faculty support person will: Gather materials that are new, updated, and of interest to include in the Faculty Handbook for Full and Part Time Faculty. Prepare for in-service meeting with part time faculty. (Handouts, new information, procedures for faculty, items of interest, where they can find resources, etc.) Show and guide part time faculty through copier procedures, mailroom, supply area, paper area, manipulatives, who to get books and calculators from, etc.) Answer or get answers for any questions or concerns from part time faculty whenever they need it throughout the year. Be a helper if they need someone to go with them to the Division Chair. Help orientate new faculty throughout the year. Be available in a mentoring role. Help part time faculty choose a representative to attend Division meetings as a voting member for part time faculty. This may happen 2-3 times a year depending on the representative's class scheduling. **Note:** The Mathematics Division utilizes the services of 42 to 45 part-time faculty each year.

RESOURCES NEEDED: $3,932 for a 4-credit release backfill per year.

FUNDING SOURCES: Recurring General Fund

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #14**

INITIATIVE TITLE: Breadth & Depth funds to look at text, ideology, etc.

DESCRIPTION: A team of full-time/part-time instructors will research the breadth and depth of offerings at other community colleges (inside and outside Oregon) and prepare a comparative report for the division.

RESOURCES NEEDED: $983 for a 1-credit release backfill.

FUNDING SOURCES: Non-recurring General Fund and existing division funds

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #15**

INITIATIVE TITLE: Math Enrichment Seminars (week before inservice)

DESCRIPTION: Full-time/part-time instructors will prepare presentations for the division of teaching/learning strategies that go beyond the basics of traditional teaching styles. A team of full-time/part-time instructors will survey the division to determine what specific topics would be of most interest.

RESOURCES NEEDED: $983 for a 1-credit release backfill.

FUNDING SOURCES: Recurring General Fund and existing division funds

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #16**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **202**.

NOTE: This is **one** of four classrooms requested to be done **'04/'05** (the other three are SCIE/MATH 206, 208, 210)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **202**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #17**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **206**.

NOTE: This is **one** of four classrooms requested to be done **'04/'05** (the other three are SCIE/MATH 202, 208, 210)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **206**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #18**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **208**.

NOTE: This is **one** of four classrooms requested to be done **'04/'05** (the other three are SCIE/MATH 202, 206, 210)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **208**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #19**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **210**.

NOTE: This is **one** of four classrooms requested to be done **'04/'05** (the other three are SCIE/MATH 202, 206, 208)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **210**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #20**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **213**.

NOTE: This is **one** of four classrooms requested to be done **'05/'06** (the other three are SCIE/MATH 219, 226, 257)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **213**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #21**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **219**.

NOTE: This is **one** of four classrooms requested to be done **'05/'06** (the other three are SCIE/MATH 213, 226, 257)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **219**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #22**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **226**.

NOTE: This is **one** of four classrooms requested to be done **'05/'06** (the other three are SCIE/MATH 213, 219, 257)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **226**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #23**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **257**.

NOTE: This is **one** of four classrooms requested to be done **'05/'06** (the other three are SCIE/MATH 213, 219, 226)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **257**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #24**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **271**.

NOTE: This is **one** of three classrooms requested to be done **'06/'07** (the other two are SCIE/MATH 184, 186)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **271**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #25**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **184**.

NOTE: This is **one** of three classrooms requested to be done **'06/'07** (the other two are SCIE/MATH 186, 271)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **184**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #26**

INITIATIVE TITLE: Classroom delivery equipment

DESCRIPTION: LCD Projector and installation for SCIE/MATH **186**.

NOTE: This is **one** of three classrooms requested to be done **'06/'07** (the other two are SCIE/MATH 184, 1271)

RESOURCES NEEDED: $4,500

FUNDING SOURCES: TACT funds (non-recurring).

TACT Funds

- Category of request:
  Increase student access to technology.

- How does this request fit in with other unit or college technology plans?
  The Mathematics Division strives to develop an accessible learning environment for current and future students. We are systematically responding to change in technology by providing equipment in a timely fashion. We are minimizing barriers to learning by integrating appropriate technology into our courses. We *place students at the heart of what we do*, by having *current* equipment available for student learning, while minimizing the cost. We *mainstream innovation*, by replacing current equipment regularly and continually being open to new technology.

- Cost breakdown, including any unit resources being applied to project:

SCIE/MATH Room **186**:	LCD Projector	= $3,000
	Installation Costs	= $1,500 (per Dennis Mills)
	Totals	= $4,500

ORG/PROG CODES:

DEPARTMENT: Mathematics **PRIORITY #27**

INITIATIVE TITLE: Share resources with college colleagues.

DESCRIPTION: Full-time/part-time instructors will prepare presentations of teaching/learning strategies that go beyond the basics of traditional teaching styles. A team of full-time/part-time instructors will survey the Division to determine what specific topics would be of most interest. In addition, resources and topics that may be of interest or impact the larger college community could be shared with other colleagues. Possible topics may include: exploring credit card interest rates, statistics manipulation, how to fully utilize the applications on your scientific/graphing calculators, and when should you retire and can you afford to.

RESOURCES NEEDED: Establish time, location, and communiqué.

FUNDING SOURCES: Recurring existing division funds

ORG/PROG CODES: