

## “Keep Austin Weird”

by Honey Kirk



In previous newsletters, we have written about the history of Austin and life outdoors in Austin. Now we will address what you really want to know about Austin: What makes Austin “weird” and why would a city brag about that? There are many copycat organizations that have adopted, with copyright, the “Keep \_\_\_ Weird” slogan, but it all started when a librarian from Austin CC, Red Wassenich, spoke the phrase to inspire donations during a public radio fundraiser. Here’s the REAL “Keep Austin Weird” website if you want to learn more about his movement to highlight Austin’s eccentricities:

[www.keeppaustinweird.com/home.html](http://www.keeppaustinweird.com/home.html)

Austinites embrace the *Keep Austin Weird* motto because it reminds us to be ourselves, enjoy life, and be creative—characteristics which can get lost in lives busy with jobs and families. It is also a reminder to support local businesses over national chains because the local businesses prevent Austin from becoming just Anywhere, USA. Most residents would agree that Austin is an anything-goes type of city. Dress codes rarely exist (but better to be too casual than too dressy), and variety is embraced—cultural, social, and political.

What can you do while you’re here to get a true taste of Austin? First, stop by the conference hospitality area to pick up a list of the local committee’s favorite restaurants, bars, parks, and other entertainment venues. If you only have time to do one thing, consider taking a stroll along South Congress Avenue, a short taxi or pedi-cab ride from the hotel. On So-Co, you will find one-of-a-kind shops and eateries, and the local people-watching is great!

See you soon!

## AMATYC Project ACCESS

by Laura Watkins

Project ACCESS selected 24 Fellows to attend conferences in Austin, TX and Jacksonville, FL. For the first time, there are fellows from New Mexico and from Rhode Island (although she teaches in MA). The Fellows are:

Cindy Alder, Snow College, UT  
 David K. Britz, Raritan Valley CC, NJ  
 Susan Elizabeth Cooper-Nguyen, Harrisburg Area CC - York Campus, PA  
 Elizabeth Gamboa, Dona Ana CC, NM  
 Julia Head, Wake Technical CC, NC  
 Christy Hediger, Lehigh Carbon CC, PA  
 Donna J. Helgeson, Johnson County CC, KS  
 Derek Hiley, Cuyahoga CC - East Campus, OH  
 Josua Illian, Mott CC, MI  
 Joseph P. LaForge, Rochester CTC, MN  
 Devika Lalsinghani, Lone Star College - Tomball, TX  
 Maya Lanzetta, Coconino CC, AZ

Kathleen M. Lefert, Johnson County CC, KS  
 Tammy Louie, Portland CC, OR  
 Faun Maddux, West Valley College, CA  
 Julie A. K. Maier, Univ of Alaska Fairbanks, AK  
 Meghan A. McIntyre, Wake Technical CC, NC  
 Martha Nega, Georgia Perimeter College, GA  
 Catherine M. Nightingale, Chattanooga State CC, TN  
 Hatesh Radia, Corning CC, NY  
 Amber Severson, Anoka-Ramsey CC, MN  
 Venessa Nadira Singhroy, Queensborough CC, NY  
 Larry Tingin, Cape Fear CC, NC  
 Alice Wilson, Bristol CC, MA

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# President's Message



## Reality TV about Community College Life?

**Rob Farinelli**  
CC of Allegheny County  
Monroeville, PA

One of the most popular shows on TV is Fox's "Glee." While I am not a "gleek" by any means, I do appreciate the fact that many more students are involved in show choirs and music programs in general. (I come from a long line of musicians and music teachers!) These programs introduced the music of the band Journey to a whole new generation. The song "Don't Stop Believing" was the first hit from the show and has inspired flash mobs across the country.

My guilty pleasure in terms of TV is the Bravo reality-show "Flipping Out," which chronicles the story of a southern California realtor who flips houses for a living along with his group of eccentric co-workers and employees. While the show is sometimes outrageous, I often think that some producer is missing out on a golden opportunity to do a reality show based at a two-year college. We have all heard the stories and excuses from our students and thought the same thing. These stories just cannot be made up - no one has this good of an imagination. Here are a few of my personal favorites:

- A few years ago, while teaching at the College of Southern Maryland (CSM), I received the following email from a student in Intermediate Algebra - "Dear Mr. Farinelli, The doctor said I'm not *aloud* to come to class. I have walking nymphomania." Yes, you read that correctly! (I still have the email as proof.) A faculty member at CSM would collect the best excuses from other faculty and present an award for the best one at the end of the spring semester. Even though this was early in the fall semester, I was certain that I had the winner - though I did have to share the award with another faculty member who received the same email from the same student.
- A colleague at the CC of Allegheny County relayed this story to me during the last spring semester. The student came to see the faculty member about not being ready for an exam being given later in the day. The student produced a litany of excuses, and the instructor gave him another day to prepare.

The instructor was not 100% certain that the student's excuse was believable, so she checked out his Facebook page. Yes, sure enough the student placed in his status that "I put one over my professor to get out of taking the exam." You know that someone got taken to the woodshed on that one ...

- There is always the tried and true excuse that a student's grandparent has died. However, the following story brings this excuse to a whole new level. A student actually brought the card from the funeral home, with the information about the supposedly deceased grandparent. Again, this student had some prior issues with the faculty member, so the faculty member called the funeral home to verify the information. As it turns out, the student knew someone who worked at the funeral home and had them print a fake funeral card for the student. You are probably thinking the same thing that I did - if only the student had devoted this time and energy in doing the things they should do to pass the class!

These are just a few of the stories that I have heard over the years. I am sure that you can add your own to this small list. As I said, there has to be a reality show in the making here.

However, for all of the amusement that we may take from these and other stories, we are equally impressed by the dedication of the students who are truly invested in their education. No one can say that our classrooms are dull - something is always happening. For that reason, as the song title tells us - "Don't Stop Believing!"

*On a personal note, since this is my last presidential message, I'd like to take some time to reflect on my journey with AMATYC. I attended my first AMATYC conference in 1992, thanks to the encouragement of John Starmack and Bob Malena. I was hooked from that very first conference and have not missed one since that time. I have had the opportunity to work with several outstanding boards and include many of these people as personal friends. I would like to thank the current board, committee chairs, service chairs and directors, and the conference committee for their hard work, time, and energy over the last two years - you have been great colleagues. A special thanks to Rikki Blair for her advice, counsel, and friendship - I think I even converted her to becoming a peripheral Steelers fan! I'd also like to wish the best of luck to Jim Roznowski and the 2012-2013 AMATYC Board. Jim will be a great leader and the organization is fortunate to have him at the helm.*

## Meet Russell Simmons, AMATYC Historian



Russell Simmons is a member of the mathematics faculty at Brookhaven College in Dallas, TX, where he teaches all levels of mathematics. After starting his education in a community college, he earned his BS in Mathematics from Midwestern State University and his MS in Mathematics from Texas Tech University. He recently finished a stint as a reviewer for the *MathAMATYC Educator*. When not teaching, he enjoys reading (mainly biographies and historical non-fiction), genealogy, and playing tennis. He is particularly interested in mathematics history and in the mathematics curriculum during different historical periods. He is excited about the opportunity to serve as the historian for AMATYC.

# Update on Statway™ and Quantway™

by Julie Phelps and Jack Rotman (AMATYC Pathway Liaisons) in collaboration with Gay Clyburn (Associate Vice President, Public Affairs with the Carnegie Foundation for the Advancement of Teaching)

AMATYC continues to collaborate with the Carnegie Foundation for the Advancement of Teaching and the Charles A. Dana Center at the University of Texas at Austin on Statway™ and Quantway™.

## Latest News

### The Summer Institute

The Carnegie Foundation for the Advancement of Teaching's Quantway™ and Statway™ Summer Institute was held July 25 through July 29, 2011. Teams from 30 colleges in eight states gathered in Palo Alto, California, to further develop these two newly designed mathematics pathways. While there were other objectives, the primary Institute goal was for participating faculty to become comfortable delivering lessons to developmental mathematics students this fall for Statway, and for Quantway in spring 2012. For more information on the programs, check out the Carnegie website at [carnegiefoundation.org/developmental-math](http://carnegiefoundation.org/developmental-math).

### **Carnegie Foundation for the Advancement of Teaching's Collaboratory Definitions and Descriptions**

#### What is Working Collaboratively: the Carnegie Way?

(Excerpt from an essay by Carnegie President Anthony Bryk for *Re-visioning Community Colleges*)

Carnegie has created Networked Improvement Communities (NIC) to develop two new developmental mathematics pathways. These NICs engage the community college faculty who teach and implement the pathways with Carnegie's improvement specialists and researchers to test hypotheses, analyze local adaptations, and over time contribute to the modification of the pathways. The NICs also include institutional researchers who are working together to build common evidence systems to enable the network to measure, compare and improve the performance of students both within and across institutions. The deans and administrators from each college are addressing the multitude of logistical issues that arise in embedding an innovative design within their institutional contexts. The work of these teams is supported, in turn, by other experts.

As these pilot efforts proceed, the network will address concerns around faculty development and where and how technology can add value. The network will form a robust information infrastructure to inform continuous improvement. It must consider how issues of literacy and language mediate mathematics learning, and scrutinize how the vast array of extant academic, social, psychological/counseling services can be better integrated to advance student success. These are all key to advancing efficacious outcomes reliably at scale. Taken together, this assembled expertise provides the initiating social form for the NIC, which is called a Collaboratory. As the network evolves, Collaboratory membership will expand to other specialized practitioners, design-developers and researchers as new needs and priorities come into focus.

As initiator for the network and support for Hub (the formal body that tends to the health and well being of the network itself), Carnegie is orchestrating a common knowledge

development and management system to guide network activity, and make certain that whatever is built and learned becomes a resource to others as these efforts grow to scale.

Faculty are at the center of this network improvement system, leading from practice to advance measurable improvements in student success. It is believed that this approach will not only produce powerful solutions to the challenges of developmental mathematics, but will also offer a prototype of a new infrastructure for research and development. Carnegie's aim is to support system reforms that will simultaneously impact community college instruction, the field of developmental mathematics and the process of continuous educational improvement.

#### What Does Carnegie Mean by Productive Persistence?

At least four factors lead to disengagement and lack of motivation to persevere in mathematics classes for many developmental students. These include the reality that the students find the current developmental mathematics course content irrelevant, dull and boring. Second, students may lack the necessary skills and habits of mind required for college success. For example, students may not realize that attendance in class is usually helpful to one's success or be aware that asking for help is not a sign of weakness. Third, students may not perceive of themselves as mathematics learners, so there is a defeatist attitude operating even before the first class begins. Finally, many developmental mathematics students have weak ties to peers and faculty-resources that could be helpful to them as they work through the material of the courses.

A useful umbrella term for these elements of motivation and engagement is *productive persistence*, defined as the set of relevant student engagement behaviors (attendance, working hard, working smart) along with skills and mindsets that support student success. Many of these ideas come from the research of social psychologists. For example, a recent paper on "Academic Tenacity" by Dweck, Cohen, and Walton of Stanford University describe productive persistence as:

Students are engaged in learning, view effort positively, and are able and willing to forego immediate pleasures for the sake of schoolwork. For example, they seek challenging tasks that will help them learn new things, rather than tasks well within their comfort zone where they do not have to work hard or risk failure. Next, difficulty (confusion, setbacks, failures) does not derail them. They see a setback as an opportunity for learning or a problem to be solved rather than as a humiliation, a condemnation of their ability, a symbol of future failures, or a confirmation of their identity as a non-student. This is true at the level of a given task and at the level of their studies in general—they know how to remain engaged over the long haul and how to deploy

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# Jacksonville 2012

## Call for Proposals

by Wanda Garner, Program Coordinator



AMATYC's 38<sup>th</sup> Annual Conference will be held in Jacksonville, Florida, November 8-11, 2012. The theme, "River of Knowledge, Ocean of Dreams" reflects both the unique physical setting for the conference as well as the professional development available through a wide variety of outstanding presentations designed to challenge and inspire conference participants.

A strong, exciting program requires high-quality, innovative proposals covering the full range of topics outlined below. AMATYC members are exceptionally talented as is demonstrated each year by the outstanding presentations that have become expected at AMATYC conferences. Share your expertise with your colleagues during the 2012 conference. Submit a proposal to present a session or workshop at AMATYC's 38<sup>th</sup> Annual

Conference. **Proposals will be accepted electronically through the AMATYC website at [www.amatyc.org](http://www.amatyc.org) beginning November 1, 2011, through February 1, 2012.** 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, reform efforts impacting content or pedagogy, topics that enhance the professional growth of mathematics faculty, and topics that address content of interest to AMATYC's academic committees. Please see the proposal information on AMATYC's website for additional topic details, and check the website for a complete listing of AMATYC's academic committees. 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.

## Reminder: Community Service Project at Austin Conference

What is the probability you have an old T-shirt lying around? How about a drawer full of old T-shirts? The AMATYC Conference in Austin will provide you with an opportunity to get rid of some of those old T-shirts and help change the world for someone! The conference committee and local Austin committee have chosen to hold a T-shirt drive to benefit Open Arms, a company in Austin that employs refugee women. At Open Arms the women make items such as scarfs, rugs, dog toys, purses, etc. from the old T-shirts while earning a living wage. Additionally the women can participate in ESL, job skill training, and other enrichment classes on an as-needed basis while working family-friendly hours. The goal of Open Arms is to break the cycle of poverty typically experienced by refugee women in this country.

So grab one of those old T-shirts your children leave lying around. Empty that drawer full of T-shirts from those road races or bike rides. Pack that Greatful Dead T-shirt your spouse says you should never wear again! Or wear a T-shirt from your college one day at the conference and donate it the next! Look for the collection box just inside the exhibit hall at the Hilton Austin. Please contact Keven Dockter, Conference Coordinator, if you have questions. For more information about Open Arms, go to [www.theopenarmsshop.com](http://www.theopenarmsshop.com).

## Nominate a Colleague Today for the 2012 Mathematics Excellence (ME) Award

The AMATYC ME award recognizes educators who have made outstanding contributions to mathematics or mathematics education at the two-year college and is presented once every two years.

The Mathematics Excellence (ME) Award Committee will consider each nomination in accordance with the following criteria: National reputation, Leadership and activities in professional organizations, Professional talks and presentations, Awards and grants received, Publications, Professional activities on a regional, state, and national scale, and Teaching Expertise.

**Nomination packets sent by email in a PDF file must be received by Tuesday, November 1, 2011.** Letters of nomination and support letters should be signed and on letterhead when appropriate, scanned, and included in the packet sent electronically.

**Email nomination packets should be sent to Rikki Blair, ME Committee Chair at [richelle.blair@sbcglobal.net](mailto:richelle.blair@sbcglobal.net).**

More information and Frequently Asked Questions are available at [www.amatyc.org/awards/MathExcellence/](http://www.amatyc.org/awards/MathExcellence/) or email Rikki Blair, ME Committee Chair, at [richelle.blair@sbcglobal.net](mailto:richelle.blair@sbcglobal.net).



# AMATYC News from the Pacific Northwest Region

## STEM Discussion at Portland CC with David Bressoud

In May, community college faculty from the Pacific Northwest Region met with Maseeh Lecturer and former MAA President, David Bressoud, to discuss various STEM (Science, Technology, Engineering, and Mathematics) issues. Bressoud began the session with a follow-up presentation to the one he gave at the AMATYC conference in Boston and then led a lively discussion about the ways that community college faculty might be better able to recruit and support students in STEM fields. He shared national statistics about the decline of students persisting in STEM fields and highlighted the important role that two-year college faculty could play in ensuring that more students enter and stay in the STEM pipeline. Participants from the Columbia Gorge, Seattle, and the Portland metropolitan area also discussed various ways that community college faculty are trying to increase the opportunities for students interested in STEM majors. Faculty were encouraged to recruit and mentor students who are interested in STEM fields and to pursue grants, both large and small, that might better support instructors interested in developing STEM learning communities. Successful STEM-related initiatives were highlighted, such as Mount Hood CC's Dead Mathematicians' Society, Highline CC's Curriculum Research Group, and a transition course focused on advancing mathematical thinking taught at Clackamas CC.



Back row, left to right: Jon Spindor (Mount Hood), David Bressoud (Macalester), Mark Yannotta (Clackamas), John Evans (Columbia Gorge), Takin Saremi (PCC-Southeast), Michele Marden (PCC-Sylvania)

Front row, left to right: Rebecca Ross (PCC-Southeast), Ann Sitomer (PCC-Cascade), Catherine Mount (Columbia Gorge), Helen Burn (Highline), Ann Cary (PCC-Rock Creek), Alyson Lighthart (Division Dean, Math and Science, PCC-Cascade)

## Upcoming Grant Opportunities for the AMATYC Membership

### Education and Interdisciplinary Research (EIR)

Full Proposal Target Date: October 26, 2011

Description: Supports activities in conjunction with NSF-wide programs such as Faculty Early Career Development (CAREER), Research Experiences for Undergraduates (REU), and programs aimed at women, minorities, and persons with disabilities. Further information about all of these programs and activities is available in the Crosscutting Investment Strategies section of the NSF Guide to Programs.

### Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics

Due Date: January 13, 2012

Description: The Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics (TUES) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. This solicitation especially encourages projects that have the potential to transform undergraduate STEM education, for example, by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively. Thus transferability and dissemination are critical aspects for projects developing instructional materials and methods and should be considered throughout the project's lifetime.

>> *Update, Continued from page 3*

new strategies for moving forward effectively (Dweck, Cohen, & Walton, 2011, p. 5, *Gates Foundation White Paper*).

Keeping these factors in mind, Carnegie's mathematics pathways will include specific activities, support systems, and pedagogical approaches designed to encourage and build these skills and mindsets in order to increase success in the pathway courses. While the initial focus will be on retaining students in the pathway courses, what students learn in their *Quantway*<sup>TM</sup> and *Statway*<sup>TM</sup> classes will transfer to overall ability to navigate college, self-efficacy, motivation, and persistence.

For more information on the initiatives, participating colleges, and student outcomes, visit the Carnegie Foundation website: [www.carnegiefoundation.org](http://www.carnegiefoundation.org).

# New Life Update

## from the Developmental Mathematics Committee

by Julie Phelps and Jack Rotman

The New Life project of the AMATYC Developmental Mathematics Committee began in 2009, as a follow-up to *Beyond Crossroads*, with a core team researching the mathematics needed in college and an online community building support for a new Mission Statement for developmental mathematics. The New Life mission statement lists three basic goals: Preparing students for further mathematics courses, for other courses requiring a mathematical foundation, and for academic success. With the support of other organizations and funding from the Monterey Institute for Technology in Education, the team met for three days in 2009 to review the descriptions of mathematics needed and the mission statement to begin building a new model of developmental mathematics. In November 2009, a symposium on the New Life work in developmental mathematics was conducted by Rosemary Karr and Jack Rotman at the AMATYC conference in Las Vegas. All of this work is summarized, with background detail, at the online community [dm-live.wikispaces.com](http://dm-live.wikispaces.com). Everyone is welcome to become a part of this community!

The impacts of the New Life project are numerous and broad. Several colleges are currently piloting courses that implement significant portions of the model, especially the first course “Mathematical Literacy for College Students” (MLCS). The learning outcomes for MLCS are also used to form the basis for *Quantway*<sup>™</sup>, part of the Carnegie Foundation for the Advancement of Teaching (CFAT) Pathways work. Two project members (Julie Phelps of Florida, and Jack Rotman of Michigan) have been involved with many components of the CFAT work in this area, including curriculum conversations with national experts. *Quantway*<sup>™</sup> involves eight colleges in three states (Georgia, New York, and Ohio) offering a version of MLCS this year; the instructional materials for *Quantway*<sup>™</sup> will become open resource materials in 2012, for use by any college under a Creative Commons License. *Statway*<sup>™</sup> is a companion effort, where the developmental mathematics outcomes are imbedded within a statistics course. The Pathways are designed to allow a student placed at the beginning algebra level to complete a college-credit mathematics course within one year.

Beyond all of this piloting, the New Life project has expanded the conversations about developmental mathematics. The project has kept central the importance of faculty expertise, and will continue to build the profession of developmental mathematics. The New Life model is more than statements about student learning outcomes; the model includes the best thinking about learning mathematics in powerful ways, and connects to research on motivation as well. Because of the work with New Life, the project has expanded its working networks to new places (like CFAT) as well as places it has been (MAA, NADE, AACC, etc); people in foundations know of its work and the importance of AMATYC (such as the Gates Foundation).

The future of the New Life project includes you – your work either involves developmental mathematics OR students who have experienced developmental mathematics. Perhaps you believe that substantive changes need to be made in how and what to teach in developmental mathematics. You are encouraged to become more familiar with the New Life model and concepts. The current era is placing developmental mathematics under a great deal of pressure, and change is coming. Change is not necessarily progress ... progress involves deliberate movement toward a goal (such as the New Life model). Join the conversations about the work, and support all of the colleagues working in developmental mathematics for the benefit of all students.

One specific opportunity available at the Austin conference in November is a session on New Life compared to other ‘redesign’ models. Many of the project members work at colleges where there is specific pressure to adopt a redesign model that provides cost-savings and promises higher pass rates in the short term; the session will seek to place this situation within the larger context of developmental mathematics. Another opportunity is available to all of you ... visit the blog site [www.devmathrevival.net](http://www.devmathrevival.net), which will provide ideas and information about the collective work.

## Future AMATYC Conferences

- 2012 Jacksonville, FL  
November 8-11
- 2013 Anaheim, CA  
October 31-November 3
- 2014 Nashville, TN  
November 13-16
- 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



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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# Focus on Affiliate: California Mathematics Council Community Colleges (CMC<sup>3</sup>)

by Barbara Illowsky, President

CMC<sup>3</sup> primarily serves the “northern” 58 community colleges in California. This December, CMC<sup>3</sup> will be celebrating with its 39<sup>th</sup> annual conference in Monterey. On December 9<sup>th</sup> and 10<sup>th</sup>, approximately 300 colleagues will gather together to learn, share, and have fun together. For the past 15 years, they have also produced a recreational mathematics conference on the “gambling side” (i.e. across the border into Nevada) of South Lake Tahoe. While the December conference focuses more on pedagogical and traditional types of talks, the spring conference centers around the “math is fun” types of ideas.

Here are some of the highlights of CMC<sup>3</sup>'s conferences:

- **Estimation fun run/walk:** Each year, Jay Lehmann organizes a pi mile run/walk through beautiful Monterey. The winner is the person who estimates the closest to how long it takes him/her to complete the race. In the past, winners have been accurate to a few seconds!
- **Student Poster Session:** Rebecca Fouquette started a student poster session last year for student projects that extend past the usual curricula. The students attended the conference and explained their poster to very receptive faculty. This year, the CMC<sup>3</sup> Foundation is offering cash prizes to the top two posters. CMC<sup>3</sup> looks forward to an increase in submissions.
- **Oral History Project:** A few years back, three of the four founding members attended the 37<sup>th</sup> annual conference: Sister Clarice Sparkman, Ray Wuco, and Jim Curl. Soon after, an oral history was produced of the founding years of CMC<sup>3</sup> with Pat Boyle, the fourth founder, joining the others in the production. The video is freely available on CMC<sup>3</sup>'s website. (Grab your popcorn and enjoy!)
- **Student Keynote Speaker:** Thanks to the generosity of Debra Landre, one student each year receives a \$500 scholarship at the Spring Conference. This scholarship is in addition to the dozen or so student scholarships the CMC<sup>3</sup> Foundation awards each year to college-selected students and the scholarships for AMATYC northern California student competition top scorers. The Landre scholarship is a competitive one. This year's winner, Andrew Gabriel from Santa Rosa Junior College, explored Georg Cantor's transfinite set theory, his fierce opposition, and his spiral into mathematical insanity. Andrew is the first student keynote speaker for CMC<sup>3</sup>, a practice that is planned to continue at each spring conference.
- **Adjunct Session:** Every other year, CMC<sup>3</sup> provides a panel discussion on the tenure-track hiring process for colleagues seeking full-time positions. Included are some of the tips for resumes and interviews, along with providing a listing of current openings. Adjunct colleagues attend the conference at a greatly reduced cost.
- **Spring conference talks** about the mathematics of bubbles, dance, art, gambling, knitting, museum security and puzzles, to name just a few presentations.

Aside from the two conferences, CMC<sup>3</sup> is involved in statewide areas of interest. It frequently participates with the statewide Academic Senate for California Community Colleges on issues and policies involving mathematics education. One of these items included CMC<sup>3</sup>'s proposal to raise the associate degree minimum proficiency in mathematics from elementary algebra to intermediate algebra for ALL students, along with the partnership in statewide passage of it. (After seven years, this is now written into the California Education Code and is the state requirement.) Another area of involvement is when changes to the minimum qualifications to community college mathematics teaching are proposed. Nationally, CMC<sup>3</sup> has issued a public resolution in support of Open Educational Resources. There is now a policy about endorsements of grant proposals from members.

In each quarterly newsletter, one to two members write a “What's happening at ...” for their colleges. In the summer newsletter, Mission College in Santa Clara and City College of San Francisco were featured. It's great to learn about the programs and projects that colleagues are working on.

For more information about CMC<sup>3</sup>, to register for its conferences, to watch the Oral History video, and to read its newsletters, click on over to the website at: [www.cmc3.org](http://www.cmc3.org).

# Committee Reports

## 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 14, 2011, through Saturday, October 29 and Round 2 will take place from Friday, February 17, 2012, through Saturday, March 10. If you are not already doing so, please consider forming a team to participate in next year's SML. You may not have a student who will score well enough to rank in the top 10, but you and your students will enjoy working together prior to the tests and going over problems after the results have been released. It's a win-win situation for you and for your students.

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 that will review the programs offered at the school and make a determination as to their eligibility for participation in the SML.

While you are planning which sessions to attend at the AMATYC Annual Conference in Austin, don't forget the Faculty Mathematics League competition to be held on Friday, November 11, 2011 (what better day than 11/11/11!), beginning at 9:30 am after your regional breakfast and meeting. As always, bring a calculator and a competitive spirit! Awards for the top SML regional teams will be given at the regional breakfasts. Last year's Charles Miller Memorial Scholarship recipient and the team receiving the Glenn Smith Team Award will be announced and recognized at the Saturday breakfast.

For more information on the SML competition or eligibility for participation, send an email to the SML Coordinator, Susan Strickland, at [sml@amatyc.org](mailto:sml@amatyc.org).

## Developmental Mathematics Committee

by Kathleen Almy

The AMATYC conference in Austin is right around the corner. The DMC will have two meetings:

- Thursday, November 10, 11:20 am - 12:10 pm
- Friday, November 11, 4:30 pm - 6:00 pm

Anyone interested in developmental mathematics may attend, even if you are not a DMC member. The meetings will not be duplicates. One important item of discussion pertains to the position paper regarding the role of intermediate algebra in the developmental mathematics curriculum.

The following developmental mathematics sessions at Austin will be given by DMC members:

- Kathleen Almy, Heather Foes  
Saturday, 10:45 am - 12:45 pm  
(workshop)  
*Mathematical Literacy for College Students: Bringing New Life to Life*
- M. Joanne Kantner  
Thursday, 11:20 am - 12:10 pm  
*Mathematics Myth: The Influence of Culture on Learning Mathematics*
- Leonid Khazanov, Fred Peskoff  
Saturday, 1:15 pm - 2:05 pm  
*Can Study Skills Training and Peer Coaching Help Remedial Students?*
- Lynn Marecek and MaryAnne Anthony  
Thursday, 11:20 am - 12:10 pm  
*Teaching Math--Integrating Reading Strategies Makes a Difference!*
- Linda Reichwein Zientek, Carlton Fong, Julie Phelps, Mel Griffin, and Z. Ebrar Yetkiner  
Thursday, 1:40 pm - 2:30 pm  
*Research in Developmental Education Classrooms*

Check out the committee website, [sites.google.com/site/amatycdmc/](http://sites.google.com/site/amatycdmc/), for more information.

Lastly, there are many current initiatives to reform developmental mathematics. Often, the structure of the course or series of courses is changed to promote student success. Rosemary M. Karr offers another way to improve student success at a classroom level in the following submission:

"Dedicated mathematics educators long for that elusive technique that will invariably maximize student learning. Of course, one realizes that this perfect technique does not exist due to the many learning variables engendered in each classroom situation. However, one learning approach that is indisputably effective is collaborative learning, an approach in which the instructor and students share responsibility for individual growth. The impact of such an environment on learning has been witnessed in many contexts. One technique used to inspire cooperative learning is the "think-pair-share" activity, with board work employed as a follow-up activity to discussion of a new topic and serving as a collaborative reinforcement of students' learning. While one always wants students to be cognitively active, there is a need to be selective regarding when to also encourage them to be behaviorally active. Learners need sufficient instruction prior to a behavioral activity to reach the level of understanding teachers seek.

Envision a room with white boards on several walls...enough for all students to work at the boards at the same time. Once students make their way to the board, the instructor reads aloud the exercise while one member of each pair writes the exercise on the board. The instructor and students scan the boards to confirm that all groups have understood and written the exercise correctly. The instructor waits, often tempted to "help" students, for the students to grapple with the exercise--analyzing the problem and discussing options to arrive at a conclusion. Students work cooperatively in their pairs, mutually supporting each other without the stress sometimes associated with "going to the board." The instructor circulates the room, surveying the work of all students simultaneously and providing feedback and encouragement to all groups.

Before all pairs are invited to reveal their solutions, students completing the exercise faster are empowered to help others. Students record their work in their notebooks for after-class review, a critically important part of classroom note-taking and promotion of learning. Throughout this entire exercise, everyone treats others with mutual respect, and there is no fear of being judged.

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# Committee Reports

>> *Continued from page 8*

Should this vision not be reality, should board space be limited, an alternative to this approach is to consider structuring board work as a tag-team exercise. This simple variation can be equally effective.

The many benefits of collaborative group board work include improved social skills, self-confidence, and development of critical thinking. This approach develops a sense of community in which individuals become mutually supportive as well as self-sufficient through evaluations of their and others' work. It also promotes self-discovery which strengthens students' understanding of the material and encourages critical thinking through cooperative critical analyses proffered by the instructor and students. Finally, it leads to that exhilarating satisfaction for instructor and student that comes from knowing learning has occurred."

Rosemary M. Karr teaches mathematics (primarily developmental) at Collin College in Plano, TX. She is also the author of several developmental mathematics textbooks and past president of NADE.

Would you like to share tips from your classroom or developmental mathematics program? If so, contact Kathleen Almy at [k.almy@rockvalleycollege.edu](mailto:k.almy@rockvalleycollege.edu) for more information.

## Innovative Teaching and Learning Committee

by Mary Beth Orrange

The Innovative Teaching and Learning Committee (ITLC) continuously searches for new ways to make the learning process more effective. The committee plans to be active at the annual conference in Austin in November. Conference activities include a Friday morning themed session consisting of six presentations on cutting-edge issues and a lively sharing session scheduled for Saturday afternoon at 2:30. The ITLC will meet on Friday afternoon at 4:30 to plan for the year and debate current issues; if you attend the conference in Austin you are invited and welcome to join the group.

Participating in the ITLC moves the conference experience to 52 weeks

a year! The discussions are lively and frequent; they can be found on the open site, [groups.google.com/group/amatyc-itlc](http://groups.google.com/group/amatyc-itlc). Postings are open for everyone to read. The past few months have been busy for the group. The issues discussed include: accessibility in mathematics classes, useful new products for teaching mathematics classes, the use of online and textbook homework assignments for seated classes, the structure and use of test reviews, and course redesign.

Committee participation 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](mailto:orange@ecc.edu). The committee has established a Google site at [sites.google.com/site/amatycitlc/](http://sites.google.com/site/amatycitlc/) as another way to share information about teaching and learning issues. To find out more about AMATYC's Committees, visit the website [www.amatyc.org](http://www.amatyc.org).

## Mathematics Intensive Committee

by Sandy Poinsett

The Mathematics Intensive Committee is currently composed of two subcommittees: Pre-calculus and Calculus. At the AMATYC Annual Conference in Austin, the Mathematics Intensive Committee will meet and discuss a variety of issues pertaining to college algebra, student readiness for calculus, and STEM issues as related to other disciplines along with planning future events at the 2012 conference.

On Thursday of the conference, the committee will host a themed session entitled "Pre-calculus, Calculus, and Beyond" that includes six "fifteen-minute" presentations giving presenters a chance to share special projects and teaching techniques with attendees. The committee would like to encourage all those interested in courses above developmental to join us for this event. On Friday afternoon, the committee will meet and on Saturday, it will host a sharing session discussing such topics as the Calculus Inventory and ways of varying teaching strategies to reach a variety of learning styles.

Be sure to check out the webinars posted on the AMATYC website. The Mathematics Intensive Committee has sponsored two, including the Mathematics of Games and the Visualization of Calculus. A follow-up webinar will be presented this fall on the Visualization of Calculus. Watch for email details.

Committee participation is open to all AMATYC members. To learn more about the AMATYC Mathematics Intensive Committee or to be involved throughout the year, email the chair of the committee, Sandy Poinsett at [sandrap@csm.edu](mailto:sandrap@csm.edu). To find out more about AMATYC committees, visit the website, [www.amatyc.org](http://www.amatyc.org).

## Mathematics for AAS Programs Committee

by Ned Schillow

The AMATYC Annual Conference in Austin is drawing close, and those of you planning on attending are encouraged to attend two special events hosted by the Mathematics for AAS Programs Committee.

On Friday, November 11, 4:30-5:30 pm, the committee will meet to discuss pertinent issues and to plan for the upcoming year. By all means feel free to attend, even if you have never participated in the past. While the committee focuses on AAS program-related courses for technical, health, business, fashion, and similar majors, the discussion can still be of value to those teaching more traditional mathematics courses, especially those who like to incorporate genuine applications in their classes.

Saturday afternoon at 2:30 will find a committee-sponsored sharing session, "Making It Real." In particular, three short topics will be explored. Nan Jackson, Lansing CC, will focus on appropriate and accurate use of formulas as discussed in applied mathematics classes. As a mainstay of the technical manuals that they use in their studies and the workplace, the students benefit from

>> *continued on page 11*

# AMATYC Foundation 2010 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 2010 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 2010 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](mailto:amatyc@amatyc.org) so she can make the appropriate corrections to the Foundation database.



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# Highlights of the 2011 AMATYC Summer Conference Call

by Pauline Chow

The AMATYC Executive Board conducted a summer conference call on July 10, 2011. During the meeting, the Board took the following actions:

- Appointed Russell Simmons as AMATYC Historian for a five-year term beginning immediately.
- Approved going paperless with membership renewals. Member forms will remain available on the website and by request for anyone that wants to send payment by regular mail.
- Approved changes to the Teaching Excellence award guidelines to encourage adjunct faculty to be nominated for the award.

>> [Committee Reports, Continued from page 9](#)

course coverage that allows them to apply mathematics skills, helping them gain flexibility in modifying an existing formula to suit new circumstances.

Lasse Savola of the Fashion Institute of Technology will provide his perspective of the role of mathematics in fashion-related industries. The very nature of these fields creates links to geometric patterns in designing, core numerical and algebraic skills in business-related aspects, and even calculus skills for game and toy design, as well as specialized computer media settings.

Finally, from Grand Rapids CC comes David Tannor, who will be looking at legitimate quadratic modeling, with extensions tied to translations and reflections, which connect to the types of changes that can occur to these models. In particular, his talk will also link to graphing calculator usage in exploring and illustrating the principles at hand.

Two reminders: all are encouraged to go to [amatycaas.blogspot.com](#) to read Glen Spielberg's thoughts on the much needed open discussion among technology, physics, and mathematics faculty regarding the inter-relationships between their courses. In addition, feel free to open up a new topic as well. Secondly, the committee intends to sponsor a six-person themed session entitled "Authentic Applications" at the 2012 AMATYC Annual Conference in Jacksonville. Anybody interested in presenting at this session should contact committee chair Ned Schillow by emailing him at [nschillow@lccc.edu](mailto:nschillow@lccc.edu).

Kathryn Kozak, Editor  
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## AMATYC Foundation Needs YOU! Show Your Region Pride!

The AMATYC Foundation has challenged each region to support AMATYC by supporting the Foundation. Beginning with the start of registration for the 2011 AMATYC Annual Conference in Austin and ending Saturday noon, November 12, 2011, the AMATYC Foundation will be tracking contributions of conference attendees to the AMATYC Foundation by AMATYC regions. The region that has the greatest percentage of attendees making a contribution will have bragging rights and one member from the region will be awarded a complimentary discount conference registration for the 2012 AMATYC Annual Conference in Jacksonville, FL. The lucky region member will be drawn from those who have made contributions by the Friday morning (November 11) Regional Breakfast in Austin.

Here is how you participate.

- Make a contribution to the AMATYC Foundation with your conference registration or at the conference before the Friday Morning Regional Breakfast to be eligible for the drawing for the complimentary discount conference registration for the 2012 Jacksonville conference.
- Attend the Friday Morning Regional Breakfast. Each region will draw a potential regional winner. Your vice president will have tickets for each person who has contributed.
- Encourage regional attendees to continue to make contributions so that your region can take home the prize. The

region with the highest percentage of conference attendees contributing will be the winning region.

- The regional winner will be announced at the Delegate Assembly on Saturday, November 12.

### Like Second Chances?

There will be a second prize of a one-year AMATYC membership to the region contributing the largest dollar amount. That potential winner will also be selected from all contributors at a drawing at the Regional Breakfast on Friday.

### Everyone Wins!

The winning regions will have a year's worth of bragging rights, and you know how the VPs love to do that. Your gifts will help the AMATYC Foundation in its support of AMATYC projects. You can direct your gift to the AMATYC Foundation general fund, restrict it for a special project, or restrict it to the AMATYC Endowment that allows only for a portion of the interest generated from your donation to be spent for AMATYC special projects.

Show your spirit and brag on the number of AMATYC Conferences you've attended. Stop by the AMATYC Foundation table in the Conference registration area in Austin to get your sticker by donating a dollar for each conference you've attended! We raised over \$6000 last year - let's see how well we can do this year.

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