

NEWS

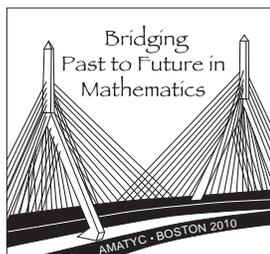
Opening Doors
Through Mathematics



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AMATYC 2010 in Boston

Your fantastic trip to Boston for the Annual AMATYC Conference is only a month away and the excitement is building. As your plane, train or car nears the city of Boston, you know that you are approaching a fantastic city that was an integral part of the founding of America.



Once you have checked into your hotel room you may want to explore a bit before the conference sessions begin. Walk around the area near the hotel and begin to get a feel for all that is available. Would you like theater or sporting event tickets? Go to Bostix across from the Boston Public Library, around the corner from the hotel, and see what is available that night for half-price. (Nearby theater locations are: The Huntington Theater Company, The Wilbur Theater, Colonial Theater, The Charles Playhouse-which houses the Blue Man Group, The Wang Theater, The Cutler Majestic Theater, Harvard's Loeb Theater, and The Shubert Theater.) You might hear a loud quacking sound during your walk. Board a "Duck" boat that will take you on a street and water tour of the city.

Shopping in Boston can also be a fun adventure at three wonderful locations: Boylston Street, Newbury Street, and the Prudential Center shops. If you turn left out of the hotel you can visit the Christian Science Mother Church. Further up the street is Symphony Hall—a quick trip to the ticket office will give you an idea of what performances are scheduled for the weekend.

See all the fun you will miss if you do not come to Boston! Remember November 11th is Veteran's Day in Boston. Keep in mind that there will be a lot of celebrating throughout the state to honor our veterans.

Update on *Statway* and *Mathway* Continuing the Collaboration

The Carnegie Foundation for the Advancement of Teaching, in collaboration with The Charles A. Dana Center at the University of Texas in Austin and AMATYC, launched the *Statway* initiative, July 26-30 in Palo Alto. The first *Statway* Institute was attended by five-person college teams representing 19 community colleges in five states. The Institute was the beginning of a year of intensive co-development of the *Statway* course. *Statway* is designed for non-STEM students who would be placed in elementary algebra to complete the necessary developmental mathematics and a credit-bearing, transferable statistics course in one year.

AMATYC committee chairs Jack Rotman (Developmental Mathematics Committee - DMC) and John Climent (Statistics) have been involved for more than 8 months, along with other AMATYC members and representatives from MAA, AMS, NCTM, NADE, ASA, and CAUSE, in the development of the *Statway* Developmental Mathematics and Statistics Student Outcomes.

This fall, eight community colleges in three other states will begin work on the *Mathway*. *Mathway* is a pathway for non-STEM students who would be placed into elementary algebra to develop foundations of mathematical literacy and decision-making in a one-semester experience, called Mathematical Literacy for College Students (MLCS), followed by a college-level mathematics course.

AMATYC is a collaborator with the Carnegie Foundation and the Dana Center on both *Statway* and *Mathway*. In that collaboration, two AMATYC members have been appointed to serve as Pathway Liaisons from AMATYC to the Carnegie Foundation.

✓ Jack Rotman (MI), in the role of AMATYC Pathways Content Liaison will serve as the AMATYC contact person to advise and connect the Pathways project activities of the Carnegie Foundation regarding content and instructional strategies for *Statway* and *Mathway* with appropriate AMATYC leadership, including the AMATYC board, academic committees, and other AMATYC personnel.

✓ Julie Phelps (FL) as AMATYC Pathways Networking Liaison will connect the Pathways project activities with AMATYC leadership, AMATYC state affiliate organizations and oversee communications in the AMATYC newsletter, journal, and website.

AMATYC members involved in the development of *Statway* are Roxy Peck (CA), Bob delMas (MN), Myra Snell (CA), Rob Kimball (NC), Mary Parker (TX), Peg Crider (TX), and many committee members online.

The development of the MLCS Student Outcomes has been guided by the work of the AMATYC DMC New Life Project and included AMATYC members Kathleen Almy (IL), Sadie Bragg (NY), Rob Farinelli (PA), Rob Kimball (NC),

➤➤Continued on page 4

Inside This Issue

- 2 President's Corner
- 3 *The Right Stuff*
- 4-5 Committee Reports
- 6 Focus on Affiliates
- 7 Lester R. Ford Award
- 8 Strategic Planning
- 9 Student Mathematics League
- 9 Calendar of Events
- 10 Call for Proposals
- 11 Foundation Honor Roll
- 12 AMATYC Foundation
- 12 Dates to Remember



PD→PG→PS

Rob Farinelli
CC of Allegheny County
Monroeville, PA

Question: What do the initials PD stand for?

Answers:

- a. Public Defender
- b. Paso Doble
- c. Pure Data
- d. Professional Development

Certainly any of these could be true, but for the purposes of this article, let's choose letter (d) - Professional Development.

Many times the words *professional development* (PD) conjure up memories of a speaker at your local campus who has been brought in to solve the problems of the college. But the end result is people standing up and doing strange exercises or writing meaningless things on slips of paper that have been passed to the person on your right. So, yes, we have all experienced some meaningless professional development activities! However, there are some other very good activities to balance these.

The best of these activities turn professional development into *professional growth* (PG). How many times have you gone to a conference where you cannot wait to get back into the classroom and try something that you have just learned?

That sort of enthusiasm is infectious to your students and your colleagues. However, you do not need to attend a conference to get the same energy. There are many journals, newsletters, blogs, and social networks that can allow you to experience this same type of professional growth. PD and PG are no longer limited to attending a conference or listening to an in-service speaker. Webinars and asynchronous discussion boards can easily fill this requirement. There are many modes of PD, which are relatively inexpensive and allow for many faculty - including adjuncts - to experience their own professional growth.

With so many courses now being taught by adjunct faculty, there is a greater need to encourage them to grow within the profession and to make sure that they are proficient with current pedagogy and technology. Informal or formal meetings with all faculty, both permanent and adjunct, are critical to foster development, growth, and communication within a department. Faculty who attend conferences or meetings should give back to the department and the college by making presentations at department, campus, or college meetings. This

is an important way to ensure that growth reaches all members of various communities.

Good professional development should lead to professional growth which then leads to *professional service* (PS). Many instructors have used the machine concept to introduce functions. As they learn new ideas (the input), the brain processes these ideas to help facilitate their own teaching styles (the function), and then they need to produce venues for them to showcase these new ideas to others (the output). This sharing of ideas can take the form of a presentation at a major conference, an article for a journal or newsletter, or an informal meeting with a colleague during lunch. It does not matter in which venue you share, but please share your good ideas with others. It keeps the profession moving forward.

As you can see, this idea of professional development/growth/service, PD→PG→PS, is just a continuous cycle that is important for everyone to take part in some way. The next time that you attend a really good session at a conference or read a really interesting article, think about using it in your classes and sharing this process with your colleagues. Whether it works well or not as well as you had hoped, there is always some learning that can be gained from the situation.

PD→PG→PS! It's all about development, growth, and service!

Presiders Needed!

Due to an increase in the number of sessions being offered there is an urgent need for additional presiders for the 36th AMATYC Annual Conference, November 11-14, 2010, in Boston, MA.

Serving as a presider is a great way to become involved in the conference program and in AMATYC. Presiders play an important role in the success of the conference. Duties include seeing that sessions start and end on time, introducing the speaker(s), and distributing, collecting, and summarizing the session evaluation forms.

At conference registration in Boston, presiders will receive a packet that includes all the necessary materials for the presider assignment - speaker introductions, a step-by-step procedure list for first-time presiders, session evaluation forms, and a Presider Summary Sheet.

It is not too late to submit a presider application. Go to the AMATYC homepage, www.amatyc.org. Once there, click on 36th Annual Conference, and then click on the Call for Presiders button in the far left column. Finally, click on Presider Application to complete and submit your Presider Application. If you prefer, simply contact Bob Malena at bmalena@ccac.edu.

The Curriculum Foundations Project: Making Good Decisions About Appropriate Content – Social Sciences

Susan Ganter, Clemson University; Bill Haver, Virginia Commonwealth University; and Rob Kimball, Wake Tech CC

"Mathematics courses should strive to help students see mathematics as a necessary language of life that enables them to become good public citizens." (CRAFTY II - Social Science)

CRAFTY's (Curriculum Renewal Across the First Two Years) Curriculum Foundations II Project¹ supported workshops that provided an opportunity for faculty from other disciplines (specifically non-STEM disciplines) to describe the mathematical content, pedagogical dispositions, and technological prerequisites necessary for the development of students in those fields. A workshop for the social sciences was held at Virginia Commonwealth University. The diversity of disciplines that constitute the social sciences made this workshop especially challenging. However, participants found a universal set of skills required by social science programs that were grounded in mathematics.

Mathematics courses should assist in developing a sense of mathematical literacy among social science students by illustrating how mathematics is one of the languages social scientists use to describe the world. This workshop suggested the following strategies:

- Stress the imprecision of social science data by highlighting conceptual understanding of mathematics and emphasizing estimation and approximation.
- Include more statistical skills in introductory college mathematics courses, either through statistics modules or optimally through the creation of a required introductory college statistics course.
- Situate mathematics in a "real world" social science context by using social science data to compute and conceptualize mathematics problems.

Social science students often believe they are weak in mathematics or incapable of mathematical reasoning. Mathematics courses should strive to help students see mathematics as a necessary language of life that enables them to become good public citizens. Technology can be a "hook" for social science students, drawing them into mathematics through creative pedagogical uses of visualization and analytical software. Mathematics courses that apply mathematics to a "real world" context using data from the social sciences may both increase the student's confidence in mathematics but also their competence with regard to applying quantitative and mathematical reasoning in their field of study.

Look for a fourth article in the next *AMATYC News* to learn more about Curriculum Foundations II. You may also contact Susan Ganter (sganter@clemson.edu) or Bill Haver (whaver@vcu.edu) and watch for the publication of disciplinary reports from CFII later in 2010. For more information on the **Right Stuff: Appropriate Mathematics For All Students**, follow the link on the AMATYC home page.

To Prepare Students in the Social Sciences² Mathematics Courses should:

- Emphasize conceptual understanding
- Strengthen proportional reasoning
- Emphasize linear functions - students use linear functions as models and are able to define the slope and intercepts in terms of the context of the model
- Strengthen the ability of students to use arithmetic skills to solve problems
- Introduce students to some basic statistical methods including measures of central tendency, variables, co-variation, and standard deviation
- Develop an understanding of graphical representation and interpretation
- Include the use of and ability to manipulate spreadsheets
- Enhance quantitative literacy

"...it is suggested that a statistics module (or two) be built into every student's introductory mathematics experience. How this is incorporated is contingent upon the structure of the particular college's curriculum. However, it is imperative that students come away with an appreciation for statistics, and that this preparation take priority over more typical introductory mathematics courses." Social Science Report

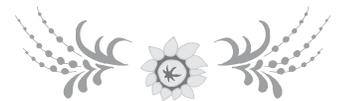
2010 CBMS Survey of Mathematics Departments – Coming your way!

Three hundred two-year college mathematics department chairs will receive the 2010 CBMS Survey this fall. If you or your college receives the survey, please complete and return this important survey. If you have any questions, please do not hesitate to contact Rikki Blair, richelle.blair@sbcglobal.net



AMATYC would like to send "Get Well" wishes to Ruth Collins, AMATYC Mid-Atlantic Vice President. She was seriously injured in an automobile accident in August.

If you would like to send Ruth a "Get Well" card, please send it to Ruth Collins, c/o AMATYC, 5983 Macon Cove, Memphis, TN 38134.



¹More information about CRAFTY can be found at: www.maa.org/CUPM/CRAFTY/

²Faculty from the disciplines of sociology, criminology/criminal justice, political science and international relations, and psychology represented social sciences at this workshop.

Developmental Mathematics Committee

by Jack Rotman

Much of the work of the Developmental Mathematics Committee (DMC) is focused on the New Life Project and the related work - the Carnegie Foundation pathways initiatives *Statway* and "MLCS/*Mathway*." Read about the pathway work elsewhere in this newsletter. DMC is pleased and honored that AMATYC members are included in this very systemic project.

DMC continues to use online communities as a basic methodology. The public community is at dm-live.wikispaces.com/ and you are encouraged to visit this site to learn more about the work of this committee. It is very important for you to know that ANYBODY can join this community ... there are no restrictions or requirements.

The vision of the New Life project was shared at affiliate meetings in the past year - New York, Texas, Georgia and Michigan to name a few. If you would like a presentation at your affiliate, contact Jack Rotman (rotmanj@lcc.edu) or Julie Phelps (jphelps@valenciacc.edu) to identify AMATYC leaders who can travel to your meeting for this purpose.

There is also a session at the 2010 AMATYC Conference in Boston on Bringing New Life to Developmental Mathematics on Saturday, November 13. This session is especially appropriate for people who have not yet explored the ideas of the project, as well as, those who would like some elaboration.

The DMC will also hold two business meetings on Thursday and Friday at the conference. As usual, these DMC meetings are open to all interested persons.

For additional news from the DMC, visit the website (devmath.amatyc.org) and read the past Newsletters (now edited by Jessica Craig of Georgia Perimeter College). The website also includes a membership form to join the DMC.

➤➤ *Statway and Mathway, Cont from page 1*

Julie Phelps (FL), Jane Tanner (NY), Linda Zientek (TX), Hank Kepner (WI), Joanne Peebles (TX), Bob DelMas (MN), Jeanine Lewis (CO), Myra Snell (CA), Laura Bracken (ID), Connie Buller (NE), Rosemary Karr (TX), Pat Rhodes (OR), and Janet Teegarden (IN).

For more information, visit the Carnegie Foundation website at www.carnegiefoundation.org or contact Rikki Blair (Richelle.blair@sbcglobal.net), Jack Rotman (rotmanj@lcc.edu) or Julie Phelps (jphelps@valenciacc.edu).

Innovative Teaching and Learning Committee Report: Committee Ideas

by Mary Beth Orrange

The members of the Innovative Teaching and Learning Committee (ITLC) continuously discuss new and creative ways to enhance the learning process. As with any new idea, brainstorming with a larger group often makes issues clearer and implementation easier. Some of the more recent discussions address the use of guided notes, how to manage one-day a week classes, passing rates in online courses, and teaching the same course in a variety of formats.

The ITLC will be busy at this year's AMATYC Annual Conference in Boston. The committee is sponsoring a nine-speaker Themed Session on Friday morning, a sharing session discussion on Thursday afternoon, a poster presentation on Friday afternoon, and a committee meeting late Friday afternoon. If you are attending the conference, plan on joining us at one of the sessions! Check the program for specific rooms and times. If you cannot attend the conference you can still be involved as committee membership is open to all AMATYC members.

To learn more about the AMATYC Innovative Teaching and Learning Committee or to be involved throughout the year, email the chair of the committee, Mary Beth Orrange, at orange@ecc.edu. To find out more about AMATYC's committees, visit the website www.amatyc.org.

Math for AAS Programs Committee Activities

by Ned Schillow

Plans are underway to assemble a collection of classroom activities on the Math for AAS Programs Committee website, www.aasmath.amatyc.org. This resource will provide year-round access to critical thinking activities, teaching strategies, and problem-based learning investigations which can enhance technical, business, health-related, fashion and design, and other AAS mathematics program classes. Currently, a small collection of very nice investigations can be found at the committee website by selecting the Cincinnati Applications link. Anyone interested in contributing to this project can send an electronic copy to the committee chairperson at nschillow@lccc.edu.

On Thursday, November 11, a Themed Session, *Emerging Applications: Tomorrow's Careers*, will include six brief presentations beginning at 9:00 a.m. Specifically, the scheduled talks include:

- "Connecting Math and Physics with Modeling Exercises" presented by Rob Kimball, Jr.
- "Use of Mathematics in a Spray Condenser Design" presented by Jim McNeish
- "Outcomes Assessment in Math for Health Sciences" presented by Joe Gallegos
- "Making Statistics Meaningful to Health Science Majors" presented by Brenda Alberico
- "The Role of Mathematics at the Fashion Institute of Technology" present by Lasse Savola

In addition, goal setting and discussions about committee-sponsored efforts between conferences will be focal points at the Friday afternoon committee meeting in Boston. All conference attendees are invited to participate.

Academic Assessment of Mathematics Programs— an AMATYC Position

by Connie Buller

AMATYC has position statements on a number of topics. In accordance with *Beyond Crossroads*, it is wise to periodically revisit these, to see if they still meet our needs, or if they need revision or even retirement.

AMATYC wants these position statements to be helpful without being too limited or prescriptive. It wants to support student learning and teachers, while recognizing that AMATYC members come from a variety of types and sizes of institutions, offering mathematics via many delivery systems.

This year, the Placement and Assessment Committee (PAC) has been asked to review the Academic Assessment of Mathematics Programs, found at www.amatyc.org/documents/Guidelines-Position/Assessment.pdf. This was adopted in 1999 and reaffirmed in 2005. Since that time there have been some changes, such as *Beyond Crossroads* being published.

Recently, there have been national discussions on program assessment. The *Mathway* and *Statway* plans for helping non-STEM students are completely new programs, that will need assessment to validate their worth. All this is encompassed in Program Assessment.

One area not addressed in the original document is the concern that data from assessment be used in a punitive way against the teachers involved in the assessing. PAC wants to be supportive of teachers trying to improve instruction, not place roadblocks in front of them and their students.

Initial response from the PAC regional representatives and sub-committee chairs has been that PAC does need to revise the position statement. However, the official decision will be made at the two PAC meetings in Boston.

The PAC membership and any interested persons are invited to join an on-going discussion by email, with a chance to offer suggestions and to work on the wording of proposed revisions. If it is to be a worthwhile document, there will have to be some time spent on it, and national committee meetings, while appropriate to make the basic decision about reaffirm/revise/retire, are not the best place to craft revisions.

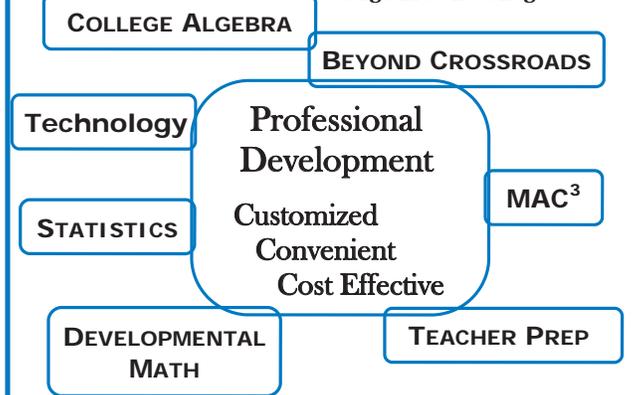
PAC will be seeking a person or persons from its committee to facilitate the online discussions and help reach consensus on content and wording for revisions. In Boston, at the PAC meetings, the committee will formally decide only to reaffirm, revise or retire the statement. The PAC can reaffirm or retire the document by itself. Any revised statement would have to later be approved by AMATYC's Delegate Assembly.

If you would like to join the PAC, participate in the discussions/writing any revisions, or simply share your view about revise/reject/reaffirm, please contact the PAC Chair, Connie Buller at cbuller@mccneb.edu.



“It was amazing and the teachers loved it.”

Crystal Kotow-Sullivan
George Brown College



Contact Information:

Pat Averbeck, AMATYC Traveling Workshop Coordinator
tw@amatyc.org, 425.640.1093, www.tw.amatyc.org

Guest Editorials:

Do you have an interesting idea that you would like to share in the News? Please consider writing a guest editorial. There are many AMATYC members who would like to know your ideas. Due dates for submissions are November 27, March 1, June 1, and August 15. Please note: all articles are subject to review and revision, and the editor will determine if the article is appropriate for the News.

Letters to the Editor:

Have you ever read an article in the News and realized that you had an opinion about the concept in the article? Have you seen what is happening in mathematics education and wanted to voice your opinion on the subject. Consider writing a letter to the editor. Due dates for submissions are November 27, March 1, June 1, and August 15. Please note: all letters to the editor are subject to review, and the editor will determine if the letter is appropriate for the News.

Focus on Affiliates: OCMA

“A nod to the past as we look to the future”

by J. Paul Balog

Like many of the AMATYC affiliates, the aims of the Ontario Colleges Mathematics Association (OCMA) are to improve and facilitate communication among mathematics faculty, organize professional development events, inform the membership of new teaching methodologies, help faculty keep abreast of current needs for mathematics in industry, and to affect liaison with mathematics teachers at all levels.

From its humble beginnings thirty years ago as a metropolitan organization representing six colleges in Toronto, the OCMA has evolved into a provincial group encompassing all twenty-four Ontario colleges. Considering that the Ontario college system is just over forty years young, the group has grown up alongside it. Along the way many wonderful things have happened.

During the late 90's the OCMA developed a computerized mathematics assessment model which was used by the Ontario College Application Service, which handles applications from all potential college students. The group has also successfully organized three Great Mathematics Teaching Seminars, participated in the Fields Institutes, and was in part responsible for the formation of the Ontario Heads of Mathematics (HOM). The latter group is made up of faculty, coordinators, and college administrators who report to the Vice Presidents Academic and help them address issues pertaining to teaching and learning mathematics.

Many of the members have been involved in the College Mathematics Project which has received funding from two provincial government education ministries. The project looks at the college readiness of high school students in mathematics. Our members acted as consultants to the Ministry of Education regarding proposed changes to the high school math curriculum.

The OCMA has the distinction of being the only affiliate outside the United States (making AMATYC an international organization). OCMA was pleased to host the AMATYC conference in Toronto in 2001.

Part of the formula for its success is offering professional development (PD) activities at low cost to its members. It has three activities throughout the year: two PD nights and an annual conference. The PD nights are structured around a gourmet dinner and a guest speaker. This provides a welcome break midway through the fall and winter semesters, and an opportunity to network and to learn something new. These events are highly subsidized, with a very modest fee of \$25 toward the cost of dinner. More recently, OCMA has replaced one of the PD nights with a PD weekend. Again, this is highly subsidized: members pay \$50 and enjoy Friday night dinner, overnight accommodation, Saturday breakfast and lunch and the Saturday workshop. Publishers have been known to help cover some of the costs for these very successful events.

OCMA's annual conference is a three-day event in May. For the past four years members have gathered at the same beautiful and peaceful resort in Central Ontario. It is at this conference where the Annual General Meeting is held and officers (president, vice-president, secretary, treasurer, and members at large) are elected for a two-year term. Many of the members present and/or facilitate sessions and workshops. OCMA also relies on its publishing partners to help in providing and sponsoring speakers. There are usually 75 to 90 attendees from Ontario's 24 colleges. A \$600 contribution is solicited from each college and the OCMA applies all monies from membership dues toward this event to subsidize costs. In this way OCMA is able to offer this opportunity to members for only \$359 per person, which includes two nights of accommodations and all meals.

Keeping the momentum and enthusiasm of the members alive between PD activities is an important part of this affiliates' activities. This is done in part by monthly executive meetings along with email updates. Currently, several of the members are working on a joint OCMA/HOM (Heads of Math - regional group consisting of one representative from each of the 24 Ontario Colleges) initiative sponsored by the Higher Education Quality Council of Ontario in which exemplary teaching practices are shared through a knowledge exchange network.

Dedication to teaching and a passion for learning is the glue that binds our members together.

AMATYC Committees

You would like to get more involved in AMATYC. But you just don't know what you want to do. The solution is easy - join an AMATYC academic committee and participate in discussions at the forefront of mathematics education in two-year colleges. All committees meet at the AMATYC Annual Conference and are listed in the conference program book. If you cannot attend one of the meetings, visit www.amatyc.org for more information on each committee. Your involvement in AMATYC will be a rewarding experience that you will always cherish.

Top Ten Excuses for Not Doing Homework

1. I accidentally divided by zero and my paper burst into flames.
2. Isaac Newton's birthday.
3. I could only get arbitrarily close to my textbook. I couldn't actually reach it.
4. I have the proof, but there isn't room to write it in this margin.
5. I was watching the World Series and got tied up trying to prove that it converged.
6. I have a solar powered calculator and it was cloudy.
7. I locked the paper in my trunk but a four-dimensional dog got in and ate it.
8. I couldn't figure out whether i is the square of negative one or i is the square root of negative one.
9. I took time out to snack on a doughnut and a cup of coffee. I spent the rest of the night trying to figure which one to dunk.
10. I could have sworn I put the homework inside a Klein bottle, but this morning I couldn't find it.

AMATYC Member and Past President Steve Rodi Wins Ford Award

Remember the Hula Hoop fad of the 1960s? If you set your circular hoop vertically on the sidewalk and then roll it around its center point, back and forth along a chalk line, every point on the hoop will end up in a new position relative to where it started unless the hoop has come back to its initial placement.

Now visit your local library and spin the spherical globe of the earth east-west or west-east around its north-pole-to-south-pole axis. No matter how you do that spin—full rotation, partial rotation, multiple rotations—two points on the globe will not change position. These, of course, are the North Pole and the South Pole.

Leonhard Euler, one of the most distinguished and productive mathematicians of all time, writing in Latin in 1775, was the first to prove a theorem about spheres which has had monumental impact both within mathematics and also in applications in physics, astronomy, navigation, and a host of other settings. Euler proved, if you take the globe in your hands and rotate it in any way you want, as many times as you want, when you stop your rotations there always will be two points which remain fixed in their original position. These two points are the end points of a diameter. Then your rotations, no matter how complicated, can be described as a single rotation around this fixed diameter, as if around a north pole/south pole axis.

In 2007, the father-and-son mathematician team Richard Palais (University of California at Irvine) and Robert Palais (University of Utah) discovered a new proof of this famous theorem, including a nifty process which allowed one to compute the fixed axis using only addition. In honor of the third centennial of Euler's birth, they set out at the same time to analyze Euler's original work as well as the myriad of other proofs of the theorem which had occurred over the years.

The family Palais had one problem. They could not locate an English translation of Euler's original proof, and neither of them could read Latin. Enter Austin CC mathematics professor Stephen Rodi who can read Latin! The Palais-Palais-Rodi team worked to produce an article titled "A Disorienting Look at Euler's Theorem on the Axis of a Rotation" which appeared in *The American Mathematical Monthly* in December 2009. In August, 2010 their article received the Lester R. Ford Award from the Mathematical Association of America for outstanding exposition of a mathematical topic.

How did the Palais team find Rodi? Easy! Former Austin CC mathematics professor Dennis Allison, who now teaches at the University of Utah, remembered that Rodi loved to translate Latin inscriptions on historical monuments and passed this information to Bob Palais.

What does Rodi think about getting the award? "It all makes me a little giddy," he says. "It was great fun working with these university colleagues. Over the months, we became good electronic friends, sharing not only Latin and mathematics but many stories and anecdotes. It is a special honor to receive this award as I near the end of my teaching career, at a time when I thought such events were far in my past." Rodi had not met either Richard or Bob Palais until the award ceremony at MathFest 2010 in Pittsburgh, adding an extra delight to the event, he said.

Rodi is among the earliest AMATYC members, joining in 1977, and is a past president of the organization. In 1992 he received AMATYC's Mathematics Excellence Award for outstanding service to two-year college mathematics. At age 70, he is still teaching a full course load at Austin CC.



Medieval Kingdom

There were three medieval kingdoms on the shores of a lake. There was an island in the middle of the lake, over which the kingdoms had been fighting for years. Finally, the three kings decided that they would send their knights out to do battle, and the winner would take the island. The night before the battle, the knights and their squires pitched camp and readied themselves for the fight. The first kingdom had 12 knights, and each knight had five squires, all of whom were busily polishing armor, brushing horses, and cooking food. The second kingdom had twenty knights, and each knight had 10 squires. Everyone at that camp was also busy preparing for battle. At the camp of the third kingdom, there was only one knight, with his squire. This squire took a large pot and hung it from a looped rope in a tall tree. He busied himself preparing the meal, while the knight polished his own armor. When the hour of the battle came, the three kingdoms sent their squires out to fight (this was too trivial a matter for the knights to join in). The battle raged, and when the dust had cleared, the only person left was the lone squire from the third kingdom, having defeated the squires from the other two kingdoms, thus proving that the squire of the high pot and noose is equal to the sum of the squires of the other two sides.

Planning For Our Future

The world will end on December 21, 2012! The date even has an official website, which lists Jesse Ventura, Shirley MacLaine, and Mel Gibson as “celebrity believers.” But just in case Jesse, Shirley and Mel are wrong, AMATYC is planning for a longer future.

The process for developing a strategic plan for 2012 through 2017 has been going on for a few years. It started with you, AMATYC’s members. Input was gathered through focus groups of members and delegates, your affiliate presidents, and other AMATYC leaders. Their ideas have lead to a draft plan that currently has five main priorities:

- Provide state of the art professional development to enhance and maintain the quality of two-year college mathematics education. (The same as in current plan.)
- Promote innovation in two-year college mathematics education through systemic inquiry, informed by research and successful practice.
- Provide leadership in the development of curriculum related to two-year college mathematics to maximize the success of all students, in the classroom, in the workplace, and as citizens.
- Build and promote communities of educators to improve teaching in lower division collegiate mathematics education across departments and institutions.
- Communicate the mission and goals of AMATYC and promote awareness of the organization as the voice for lower division collegiate mathematics education.

The next step is to get your input on the plan’s proposed priorities and to develop more specific objectives for each priority. There are many opportunities to provide feedback. If you will be attending AMATYC’s 36th Annual Conference in Boston, plan on attending the Thursday evening forum on the strategic plan. If you can’t attend the Annual Conference in Boston or have a conflict with the forum, send your comments to Jim Roznowski (jaroznow@delta.edu), AMATYC President-Elect, who is responsible for coordinating the development of the strategic plan.

Future issues of the *AMATYC News* will carry articles to keep you informed as the plan continues to be developed. Please, send in your feedback and ideas. AMATYC’s Executive Board will adopt the 2012-2017 Strategic Plan when it meets for its Spring Board Meeting in April, 2011. You are the ones who will make AMATYC a success today and beyond 2012.

Conference Proceedings

2010 Conference Presenters: Be sure to submit your files to be included in this year’s online proceedings. Simply attach your file(s) to an email addressed to proceedings@amatyc.org.

The AMATYC website has a wealth of resources for members from previous conferences. Numerous files are available including videos, Powerpoint slides, classroom handouts, and related documents. Of particular interest are streaming videos of keynote speakers and other informative sessions. For details, visit the AMATYC proceedings site at www.amatyc.org/publications/Electronic-proceedings/index.htm.

Call for Nominations for the AMATYC Board Elections

Don’t delay! Consider placing your name in nomination for an AMATYC Board position in the next election.

The AMATYC Nominating Committee seeks recommendations and nominations for AMATYC National officers and Regional Vice Presidents to serve for the 2012-2013 term.

Nominations are due February 1, 2011.

The offices to be filled in the 2011 election are President-Elect, Secretary, Treasurer, and Vice President for each of the eight regions. Any regular or life member of AMATYC is eligible to run for office. Slating two candidates for each office is the goal of Nominating Committee and the AMATYC Board.

The Nominating Committee includes twelve members representing a cross-section of AMATYC’s delegates, members, and leadership, with at least one member from each region. If you have questions, or wish to recommend yourself or someone else for an office, contact one of the members of the Nominating Committee listed below.

Committee member	Region/Email
Jane-Marie Wright	Northeast wrightj@sunysuffolk.edu
Amber Rust	Mid-Atlantic arust@umd.edu
Gwen Turbeville	Mid-Atlantic gturbeville@reynolds.edu
Janette Campbell	Southeast campbejh@palmbeachstate.edu
Rodney Null	Midwest null.r@rhodesstate.edu
Joe Gallegos	Central joe.gallegos@slcc.edu
Dee Ann Van Luyck	Central deeannv@fortscott.edu
Chris Oehrlein	Southwest coehrlein@occc.edu
Amy Keith	Northwest amy.keith@alaska.edu
Randy Taylor	West rtaylor@laspositascollege.edu
Sue Parsons	West parsons@cerritos.edu
Rikki Blair (chair)	AMATYC Past President richelle.blair@sbcglobal.net

For more information about the duties and requirements of the offices and the nomination process, visit www.amatyc.org/Get-Involved/nomination-board.htm.

Classification of mathematical problems as linear and nonlinear is like classification of the Universe as bananas and non-bananas. –Unknown

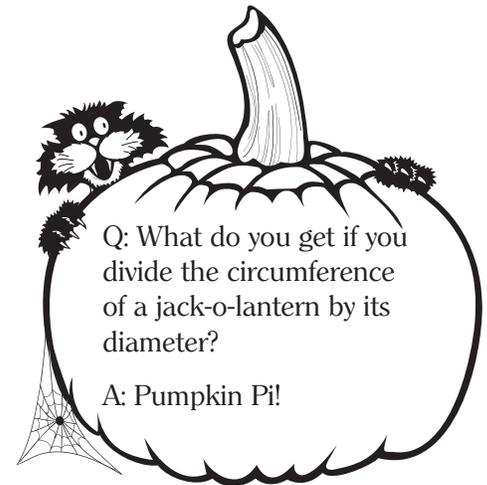
Student Mathematics League

by Susan R. Strickland

Welcome to a new year for the Student Mathematics League. Round 1 will take place from Friday, October 15 through Saturday, October 30, 2010 and Round 2 will take place from Friday, February 11 through Saturday, March 5, 2011. If your school is not already participating in the SML, please visit the website at www.amatyc.org/SML to learn more. You can contact the SML Coordinator by email at sml@amatyc.org if you have any questions about the competition or getting your school to participate.

While you are planning which sessions to attend at the annual conference in Boston, MA, don't forget the Faculty Mathematics League competition to be held on Friday, November 12 at 4:30 pm following the end of the day's sessions and workshops. As always, bring a calculator and a competitive spirit! Awards for the top regional student teams from the 2009-2010 SML competition will be given at the regional breakfasts. The Charles Miller Memorial Scholarship recipient and the team receiving the Glenn Smith Team Award will be announced and recognized at the Saturday breakfast.

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 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.



Q: What do you get if you divide the circumference of a jack-o-lantern by its diameter?

A: Pumpkin Pi!

Mathematics is like checkers in being suitable for the young, not too difficult, amusing, and without peril to the state. (Plato)

"What is Pi?"

- A mathematician: "Pi is the ratio of the circumference of a circle to its diameter."
- A computer programmer: "Pi is 3.141592653589 in double precision."
- A physicist: "Pi is 3.14159 plus or minus 0.000005."
- An engineer: "Pi is about 22/7."
- A nutritionist: "Pie is a healthy and delicious dessert!"

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:

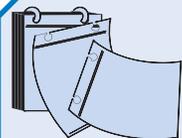
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All other correspondence should be directed to:

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AMATYC Calendar of Events

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



November 11-14, 2010 36th Annual AMATYC Conference, Boston, MA. Contact: AMATYC Office, amatyc@amatyc.org

March 4-5, 2011 KYMATYC Annual Meeting, General Butler State Park, Carrollton, KY. Website: ky.matyc.org/conference.html

March 25-26, 2011 VMATYC Conference, Tidewater CC-Portsmouth Campus, Portsmouth, VA. Contact: John Gallo, jgallo@tcc.edu. Website: www.vmatyc.org

March 31-April 2, 2011 36th Annual IMACC Conference, Allerton House & Conference Center, Monticello, IL. Contact: Rodger Hergert, r.hergert@rockvalleycollege.edu. Website: www.imacc.org

September 24, 2011 WisMATYC Annual Meeting, Marian Univ, Fond du Lac, WI. Website: wis.matyc.org/FallConferences/index.htm

November 10-13, 2011 37th Annual AMATYC Conference, Austin, TX. Contact: AMATYC Office, amatyc@amatyc.org

November 8-11, 2012 38th Annual AMATYC Conference, Jacksonville, FL. Contact: AMATYC Office, amatyc@amatyc.org

October 31-November 3, 2013 39th Annual AMATYC Conference, Anaheim, CA. Contact: AMATYC Office, amatyc@amatyc.org

November 20-23, 2014 40th Annual AMATYC Conference, Nashville, TN. Contact: AMATYC Office, amatyc@amatyc.org

There is now an online form that will enable members to update or add affiliate conference information. You can access the form at www.amatyc.org/affiliates/affiliates-conferences.htm.

Call for Proposals for 2011

by Wanda Garner, Program Coordinator

AMATYC's 37th Annual Conference will be held in Austin, Texas, November 10-13, 2011. The theme, "Shootin' for the Stars," isn't limited to the Texas setting but also refers to all aspects of the conference, from the level of professional development available through a wide variety of outstanding presentations, to the overall renewal and energized feeling provided by the conference experience itself.

Help us hit our target by sharing your expertise with your colleagues. Submit a proposal to present a session or workshop in 2011. Proposals will be accepted electronically through the AMATYC website at www.amatyc.org beginning November 1, 2010, through February 1, 2011. Proposals from two-year college educators are particularly encouraged.

Any topic appropriate for the first two years of undergraduate education in mathematics or for the professional growth of two-year college mathematics faculty will be considered. Broad topic areas include, but are not limited to, effective methods of instruction, addressing different learning styles, maximizing the learning environment, assessment of student learning, two-year college mathematics curriculum, and topics that enhance the professional growth of mathematics faculty. Please see the proposal information on AMATYC's website for topic details. Presentations that contain information that attendees can apply immediately are the hallmark of AMATYC's conferences. Proposals will be objectively reviewed by the program committee and may not promote or highlight a commercially available product.

AMATYC Corporate Partners

Here are the answers to a few questions you might have about the AMATYC Corporate Partner Program.

What is an AMATYC Corporate Partnership?

The AMATYC Corporate Partnership Program provides our commercial friends with an opportunity to maximize their visibility with AMATYC members. Corporate Partners receive extensive advertising at a reduced rate while AMATYC receives, and acknowledges, assured support for its programs and members.

When was the program started?

The AMATYC Corporate Partnership Program began in 2005.

Which commercial friend has been a Corporate Partner the longest?

Hawkes Learning Systems has been a Corporate Partner every year since the program began. Thank you, Hawkes Learning Systems, for your continued support to AMATYC and its members.

Which commercial friend is the newest Corporate Partner?

Interactive Mathematics eTextbooks is the newest Corporate Partner, having joined the program this year. Thank you, Interactive Mathematics eTextbooks, for choosing to become an AMATYC Corporate Partner and supporting AMATYC and its members.

Be sure to visit the booths of the AMATYC Corporate Partners in Boston and thank them for their support of AMATYC!

Grant Opportunities for the AMATYC Membership

Research and Evaluation on Education in Science and Engineering

Funding Opportunity Number: 10-586

Closing Date for Applications: November 15, 2010

Agency: National Science Foundation

Description: The Research and Evaluation on Education in Science and Engineering (REESE) program seeks to advance research at the frontiers of STEM learning, education, and evaluation, and to provide the foundational knowledge necessary to improve STEM teaching and learning at all educational levels and in all settings. This solicitation calls for four types of proposals: Pathways, Synthesis, Empirical Research, and Large Empirical Research. The goals of the REESE program are: (1) to catalyze discovery and innovation at the frontiers of STEM learning, education, and evaluation; (2) to stimulate the field to produce high quality and robust research results through the progress of theory, method, and human resources; and (3) to coordinate and transform advances in education, learning research, and evaluation.

Research Experiences for Teachers (RET) in Engineering

Funding Opportunity Number: 07-557

Closing Date for Applications: November 15, 2010

Agency: National Science Foundation

Description: The Directorate for Engineering Research Experiences for Teachers (RET) supports the active involvement of K-12 teachers and community college faculty in engineering research in order to bring knowledge of engineering and technological innovation into their classrooms. The goal is to help build long-term collaborative partnerships between K-12 science, technology, engineering, and mathematics (STEM) teachers, community college faculty, and the NSF university research community by involving the teachers in engineering research and helping them translate their research experiences and new knowledge of engineering into classroom activities. Partnerships with inner city schools or other high need schools are especially encouraged, as is participation by underrepresented minorities, women, and persons with disabilities.

AMATYC Foundation 2009 Honor Roll of Donors

AMATYC is fortunate to have members and friends who support the organization through private gifts. This support enables AMATYC to enhance current programs, such as AMATYC Project ACCCESS, and to create new opportunities for the members it serves through AMATYC mini-grants to support classroom research to enhance student learning.

The following is a list of donors and affiliates who during 2009 made these generous gifts and to express gratitude for their support. Thank you! AMATYC strives to ensure accuracy within this Honor Roll listing of all the donors for the 2009 calendar year. If you find your information to be incorrect or if you prefer your name to be listed differently in the future, email Beverly Vance at amatyc@amatyc.org so she can make the appropriate corrections to the Foundation database.



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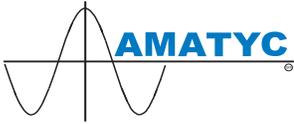
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Kathryn Kozak, Editor
AMATYC News
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134

2010-2011 AMATYC Foundation Campaign Be a part of the action!

Join the AMATYC Foundation Team with a contribution
to the AMATYC Foundation today!

The AMATYC Foundation is working hard to support the mission and goals of AMATYC through its activities and the 2010-2011 fundraising campaign.

Campaign activities include:

- a campaign drive to fund short- and long-term projects
- implementation of a sustained giving opportunity for AMATYC members and friends
- implementation of a process for AMATYC members and friends to remember AMATYC in their will
- a raffle at the 2010 annual conference in Boston (be sure to determine how many AMATYC conferences you have attended)
- the establishment of an AMATYC Foundation Endowment Fund.

Go directly to the AMATYC website (www.amatyc.org)
to make your contribution today!



Dates To Remember!

Teaching Excellence Award
Nomination Deadline:
December 6, 2010

Call for Presenters for the
2011 AMATYC Conference
in Austin, TX
Deadline:
February 1, 2011

AMATYC Executive Board
Nomination Deadline:
February 1, 2011

Download *The Right Stuff* modules:
As Soon as Possible
www.TheRightStuff.AMATYC.org/

**For more information visit
www.amatyc.org**