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AMATYC TRAVELS TO NEW ORLEANS

by Jeff Hughes, New Orleans Local Events Coordinator



The 41st Annual AMATYC Conference is only a few months away and will be held November 19-22 in the exciting city of New Orleans! It's a city where centuries-old architecture is the backdrop for a culture so invigorating, that it will rouse your spirit. Travel with AMATYC and visit the most authentic city in America: New Orleans.

New Orleans is a magical place with a unique culture and way of life. Here, in this little corner of the American South, where European traditions blend with Caribbean influences, the history is as colorful as the local architecture. The food is the stuff of legend. Haitian and African Creoles developed an exotic, spicy cuisine and were instrumental in creating jazz and zydeco. New Orleans is a cultural gumbo, and its people celebrate their differences. In fact, they celebrate almost anything in the Big Easy. They have a saying: *Laissez les bons temps rouler* – Let the good times roll. It's a reminder of their French heritage and a way of life.

The party didn't start right away. Like good wine, it took a while to mature. When Sieur de LaSalle explored the Mississippi in 1682, he claimed all lands drained by the river for France and named the territory for the reigning royal, King Louis XIV. The Louisiana Territory consisted of 828,000 square miles and extended from the Mississippi to the Rockies, and the Gulf of Mexico to Canada.



Celebration (New Orleans Convention and Visitors Bureau [CVB])

In 1718, when Sieur de Bienville founded a strategic port city five feet below sea level, near the juncture of the Mississippi and the Gulf of Mexico, it had to be reclaimed from a swamp. The new city, or ville, was named La Nouvelle-Orléans for Philippe, Duc d'Orléans, and centered around the Place d'Arms, later to be known as Jackson Square. It was confined to the area we now call the French Quarter or Vieux Carré. The society that settled on the bend of the Mississippi was French in origin and at heart.

In 1762, Louis XV gave Louisiana to his Spanish cousin, King Charles III. Spanish rule was relatively short, lasting until 1800, but Spain would leave its imprint. In 1788, the city went up in flames, incinerating over 800 buildings. New Orleans was still recovering when a second fire in 1794 destroyed 200 structures. From Spain, Louisiana was ceded back to France and was finally sold by Napoleon to the United States in the Louisiana Purchase of 1803. At a cost of \$15 million dollars, it was considered one of the greatest real estate bargains in history. After the sale, Americans arrived en masse.

In 1812, Louisiana joined the Union, and New Orleans became the state capital. *The New Orleans*, the first steamboat to navigate the Mississippi successfully, arrived from Pittsburgh. The voyage inaugurated the booming cotton and tobacco trade that transformed the city into the nation's 2nd wealthiest, after New York.

Soon, the war of 1812 began, culminating in the Battle of New Orleans. In 1815, British troops attacked near New Orleans and tried to persuade the pirate Jean Lafitte, to join them. Instead, Lafitte offered his men and guns to the commander of the U.S. troops, General Andrew Jackson. On the morning of January 8, a band of militia, frontiersmen, former Haitian slaves, and Lafitte's pirates outfought British veterans at the Chalmette battlefield, just a few miles east of the French Quarter. The battlefield remains a place worthy of a visit.

During the 18th and 19th centuries, New Orleans dominated the Caribbean as the most active port city and trade destination for island crops like sugar cane, rum, tobacco, and fruit. Thousands of refu-



Gumbo (New Orleans CVB)

➤ **Continued on page 11**

President's Message



EVERYONE Talks About It....

Nancy Sattler

Terra CC
Fremont, OH

Many years ago, I heard a saying often attributed to Mark Twain "Everybody talks about weather, but nobody does a thing about it." When I watch or read the national news each day, the weather is usually the top story. This winter has been one for the record books. Many cities have broken records of the lowest temperature reached, the greatest amount of snow in a 24 hour period, the most school days canceled, and the list goes on. I cringe when I hear a weather report where the newscaster mentions that the temperature will be seven below zero with a wind chill of minus 18 degrees. When I hear someone else talk about negative temperatures, I realize that some people understand the appropriate vocabulary to use -- when to use the word "negative" instead of the word "minus." I have been reading about the various models that are being used to predict the weather and have heard that some are more accurate than others. New York City braced for a huge storm and public transit was shut down in anticipation of all of the snow. Fortunately, the city was spared the snow. I wonder what mathematical model the meteorologists used in New York City? I decided that not only would I talk about the weather, but I would do some research.

I decided to look into the history of weather forecasting and found that weather forecasting began around 650 BC when the Babylonians predicted the weather from cloud patterns as well as astrology (NASA, 2002a). Several hundred years later, around 340 BC, Aristotle wrote his theories about the weather. As time went on it became evident that "instruments were needed to measure the properties of the atmosphere, such as moisture, temperature, and pressure" (NASA, 2002a, para. 3). Three tools were developed: the hygrometer to measure the humidity of the air, the thermometer to measure temperature, and the barometer to measure atmospheric pressure.

As the years passed, talk of the weather continued. The invention of the telegraph in the mid-nineteenth century played a key role in observers and compilers being able to share data. By the end of the nineteenth century, weather-observing stations were created. According to NASA (2002b), in the late 1940's numerical weather

forecasting using one of the earliest modern computers was made by a team of mathematicians and meteorologists at the Institute of Advanced Study in Princeton, NJ. Mathematician John von Neumann and scientist Jule Charney led a team to use von Neumann's computer to forecast the weather.

Today meteorologists use mathematical modeling to predict the weather. Three prominent weather prediction models used are the Canadian model named so because it was developed in Canada, the Global Forecast System model developed by the National Weather Service and the European model developed by the European Center for Medium Range Weather Forecasting. According to Patch (2015), "ever-growing computer data-crunching capacity has given meteorologists the ability to use current weather data, including air temperatures, moisture content, and wind velocities -- from the surface up to tens of thousands of feet aloft -- to predict the storms' development" (para. 6). Meteorologists are doing a better job of predicting the weather because of these models.

As teachers of mathematics, we need to be aware of the mathematical modeling that occurs on a regular basis and share these applications with our students. Recently I traveled to UCLA to attend a Transforming Post-Secondary Education in Mathematics (TPSE Math) meeting. While there, I heard a graduate of a mathematics program speak about the modeling that she uses in her job. She gave a laundry list of the type of mathematics problems that would have been helpful to her when she earned her degree. Today, she works for a company predicting the number of magazines that should be printed and sent to various locations around the country. Those predictions are based on mathematical principles.

I have been thinking about her presentation and want to incorporate more real-world problems into my teaching. According to the TPSE Math (2014) report "The undergraduate experience should be enriched by exposure to statistics, modeling, data science, and computation, as well as more experiential learning, effective use of technology, and career advice. Change must be generated by grass-roots innovations and shared through collaboration efforts at the national level" (p. 3). As teachers of mathematics in the first two years of college, we need to be innovators and use the technology to show our students the role of mathematics in today's society. It is our responsibility to not just talk about innovation in the teaching of mathematics, but to do something about it.

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Conference Notes

POSTER SESSION IN NEW ORLEANS

by Honey Kirk, Assistant Conference Coordinator

The popular AMATYC Poster Session will be held on Friday, November 20, 2015, at the 41st Annual Conference. This is the perfect opportunity to share your innovative and practical ideas with colleagues.

- ♦ **What do I share?** Have you tried something new in your classroom? Are you working on a grant project? Have you conducted exciting research? Think about what energizes you and offer to share it with others through a poster.
- ♦ **Who can submit a proposal?** Everyone is encouraged to submit a proposal. Project ACCESS Fellows displaying the results of their required project will be given preference as will those who are not already presenting a session or workshop.
- ♦ **How do I submit a proposal?** Refer to the email announcement that was sent by AMATYC on April 1st with directions for online submissions on the AMATYC website. The site will be open until May 1st.
- ♦ **When will I know if my proposal is accepted?** You will find out in June if your poster proposal is accepted.
- ♦ **What do I need to do in New Orleans?** Posters will be on display in the Exhibit Hall beginning Friday morning, with presenters available for discussions from 2:00-4:00 pm. When you check in at the conference, AMATYC will provide you a tri-fold poster board and mounting supplies. On Friday you will be assigned a space for set-up in the morning and then you will return for the 2:00-4:00 pm time period. You are welcome to bring handouts to share with colleagues.
- ♦ **What are my rewards?** Sharing your ideas with colleagues is priceless. Additionally, each poster presenter is recognized with a ribbon for his or her name badge.

2015 AMATYC CORPORATE PARTNERS

by Louise Olshan, AMATYC Advertising Chair

Hawkes Learning Systems *McGraw-Hill*

The AMATYC Corporate Partner Program provides AMATYC's commercial friends with an opportunity to maximize their visibility with the AMATYC membership. Corporate Partners receive advertising and exhibiting opportunities at reduced rates while AMATYC receives, and acknowledges, assured support for its programs and members.

Hawkes Learning Systems has been a Corporate Partner since the inception of the program and McGraw-Hill is now in its fourth year as a Corporate Partner.

You will find the logo for each company on the homepage of the AMATYC website. Clicking on the logo will give you information about the company. Within that information is a link to the homepage of the website for the company. Be sure to see what the AMATYC Corporate Partners have to offer.

When you meet with representatives of these companies, please thank them for their faithful support of AMATYC. Let them know that AMATYC members appreciate their support.

REGISTER EARLY FOR NEW ORLEANS!

by Keven Dockter, Conference Coordinator

Are you looking forward to the next AMATYC Annual Conference? Can't wait to get together with old friends and make new ones? Then make plans now to attend the AMATYC Annual Conference in New Orleans, LA, November 19 - 22, 2015. If you or your college has professional development funds in your current budget that can be used for your registration fee, we have an offer for you.

To pay your registration fees from your current budget, please email Beverly Vance at amatyc@amatyc.org and put "Conference Registration Now" in the subject line. Beverly will send you the necessary information so that you can pay for your conference registration NOW! The miniprogram that you will receive in August will include many details of the conference. Until then, information will continue to be added online at www.amatyc.org and on AMATYC's Facebook page.

You can also reduce your costs by sharing your hotel room for the AMATYC Conference. Ask a colleague to be your roommate or send an email to Linda Kodama, AMATYC's Roommate Network Director, at Lkodama@hawaii.edu, and ask her to help pair you with another conference attendee to share a room. Your email should include your name, gender, email address, telephone number, room type, arrival, and departure dates. While AMATYC cannot guarantee a roommate pairing, this process has been successful in the past.

We look forward to seeing you this fall in New Orleans. Enjoy the conference and *laissez les bons temps rouler* - let the good times roll!



JAZZ IT UP as a presider! Your help as a presider is needed at the AMATYC Annual Conference in New Orleans, November 19-22, 2015. A presider checks the room and equipment, introduces the speaker, collects evaluations, and summarizes the evaluations. If you would like to preside, please apply at <http://confreg.matyc.org/preside/> or contact Darlene Winnington at dwinning@dtcc.edu for more information.

International Mathematics MAKING MATH CONNECTIONS AROUND THE WORLD

by Jim Roznowski

Mathematics educators connect with colleagues down the hall, within states, and across the country. There are many opportunities to extend those connections beyond national borders that can provide a global perspective to education.

Although most countries do not have community colleges, educators around the world are dealing with the same issues as two-year college educators in the United States. Much can be learned from an instructor at a poly-tech in Singapore, an Israeli educator teaching a refresher math course to students preparing for study at a university after returning from the army, or a developmental math instructor in British Columbia working on setting up a learning center. These are just some of the connections that are waiting to be made.

The formal work being done to look at mathematics education on an international level may, at times, seem a little like alphabet soup. The International Commission on Mathematical Instruction (ICMI), a commission of the International Mathematical Union (IMU), was founded in 1908 to foster efforts to improve the quality of mathematics teaching and learning worldwide. Representing the U.S. mathematics education community in ICMI is the National Commission on Mathematics Instruction (USNC/MI). AMATYC Past President Jim Roznowski is currently the two-year college representative on the USNC/MI and has recently been appointed vice-chair.

The USNC/MI is focused on:

- advancing the U.S. position in the international mathematics education community through continued engagement,
- creating opportunities for educators in the U.S. to learn from and engage mathematics educators internationally, and
- communicating what is learned to U.S. policymakers and the mathematics education community.

A major opportunity to meet educators from around the world will be at the Thirteenth International Congress on Mathematics Education (ICME13, www.icme13.org). This quadrennial event will be held in Hamburg, Germany, July 24-31, 2016. ICME12 was held in Seoul, Korea and brought together 4,700 educators from 100 countries. The ICME schedule is composed of plenary sessions, regular lectures, topic study groups, national presentations, and discussion groups. Representatives of AMATYC have historically taken a leadership role in the discussion group on issues in the non-university tertiary mathematics education (NTME) group. Travel grants for past ICMEs have been available through funding from the National Science Foundation. If funding is secured for ICME13, AMATYC members will be notified about the application process.

Closer to home, AMATYC members can discover what they can gain from adding a global perspective to mathematics during the first two years of college through the current International Mathematics subcommittee of the Division/Department Issues Committee. Plan to attend the subcommittee meeting to become more involved. Also watch for sessions in New Orleans listed under the Global and Cultural Education (GC) strand.

There is much that can be shared with colleagues around the world and much that can be learned from them. Sharing a common goal of providing the best educational experiences for our students is a good first step in making connections.

MPWR: MENTORING AND PARTNERSHIPS FOR WOMEN IN RUME

by April Ström,
Research Committee Chair

On February 18th, a day-long summit for women in research in undergraduate mathematics education was held. The purpose of MPWR: Mentoring and Partnerships for Women in RUME (Research in Undergraduate Mathematics Education) is to create a sustainable support system for women at all career stages in undergraduate mathematics education research.

The experience of collaborating with women in the academy provided a venue to discuss the best approaches for mentoring students, reflect on the meaning of individual career success, and learn how to achieve collaborative success. This event included top researchers in the field of mathematics education, such as Marilyn Carlson, Rina Zazkis, Amy Ellis, Nadia Hardy, Jackie Dewar, and Elise Lockwood. In addition, there were presentations from Linda Braddy (MAA), Karen King (NSF), and Shandy Hauk (WestEd) about successes and failures in creating collaborative support structures.

The event spawned exciting and engaging conversations about what it means to be a woman in the field of mathematics education. But most importantly, the event provided a means for sharing, learning, and networking across research interests and across different institutions. The idea of MPWR that most resonated was how women math faculty are privileged to be in a position to mentor and be mentored, to support one another on the journey, and to help smooth the path for those who follow us. This is a great reminder for everyone!

As you reflect on your role as community college faculty, consider serving as a mentor for students and other faculty. Consider forming a partnership among faculty across the country with similar interests and future goals. Provide encouragement and support for others. Embrace and celebrate success, MPWR each other.

To learn more about MPWR, visit www.mpwr-seminar.com.

It isn't too late to take advantage of AMATYC's "Refer a Friend" membership discount. For each new member you recruit, you will receive \$10 off your next membership. The program runs through May 31, 2015, so "Refer a Friend" today. See page 1 of the January 2015 AMATYC News, www.amatyc.org/?page=ReferAFriend, for details or contact the AMATYC Office.

Mathematics Excellence

NOMINATIONS NEED A NOMINATOR

by Jim Roznowski, AMATYC Past President,
Chair 2016 Mathematics Excellence Award Committee

Have you ever been inspired by the work or ideas of a conference speaker? How about a nationally known mathematics educator who continues to provide innovative ideas that promote learning in the classroom? These are the types of individuals for which the AMATYC Mathematics Excellence (ME) Award was instituted. But before AMATYC can recognize these accomplishments, the individual needs to be nominated and that is where you and other AMATYC members come in.

A nominator for the award does not need to be a colleague or even know the person being nominated. As long as someone is ready to take on the role of the nominator, the person being nominated does not have to be notified that they are being considered for the award. A nomination packet consists of a letter of support from the nominator and two additional letters of support. The hard part is the creation of the nominee's resume/vita, but a web-based search will usually track down information about the individual or a colleague of the person being nominated could be contacted to provide assistance.

Complete information and answers to frequently asked questions about the ME Award are available under the "Get Involved" tab on the AMATYC website www.amatyc.org. You may also contact the chair of the 2016 Mathematics Excellence Award Committee, Jim Roznowski (jimroznowski@amatyc.org) or any member of the ME Award Committee, with additional questions.

The nominator must submit the complete nomination packet as a pdf file to the Mathematics Excellence Award Committee Chair. Nominations must be received by Sunday, November 1, 2015.

The 2016 ME Award Committee

Chair	Jim Roznowski (jimroznowski@amatyc.org)
Northeast	to be determined
Mid-Atlantic	Constance Calandrino (ccalandrino@hccc.edu)
Southeast	Elmira Yakutova-Lorentz (yakutova-lorentze@easternflorida.edu)
Midwest	Rama Chidambaram (rchicambaram@hfcc.edu)
Central	Karla Harris (kharris@nwicc.edu)
Southwest	Alma Brannan (abrannan@midland.edu)
Northwest	Judith Atkinson (jaatkinson@alaska.edu)
West	Ryan Petitfils (ryan_petitfils1@vccc.edu)

AMATYC Needs YOU!

Advertising Chair Position Available

Are you an organized person who has a flare for business? Do you enjoy working with a dynamic group of individuals? If so, then AMATYC has an exciting 'supported volunteer' position for you!

The AMATYC Advertising Chair position is available as of January 1, 2016. To allow the new chair time for training and possibly shadowing the current advertising chair during the 2015 conference, the Executive Board hopes to have a new chair identified by early summer. The initial appointment will be for a two-year term. The general duties of the Advertising Chair are as follows:

- Contact publishers, software and hardware vendors, calculator companies, assessment companies, and other potential companies to discuss advertising in AMATYC publications or on the AMATYC website;
- Work with the AMATYC office to prepare the information for the mass mailing announcing advertising opportunities for the coming year;
- Mail out advertising packets throughout the year as new potential advertisers are identified;
- Track and acknowledge reservations for advertising space and re-confirm price as orders come in;
- Follow up with companies who have advertised in the past;
- Promote the AMATYC Corporate Partner program;
- Coordinate In-the-Bag conference advertising;
- Assist with the stuffing of the conference bags at the conference.

This position will allow for significant professional growth as well as the opportunity to foster the building of communities of professional support. Please visit www.amatyc.org or contact either Wanda Garner, Executive Director, wagarner@cabrillo.edu, or Keven Dockter, Conference Coordinator, keven.dockter@anokaramsey.edu, if you have any questions regarding this important position. Applicants should email a letter of interest, a current résumé, and a letter of support from their immediate supervisor to Wanda Garner.

Roommate Network Director Needed

AMATYC needs a new Roommate Network Director. People attending an Annual Conference often enjoy splitting the costs of a hotel room while making new friends. But first they need someone to help them network with each other. The Director will be expected to:

- ♦ receive, acknowledge (in a timely manner) and record on a spreadsheet all email requests for sharing a room;
- ♦ communicate several times before a successful pairing is made;
- ♦ communicate regularly with the Conference Coordinator on room availability and other pertinent issues;
- ♦ report to the Board once per year on the Network;
- ♦ be flexible :)

It's a great opportunity to contribute to AMATYC collegiality. Please send a letter of interest to the Search Committee Chair, Margie Hobbs at margiehobbs@bellsouth.net.

*The deadline for applications for either position is
June 1, 2015, or until the position is filled.*

Position Statements

NEW POSITION STATEMENTS APPROVED

by Wanda Garner, Executive Director

AMATYC is pleased to announce that two new position statements were approved during the 2014 Delegate Assembly meeting in Nashville. They are:

- The Appropriate Use of Intermediate Algebra as a Prerequisite Course
- The Academic Preparation of Mathematics Faculty at Two-Year Colleges

The statement regarding the use of Intermediate Algebra as a prerequisite was developed by the Developmental Mathematics Committee (DMC) after much discussion and input during committee meetings, online, and in hearings at the conferences in 2013 and 2014. If your state requires Intermediate Algebra as the prerequisite for all first-level transferable math courses, you may find this statement helpful in gaining transferability for non-STEM transfer courses, including Statistics, designed to be taken as a part of an alternative pathway which does not include a traditional Intermediate Algebra course. Congratulations to the DMC on a job well done.

The Academic Preparation statement may sound familiar if you are a long-time AMATYC member. It is actually an updated

version of The Guidelines for the Academic Preparation of Two-Year College Faculty first published by AMATYC in 1993.

These new position statements, as well as nearly 20 other approved position statements, guidelines including the original 1993 version, and resolutions are available at the AMATYC website, www.amatyc.org/?GuidelinesPositions. Check them out, and share them with your colleagues, administration, or transfer universities. While you are at this site, take a look at Time Limits for Course Prerequisites currently under development by the Placement and Assessment Committee (PAC). If you would like to participate in the development of this position statement, contact PAC Chair Behnaz Rouhani at behnaz.rouhani@gpc.edu.

POSITION STATEMENT

OF THE

AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES

ON

THE APPROPRIATE USE OF INTERMEDIATE ALGEBRA AS A PREREQUISITE COURSE

WHEREAS, The prerequisites of a mathematics course should be those appropriate to providing a foundation for student success in that course;

WHEREAS, The course description and learning outcomes of a mathematics course determine the level of mathematical literacy, skills, and knowledge necessary for successful completion of the course;

WHEREAS, The equivalent content in intermediate algebra courses is generally required to master the content of algebra-based courses that lead to calculus;

WHEREAS, The equivalent content in intermediate algebra courses is not required to master the content for most college-level mathematics courses that do not lead to calculus;

NOW, THEREFORE, It is the position of AMATYC that:

Prerequisite courses other than intermediate algebra can adequately prepare students for courses of study that do not lead to calculus.

AMATYC Delegate Assembly
Developmental Mathematics Committee

Approved, November 15, 2014
November 2014

Committee Reports

PLACEMENT AND ASSESSMENT COMMITTEE: MATH SUMMER BRIDGE PROGRAM

by Luz Shin, Adam Littig, and Behnaz Rouhani, Chair, AMATYC Placement & Assessment Committee

The Placement and Assessment Committee (PAC) is searching for new and creative ways to assess students' understanding of mathematical concepts and techniques that can improve the math placement of the students. It is then sharing these methods in each issue of the AMATYC News. In this issue, Luz Shin and Adam Littig of Los Angeles Valley College (LAVC) describe how a summer bridge program saved students thousands of instruction hours.

Students at LAVC have been moving through the math sequence much faster due in part to the Math Accelerated Pathways to STEM grant. This Department of Education Hispanic-Serving Institution (HSI) STEM Title III Grant funded from October 2011 through September 2016 is specifically designed to "reduce the number of students who need developmental education" and "compress the time it takes students to get through remedial sequences."

One way the math department has worked to achieve the grant goals is through the Math Summer Bridge. This program allows students the opportunity to focus on refreshing their math skills over the summer (three hours of class time, four days per week, for three weeks). Additionally, participants concurrently enroll in a one-unit College Success Course.

The Math Summer Bridge started in 2012 with 145 students and grew to 332 students in 2014. After two to three weeks of practice and review, students are required to retake the mathematics placement exam. A comparison of students' pre-bridge assessment test and post-bridge assessment test results is one measure of Summer Bridge success. The number of successful completers who advanced 1, 2 or 3 course levels (based on placement) following the Math Summer Bridge, increased from 26.9% (35 of the 130 completers) to 34.1% (90 of the 264 completers) from 2012 to 2014. If the Summer Bridge 2014 students were to follow the usual pathway through LAVC, they would have needed to take roughly four hundred thirty-one (431) more units of math than they will need to take now, saving students thousands of math instruction hours!

Although it is not yet clear how the Summer Bridge 2014 students will do in the future, the students who completed the Summer Bridge 2012 and 2013 have been tracked. Of the 130 Summer Bridge 2012 completers, 126 (96.9%) attempted the gatekeeper course (Intermediate Algebra) as of spring 2014, with 52% success. Of the 341 Summer Bridge 2013 completers, 208 (61%) attempted the gatekeeper course as of spring 2014, with 61% success.

Committee participation is open to all AMATYC members. To learn more about the Placement and Assessment Committee or to be involved throughout the year, email Behnaz Rouhani at behnaz.rouhani@gpc.edu. To find out more about AMATYC's committees, visit the website at www.amatyc.org.



Mark your calendars for the due date for
Project ACCESS applications. *It is May 15, 2015.*
See the website <http://access.matyc.org/home.htm>
for more information.

AMATYC

CALENDAR OF EVENTS

Check the AMATYC website, www.amatyc.org, for information on conferences and meetings from other organizations.

April 30-May 2, 2015 WAMATYC Conference/47th Washington CC Mathematics Conference, Campbell's Resort, Lake Chelan, WA. Website: www.wamatyc.org

May 1-2, 2015 MinnMATYC Conference, Duluth Entertainment and Convention Center (DECC), Duluth, MN. Website: www.minnmatyc.org/conferences

May 15, 2015 DelMATYC Conference, Contact: Darlene Winnington, dwinning@dtcc.edu

May 20-22, 2015 OCMA Conference, The Fern Resort, Orilla, Ontario, Canada.

May 29, 2015 MMATYC Conference, Frederick CC, Frederick, MD.

October 9, 2015 IMATYC Conference, Northwest Iowa CC, Sheldon, IA. Contact: Sue Grapevine, sgrapevine@nwicc.edu

November 19-22, 2015 41st Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, amatyc@amatyc.org

December 11-12, 2015 CMC³ 43rd Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, harbism@scc.losrios.edu. Website: www.cmc3.org

November 17-20, 2016 42nd Annual AMATYC Conference, Denver, CO. Contact: AMATYC Office, amatyc@amatyc.org

December 9-10, 2016 CMC³ 44th Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, harbism@scc.losrios.edu. Website: www.cmc3.org

A form is available at www.amatyc.org/?page=AffiliateConferences to update or add affiliate conference information.

Committee Reports

MATHEMATICS FOR AAS PROGRAMS COMMITTEE

by Ned W. Schillow, Chair

Outcries of “When am I ever going to need this?” or “What is this good for?” are often heard in mathematics classrooms. The intensity of these questions is, perhaps, greatest in mathematics courses which serve students who are enrolled in terminal career programs at two-year colleges. In fact, these students sometimes wonder why they even need to take any required courses outside of their major in the first place. To that end it is not at all surprising that the Mathematics for AAS Programs Committee has recently been especially focused on authentic applications.

The committee presented a sharing session at the AMATYC Conference in Nashville which was centered on nearly sixty applied problems that have a proven track record in the classroom. All of these activities are now available online in a special Dropbox account. Some of the investigations are clearly aimed at particular applied program audiences, but the majority of them can be used in more general developmental or upper level mathematics classes. Interested readers can access them either by going to the link provided in the session S131 content of the 2014 AMATYC Annual Conference in Nashville on the AMATYC website or by entering the following:

www.amatyc.org/?page=nashvilleapps.

If anyone would like to share more activities for inclusion within this repository, such items can be sent to the committee chair, Ned Schillow, at amatycaas@gmail.com.

During its meeting time in Nashville, the Math for AAS Programs Committee decided to look into the possibility of a grant aimed at providing a rich set of resources and authentic applications for the broad variety of two-year college career programs. Such problems are sorely needed in these mathematics courses but can be quite difficult to either locate or to create on one's own. Stefan Baratto chairs the subcommittee that is exploring the possibility of such a grant.

The committee is also in the process of fashioning a position statement regarding the special needs and goals for mathematics courses designed for these specialized non-transfer programs. This is important within its own right, but it is especially crucial knowing that AMATYC is the only national mathematics organization which directly addresses these courses.

STUDENT MATHEMATICS LEAGUE

by Susan R. Strickland, Coordinator

At the time of this writing, Round 2 of the 2014-2015 Student Mathematics League competition is underway. One hundred seventy-eight schools participated in Round 1 and the results are as follows:

Top 5 Teams

1. East Los Angeles College (CA), 134 points
2. Brookdale CC (NJ), 133 points
3. Los Angeles City College (CA), 132 points
4. West Valley College (CA), 127 points
5. Bellevue College (WA), 114 points

Top Schools by Region

Northeast - Monroe CC (NY)
Mid-Atlantic - Brookdale CC (NJ)
Southeast - Georgia Perimeter College (GA)
Midwest - Macomb CC (MI)
Central - Normandale CC (MN)
Southwest - Tarrant County College (TX)
Northwest - Bellevue College (WA)
West - East Los Angeles College (CA)

Top Individual Rankings

1. Minwoo Yoo, Bunker Hill CC (MA), 40 points!
2. Kyle Xiao, Monroe CC (NY), 33.5 points
3. Zachary Obsniuk, Macomb CC (MI), 32.5 points
4. Geoffrey Zheng, Indian River State College (FL), 31 points
Renjie Yu, Bellevue College (WA), 31 points
6. Andrew Cui, West Valley College (CA), 30.5 points
7. Timothy Lou, Brookdale CC (NJ), 30 points
Lin Li, Los Angeles City College (CA), 30 points
9. Arun Kalyanaraman, Brookdale CC (NJ), 29.5 points
Minh Vu, Los Angeles City College (CA), 29.5 points

As usual after Round 1, it is a tight race. Round 2 should be very exciting. Congratulations to Minwoo Yoo from Bunker Hill CC in Massachusetts for that perfect score. He began writing to the SML Coordinator last summer, wanting to participate in the SML, eventually finding a faculty member who was willing to be the moderator. He ended up being the only student at his school to participate.

If your school is not yet taking part in the SML competition, consider starting next year. As you can see, even if only one student participates, their ability to do so can be very rewarding. Whether your students score a 40 or a 3, it is good for them to take part in the competition and have a little fun outside of class. The dates for next year's competition are: **Round 1: Friday, October 16, through Saturday, November 7, 2015. Round 2: Friday, February 12, through Saturday, March 5, 2016.** You can read about the SML by going to www.amatyc.org and clicking on Student Mathematics League on the left or by sending an email to Susan Strickland at susanst@csmd.edu with any questions.

Many traditional two-year institutions have begun to offer four-year programs and degrees. Depending on those programs, a school may or may not be eligible to participate in the SML competition. If an institution would like to participate, a committee has been formed which will review the programs offered at the school and make a determination as to their eligibility for participation in the SML. Any such college may request a review by sending an email to the SML Coordinator, Susan Strickland, at susanst@csmd.edu.

Committee Reports

STATISTICS COMMITTEE

by Mary DeHart, Chair

The AMATYC Statistics Committee will be sponsoring a themed session, *Introductory Statistics: Building Statistical Literacy*, to be presented at the 41st Annual AMATYC Conference in New Orleans. The themed session will include discussion and exploration of prerequisites, class activities, and teaching techniques designed to promote student understanding of the relevance of simulation, randomization, globalization, and big data to modern statistics. It is designed to appeal to both new and experienced instructors.

The AMATYC/ASA Joint Committee and the AMATYC Statistics Committee are cosponsoring a series of statistics webinars. The first webinar, *Interpreting Graphical Displays of Data*, was presented by Roxy Peck on December 8, 2014. It was followed by *Incorporating the Use of Real Data and R in a Statistics Course*, presented by Kelly Fitzpatrick on April 14, 2015.

Upcoming webinars will include a feature on assessment in statistics courses, which is scheduled to be presented by Bob delMas on June 2, 2015. Registration for upcoming webinars is available via the main page of the AMATYC website. Past webinars are available at www.amatyc.org/?page=Webinars.

While you are on the AMATYC website, please be sure to check out the AMATYC Statistics Resource Page. This webpage of information for statistics teachers includes links to classroom resources, pedagogy, course content, career information, and more. www.amatyc.org/?page=StatsResources

If you would like to join the AMATYC Statistics Committee, please contact Mary DeHart at mdehart@sussex.edu.

PROFESSIONAL DEVELOPMENT UPDATE

by Jon Oaks, Professional Development Coordinator

The 2015 AMATYC Webinar Series, supported by WebAssign, kicked off in February with Patricia Gregg presenting on *Taking the Guesswork Out of Writing Better Multiple Choice Questions*. In March, Julie Gunkelman presented on *Activities for Hybrid or Flipped Classes*. In April, Kelly Fitzpatrick presented on *Incorporating the Use of Real Data and R in a Statistics Course*. A list of upcoming webinars and past recordings of all webinars can be found at www.amatyc.org/?page=webinars.

The Professional Development page on www.amatyc.org recently got a new look. If you click on 'Professional Development' on the left-hand side, you will see links to information about Professional Development, Conferences, Webinars, Traveling Workshops, Publications, Memberships, and Conferences Sponsored by Other Mathematical Organizations. Most importantly, though, is the link to 'Request More Information.' Any comments or suggestions sent via that form will be sent directly to the Professional Development Coordinator. The intent is to expand the professional development offerings to better serve the needs of the AMATYC membership.

TEACHER PREPARATION COMMITTEE

by Andy D. Jones, Chair

A primary objective of the AMATYC Teacher Preparation Committee is to identify and examine current issues that pertain to the preparation of teachers who will teach mathematics. At the Teacher Preparation Committee meeting held at the AMATYC Conference in Nashville, members of the committee expressed a need for additional opportunities to learn about and discuss implications of the Common Core State Standards on the teacher preparation curriculum and courses at two-year institutions. To further this goal, the Teacher Preparation Committee has planned two upcoming events:

- Meg Moss of Western Governors University will present the webinar *Integrating the Mathematical Practices in Mathematics for Elementary Teachers Courses* on Thursday, April 23, 2015, at 3:00 pm EDT. This webinar will explore the eight Standards of Mathematical Practice of the *Common Core State Standards for Mathematics*. Moss will illustrate each of the practices with specific problems, tasks, and activities that can be used with preservice teachers. AMATYC members may register for the webinar at www.amatyc.org.
- The Teacher Preparation Committee will sponsor the themed session *Engaging Future Teachers in the Standards for Mathematical Practice* at the 41st Annual AMATYC Conference in New Orleans this November. A team of six presenters will share activities in the areas of geometry, arithmetic, probability, logic, problem solving, and modeling to develop varieties of expertise that all mathematics educators should seek to develop in their students. Make sure to look for this themed session in the conference program.

For more information about the Teacher Preparation Committee and its activities visit the committee website www.sites.google.com/site/amatyctprep. AMATYC members are encouraged to join the committee by self-enrolling in the Teacher Preparation group at www.amatyc.org or by contacting Andy Jones at jonesad@pgcc.edu.

Focus on Affiliate: NCMATYC

by Glynis B. Mullins, NCMATYC President

Greetings from the Great Fifty-Eight North Carolina Community Colleges! NCMATYC continues to support our math faculty across the state by providing opportunities through mass email, website, and a spring/fall newsletter. NCMATYC also provides a way for math faculty to come together and share ideas by presenting and discussing what strategies are or are not working in our state at our annual conference in the spring semester. NCMATYC realizes the importance of sharing ideas and successes as we continue to travel the road of change in the state's course offerings through the Developmental Education Initiative and the Math Curriculum Improvement Project (Math CIP). NCMATYC is the common variable among the 58 community colleges in our large and beautiful state.

The 2014 NCMATYC annual conference was held at Richmond CC in Hamlet, NC, on March 6-7. It was a great milestone to have 43 of the 58 community colleges in the system represented at the conference. The theme of the conference was "Redesigning the Mathematics Race to Success." Many sessions were devoted to the Curriculum Improvement Project (CIP) which has forced members to create labs and supplemental activities across our state. Presenters shared ideas on lab activities, technology in the classroom, and instructional strategies for success in mathematics. And, of course, many other sessions addressed our developmental math redesign courses. The keynote speaker was John Squires of Chattanooga State CC and the speaker for the closing session was Bruce Crauder, Professor at Oklahoma State College. The President's Invited Speaker was Alan Tussy, Professor of Mathematics, Citrus College.

For the 2015 annual conference, attendees traveled towards the outer banks of North Carolina. The March 12-13 conference was held at Pitt CC in Greenville, NC, the home of the Bulldogs!

Guests for the conference included Nancy Rivers, AMATYC Southeast Vice President, whom we are honored to say is a member of our NCMATYC affiliate and Jennifer Brown, the 2014 NCCCS Excellence in Teaching Award recipient. Jennifer Brown was the President's Invited Speaker.

The keynote speaker was Paul Nolting, one of the facilitators of the National Summit on Developmental Mathematics at the 2013 AMATYC Conference in Anaheim.

The theme for our 2015 conference was "Being Great Among the Fifty-Eight." There was much discussion regarding the changes that have taken place in the math courses from developmental to curriculum math. There were many sessions on labs for the Quantitative Literacy math course, shell courses, and a roundtable discussion on developmental math. NCMATYC hosted a Math Competition for faculty members to compete and display their mathematical talent. This activity took place on Thursday afternoon of the conference and the winners were announced at the business meeting on Friday morning.

North Carolina has been hit with a massive influx of non-traditional students entering college because of the loss of jobs. Many students have extreme financial needs. Attendees to this year's conference brought non-perishable food items that were donated to the Pitt County Food Bank.

Many NCMATYC members attended the 2014 AMATYC Conference in Nashville, TN. Meeting other affiliate members from across the nation was very exciting.

The NCMATYC Conference is usually held in March or early April each year. Check our website www.ncmatyc.matyc.org to find information regarding the 2016 conference. Everyone is invited from near and far!

AMATYC ELECTIONS

AMATYC elections will be held this fall. **Only individual, regular members may vote in this election.** Institutional contacts are not voting members of AMATYC unless they are also individual, regular members of AMATYC. Therefore, institutional contacts, adjunct, retired, and student members interested in supporting colleagues in this upcoming election should join as individual, regular members no later than June 30, 2015.

Go to the AMATYC database and confirm your personal contact information, especially your email address, as soon as possible. Electronic voting will be used again for the election being held in the fall of 2015. It is essential that email addresses for all individual, regular members (full benefits) are correct in order to participate. Please confirm your email address today! Report any problems to Beverly Vance at bvance@amatyc.org.



The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in January, April, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by November 27, March 1, June 1, and August 15 for the respective issues.

Address changes should be sent to:

AMATYC Office
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
Phone 901.333.6243 Fax 901.333.6251
amatyc@amatyc.org

All other correspondence should be directed to:

Diane Koenig
AMATYC News Editor
Rock Valley College
3301 N. Mulford Road
Rockford, IL 61114
Phone 815.921.3516 Fax 815.921.3059
AMATYCNews@amatyc.org

AMATYC Foundation

Ideas for New Grant Support Needed

by Jim Roznowski, AMATYC Past President,
AMATYC Foundation Chair

In the last issue of the AMATYC News, you may have read a report



about the strong support the AMATYC Foundation received from all AMATYC members and especially those attending last year's AMATYC Annual Conference in Nashville. Fund raising is one aspect of the work of the Foundation, but its mission also includes a priority exemplified by the Foundation's new theme "Making Change Happen." This theme spotlights the support available to those interested in improving the success of all students taking mathematics courses during the first two years of college.

The AMATYC Foundation continues to provide support for many of AMATYC's initiatives like Project ACCCESS. Mini-grants of up to \$750 are also available in 2015 to help support small projects that individual members are working on. For information about mini-grant requirements and the application process, please visit the Foundation pages at www.amatyc.org

Recognizing that some projects require more substantial support, the Foundation is in the process of developing guidelines to support larger requests. Issues of the amount of the grant, duration of the project, level of AMATYC involvement are all things being discussed. Any ideas you may have relating to these guidelines can be sent to Jim Roznowski (jimroznowski@amatyc.org), AMATYC Foundation Chair.

It is only through the support of AMATYC members that the Foundation is able to continue supporting innovative projects like those funded through the current mini-grant program and any future grant process. Please support this work by making a donation to the Foundation by following the Foundation-Donate link at www.amatyc.org.

FUTURE AMATYC CONFERENCES

2015	New Orleans, LA	November 19-22
2016	Denver, CO	November 17-20
2017	San Diego, CA	November 9-12
2018	Orlando, FL	November 15-18
2019	Milwaukee, WI	November 14-17
2020	Spokane, WA	November 12-15

For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.6243.

➤ New Orleans, Continued from page 1

gees arrived from the Caribbean, following the Haitian Revolution of 1791 to 1804, and thousands arrived from Africa. Around 1850, the city was the 4th largest in the U.S. and dazzled visitors with chic Parisian couture, fabulous restaurants, and sophisticated culture.

Under French, Spanish and American flags, Creole society coalesced as Islanders, West Africans, and slaves, poured into the city along with a mix of French aristocrats, merchants, farmers, soldiers, freed prisoners and nuns. In present-day New Orleans, there are people who proudly call themselves Creole. Native author Anne Rice set one of her early historical novels, *The Feast of all Saints*, in 19th-century Creole society.



St. Louis Cathedral overlooking Jackson Square
(New Orleans CVB)

Cajuns, on the other hand, are descended from a specific group of Catholic, French-speaking trappers and farmers who were exiled from Nova Scotia by the ruling English-Protestants in 1755. About 10,000 settled in Southwest Louisiana. Over a million people of Cajun descent live in Louisiana. Bobby Hebert, the former star quarterback of the Falcons, is of such heritage and is known in sports broadcast circles as "The Cajun Cannon."

By 1900, the city's streetcars were electrified, and New Orleans jazz was born in its clubs and dance halls. The city grew. After World War II, suburbanization and conflicts over school integration drew many white residents out of the city. Despite these social changes, the city grew as a tourist attraction. Hundreds of thousands of annual visitors are drawn to its Mardi Gras festivities and to the culture that had inspired playwright Tennessee Williams, trumpeter Louis Armstrong and chef Jean Galatoire.

In August 2005, Hurricane Katrina struck New Orleans. The storm's winds tore away roofs and drove a storm surge that breached four levees, flooding 80 percent of the city. Hundreds were killed in the flooding and thousands were trapped for days in harsh circumstances. A year later, about 50% of the city's residents had returned. Within five years, 80% of the residents were back. Today, New Orleans is thriving!

The 2007 AMATYC Annual Conference originally planned for New Orleans was relocated to Minneapolis, MN. The New Orleans logo for the conference that year was retained and the theme was a dedication to the city of New Orleans.

Now that you are aware of the fascinating history of New Orleans, I know you can't wait to attend the annual conference. Travel to New Orleans with AMATYC and explore the many flavors of this amazing city! See you in November.

Diane Koenig, Editor
AMATYC News
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134

NATIONAL TRENDS, THE IMPORTANT ROLE OF AMATYC, AND THE 2015 AMATYC CONFERENCE SYMPOSIUM

by Nancy Sattler, AMATYC President and Judy Williams, Program Coordinator

Uri Treisman, professor of mathematics, professor of public affairs, AMATYC presenter, and executive director of the Charles A. Dana Center, an organized research unit in the College of Natural Sciences at The University of Texas at Austin has published a paper on *National Trends in College Mathematics*. In his paper, he mentions the importance of professional associations and states that professional societies such as AMATYC “are going to be driving the changes that shape your classes and affect you and your students’ lives.” (p. 13) His paper and video presentation can be viewed at www.utdanacenter.org/wp-content/uploads/national_trends_in_collegiate_mathematics.pdf.

Treisman will be the first speaker for the 2015 Symposium to be held during the AMATYC Annual Conference in New Orleans, LA. On Thursday, November 19, he will share “A National View of Math Pathways: Where We’ve Been & Where We’re Going,” immediately followed by the first workshop “Pathways Through Developmental Math: A Faculty Perspective” to meet faculty who have implemented curricula from four major non-algebraic pathways. The second workshop on Friday morning will be a faculty panel led by Frank Savina, “The New Mathways’ STEM Prep Pathway: Preparing Students for Calculus.”

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