

# NEWS

Opening Doors  
Through Mathematics



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## Minneapolis in November? “Ya, you betcha!”

Join us in Minneapolis for the AMATYC Annual Conference on November 1-4, 2007. Minneapolis is a world-class city, with fabulous shopping, dining, and entertainment. Getting around is a snap using light rail transit, with stops in downtown, the airport, and Mall of America. No matter what the weather, you can easily travel between many hotels and attractions using the skyway system.

Diverse ethnic options line Nicollet Avenue’s “Eat Street” and the Warehouse District is the center of downtown’s nightlife, bursting with restaurants and nightclubs.

The music and theater scene is top-notch, with everything from Broadway shows to local and national bands. Tony Award-winners Theatre de la Jeune Lune, the Children’s Theatre Company, and the Guthrie Theater all call Minneapolis home, as well as three historic theaters that make up the Hennepin Theatre District (the State, Orpheum, and Pantages theaters), and orchestra and opera groups perform throughout the year.

Art, science, and history are on display at over 57 museums in the city and well-known places such as Walker Art Center, Weisman Art Museum, and the Science Museum of Minnesota have made their mark nationally.

Shop along Nicollet Mall, at the flagship Target store, or visit the largest mall in the country, Mall of America. In addition, there is no sales tax on apparel, so get ready to save!

Visit the historic Riverfront District, where Minneapolis got its start in the flour milling industry. Experience the City of Lakes at its best, and walk or bike on over 50 miles of trails along the Grand Round Scenic Byway or enjoy paths winding through the city along the Mississippi River.

With so much to see and do, make plans to attend the New Orleans in Minneapolis conference. We look forward to seeing you and guarantee an outstanding conference!



## AMATYC Project ACCESS

by Karen Gaines

A new era is beginning for Project ACCESS. Project ACCESS is a mentoring and professional development initiative for two-year college mathematics faculty. The Project’s goal is to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community. The Project began in 2004 as a joint venture between AMATYC and the MAA with a grant from ExxonMobil Foundation. The support from the Exxon funds will be completed with Cohort 3’s attendance at the Minneapolis conference. Because of the success of the program, the AMATYC leadership has decided that the Project needs to continue beyond the expiration of the grant.

As a result, the Project will continue under the name “AMATYC Project ACCESS.” The funds will come from AMATYC and from the support of the ACCESS Fellows’ institutions. The focus will be on the continuation of the Project through the recruitment of qualified faculty.

Details about ACCESS can be found on the AMATYC website. Share the information with your colleagues and let any new faculty you have know about the Project. Talk to your dean and president to let them know the value of AMATYC Project ACCESS is.

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## Kathy Mowers Owensboro Community & Technical College Owensboro, KY

At the core of AMATYC is mathematics. AMATYC's first strategic priority is "to promote effective learning opportunities to increase success in mathematics for all college students." However, mathematics does not belong only to mathematics faculty.

Before Owensboro CC began expecting students to write across the disciplines, I recall students who checked their writing skills at the door. When asked to write explanations or solutions to problems, many students responded with queries that suggested they were in a mathematics class rather than an English class. It's been almost twenty years, and the questions are fewer, and their writing seems to have improved.

It is now time to instill mathematics into the community college curriculum in most, if not all, disciplines. Currently, **faculty** in some courses (science, sociology, nursing, economics, ...) commonly use mathematics, but students often return to the mathematics class with amazement that anyone other than their mathematics instructor actually uses mathematics. Although some non-mathematics instructors use mathematics, they don't often expect their students to use it. Using mathematics in other disciplines allows students to apply the mathematics they have learned and experience the mathematics in context. Many students who have been through chemistry more clearly understand the principles of scientific notation, logarithms, and exponents. However, I would be willing to bet that many of those students checked their mathematics at the doors of those classrooms. I vividly remember visiting a general physics class (prerequisite: college algebra). As the instructor proceeded to solve a quadratic equation including all the units, a majority of the students acted as if the instructor was teaching a foreign language. Why? After all they had all passed college algebra that included a similar problem on the common final. Was it the use of units, such as (meters/second)<sup>2</sup>? Was it merely the use of the quadratic formula in the context of physics?

Teaching mathematics in other disciplines can also increase students' confidence and comfort level with mathematics. It can provide improved motivation for the study of mathematics, and finally can promote a determination to succeed. These are all factors that could lead to an improved climate for mathematics education in the U.S.

So, where do we start? There are several different paths you and your colleagues can take. There is no reason to redesign the wheel since there are a number of models available. You might start by gathering a team and applying to attend the next MAC<sup>3</sup> Institute. I was pleased to be able to attend the MAC<sup>3</sup> Winter Institute recently. The knowledge I gained from the consultants was incredible, and the energy that I experienced working with faculty from so many different disciplines who valued mathematics and students was fantastic.

At the next AMATYC conference in Minneapolis, there will be a symposium general session on Mathematics Across the Community College Curriculum featuring Bernie Madison. The symposium will also include a workshop facilitated by speakers who are integrally involved in the MAC<sup>3</sup> project. You might also visit the poster session to talk with some of the MAC<sup>3</sup> Institute

participants to see what they are doing at their colleges. If you haven't been to a member-submitted poster session (AMATYC's last one was at the conference in Tulsa), you might just stop by to see what a poster session is.

You might start small, as I did. When my college was preparing for accreditation, I successfully argued for including, "The Expression of Ideas through Numerical, Mathematical, and Graphical Representations" in my college's Framework ([www.octc.kctcs.edu/expectations/framework.htm](http://www.octc.kctcs.edu/expectations/framework.htm)). You might begin by exploring some of the many resources that are on the web, starting at AMATYC's MAC<sup>3</sup> website ([www.mac3.amatyc.org/links.htm](http://www.mac3.amatyc.org/links.htm)) or the AMATYC Online Resource.

In the Mathematics Association of America document, "Quantitative Reasoning for College Graduates: A Complement to the Standards," the authors state "...mathematics departments should provide leadership in the development of such [quantitative literacy] programs." ([www.maa.org/past/ql/ql\\_toc.html](http://www.maa.org/past/ql/ql_toc.html)) Let us as mathematics faculty be the leaders and drivers of the movement to integrate mathematics across the community college curriculum.

## AMATYC Awarded NSF Grant

The NSF just awarded AMATYC a grant for "The Right Stuff: Appropriate Mathematics for All Students." The CCLI grant will fund a task force to design modules for Traveling Workshops intended to assist faculty who wish to reform or refocus their college algebra course. With NSF funding, several Traveling Workshops will be offered tailored to meet the needs of the participants. The effect on the participants will be evaluated as they return to their classrooms.

The next AMATYC News will have more details.

## Project Achieve

by Rob Kimball

It is called the “Expectations Gap.” Recent high school graduates, professors, and employers agree that many of our high school graduates are unprepared for either employment or college. There is a gap between what is expected in the workplace or in college and what is expected of high school graduates; hence, the name.

Achieve, Inc. was created by the nation’s governors and business leaders in 1996. They have led the movement to raise standards, improve teaching and learning, and hold schools more accountable for student success. Achieve and their partners in the American Diploma Project (ADP) hope to decrease and eliminate the gap.

The ADP Network is a coalition of 29 states (and growing) dedicated to aligning K-12 curriculum, standards, assessments, and accountability policies with the demands of college and work. Achieve advocates four years of mathematics.

However, at this time, only a few states require four years of mathematics. Although 12 states are requiring students to complete Algebra II, only a few of those states (two or three) require students to take four years of mathematics.

Some of you may serve on a working group in your state that is helping achieve the goals of the ADP. You can learn more about this at [www.achieve.org](http://www.achieve.org).

One of the reasons for this article was to make you aware of this movement and hope that your state includes two-year colleges in the discussions; however, there is another reason. I was part of a working group that met with Achieve leaders in Washington, D.C., in January. Many states are moving towards requiring four years of mathematics for all high school graduates. Those four years includes Algebra II and one additional course. That causes me a great deal of concern.

In my opinion, all students surely don’t need the traditional Algebra II course while in high school. For the same reason there is a movement to “re-focus” College Algebra; there needs to be a movement to re-focus Algebra II—for all. The jobs of the future will require more skills than the jobs of the past; however, a traditional Algebra II course may not be the most appropriate course to achieve those skills.

If your state is moving to require Algebra II for graduation, help re-focus that course before the first group of students under this new requirement

★★ Continued on page 4

## Seeking Nominees for Mathematics Excellence Award

AMATYC seeks nominations for its 2008 Mathematics Excellence (ME) Award, an award that recognizes educators who have made significant contributions to mathematics or mathematics education at the two-year college. This award is given in alternate years from the Teaching Excellence Award. Past ME awardees have included Karen Sharp, Marilyn Mays, Susan Forman, Greg Foley, Wade Ellis, Dale Ewen, Stephen Rodi, Warren Page, Peter Lindstrom, Jean Burr Smith, Don Albers, and Phil Cheifetz.

The criteria for this award are 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, teaching expertise, and other contributions to mathematics and/or mathematics education. A nomination consists of a resume, not to exceed three pages, and three letters in support of the nomination, one of which is the letter of nomination. At least one of the letters of support should be from a person in a region other than the nominee’s AMATYC region.

Nominations should be sent to the Chair of the Mathematics Excellence Award Committee and **must be received by the committee chair by Friday, November 2, 2007.**

Additional information about the Mathematics Excellence Award may be found at [www.amatyc.org/awards/MathExcellence/Nomination.htm](http://www.amatyc.org/awards/MathExcellence/Nomination.htm) or contact Judy Ackerman, Chair ME Award Committee at [judy.ackerman@montgomerycollege.edu](mailto:judy.ackerman@montgomerycollege.edu).

## Project NExT

by Joe Gallian

Project NExT (New Experiences in Teaching) is a professional development program for new and recent Ph.D.s in the mathematical sciences (including pure and applied mathematics, statistics, operations research, and mathematics education). It addresses all aspects of an academic career: improving the teaching and learning of mathematics, engaging in research and scholarship, and participating in professional activities. It also provides the participants with a network of peers and mentors as they assume these responsibilities. Each year, about sixty faculty members from colleges and universities throughout the country are selected to participate in a workshop preceding the Mathematical Association of America (MAA) summer meeting, in activities during the summer MAA meetings and the Joint Mathematics Meetings in January, and in an electronic discussion network.

Faculty for whom the 2007-2008 academic year will be the first or second year of full-time teaching (post-Ph.D.) at the college or university level are invited to apply to become Project NExT Fellows. The application deadline is April 16, 2007. For more information, see the Project NExT website, <http://archives.math.utk.edu/projnext/>.

## Service—A Calling

by Deepankar Rick Pal

Opportunities to participate and contribute abound in AMATYC. The cornerstone of the belief system within our organization is that every member is valued. This organization is only as strong as its members. Membership participation and commitment are an integral part of the success of the organization. You, the membership, have so many opportunities to provide leadership and contributions to AMATYC, through appointments, committees, or running for office. One only has to believe s/he can make a difference through his/her contribution of time. There are no better opportunities for two-year college mathematics faculty to address the challenges in their jobs than through AMATYC. The mission of AMATYC listed below holds these beliefs as self-evident truths.

I thought it would require time, and boy did it require time. I still am amazed at the feeling I get when I see that I have actually contributed to something that is helping define and publicize policy. Teaching five classes plus usually two overloads, and not to mention raising two kids on my own, I have often asked myself if I really have time to do this job and do it with vigor and punctuality. Well, when a job is not a job but a calling, it is easy to make time even when there does not seem to be any time to spare. Serving AMATYC has been one of the highlights of my life. I made time to serve and it provided me with one of the greatest feelings of accomplishments and pride in my life. To actually serve an organization that is trying to achieve things that I believe in has been a privilege and honor.

The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to promote and increase awareness of the role of two-year colleges in mathematics education, and to:

- Ensure the preparation of scientifically and technologically literate citizens who are capable of making educated decisions, who have skills needed by business and industry, and who will continue to educate themselves;
- Lead the development and implementation of curricular, pedagogical, and assessment standards for two-year college mathematics education;
- Assist in the preparation and continuing professional development of a competent and diverse mathematics faculty skilled in a variety of teaching and learning techniques;
- Serve as a network for communication, policy determination, and action among faculty, affiliates, and other professional organizations; and
- Communicate two-year college mathematics perspectives in public, business, and professional sectors.

## AMATYC Corporate Partners Program

by Gwen Turbeville

Once again, AMATYC is pleased to announce that Casio, Inc. and Hawkes Learning Systems have renewed their Corporate Partnerships for 2007. This is the third consecutive year that Casio will continue as a Gold Corporate Partner and Hawkes Learning Systems will continue as a Silver Corporate Partner. If you attended either the AMATYC Annual Conference in San Diego or Cincinnati, you may have noticed their booths at the entrance to the exhibits and their support of our breakfasts! Please look for their booths at the 2007 AMATYC Conference in Minneapolis. AMATYC is pleased to have these two companies, who have been such strong supporters of AMATYC, step forward to strengthen our mutual working relationship. A big “thank you” goes to both Casio, Inc. and Hawkes Learning Systems for all their support!



### \*\* Project Achieve, Con't. from page 3

reach it. All high school graduates need more mathematics, but they need the right mathematics.

Achieve is helping to design model courses that go beyond the traditional courses of the past. “We too think that high school mathematics needs to be redefined so that it prepares all students whether they go directly to college or enter the world of work,” said Laura Slover, Director, Content & Policy Research, Achieve, Inc.

### \*\* AMATYC Project ACCESS,

Con't. from page 1

Applications are available on the AMATYC website. The deadline for applications is **June 15, 2007**. The approximately twenty ACCESS Fellows selected will attend the conferences in Minneapolis and Washington, D.C., where they will attend special sessions designed for new faculty as well as many of the conference sessions and activities.

The Project Coordinator is Karen Gaines from St. Louis CC. If you, or any new faculty in your department, have any questions, feel free to contact Karen, [kgaines@stlcc.edu](mailto:kgaines@stlcc.edu).

# Outer Banks Summer Institute

“Developmental/Remedial Algebra

Using a Function Approach”

Duck, North Carolina, June 17-22, 2007

## Questions:

How can we foster long-term memory of algebra taught? How can we develop understanding of algebraic concepts and processes? Is pattern-building better than reasoning when trying to foster understanding of algebra? Will memorizing produce long-term memory? Will practice? How is an emotional connection (meaning) related to memory, attention, and understanding? Do we need to “connect” a mathematical concept/skill to other algebraic concepts? To the real world? Can't we make learning faster? How can we more likely create correct recall of algebra taught? At the AMATYC Outer Banks Summer Institute we will consider answers to these questions based on research from the cognitive and neurosciences, and suggest using a function approach will help maximize learning through the ideas listed below.

## A function approach:

You will find that the use of function when teaching algebra provides a seamless integration of the ideas listed below and will address all of the questions listed above. Teaching from a function approach means **using functions and function behaviors** to teach mathematics such as factoring, equation solving, arithmetic operations on polynomials, systems of equations, inequalities, properties of inequalities, definitions, concept of asymptotic behavior, absolute value, slope, laws of exponents, etc. Using unique materials, we will reorder the algebra content and use function concepts to develop understanding of, interest in, and long-term memory of traditional algebraic ideas. We will capitalize on cognitive processes of associations, pattern building, attention, visualizations, meaning, the enriched teaching environment, distributed learning, and priming. We will model how to teach developmental algebra through a function approach with graphing calculators, and demonstrate why they are crucial to teaching and learning.

## Cancellation Policy:

The Outer Banks Summer Institute will be held only if a minimum enrollment is reached by May 1, 2007. If minimum enrollment is not met, the Institute will be cancelled and registration fees will be returned. AMATYC takes no responsibility for any other expenses incurred.

## Registration info:

Please go to [www.amatyc.org/Events/Sum-Inst/2007AMATYC-OuterBanks.pdf](http://www.amatyc.org/Events/Sum-Inst/2007AMATYC-OuterBanks.pdf) for registration information. Contact Ed Laughbaum for all other information at [elaughba@math.ohio-state.edu](mailto:elaughba@math.ohio-state.edu).

# Report from the MAC<sup>3</sup> Winter Institute

by Deann Leoni

Thirty-one community college faculty from around the country traveled through ice and snow storms to get to the warm beach of Miami, FL, to attend the Mathematics Across the Community College Curriculum (MAC<sup>3</sup>) Winter Institute. The Winter Institute, held January 12-15, 2007, was the first Winter Institute for the MAC<sup>3</sup> project, which is supported through a National Science Foundation grant. While the location was new, the Institutes were modeled after the annual MAC<sup>3</sup> Summer Institutes held in Washington state.

The participants who assembled at The Miami Beach Resort and Spa represented ten community colleges from seven states (ranging from coast to coast) and thirteen disciplines (everything from Art to Sociology). On the first night of the Institute, Eduardo Calle, a music professor at Miami Dade College, gave the keynote address on *Music as a Branch of Mathematics*. Calle, who has played with notable musicians including Gloria Estefan and Frank Sinatra and has been nominated for a Latin Grammy, is currently working on his thesis on mathematics and music. On the following days of the Institute, the participants attended sessions on how to build learning communities between mathematics and other disciplines. They also attended sessions on using Excel™, mathematics of hurricanes, and the logistics of implementing MAC<sup>3</sup> projects. During the conference they brainstormed and planned within their teams to create projects, from small mathematics modules for integration into other disciplines to large, interdisciplinary courses. They utilized laptop computers, posters from previous MAC<sup>3</sup> Summer Institutes, and Internet and print resources to help them create their work. All of their projects were showcased on the final morning with a poster session.

The NSF-funded MAC<sup>3</sup> grant continues with a Summer Institute in Washington state in August 2007 and another Winter Institute in Miami during January of 2008. Mathematics faculty who are interested in doing interdisciplinary work should consider finding a colleague or two from outside of mathematics and submit an application to attend one of these final two grant-supported conferences. Applications for the 2007 Summer Institute are available online and will be due **April 13, 2007**. See [www.mac3.amatyc.org](http://www.mac3.amatyc.org) for application materials, curriculum from previous institutes, and more information about the project. For questions, contact Joyce Gray, the project manager at [mac3@amatyc.org](mailto:mac3@amatyc.org).

## Developmental Mathematics

by Jack Rotman

The Developmental Mathematics Committee (DMC) is organizing four subcommittees to help focus its efforts. The subcommittees are: Instructional and Technology Issues; Content, Assessment, and Retention Issues; Faculty Development; and Research. Some of these subcommittees will be coordinating their work with other AMATYC committees.

Based on our meetings at the AMATYC Annual Conference in Cincinnati, there are possible DMC projects for classroom research, faculty development, and assessment (summary of placement cutoffs). For more details, see the January 2007 newsletter on our website (<http://devmath.amatyc.org>).

Currently, the DMC has about 100 members, with great variety in the involvement with committee work. However, some states do not have

many members. (The latest newsletter includes a list of members, colleges, and states; see the website.) We are always eager to hear from people who might be interested in providing leadership—whether it is leading a subcommittee, or in helping with the DMC newsletter.

## Placement and Assessment

by Ed Gallo

During the 2006 AMATYC Conference in Cincinnati, the Placement and Assessment Committee (PAC) sponsored a themed session titled “Placement and Assessment: Doing It the *Beyond Crossroads* Way.” You can find information about these presentations and the December 2006 newsletter on the PAC website, <http://placement.amatyc.org/>.

The committee is always looking for articles for the PAC Newsletter. Please send any short articles or other items that you think would be of inter-

est to all of the PAC membership to [ed.gallo@sinclair.edu](mailto:ed.gallo@sinclair.edu) or to Jim Ham, [jaham@delta.edu](mailto:jaham@delta.edu), our secretary and newsletter editor.

Here is an exciting development! If you are interested in assessment projects that follow chapter 5 of *Beyond Crossroads*, you can go to the PAC website and view some assessment digital products. If you have an example of an excellent assessment project and want to share it with others in AMATYC, get in touch with Jim Ham.

You can find out more about the PAC and its three subcommittees (Classroom Assessment, Course and Program Assessment, and Placement) by going to the PAC webpage. You can also email Jim Ham if you want to be on our distribution list for the PAC Newsletter or if you want to be a member of the Placement and Assessment Committee.

## Arnoldsen Appointed Assistant Conference Coordinator

In Minneapolis, conference attendees will see another member running around ensuring that things run smoothly. Kari Arnoldsen, professor and department chair at Snow College, UT, was recently appointed Assistant Conference Coordinator. Kari has served as UMATYC president and as a member of the Local Events committee at the AMATYC Conference in Salt Lake City.

Kari is enthusiastic about her new role in AMATYC as Assistant Conference Coordinator and looks forward to meeting you in Minneapolis.



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

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## AMATYC Seeks Publicity Director

The AMATYC Publicity Director provides a valuable public relations service to the organization.

Duties include:

- Researching and preparing promotional pieces on the opening session speaker, break-fast speaker, and all featured speakers for the April flyer, the miniprogram, the conference program book, and appropriate issues of the *AMATYC News*.
- Vigorously pursuing AMATYC publicity opportunities in other publications
- Overseeing AMATYC press releases
- Preparing a press release for conference attendees for inclusion in the conference bag.

### Qualifications

- Good written and verbal communication skills
- Well organized and able to work on a regular schedule throughout the calendar year
- Able to communicate and work well with colleagues and to provide leadership
- Able to take direction from and work with others cooperatively
- AMATYC member with a Regular or Life membership

**Term:** Three years (renewable)

To be considered for this position the following materials should be sent electronically to Kathy Mowers at [Kathy.Mowers@kctcs.edu](mailto:Kathy.Mowers@kctcs.edu):

- Cover letter expressing interest in the position and citing relevant experience for this position
- Vita
- Letter of support from your supervisor

Review of materials will begin on **April 17, 2007**, and the position will remain open until filled.

## AMATYC Seeks Executive Director for External Relations

The Executive Director for External Relations (EDER) provides a consistent Washington, D.C. presence for AMATYC at meetings, conferences, and other events designated by the President. This includes, but is not limited to, meetings of the Conference Board of the Mathematical Sciences (CBMS), the National Science Foundation, USA Mathematics Olympiad events, and press conferences related to mathematic education. The AMATYC President may attend some of these meetings and events as well. The role of the EDER is to gather information useful to AMATYC, to be a visible, consistent AMATYC presence, and to build relationships with representatives of other organizations or federal agencies.

Other duties are to:

- Schedule and conduct visits to appropriate Washington, D.C. agencies and organizations to introduce new AMATYC leadership.
- Attend AMATYC Board meetings as a non-voting member and serve on Board committees.
- Write the "Window on Washington" column for the *AMATYC News* as well as other articles as needed.
- Submit Board reports for the Fall and Spring Board Meetings and brief the President, President-Elect, and Past President as necessary.
- Become a recognized AMATYC leader who is automatically included in events in Washington, D.C. related to mathematics education.

This position is open to AMATYC members (Regular or Life) who are teaching or have had teaching experience at a two-year college. Additionally, the AMATYC Executive Director for External Relations should be:

- Able to articulate AMATYC's mission, goals, strategic priorities, and activities, and to engage in substantive and casual conversations with a wide variety of previously know or new professional colleagues.
- Able to attend meetings in Washington, D.C. on short notice.
- Located in or near Washington, D.C. or willing to travel there at minimal cost to AMATYC. This does not include airfare and hotel for most travel.
- Possess good with interpersonal skills and command a professional presence.
- Effective with oral and written communications.

The initial term of office for this position is two years. The EDER will receive travel support to attend the AMATYC conference and board meetings as well as local travel expenses to the Washington, D.C. meetings.

To be considered for this position the following materials should be sent electronically to Kathy Mowers at [Kathy.Mowers@kctcs.edu](mailto:Kathy.Mowers@kctcs.edu):

- Cover letter expressing interest in the position and citing relevant experience for this position
- Vita
- Letter of support from your supervisor

Review of materials will begin on **April 17, 2007**, and the position will remain open until filled.



Spotlight your NSF grant successes with a poster in Minneapolis. For more information and applications, contact Mary Kay Abbey, [marykay.abbey@montgomerycollege.edu](mailto:marykay.abbey@montgomerycollege.edu).



Kathy Mowers  
Owensboro Community & Technical  
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President

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Irene Doo  
Joliet Junior College  
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Nancy Sattler  
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Wake Technical CC  
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Jim Roznowski  
Delta College  
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Peter Wildman  
Casper College  
Central VP

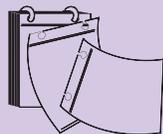
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For additional information or  
to join AMATYC, visit [www.amatyc.org](http://www.amatyc.org)



## AMATYC Calendar of Events

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

April 13, 2007 NEBMATYC Conference, Central CC, Hastings, NE. Contact: Sharon Ost diek, [sostdiek@cccneb.edu](mailto:sostdiek@cccneb.edu)

April 13-14, 2007 VMATYC 21<sup>st</sup> Annual Spring Conference, Thomas Nelson CC-Hampton, Hampton, VA. Contact: Sarah Martin, [smartin@vwccs.edu](mailto:smartin@vwccs.edu)

April 13-14, 2007 NMMATYC Joint Conference with Southwest Section of MAA, UNM-Valencia Campus, Los Lunas, NM. Contact: Mary Robinson, 505.925.8622, [maryrobn@unm.edu](mailto:maryrobn@unm.edu)

April 19-21, 2007 21<sup>st</sup> Annual ORMATYC Conference, Inn at Spanish Head Resort Hotel, Lincoln City, OR. Website: [www.ormatyc.org](http://www.ormatyc.org). Contact: Ronda Kingstad, [rkingsta@pcc.edu](mailto:rkingsta@pcc.edu)

April 20, 2007 NevMATYC Conference, Truckee Meadows CC, Reno, NV. Contact: Michael Greenwich, [greenwic@nevada.edu](mailto:greenwic@nevada.edu)

April 20-22, 2007 2007 NYSMATYC Annual Conference, Holiday Inn Select (soon to be Crowne Plaza), Niagara Falls, NY. Contact: George Hurlburt, 607.962.9324, [hurlburt@coming-cc.edu](mailto:hurlburt@coming-cc.edu)

April 20-21, 2007 T MATYC Annual Conference, Jackson State CC, Jackson, TN. Contact: Tom Britt, [tbritt@jscc.edu](mailto:tbritt@jscc.edu) or Jim Zimmer, [jim.zimmer@chattanooga.state.edu](mailto:jim.zimmer@chattanooga.state.edu)

April 26-28, 2007 2007 Northwest Two-Year College Mathematics Conference and WAMATYC Meeting, Coast Wenatchee Center Hotel, Wenatchee, WA. Contact: Anne Gardner, [agardner@wvc.edu](mailto:agardner@wvc.edu)

April 27-28, 2007 MinnMATYC/MCTM Conference, Duluth Entertainment Convention Center, Duluth, MN. Contact: Nicole Lang, [nicole.lang@nhcc.edu](mailto:nicole.lang@nhcc.edu)

April 27-28, 2007 OhioMATYC/T<sup>3</sup> Regional Conference, Rhodes State College, Lima, OH. Contact: Rodney Null, [null.r@rhodesstate.edu](mailto:null.r@rhodesstate.edu)

April 28, 2007 MATYC NJ Spring Meeting, Raritan Valley CC, Somerville, NJ. Contact: Jeff Jones, [jjones@ccm.edu](mailto:jjones@ccm.edu)

May 23-25, 2007 2007 OCMA Annual Conference, Lake Couchiching, Ontario, Canada. Contact: Colleen Quinn, [colleen.quinn@senecac.on.ca](mailto:colleen.quinn@senecac.on.ca) or Riaz Saloojee, [riaz.saloojee@senecac.on.ca](mailto:riaz.saloojee@senecac.on.ca). Website: [www.georgebrown.ca/OCMA\\_conf07](http://www.georgebrown.ca/OCMA_conf07).

June 15-16, 2007 Southwest Regional Conference, San Antonio, TX. Conference website: [www.swregion.matyc.org](http://www.swregion.matyc.org). Contact: Linda Zientek, [lzentek@blinn.edu](mailto:lzentek@blinn.edu)

November 1-4, 2007 33<sup>rd</sup> Annual AMATYC Conference, Minneapolis, MN. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

## ClassPad 101

Learn to use the Casio ClassPad Manager software and receive a free ClassPad 300PLUS handheld

ClassPad 101 was originally written by Diane Whitfield, Karla Whitfield, and Burt Kanner with course design and web construction by Barry Jahn for SK Online in Salem, OR. Originally designed to be offered as a technology online course and used in with other online mathematics courses, the course contents range from basic algebra to calculus with focus on learning to use the ClassPad. Each lesson provides step-by-step instructions written for 6<sup>th</sup>-12<sup>th</sup> graders. ClassPad 101 for Teachers is identical to the student course, but it is free. What you learn you will be able to use immediately in the classroom (if you have a data projector and computer). It is a fun course and a great tool to help all students visualize mathematics. You will learn how to drag, drop, and explore mathematics in a new way.

Casio has generously offered to send a free ClassPad 300PLUS handheld to all professors who complete the approximately 20 clock-hour course by September 30, 2007. Please email Diane at [dwhitfield@casio.com](mailto:dwhitfield@casio.com) to learn more about ClassPad 101 and how to enroll.

Diane Whitfield is a part time mathematics instructor for Portland CC-Sylvania Campus and senior product specialist for the Casio ClassPad. She earned her M.A. in mathematics at SUNY at Brockport and an A.A. in Computer Science from Portland CC.

## New Jersey

In spring 2007, **Lynne Kowski** is on sabbatical to research ways to measure quantitative literacy and then develop and implement a measuring tool that will determine the effect quantitative literacy has on student success in a wide range of non-mathematics classes such as Economics, Marketing, Accounting, the Arts, Psychology, etc. Once she has base-line results, she will compare the results of the quantitative literacy surveys with the students' success in each of these courses, along with the highest level of mathematics each student per course has passed, to determine if there is any correlation. Through her sabbatical project, she hopes to answer the following questions: "Does a student's knowledge of quantitative reasoning give him/her an advantage in courses s/he is taking? Is a student with a higher level of quantitative reasoning more successful? Which curricula are most affected by a lack of quantitative literacy?"

The Galileo Scholars Program, which is funded by two NSF grants (NSF CSEMS and NSF S-STEM) is continuing, with **Patti Hulsen** coordinating it, and with over one dozen faculty advisors from mathematics and science departments.

**Marilyn Ayres**, Division of Business, Mathematics, Engineering, and Technology at County College of Morris, retired in October and was presented with a Certificate of Appreciation on behalf of MATYC NJ.

Preparations are underway for the 13<sup>th</sup> annual "Women Who Dare" day at County College of Morris on May 11, 2007. This one-day conference targets high school females who are interested in careers in Mathematics, Engineering, Computer Science, and/or Business.

## New Mexico

NMMATYC is pleased to announce the creation of a new scholarship in memory of **Vicki Froehlich**. The scholarship will be funded by NMMATYC and Vicki's family and focuses on students who plan to become teachers of mathematics. Vicki was instrumental in making positive changes in mathematics education in New Mexico and across the country through her work in NMMATYC, AMATYC, NCTM, and NADE. Teaching mathematics was one of Vicki's passions and we are privileged to be able to honor her memory by promoting the education of future mathematics instructors. This is the first year the scholarship will be offered, and we look forward to adding this scholarship to the Michelle Jimenez Scholarship that we have provided to deserving mathematics students for several years.

## Virginia

**Joe Joyner** of Tidewater CC (Norfolk campus) has begun using an interactive student response system in his classrooms—initially College Algebra and Statistics, and currently

Applied Calculus. Joe is in the first cohort group of faculty members in TCC's Achieving the Dream programs and is using the system as one of his initiatives to improve student success and retention—especially in certain key courses.

What is a student response system? It is an electronic device that allows each user to respond to a query that is projected onto a screen. In the classroom, each student or team of students (however you prefer) gets a credit card sized response card. When a PowerPoint slide is projected that has interactive content on it that requires a response from students, the instructor starts the slide's input timer and students press a button on their card to indicate their responses. At the end of the input time, a summary graphic (bar graph, pie chart, etc.) is displayed with the aggregate responses tallied. All displayed information is anonymous—no student's name is ever identified with his or her response. The system can be used to both get more comprehensive feed back from students—especially the ones who would not otherwise respond verbally in class—as well as provide on-the-spot feedback to students. For further information concerning this project, contact Joe at [tcjoynj@tcc.edu](mailto:tcjoynj@tcc.edu).

## Future AMATYC Conferences

2007	New Orleans in Minneapolis	November 1-4
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11

The AMATYC News includes brief obituaries of interest to AMATYC members after notice by family or friends and with the permission of the family. Brief obituaries (50–60 words) will also be published on the AMATYC website and can be accessed through [www.amatyc.org/MemberResources/memoram.htm](http://www.amatyc.org/MemberResources/memoram.htm) or by starting at [www.amatyc.org](http://www.amatyc.org) and linking through Member Resources. Please send notices to Beverly Vance at [amatyc@amatyc.org](mailto:amatyc@amatyc.org).

# Crossroads Corner

## Focus on Implementation

by Bruce Yoshiwara

### ◆ Standards-Based Education ◆

*Beyond Crossroads*<sup>1</sup> is the standards document released by AMATYC last November. But what does “standards” mean in this context? There are many possible definitions of standards-based education. AMATYC has adopted two definitions ([1], page 2).



- Standards-based education entails implementing strategies (related to learning, assessment, curricula, teaching, and professionalism) and policies of what students should know and be able to do.<sup>2</sup>
- Standards-based education implies a greater coherence, or alignment, among the parts of the educational systems.<sup>3</sup> The assumption is that components/strategies that are aligned are more likely to be successful.

Why adopt mathematics standards? For starters, to...

- Increase quantitative literacy of all students

- Develop students’ ability to communicate mathematically
- Provide faculty with instructional tools
- Provide guidelines for informed decision-making
- Share results of educational research, successes, failures, best practices, and trends in mathematical education
- Encourage collaboration among stakeholders
- Direct public awareness at the need to improve mathematics education

You might believe that these goals are worthy but unattainable. You might be thinking, “**There is no way to accomplish this, not considering the situation with my \_\_\_\_\_!**” (You fill in the blank with “school” or “colleagues,” or “administration,” or “weak knee,” etc.) But fortunately, *Beyond Crossroads* provides a tool to help faculty, departments, administrations, and others to get started: the *Beyond Crossroads* Implementation Cycle.

### ◆ The Implementation Cycle of *Beyond Crossroads* ◆

The Implementation Cycle is first discussed in Chapter 3 of *Beyond Crossroads* ([1], page 15) but is also revisited in later chapters, available online at [www.bc.amatyc.org](http://www.bc.amatyc.org). Take a look! Members should have received their copies of *Beyond Crossroads* in the mail, but the document and *Beyond Crossroads Live!* electronic resources are also available online at [www.bc.amatyc.org](http://www.bc.amatyc.org).

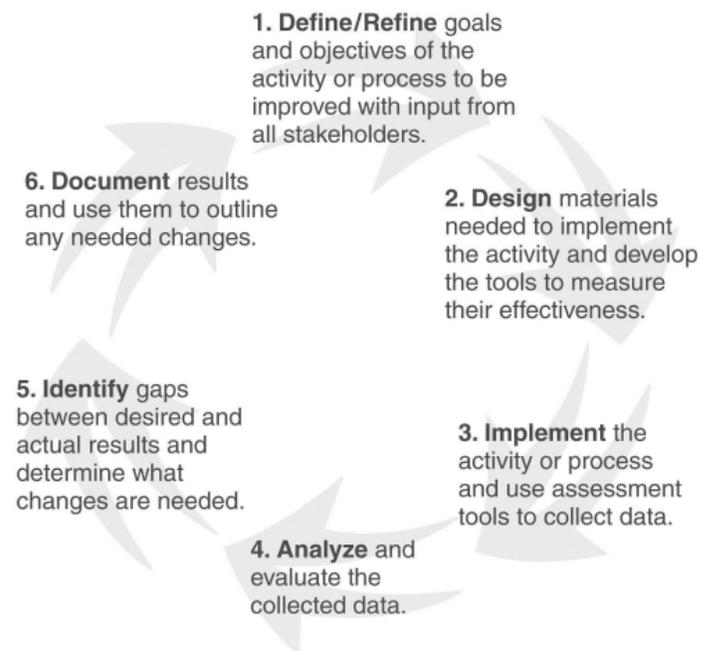
Perhaps the most important phase of the Cycle is the feedback loop, revisiting step 1. Goals and objectives of the activity or process are refined, input from stakeholders regarding the revisions is gathered and the cycle continues again.

<sup>1</sup>Blair, Richelle (Ed.), *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College* (2006), American Mathematical Association of Two-Year Colleges.

<sup>2</sup>Fuhrman, S. (2001). Introduction. In S. H. Fuhrman (Ed.), *From the Capital to the Classroom: Standards-based Reform in the States*. One Hundredth Yearbook of the National Society for the Study of Education, Part II. Chicago, IL: University of Chicago Press.

<sup>3</sup>Smith, M. S. & O’Day, J. (1991). Systemic School Reform. In S. H. Fuhrman & B. Malen (Eds.), *The Politics of Curriculum and Testing*. Bristol, PA: Falmer, pp. 233-267.

Figure 1 The Implementation Cycle of *Beyond Crossroads*



## Window on Washington

by Rob Farinelli

The new Congress has some very important education items on its agenda. Specifically:

- **Enacting a higher education reauthorization that makes college affordable.**

The top priorities for reauthorization are increasing student aid, making student loan debt more manageable and making sure student loan programs work for students, not banks. The Education Committee will also be looking to expand support for and improve teacher preparation programs.

- **Ensuring that our students are competitive in the 21st-Century global economy.**

Many proposals include increasing college student aid, greater support for mathematics and science education, and creating incentives for high quality teachers—especially in high demand subjects such as mathematics and science—to teach in high poverty schools, as well as assistance to states to raise standards and ensure that schools are internationally competitive.

- **Funding and reauthorizing the No Child Left Behind Act.**

Congress plans to make education funding a priority so NCLB can fulfill its promise. They will advance an NCLB reauthorization agenda that seeks to strengthen key reforms, ensure the law's effectiveness, and promote solutions and strategies for schools to improve. These priorities for reauthorization include ensuring that tests are used to improve instruction and ensuring that students struggling to meet high standards have the best teachers and expanded learning opportunities.



## AMATYC Online Resources

by George Alexander

Have you browsed through AMATYC's Online Resource lately? The Online Resource is a group of webpages filled with external links to hundreds of sites related to mathematics and mathematics education. You can find links sorted in 33 categories to help you supplement traditional course topics, explore new technologies, or develop curriculum plans. New links are also coming soon in support of Quantitative Literacy and Mathematics Across the Community College Curriculum. You can access the Online Resource at the subdomain [or.amatyc.org](http://or.amatyc.org), or simply click on "Member Resources" from the AMATYC homepage at [www.amatyc.org](http://www.amatyc.org).

As the Online Resource Director, I am working to keep this site updated on a regular basis. I hope to continually improve this valuable resource for our members, so suggestions for new links or other changes are always welcome. Simply fill out the feedback form on the Online Resource website to share your thoughts.

## AMATYC Southwest Regional Conference

The affiliates of the Southwest Region of AMATYC (TexMATYC, NMMATYC, OKMATYC, and ArizMATYC) are excited to present the AMATYC Southwest Regional Conference to be held in San Antonio, Texas, June 15-16, 2007.

Keynote speakers will be Joseph Gallian (current president of MAA) from the Univ of Minnesota Duluth, and Gloria White, the managing director for the Charles A. Dana Center at the Univ of Texas at Austin.

All conference sessions will be held at San Antonio College. Transportation between the hotel and the college will be provided.

We invite you to visit our conference website to fill out an electronic proposal form. Computer rooms will be available for all sessions requiring computers. Proposals will be accepted through March 27. The registration form and other information about the conference can be found at AMATYC Southwest Conference website, located at [www.swregion.matyc.org](http://www.swregion.matyc.org).



## New AMATYC Project Director

MAC<sup>3</sup> and AMATYC welcome Joyce Gray to the AMATYC Office in Memphis as the Project Director for the MAC<sup>3</sup> grant. Joyce holds a Masters Degree and is currently pursuing another at the Univ of Memphis. She is a resident of West Memphis, AR, and recently completed a term of service with the West Memphis City Council. Her primary duties will be assisting the MAC<sup>3</sup> project investigators and assisting the AMATYC Office when her schedule allows. Most recently, she attended and assisted with the MAC<sup>3</sup> Winter Institute in Miami.

## AMATYC Foundation Update

Did you know that AMATYC affiliates and non-AMATYC groups can contribute to the AMATYC Foundation? The Tulsa Community College Faculty Association made



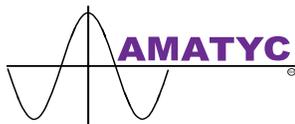
a special donation to the Foundation's New Orleans Fund. As of February 20, 2007, more than \$10,100 has been donated to this fund. There is now a space on the online form in which you can enter a comment to indicate that you would like your donation to go to the New Orleans Fund.

All contributions to the AMATYC Foundation support important AMATYC initiatives. Please consider making a donation online through the AMATYC website at [www.alphacommerce.com/amatyc/foundation.aspx](http://www.alphacommerce.com/amatyc/foundation.aspx), by returning the card that comes with your membership renewal form, or by printing the contribution form at [www.amatyc.org/foundation/MakeContribution.pdf](http://www.amatyc.org/foundation/MakeContribution.pdf) and mailing it in to the AMATYC Office.

Affiliates who have donated include: KAMATYC, MichMATYC, NCMATYC, NDMATYC, NEMATYC, ORMATYC, and VMATYC.

## The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Abilene Christian Univ, 204 Hardin Admin Bldg., ACU Box 29140, Abilene, TX 79699-9140. Author Guidelines may also be found at [www.amatyc.org/publications/AMATYC-Review/AuthorGuidelines.htm](http://www.amatyc.org/publications/AMATYC-Review/AuthorGuidelines.htm).



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## Dates To Remember!

Summer Institutes-  
Registration Deadlines:

MAC <sup>3</sup>	April 13, 2007
Outer Banks	May 1, 2007
Teacher Prep	May 15, 2007

AMATYC Positions-  
Review of Materials:

- ◆ Publicity Director
- ◆ Executive Director for External Relations

April 17, 2007

AMATYC Project ACCESS  
Application Deadline:  
June 15, 2007

For more information visit  
[www.amatyc.org](http://www.amatyc.org)