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## EXPLORE NEW ORLEANS BY NEIGHBORHOOD

by Jeff Hughes



New Orleans neighborhoods are where the culture and creativity of the Crescent City come to life. From the historic French Quarter to the elegant Garden District to the music-filled Marigny, there is great food, music and more to be found all across the city. In this article, a few of New Orleans' most popular neighborhoods are highlighted. Be sure to attend this fall's AMATYC Annual Conference and explore New Orleans by neighborhood.

The French Quarter is the original settlement of New Orleans and the oldest neighborhood in the city. So much

of what makes New Orleans unique is captured in the melting pot atmosphere of the French Quarter. From the boisterous party vibe of Bourbon Street to the bohemian elegance of Royal Street, it's a neighborhood full of entertainment and surprises.

The creative culture of the Quarter is embraced by the collection of fortune tellers, artists, and musicians who surround Jackson Square. Just across the street is the famed Café du Monde, serving up beignets and café au lait. Every street in the French Quarter has something to offer – from classic restaurants and music venues to boutique shopping and voodoo temples. No trip to the Quarter is complete without a trip to the historic French Market for souvenirs.



Balcony (New Orleans CVB)

In New Orleans, the Central Business District (CBD) is the city's downtown. The neighborhood is home to some fabulous restaurants. The adjacent neighborhood, the Warehouse District, is known as the city's arts district. It is alive with activities celebrating the arts. Museums such as the Contemporary Arts Center and the Ogden Museum of Southern Art can be found in the Warehouse District as well as dozens of art galleries. The National World War II Museum is also in this area.

Nestled just down the river, east of the French Quarter, are two distinct well-kept secrets: the neighborhoods of Faubourg Marigny and Bywater. Both combine old-time New Orleans culture with a hip, contemporary Bohemianism.

Faubourg Marigny is one of New Orleans' oldest neighborhoods and was one of the first suburbs. During the day, the Marigny's funky vibe pervades. You can peruse antique shops and bookstores, opt for food from Creole to vegetarian or visit the gardens of Washington Square Park.



Beignets (New Orleans CVB)

Tradition, opulence and beauty can all be used to describe New Orleans' historic Garden District. With its well-preserved collection of antebellum mansions, pristine gardens and southern charm, the Garden District certainly stands out as one of the country's most lovely neighborhoods, and a popular destination for visitors. The elegance of the neighborhood is truly second to none. A common

➤ *Continued on page 3*

## AMATYC ELECTION INFO

by Jim Roznowski

Regular (voting) members will be sent an email on September 15 with the link to "register" to vote and to view the ballot for the election of AMATYC Officers for the 2016-2017 Executive Board. All active regular members, including life members, as of June 30, 2015, are eligible to vote.

Only one email address will be active for the voting process. Be sure that your primary email address is correct in the AMATYC database. Members may request a paper ballot by contacting Jim Roznowski (jimroznowski@amatyc.org) before September 1, 2015. All paper ballots must be postmarked no later than September 30 to be valid.

Electronic ballots for each AMATYC region will ask you to vote for one of the candidates for each office: President-Elect, Secretary, Treasurer, and Regional Vice President. Electronic ballots must be cast between September 15, 2015, and September 30, 2015. Your vote is important, and AMATYC is counting on you to cast your vote so please take time to vote for those who will lead AMATYC for the next two years.

Officers will be announced by an email to all AMATYC members and at the 2015 AMATYC Annual Conference in New Orleans, LA. The new members of the Executive Board take office January 1, 2016.

Questions about your membership status or voting eligibility should be directed to the AMATYC office by email to amatyc@amatyc.org, or by phone (901.333.6243). Members who are eligible to vote and who do not receive an electronic ballot by September 15, should contact the AMATYC office.

➤ *Continued on page 5*

# President's Message



## COLLABORATION: WORKING TOGETHER TO MAKE A DIFFERENCE

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*Nancy Sattler*  
Terra CC • Fremont, OH

Each week the concept of collaboration and its importance seems to be brought up in the discussion board with my students in my teacher education class. I tell my students that it is important that classroom teachers collaborate with one another as there is huge value in doing so. It is very encouraging to see my colleagues collaborating as well. At my college, the mathematics faculty collaborate to share best practices and to create common syllabi and final exams. In Ohio, the chairs of all of the mathematics departments of higher education are meeting on a regular basis to collaborate and create a framework for transferability of mathematics courses from one institution to another. Teachers respect one another and value the collaboration that takes place.

At the national level, AMATYC has given mathematics teachers many avenues to collaborate throughout the year. The AMATYC academic committees meet at the annual conference and during the year through the beauty of technology. Members can learn more about issues in developmental education through the Developmental Mathematics Committee or discuss department chair issues through the Division/Department Issues Committee. They can hear about how technology can be used effectively in the classroom and share information on crucial issues, ideas, and current practices in traditional, hybrid, distance, and active learning classrooms by joining the Innovative Teaching and Learning Committee, or discuss the needs of students in technical programs through the Mathematics for AAS Programs Committee. Members who wish to exchange ideas, share resources, and discuss issues of interest to the statistical community can collaborate through the Statistics Committee, while those who wish to discuss issues that pertain to transfer-level courses can join the Mathematics Intensive/College Mathematics Committee. The Placement and Assessment Committee affords an opportunity for members to share resources related to placement and assessment while those members wishing to collaborate and discuss issues related to teacher preparation at all levels can join the Teacher Preparation Committee. Faculty researchers can be provided educational support and mentoring through the Research In Mathematics Education for Two-Year Colleges Committee.

All AMATYC members will be given the opportunity to collaborate on the position statements on *Time Limits for Course Prerequisites* and *Working Conditions of Adjunct Faculty* at the forums at the 2015 AMATYC Annual Conference in New Orleans. Members will also be given an opportunity to give their views on AMATYC's next strategic plan at the conference as well. The AMATYC board values the ideas of its members and welcomes input.

In addition to the collaborations that occur with our members, AMATYC has been collaborating with other national organizations. As president of AMATYC, I have an opportunity to take part in a Presidential Exchange Program with the Association of Mathematics Teacher Educators (AMTE), the Mathematical Association of America (MAA), the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the National Association for Developmental Education (NADE), and TODOS: Mathematics for all. I have been able to attend these conferences and speak to their members letting them know of the important work that AMATYC does.

Another collaboration of major importance is the work on developmental mathematics that began as a pre-conference meeting just before the 2013 AMATYC

Annual Conference in Anaheim. The collaboration will continue, with a March 2016 NADE pre-conference meeting to discuss the different approaches being used across the country in developmental education. The meeting will begin with a panel discussion led by representatives of AMATYC, NADE, the National Center for Developmental Education, and other organizations. Sessions will follow where instructors have successfully implemented developmental mathematics reform based on the initiatives of AMATYC, Carnegie Learning, the Dana Center and others.

The latest collaboration that AMATYC has taken part in is an exciting one. Five professional mathematics organizations, the American Mathematical Association of Two-Year Colleges (AMATYC), the American Mathematical Society (AMS), the American Statistical Association (ASA), the Mathematical Association of America (MAA), and the Society of Industrial and Applied Mathematics (SIAM) gathered this spring in Alexandria, Virginia, to discuss the future of undergraduate mathematics. We discussed a "Common Vision" based on the signature documents of these five organizations. By collaborating with these national organizations and sharing a common vision we are creating a collective action in the area of mathematics education in the first two years. To learn more about this initiative visit [www.maa.org/programs/faculty-and-departments/common-vision](http://www.maa.org/programs/faculty-and-departments/common-vision). All five national organizations will continue to collectively consider undergraduate mathematics curricula and ways to improve education in the mathematical sciences.

As my term as president of AMATYC winds down, I will continue to focus on collaboration, as our Grants Coordinator John Pazdar continues to collaborate with others in writing grants that will benefit AMATYC and its members as well. I hope that you will reach out and collaborate with your colleagues at your school, in your state, and at the national level to create the best learning environment for your students. AMATYC needs you to share your knowledge and make your needs known. Through collaboration we can make a huge difference and improve student success in the first two years of college.

# Conference Highlights

by Judy Williams, Program Coordinator

From November 19 - 22, the 41<sup>st</sup> Annual AMATYC Conference will indeed help you to “Jazz It Up” with ideas for the classroom and opportunities to “let the good times roll” in the exciting city of New Orleans.

Use the daily highlights below for some planning ideas, and put the free conference app on your phone or other device to create your personal conference schedule and to access information about local restaurants and things to do in the Big Easy. The app, which should be available in October, is also the simplest way to evaluate the sessions you attend, providing valuable planning information. Keep those mobile devices handy because numerous presenters indicated that they want to use them for some portion of their session; not a mandatory item but one that will enhance participation.

If you are a first-time attendee, check that box on your registration form for the First-time Attendee discount and take advantage of AMATYC 101 (S009) Thursday morning as well as your Regional Luncheon and Meeting on Friday. AMATYC also appreciates those loyal attendees who return year after year. Those who come to New Orleans after being with us in Nashville in 2014 will receive a ribbon for their badges this year so we can brag on you.

When you get so excited about a topic that you want to keep on discussing it, sign up for a slot for Friday or Saturday in the Impromptu Room (Southdown, Sheraton 4<sup>th</sup> floor). An easel will be in the registration area on Wednesday evening, and then be moved outside Southdown starting Thursday morning.

Be sure to look for the invited speakers and other special sessions on the conference program, many on Saturday. And remember that there are also talks on Sunday morning followed by the Closing Session which becomes very special when attendees share their favorite moments of the conference.

**Thursday:** Start off Thursday morning with 12 different speakers, six from the Teacher Prep Themed Session (T1) sharing “Engaging Future Teachers in the Standards for Mathematical Practice” and the other six from the Math Intensive Themed Session (T2) “Teaching and Learning in Precalculus, Calculus, and Beyond.” After this, hear Uri Treisman reflect upon “A National View of Math Pathways: Where We’ve Been and Where We’re Going” as he kicks off the 2015 Symposium (Y1). The second session of the symposium (Y2) follows his talk with a workshop in which faculty who have implemented curricula from non-algebraic pathways share their experiences and materials in a workshop “Pathways Through Developmental Math: A Faculty Perspective.”

The highlight of Thursday afternoon is the Opening General Session where Shirley Malcolm will help us rethink our developmental courses as filters to STEM careers when she discusses “Making Up for Lost Time - Mathematics and Two-Year Colleges.” Move on from this session to enjoy the Grand Opening of the AMATYC Exhibits for a time with publishers and other exhibitors from 4:30 pm to 7:00 pm.

One option for Thursday evening is to join the special event sponsored by the Research in Mathematics Education in Two-Year Colleges (RMETYC) Committee from 7:00 pm - 9:50 pm,

with a keynote address followed by several breakout sessions with topics including research findings about a problem-solving-based developmental course, proportional reasoning by community college students, and the faculty quest to complete a dissertation.

**Friday:** Friday morning choose the third Themed Session (T3) “Introductory Statistics: Building Statistical Literacy” or the second workshop of the symposium (Y3) “The New Mathways’ STEM-Prep Pathway: Preparing Students for Calculus” with research, results, and faculty perspectives on this initiative.

Use the dedicated Exhibit Time to visit with publishers and other exhibitors or see a 30-minute product presentation in the Exhibit Hall. Then pick up your box lunch at noon and head to your Regional Luncheon and Meetings to see old friends and make new ones while hearing about what is happening with the affiliates in your region of the country.

After the meeting, head for the Poster Session to see over 50 ideas for “Jazzing Up Your Classroom.” Then take your calculator to S129 for your chance to win the coveted trophy in the Faculty Math League Contest. Make the afternoon complete by choosing one of AMATYC’s nine committee meetings at 4:15 pm.

**Saturday:** Start Saturday morning with the Awards Breakfast and hear Tim Chartier tell us about matrices and linear algebra for all students as he shares “When Life Is Linear - From Computer Graphics to Data Mining.” After breakfast, again visit the Exhibitors one last time and then choose between many more interesting sessions before heading out to enjoy an evening in the Big Easy as you “let the good times roll.”

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## ➤ *New Orleans Neighborhoods, Continued from page 1*



*Louis Armstrong (New Orleans CVB)*

destination for those visiting the Garden District is the historic Lafayette Cemetery. The cemetery has been immortalized in film, literature and photography and is a popular attraction. Directly across the street is the colorful Commander’s Palace Restaurant. In operation since 1880, Commander’s is a New Orleans culinary institution and their brunch is the stuff of legend.

New Orleans is definitely one of the world’s most fascinating cities and a truly unique melting pot of culture, food and music. As you “Jazz It Up” at this fall’s AMATYC conference, make time to explore New Orleans by neighborhood. You’ll enjoy the different flavors of the city.

## Common Vision

by Rob Kimball

Responding to national calls for action to improve undergraduate education in mathematics and statistics, the Conference Board of the Mathematical Sciences (CBMS) hosted a workshop in May of 2015. Organizers asked participants to identify and affirm common themes found in the curricular recommendations of the associations (including *CROSSROADS*) and to begin to develop a shared vision of realistic pathways to move forward, incrementally improving mathematical sciences as taught in the first two years of college and university mathematics.

Mathematics and education in the mathematical sciences are in the national spotlight, in part due to the role they play in economic mobility. There is support for reform of undergraduate mathematics instruction coming from influential parties, including from the White House Office of Science and Technology Policy, the National Academies, and the Association of American Universities. The Common Vision Project intends to capitalize on this attention, and change the public perception of mathematics education and the vitality of college coursework in the mathematical sciences.

Calls to modernize the curriculum can be found in *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics* (President's Council of Advisors on Science and Technology, 2012) and in *The Mathematical Sciences in 2025* (National Research Council, 2013). In its response to the PCAST report, the American Mathematical Society affirms the mathematical community's commitment to preparing students successfully for STEM careers and asserts that it is essential that mathematicians be engaged in the planning and teaching of courses that form the foundation of STEM education

Why all the concern?

There are two major challenges. Simply put, (1) the number of STEM graduates is insufficient and (2) the undergraduate curriculum is outdated and needs to be modernized.

Employment in STEM occupations in the U. S. has grown faster than the job market for several decades. That trend is likely to continue. What exacerbates the problem, and is less apparent to the observer, is that employees with STEM-related knowledge, skills, and general abilities are increasingly in demand in non-STEM-related occupations. STEM graduates are being hired by non-stem-related BIG (Business, Industry, Government).

The expansion of research opportunities in the mathematical sciences for students as well as professionals adds pressure to rethink both preparation and recruitment. The types of industries that now hire mathematical and computational scientists, the STEM graduate, calls for us to rethink - to modernize - the undergraduate curriculum. The current curriculum does not prepare students well for the work done by mathematicians in BIG. A modernized curriculum pathway is required to acknowledge and address the interests and requirements of BIG employers.

Faculty in two-year colleges must continue to be part of this conversation. We applaud CBMS for continuing to make sure that AMATYC is at the table when these conversations are held.

## Creativity + Plan B = Make Your Own Document Camera

Judy Williams, Program Coordinator

While the overhead projector joins cassette tape players and VCRs as technology of yore, the document camera, part of a presentation station with computer and projector, has gained popularity. When AMATYC prepared to "Jazz It Up" in New Orleans, AV companies decided to make a steep crescendo in rental prices, giving a fortissimo level \$800 per day fee per document camera in their quoted equipment price of \$82,000, up \$20,000 for the same equipment as last year. With the AV budget and registration fees set, the Conference Committee, with regrets, made the decision not to provide document cameras this year. When we contacted the presenters who had requested that equipment, we asked how they might still accomplish the objective of showing work done by attendees during the session.

As flexible, creative educators, always ready with Plan B, especially where technology is concerned, several of you responded with alternative ideas. The most creative and detailed response came from Scott Adamson, Chandler-Gilbert CC, who sent pictures with directions for making his own document camera. His description of the process is "I bought a web cam and some PVC pipe. The web cam slides onto the PVC base and plugs into my laptop. On the laptop, I run a video software (like QuickTime or VLC media player)." If you have questions about building your own stand, contact Scott at [s.adamson@cgc.edu](mailto:s.adamson@cgc.edu). The Conference Committee will recognize Scott and his great idea with a \$25 Starbucks gift card at the Southwest Region Meeting on Friday, November 20.



## Position Available

# Professional Development Coordinator Position Available

Are you an organized person who has an interest in promoting professional development? If so, then AMATYC has an exciting “supported volunteer” position for you! The position of AMATYC Professional Development Coordinator is a three-year term beginning January 1, 2016. The Professional Development Coordinator serves a major role in the promotion of professional development opportunities for AMATYC members. The general duties of the Professional Development Coordinator are as follows:

- Coordinate and encourage the development of professional development opportunities and activities.
- Manage and attend the AMATYC sponsored webinars
- Work with the Professional Development Committee to identify and recruit facilitators of professional development activities
- Coordinate the promotion of professional development opportunities
- Work closely with the Executive Board as an ex officio member of the Professional Development Committee
- Work with the Professional Development Committee to establish an annual budget for professional development opportunities
- Provide the AMATYC Office with information on current professional development opportunities
- Collaborate with other educational organizations and related corporate entities to provide professional development opportunities and activities to two-year college mathematics faculty

For further information please contact Mary Beth Orrange, AMATYC secretary, at [secretary@amatyc.org](mailto:secretary@amatyc.org). Applicants should email a letter of interest and a current resume to Mary Beth Orrange by September 15, 2015.

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### ➤ *AMATYC Elections, Continued from page 1*

#### **2016-2017 AMATYC Board Election Slate**

President-Elect:	Jim Ham, Delta College
Treasurer:	Wilson Gräb, Forsyth Technical CC and David Tannor, Baker College
Secretary:	Michelle Duda, Columbus State CC and Michael Pemberton, Maysville CTC
Northeast VP:	Ernie Danforth, Corning CC
Mid-Atlantic VP:	Dan Fahringer, Harrisburg Area CC
Southeast VP:	Nancy Rivers, Wake Tech CC and Shawanda Thomas, Lawson State CC
Midwest VP:	Jon Oaks, Macomb CC
Central VP:	Nicole Lang, North Hennepin CC
Southwest VP:	Kathryn Kozak, Coconino CC
Northwest VP:	Liz Hylton, Clatsop CC
West VP:	Eric Matsuoka, Leeward CC and Edouard Tchertchian, Pierce College

Later this summer, information on all candidates will be available on the AMATYC website ([www.amatyc.org](http://www.amatyc.org)) and the election website (<http://amatycvote.org/2015>).

It was the goal of the Nominating Committee to have contested races for all positions, but due to a limited number of nominations that was not possible. Please consider submitting a nomination during the next election cycle.

## MATHAMATYC EDUCATOR: CALL FOR ARTICLES

Dear Colleagues:

In the February 2015 issue of the *MathAMATYC Educator*, authors Fred Feldon, Nancy Sattler, and Mary Beth Orrange in their “Technology: The Past, the Present, and the Future” article shared with readers the past, present and future of technology, how AMATYC has responded to its use, and the organization’s attempts to provide a platform for the appropriate use of technology in mathematics teaching and learning. Additionally, as noted in the *Instruction Standard of Beyond Crossroads*:

Effective mathematics instruction requires a variety of resources, materials, technology, and delivery systems that take into account students’ different learning styles and instructors’ different teaching styles. Using multiple strategies in the classroom will increase the level of engagement of students and open opportunities for more students to be actively involved in the learning of mathematics. (Blair, 2006, p. 14)<sup>1</sup>

Thus, with the increase in online mathematics course offerings, I would like to invite you to submit an article for possible inclusion in a 2016 forthcoming special issue of the *MathAMATYC Educator* that focuses particularly on effective practices that center on increasing the level of (active) faculty and student engagement in an online mathematics course.

I encourage both full-time and part-time mathematics educators to share their perspectives. Deadline for submission is December 1, 2015, and articles can be submitted at [www.amatyc.org/?page=EducatorSubmitForm](http://www.amatyc.org/?page=EducatorSubmitForm). At this website, please take some time to have a look at our publication guidelines.

Thank you.  
David Tannor  
Editor, *MathAMATYC Educator*  
Baker College  
[davetannor@gmail.com](mailto:davetannor@gmail.com)

<sup>1</sup> Blair, R. (Ed.). (2006). *Beyond Crossroads: Implementing mathematics standards in the first two years of college*. Memphis, TN: American Mathematical Association of Two-Year Colleges. Retrieved from <http://beyondcrossroads.matyc.org/>

# AMATYC Awards

## ADD SOMEONE TO THE LIST

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

Martha Goshaw, Sadie Bragg, Ed Laughbaum, Susan Wood, Karen Sharp, Marilyn Mays, Susan Foreman, Greg Foley, Wade Ellis Jr., Dale Ewen, Stephen Rodi, Warren Page, Peter Lindstrom, Jean Burr Smith, Don Albers, and Phil Cheifetz. This is a great list of mathematics educators, supporters of AMATYC, and Mathematics Excellence Awardees. It is now time for you to suggest additional names to add. Nominations are now being accepted for the 2016 ME Award.

A nomination packet consists of a letter of support from the nominator, two additional letters of support, and the nominee's resume/vita. The nominator must submit the complete nomination packet as a pdf file to the Mathematics Excellence Award Committee Chair, Jim Roznowski. Nominations must be received by Sunday, November 1, 2015.

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](http://www.amatyc.org). You may also contact the chair of the 2016 Mathematics Excellence Award Committee, Jim Roznowski ([jimroznowski@amatyc.org](mailto:jimroznowski@amatyc.org)) or any member of the ME Award Committee with additional questions.

### The 2016 ME Award Committee

Chair	Jim Roznowski ( <a href="mailto:jimroznowski@amatyc.org">jimroznowski@amatyc.org</a> )
Northeast	Peg Hohensee ( <a href="mailto:phohensee@kaplan.edu">phohensee@kaplan.edu</a> )
Mid-Atlantic	Constance Calandrino ( <a href="mailto:ccalandrino@hccc.edu">ccalandrino@hccc.edu</a> )
Southeast	Elmira Yakutova-Lorentz ( <a href="mailto:yakutova-lorentze@easternflorida.edu">yakutova-lorentze@easternflorida.edu</a> )
Midwest	Rama Chidambaram ( <a href="mailto:rchidambaram@hfcc.edu">rchidambaram@hfcc.edu</a> )
Central	Karla Harris ( <a href="mailto:kharris@nwicc.edu">kharris@nwicc.edu</a> )
Southwest	Alma Brannan ( <a href="mailto:abrannan@midland.edu">abrannan@midland.edu</a> )
Northwest	Judith Atkinson ( <a href="mailto:jaatkinson@alaska.edu">jaatkinson@alaska.edu</a> )
West	Ryan Petitfils ( <a href="mailto:ryan_petitfils1@vccc.edu">ryan_petitfils1@vccc.edu</a> )

## TEACHING AWARD WINNERS IN NEW ORLEANS

by Judy Williams, Program Coordinator

At the 41<sup>st</sup> AMATYC Conference, we will honor the tenth group of educators who have made outstanding contributions to mathematics and mathematics education at the two-year college. The award was first given in 1997, and continued in the odd-numbered years since then. This year, all 56 winners, plus those to be announced on Thursday afternoon at the Opening Session, are invited to a reunion reception sponsored by the AMATYC Foundation. All of us can take the opportunity to see some of these TE Award winners in action in the sessions they are presenting in New Orleans.

Scott Adamson '07	S058 "Rethinking the Division of Fractions"
Candice Dance '11	S013 "Jazzing Up Your Liberal Arts Math Class for the Honors Level!" presented with Michael Oppedisano
Edward Gallo '13	T1E "Using Experiments to Teach Modeling and Problem Solving"
Martha Goshaw '03	S145 "Cheating in Math Classes" presented with Nancy Johnson
Barbara Illowsky '11	S043 "The Maturing OER Ecosystem: Partners, Expansion, and Critical Question"
Rob Kimball '97	S112 "A Common Vision for the Undergraduate Math Program in 2025: Our Role"
Rodney Null '13	W03 "Even More! Leaving the Problems in Problem Solving" presented with Beth Basista and Mark Clark
David Price '03	S035 "The French Mathematical Impact: Descartes, Fermat, and Beyond" presented with Elise Price
Jack Rotman '05	S149 "Algebraic Literacy: A Bridge to Somewhere (the STEM Path)"
Janet Teeguarden '11	S100 "Beyond the Textbook: Getting Students Involved in Learning" presented with Judy Williams
Paula Wilhite '13	S74 "The Beauty of Mathematics in Gershwin's Jazz"



## CONGRATULATIONS!

Nathan Essex, longtime president of Southwest Tennessee CC, has retired effective June 30, 2015. Essex originally joined Southwest as interim president following the consolidation of Shelby State CC and State Technical Institute at Memphis which was effective July 1, 2000. He was officially named president in June 2001.

The national office of AMATYC is housed at Southwest Tennessee CC. Essex was presented a Certificate of Appreciation by Nancy Sattler, AMATYC President, for his continued support of the organization during his tenure.

# CBMS 2015

## CBMS 2015 NATIONAL SURVEY OF MATHEMATICS DEPARTMENTS

Complete your questionnaire if you are in the sample

Your Help is **Needed** in Fall 2015!!

submitted by Rikki Blair

Every five years, the Conference Board of the Mathematical Sciences (CBMS) sponsors a national survey that collects data about curriculum, pedagogy, enrollments, and faculty in the nation's undergraduate mathematical sciences at two-year colleges and four-year colleges and universities.

A random sample of 200 public two-year colleges has been drawn from the list of all two-year colleges in the US. The 2015 online survey will be sent to the mathematics department chairperson at the sampled colleges in early September. It is critical that the response rate for the two-year colleges be as large as possible.

**If you are a department chairperson and receive a questionnaire, PLEASE complete the questionnaire and return it by October 15, 2015. Your participation is extremely important.**

If you would like to see previous survey results, the 1990, 1995, 2000, 2005, and/or 2010 publications of CBMS survey results are online at the CBMS website: [www.cbmsweb.org](http://www.cbmsweb.org).

Interesting data include:

- ✓ course offerings, enrollment, and section sizes in two-year college mathematics courses, including distance learning and dual enrollment;
- ✓ number of full-time permanent, temporary, and part-time faculty and characteristics of the faculty;
- ✓ information about trends in instructional strategies, teacher preparation, developmental mathematics, and use of technology.

If you have any questions, please contact Rikki Blair ([Richelle.blair@sbcglobal.net](mailto:Richelle.blair@sbcglobal.net)), CBMS2015 Two-Year College Team Leader.



## TWO-YEAR COLLEGE QUESTIONNAIRE

CONFERENCE BOARD OF THE MATHEMATICAL SCIENCES

### AMATYC CALENDAR OF EVENTS

Check the AMATYC website, [www.amatyc.org](http://www.amatyc.org), for information on conferences and meetings from other organizations.

September 26, 2015 UMATYC Conference, Weber State University-Davis Campus, Layton, UT. Contact: Brenda Acor, [bacor@weber.edu](mailto:bacor@weber.edu). Website: [www.umatyc.org](http://www.umatyc.org)

October 2-3, 2015 MichMATYC 2015, Macomb CC-Center Campus, Clinton Township, MI. Contact: Mike Somyak, [michmatyc15@macomb.edu](mailto:michmatyc15@macomb.edu). Website: [www.michmatyc.org](http://www.michmatyc.org)

October 9, 2015 ArizMATYC Fall Conference, Mesa CC, Mesa, AZ. Website: <http://arizmatyc.org/wp/fall-2015-arizmatyc-meeting/>

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

October 16, 2015 INMATYC Fall Conference, Ivy Tech CC-Kokomo Campus, Kokomo, IN. Contact: Becky Pohl, [bchanleyl@ivytech.edu](mailto:bchanleyl@ivytech.edu). Website: <http://irmc.matyc.org/>

November 19-22, 2015 41<sup>st</sup> Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

December 11-12, 2015 CMC<sup>3</sup> 43<sup>rd</sup> Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, [harbism@scc.losrios.edu](mailto:harbism@scc.losrios.edu). Website: [www.cmc3.org](http://www.cmc3.org)

February 26-27, 2016 FTYCMA Joint Meeting with the MAA-Florida Section, Saint Leo University, Saint Leo, FL. Contact: Alty Ozgener, [ozgenea@scf.edu](mailto:ozgenea@scf.edu). Website: <http://scf1.scf.edu/ftycma/html/events.htm>

March 4-5, 2016 CMC<sup>3</sup>-South Annual Conference, Kellogg West Conference Center & Hotel (near Cal Poly-Pamona), Pamona, CA. Contact: Maribel Lopez, [Lopez.maribel10@gmail.com](mailto:Lopez.maribel10@gmail.com)

April 1, 2016 INMATYC Spring Conference, Indiana University/Purdue University at Indianapolis, Indianapolis, IN. Contact: Becky Pohl, [bchanleyl@ivytech.edu](mailto:bchanleyl@ivytech.edu). Website: <http://irmc.matyc.org/>

November 17-20, 2016 42<sup>nd</sup> Annual AMATYC Conference, Denver, CO. Contact: AMATYC Office, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

December 9-10, 2016 CMC<sup>3</sup> 44<sup>th</sup> Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, [harbism@scc.losrios.edu](mailto:harbism@scc.losrios.edu). Website: [www.cmc3.org](http://www.cmc3.org)

A form is available at [www.amatyc.org/?page=AffiliateConferences](http://www.amatyc.org/?page=AffiliateConferences) to update or add affiliate conference information.

# Committee Reports

## PROFESSIONAL DEVELOPMENT UPDATE

by Jon Oaks

The 2015 AMATYC Webinar Series, supported by WebAssign, continued in April with Meg Moss presenting on “Integrating the Mathematical Practices in Mathematics for Elementary Teachers Courses” and in May, Stefan Baratto presented on “Content in Context: Teaching Students with Real-World Applications.”

Last summer was the first year AMATYC had a summer webinar series. The tradition continued this summer with Bob delMas presenting on “Using Assessment to Improve and Evaluate Student Learning in Introductory Statistics,” Leah Chuchran presenting on “eCATS: Electronic Classroom Assessment Techniques:

Taking the Temperature of Learning in the Classroom,” and Shawna

Haider presenting on “Calculus Alive! Motivating Students with Applications and Flipping the Class for Active Learning.”

The fall webinar series will kick off on Wednesday, October 7, 2015, at 1:00 pm EDT with Gavin Waters presenting on “Improving Retention Through Placement Tests.” A list of upcoming webinars and past recordings of all webinars can be found at [www.amatyc.org/?page=Webinars](http://www.amatyc.org/?page=Webinars).

In addition to webinars, there are always many other ways to get involved in AMATYC as well. Check out the new look of the Professional Development page on [www.amatyc.org](http://www.amatyc.org). Click on “Professional Development” on the left-hand side to see links to information about AMATYC’s Position on 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.

## PLACEMENT AT ONE COLLEGE

by Dan Kernler and Behnaz Rouhani, Chair, AMATYC Placement and Assessment Committee

Do you use creative methods to assess students’ understanding of mathematical concepts? Does your institution employ techniques that can improve the math placement of the students? In this issue, Dan Kernler, Elgin CC (ECC) in Illinois, explains the placement changes at his college that look promising.

At ECC, student success based on several predictors – COMPASS placement scores, ACT Math sub-scores, and high school (HS) cumulative grade point average (GPA) was analyzed. While COMPASS was a statistically significant predictor of success ( $p = 0.01$ ), the effect size was not large, with students who just placed into courses via COMPASS having about a 50% success rate, and those just missing the next level succeeding at just under 70%. ACT Math sub-scores were not significant predictors ( $p = 0.9$ ).

Most unexpected was the highly predictive value of high school cumulative GPA ( $p < 0.0001$ ). Results showed that HS GPA had almost twice the effect size of COMPASS, with students who earned a 2.0 or below HS GPA succeeding at around a 10% rate, and more than 80% of students who earned a 3.5 or higher succeeding.

Did you know that ACT provides an estimate of the accuracy of COMPASS placement scores? They use the standard error of measurement (SEM), but since it actually depends on the particular test and the score on that test, they refine it further and use the conditional standard error of measurement (CSEM). The 2012 COMPASS Reference Manual includes CSEM scores for every test at 5 point intervals.

At ECC, students placed into Intermediate Algebra (the pre-requisite for general education math courses, College Algebra, and Math for Elementary Teachers) with COMPASS Algebra scores of 38-54. The 2012 COMPASS Reference Manual notes the CSEM for Algebra scores near 50 is 10.4 points. This means that if the student were to repeat the test an infinite number of times, the standard error of that score would be about 10.4, which implies that we can be 95% certain that the student’s score is somewhere between 29.2 and 70.8.

This revelation combined with the strong prediction provided by HS GPA prompted the following placement provisions. Students who place into Intermediate Algebra and earned a minimum 3.5 HS GPA are now considered “college ready” and may take any of our entry-level transfer courses. Additionally, students who place into Beginning Algebra and earned a minimum 3.5 HS GPA may enroll in Combined Beginning and Intermediate Algebra, a 6-credit single semester version of those two courses.

Early results are promising, but the sample size is small. For the Fall 2014 semester, 44 students were eligible to move their placement up to the college level. Twenty-seven of them enrolled in a math class, but only 11 took advantage of the new placement. Of those 11, 10 earned a C or better, but it is too early to draw large conclusions. There were 13 students eligible to move up from Beginning Algebra, but none did. There are many possible reasons for this, though two likely causes are a delayed implementation within our database and a recent restructuring of our advising office.

Students with very low HS GPAs, whom are unlikely to succeed and need additional supports, are not dealt with. (Students earning a HS GPA 2.5 or less have a success rate of less than 30% in ECC math classes.) These small placement changes are only the beginning for us, but we feel better knowing that we are on the way to a placement process that appropriately places as many students as possible.

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](mailto:Behnaz.rouhani@gpc.edu). To find out more about AMATYC’s Committees, visit the website [www.amatyc.org](http://www.amatyc.org).

Reference: ACT (2012). *COMPASS Reference Manual*. Retrieved from <http://www.act.org/compass/pdf/CompassReferenceManual.pdf>

# Committee Reports

## STUDENT MATHEMATICS LEAGUE

by Susan R. Strickland

Both rounds of the Student Mathematics League competition have been completed and the final results are in.

### Final Team Results

1. West Valley College, CA, 283 points
2. Los Angeles City College, CA, 278.5 points
3. (tie) East Los Angeles College, CA, 261.5 points  
Brookdale CC, NJ
5. Bellevue College, WA, 225.5 points
6. Macomb CC, MI, 222 points
7. De Anza College, CA, 221 points
8. Foothill College, CA, 210.5 points
9. College of San Mateo, CA, 209 points
10. Ohlone College, CA, 208.5 points

### Final Individual Results

1. Minwoo Yoo, Bunker Hill CC, MA, 71.5 points
2. Minh Vu, Los Angeles City College, CA, 69.5 points
3. Zachary Obsniuk, Macomb CC, MI, 65.5 points
4. Geoffrey Zheng, Indian River State College, FL, 64 points
5. Renjie Yu, Bellevue College, WA, 62.5
6. Andrew Cui, West Valley College, CA, 60 points
7. Arun Kalyanaraman, Brookdale CC, NJ, 58.5 points
8. (tie) Timothy Lou, Brookdale CC, NJ, 57.5 points  
Lin Li, Los Angeles City College, CA
10. Li Cao, Ohlone College, CA, 56.5 points

### Top Schools and Students by Region

**Northeast:** Suffolk County CC, NY  
Minwoo Yoo (Bunker Hill CC, MA)

**Mid-Atlantic:** Brookdale CC, NJ  
Arun Kalyanaraman (Brookdale CC, NJ)

**Southeast:** Georgia Perimeter College, GA  
Geoffrey Zheng (Indian River State College, FL)

**Midwest:** Macomb CC, MI  
Zachary Obsniuk (Macomb CC, MI)

**Central:** Normandale CC, MN  
Anh Tran (Normandale CC, MN)

**Southwest:** Austin CC, TX  
Johnathan Hartnett (Collin College, TX)

**Northwest:** Bellevue College, WA  
Renjie Yu (Bellevue College, WA)

**West:** West Valley College, CA  
Minh Vu (Los Angeles City College, CA)

A very grateful thanks to all of the moderators who give the exams, grade them, record them, and send them in. By the time this article appears in print, there will be a new SML Coordinator. Steve Hundert from the College of Southern Maryland began his duties on July 1.

If your school does not currently participate in the SML, please consider registering for next year's competition. You can read about the SML on the webpage at [www.amatyc.org/?StudentMathLeague](http://www.amatyc.org/?StudentMathLeague) or email [stevenh@csm.edu](mailto:stevenh@csm.edu) with any questions. The dates for next year's competition are Friday, October 16 through Saturday, November 7, 2015, for Round 1 and Friday, February 12 through Saturday, March 5, 2016, for Round 2. Don't forget to register your school for next year's competition in August through the AMATYC SML website.

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 competitions. If an institution offering four-year programs 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, Steve Hundert, at [stevenh@csm.edu](mailto:stevenh@csm.edu).

See you in New Orleans! Don't forget to look for the time and place for the ultra competitive Faculty Mathematics League Contest.

### DON'T FORGET!

Instead of trying to remember when your AMATYC membership expires, sign up for auto-renew. It's easy! Select the "renew my membership link" and click on the drop-down menu to see the "with auto renewal" options. Auto-renew is available for each member type - individual, adjunct or retired - and applies to the multi-year option for individual members.

If you have questions, contact the AMATYC Office at 901.333.6243 or [amatyc@amatyc.org](mailto:amatyc@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](mailto:amatyc@amatyc.org) or 901.333.6243.

# Spring Board Meeting

## HIGHLIGHTS OF THE 2015 AMATYC

### SPRING BOARD MEETING

by Mary Beth Orrange, Board Secretary

The AMATYC Executive Board met at Southwest Tennessee CC in Memphis on April 24 - 27, 2015. Highlights of the meeting included:

- The discount member conference registration rate for the 2016 AMATYC Annual Conference in Denver was set at \$360.
- A website subscription, called WebScription, was created as a three-year pilot beginning May 1, 2015. The annual fee for this subscription was set at \$25. WebScription benefits include access to all members-only website resources except the *MathAMATYC Educator*. WebScription holders are also given the same priority registration for webinars as regular AMATYC members. A WebScription holder is not considered a member of AMATYC, but can purchase a membership by paying the difference between membership dues and \$25. This membership is good for 6 months from the date of the upgrade or one year from the beginning of the WebScription, whichever is longer.
- ANets, AMATYC Networks, will be re-established commencing January 1, 2016. Established ANets will include: Division/Department Leadership, Adjunct Faculty Issues, International Mathematics, and Mathematics for Liberal Arts with the ability to add more if interest is documented.
- The slate of candidates for the 2016-2017 AMATYC Executive Board was approved.
- The annual membership dues for a regular AMATYC member will be \$88 effective July 1, 2016.
- Institutional member dues were set at \$508, effective July 1, 2016, through June 30, 2017.
- The reduced retiree conference registration rate will be continued for a second year at the 2015 AMATYC Conference in New Orleans
- Pending membership verification, the following appointments were approved: Kim Granger to an at-large position on the Program Committee, Helen (Honey) Kirk as Assistant Conference Coordinator, Steve Hundert as coordinator of the Student Math League, Peter Georgakis as legal advisor, Stefan Baratto as chair of the Mathematics for AAS Programs Committee, Julie Hanson as chair of the Statistics Committee, Andy D. Jones as chair of the Teacher Prep Committee, Behnaz Rouhani as chair of the Placement and Assessment Committee, Scott Peterson as chair of the Math Intensive Committee, Dan Petrak as chair of the ITLC, John T. Smith, as chair of the Research in Mathematics Education for Two-Year Colleges Committee, Paula Wilhite as chair of the Developmental Math Committee, Tess Weir as the Southeast Region Rep to the Statistics Committee, Dave Graser, as the Southwest Rep to the ITLC, Barbra Steinhurst as the Northwest Representative to the Placement and Assessment Committee, Rob Eby, as Southwest Regional Rep for the Test Development Committee, Tim Mayo, Sang Lee, Robert Capetta, and Judy Atkinson as editorial panelists of *MathAMATYC Educator*, Anthony Piccolino to the editorial board of the *MathAMATYC Educator* from the Southeast Region of AMATYC, Paige Feibelman Perry as AMATYC's liaison to Mu Alpha Theta, George Hurlburt as AMATYC Website Coordinator, John Pazdar as Grants Coordinator, Jon Oaks as AMATYC Professional Development Coordinator, Phil Mahler to an at-large position on the AMATYC Investment Committee, Pat McKeague, Fred Peskoff, and William Steenken to at-large positions on the AMATYC Foundation Board.

Full minutes of the meeting may be found on the AMATYC website: [www.amatyc.org/?page=BoardMinutesMotions](http://www.amatyc.org/?page=BoardMinutesMotions).

## AMATYC FUTUREGRANT PROGRAM

by John Pazdar, AMATYC Grants  
Coordinator

### AMATYC Grant Work: Fortune and Structure

When getting involved in grant work there are many components that must be considered, I'll mention only two in this article. First, keep your day job. If income is the number one item that draws you to getting involved in grant work, disappointment will accompany your work. NSF allows a fair stipend for a fair day's work, but most Project Directors will confirm that you will spend more time than you have anticipated and budgeted for to complete a grant-funded project.

Second, take advantage of the AMATYC organizational structure when developing a grant proposal. AMATYC's organizational structure has multiple layers starting with the Executive Board, forty-four Affiliates, nine Academic Committees, five Coordinators, and Project ACCESS. When developing a grant proposal take advantage of the many possible connections that can exist between your idea and AMATYC's organizational structure.

If any AMATYC member is interested in discussing grant work involvement specifically or in general please contact me at [jspazdar@snet.net](mailto:jspazdar@snet.net) subject line: Grants.



## ICME-13 Grants Available

Apply now for grants to the  
**International Congress on Mathematics  
Education 13<sup>th</sup> Conference (ICME-13),  
Hamburg, Germany, July 23-31, 2016.**

More information can be found at  
[www.nctm.org/icme](http://www.nctm.org/icme) or  
[www.nctm.org/icme13](http://www.nctm.org/icme13).  
Grant application deadline is  
September 30, 2015.

# Letter to the Editor

Dear AMATYC News Editor,

I read with interest the committee report, "Mathematics for AAS Programs Committee," by Ned W. Schillow, Chair, that appeared on page 8 of *AMATYC News*, Volume 30, Number 2, April 2015.

The associate's degree mathematics competency requirement in California is a course at the level of Intermediate Algebra. Although I do not agree entirely with AMATYC's "Position Statement on the Appropriate Use of Intermediate Algebra as a Prerequisite Course" that appears on page 6 of the same issue of *AMATYC News*, I do agree that Intermediate Algebra is not a good terminal mathematics course.

Some colleges have developed alternative courses to Intermediate Algebra for students who plan to stop at an associate's degree, at least presently. Yuba College has developed such a course, Quantitative Reasoning, that has Elementary Algebra as the prerequisite. The catalog description informs that the course covers: "Interpretation of and reasoning with quantitative information. Coverage of logic; units analysis; uses and abuses of percentages, ratios, and indices; financial management; and statistics." The textbook that we are using is *Using and Understanding Mathematics: A Quantitative Reasoning Approach*, 6th edition, by Jeffrey O. Bennett and William L. Briggs (Pearson, 2015), to give you a better idea of the course. I believe that many of the alternative courses to Intermediate Algebra are similar.

This is a great course. It has a lot of practical applications, and answers many of the "When am I ever going to need this?" or "What is this good for?" questions. Yet, we have not had very good enrollment in the course. Could this be because the course is thought to be filled should be word problems, which it is, and we all know how much students (dis)like word problems? So, while it is great to expose students to the many applications of mathematics to the world, I do not believe that these courses will make students any more interested in mathematics, or to make them any more appreciate the subject of mathematics.

In my opinion, a terminal mathematics course is our last chance to make a good impression about mathematics upon students who probably have dreaded mathematics for some time. This is a worthy goal, for what we need are ambassadors to make the next wave of students and future generations of citizens no longer think of mathematics as a road block in education, but rather as a road to a fulfilling education. Changing the minds of our current students will produce these ambassadors. Toward this end, I suggest that we teach the history of mathematics. What better way is there to transmit the beauty and humanity of mathematics to another generation?

Many four-year colleges already offer courses in the history of mathematics. Many of these courses typically assume that the students have a calculus background, and many of the standard textbooks for history of mathematics are written for these. Yuba College is developing a history of mathematics course that has Elementary Algebra as the prerequisite. The draft catalog description reads: "A history of mathematics from ancient times up to the 18<sup>th</sup> century. Introduction to a variety of number systems; the operations of addition, subtraction, multiplication, and division, and the finding of square roots; sets and logic; rational, irrational, real, and complex numbers; Greek number theory; linear, quadratic, and cubic equations; and applications (including proportions, variation, compound interest, exponential growth and decay). Ideas and methods from different parts of the world and at different times are mainly presented in their historical context." The potential difficulty will be selecting a textbook for the course, but we believe that we have a very good one in mind that will be released by John Hopkins University Press this fall.

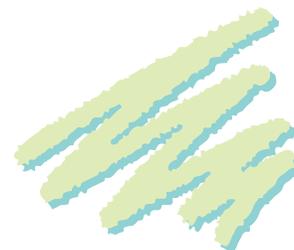
I challenge two-year colleges to develop a similar course. As I said earlier, what better way is there to transmit the beauty and humanity of mathematics to another generation than through the history of mathematics?

Yours sincerely,  
John B. Thoo  
Yuba College  
jthoo@yccd.edu  
ms.yccd.edu/~jthoo

*In Memory of*

Hoat Le  
San Diego City College  
San Diego, CA

Susan Callahan  
Cottey College  
Nevada, MO



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.

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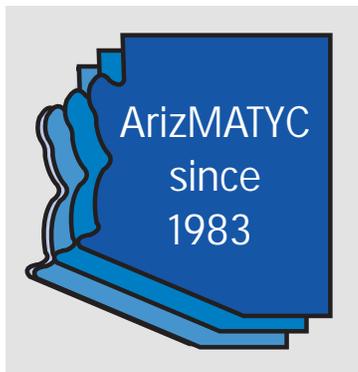
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## Focus on Affiliate: ArizMATYC

by Ana Jiménez, ArizMATYC President



Things are hopping in the state of Arizona, and ArizMATYC is at the forefront. With over one hundred members from twenty-three colleges and universities throughout the state, ArizMATYC is in a prime position to further develop and improve the mathematics education and mathematics related experiences of students. Despite state funding cuts and the arduous changes required to meet the needs of higher education, we continue to work together for the benefit of our students.

Each semester an Articulation Task Force (ATF) meeting is held, inviting over two dozen community colleges and universities throughout the state of Arizona. These meetings and campus reports create a forum for robust discussions between math department representatives of community colleges and universities in the state of Arizona, exchanging ideas and discussing trends, changes and alignment of curriculum between all of Arizona's institutions. This year, the big topic of discussion was College Mathematics. Many community colleges are developing a one-semester course geared toward preparing students for College Mathematics using an effective yet expedient pathway. At ArizMATYC's fall conference in Mesa on October 9<sup>th</sup>, topics for College

Mathematics will be examined and possibly revised.

ArizMATYC is committed to professional development and excellence in mathematics. ATF meetings always include a full day of professional development workshops, facilitated by instructors from community colleges and sister universities. ArizMATYC annually supports the national AMATYC Conference through a donation to the Professional Networking and Hospitality Room, and donates \$100 per ACCESS fellow to AMATYC's Project ACCESS. ArizMATYC has six former fellows in Arizona and eagerly anticipates an increase this year. ArizMATYC also provides monetary awards to the top two Student Math League students in Arizona. This year's winners were Dania Figueroa and Zeeshan Jawiad, both from Arizona Western College.

Finally, plans are already underway for the spring conference on April 8, 2016, which will be a joint conference with the Southwest Region of the Mathematical Association of America (MAA) and the Arizona Association of Teachers of Mathematics (AATM). Please visit [www.arizmatyc.org](http://www.arizmatyc.org) to see all of the fantastic things being done and learn more information about the meetings.

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