

NEWS

Opening Doors
Through Mathematics



Volume 24, Number 5
October 2009
ISSN 0889-3845

VEGAS: TOO FUN?

by Jim Matovina

For most members, flights in and out of Las Vegas should be very affordable, and with some of the most inexpensive room rates AMATYC has seen in years, many of you will not want to miss this annual opportunity to expand your horizons and reacquaint yourselves with friends and colleagues from around the country. Additionally, being able to do so in warm weather at a popular tourist destination just adds to the allure. Once you get here, the real question is, besides attending the conference, "Just what are you going to do?"

According to the Las Vegas Convention and Visitors Authority, conferences held in Las Vegas actually have better attended sessions than conferences held in many other cities. The reasoning is actually pretty simple. As a true 24-hour town, there is plenty of time to see and do anything you want at any time of the day. In addition to the hundreds of ongoing shows like Terry Fator, the Amazing Jonathan, Blue Man Group, Wayne Brady, Penn & Teller, and all the Cirque du Soleil shows, you will also have the opportunity to catch one or more of the limited-time shows like Ray Romano & Kevin James (November 13-14 at the Mirage) or Norm MacDonald (November 14 at Mandalay Bay). For some alternative entertainment, you can usually secure free tickets to The Auto Collections at the Imperial Palace, or for something completely away from the hotels and casinos, you may also be interested in the 2009 Aviation Nation Air Show (November 14-15 at Nellis Air Force Base), which is also free to the public.

As you can see, there will not be a lack of things for you to see and do. So, this November 12-15, come and learn exciting new ideas and also have fun at the same time.



LAS VEGAS - 2009

USA MATHEMATICAL OLYMPIAD (USAMO)

JUNE 2009

AMATYC is a sponsoring society of the USA Mathematical Olympiad (USAMO), a series of examinations given to thousands of high school students across the nation. More than 220,000 students took part in the demanding contests developed by the Mathematical Association of America's Mathematical Competitions program. Then in April, 515 students took the challenging USAMO exam, a six-question, nine-hour examination. The top twelve USAMO students were honored in Washington, D.C. on June 7-8.

AMATYC President Rikki Blair represented AMATYC at a reception for the USAMO awardees and their families at the MAA Carriage House on June 7, and at the Awards Ceremonies at the U.S. State Department Building on June 8. Following the celebration, the awardees spent three weeks at the University of Nebraska-Lincoln training for the International Mathematical Olympiad (IMO) held in Bremen, Germany, July 10-22. Each year the team representing the US at the IMO consists of the six students with the highest combined scores from the Team Selection Test (TST) and the USAMO tests.



The 2009 USAMO winners from left to right: Eric Larson, Qinxuan Pan, Delong Meng, Sergei Bernstein, Toan Phan, John Berman, David Rush, Robin Cheng, David Yang, Vlad Firoiu and Wenyu Cao and Rikki Blair. Panupng Pasupat is not pictured. Photograph by Ryan Miller.

INSIDE THIS ISSUE

- 2 President's Corner
- 3 Summer Institutes
- 4 Guest Editorial
- 5 Call for Presenters
- 6 Committee Reports
- 7 AMATYC Foundation
- 8 Dates to Remember



WHAT AMATYC MEANS TO ME... OPPORTUNITIES AND FRIENDS!

RIKKI BLAIR
LAKELAND CC • KIRTLAND, OH

In 1984, I attended my first AMATYC annual conference in New York City. I had not traveled much and was more than a little intimidated about arriving in the Big Apple alone. After making my way to my hotel room in the World Trade Center, I literally pulled the covers over my head and huddled in my room all evening. This is a true story.

The next morning, I gathered up the courage to venture from my room and attend my first session. I didn't know anyone else at the conference, but I was determined as a new member to learn all that I could. At that time, the conference offered an informal continental breakfast for all attendees in an open area. Timidly, I helped myself to the food and looked for a place to sit. I found a seat on a bench and began quietly eating my sweet roll. Remember, I didn't know one person! Within seconds, the gentleman sitting next to me introduced himself and soon Larry Gilligan (OH) and I were new friends. It was at that moment that I realized that AMATYC members are different.

Next was the general session where President Amber Steinmetz, in her wonderful informal and friendly way, welcomed the attendees to the conference and announced the first AMATYC Summer Institute in Rexburg, Idaho, to be held in 1985. I thought to myself: "This is a great way to learn something new about teaching and visit Idaho. I've never been there before!" The institute involved a selection process, and I was surprised to be accepted as an attendee. At the institute, I met more terrific professionals and AMATYC members, who are my friends to this day. Karen Sharp, AMATYC Past President, was the Institute Director. Not only did she become a long-time friend, but for years she invited me to share a hotel room at the AMATYC conferences when my travel funding didn't cover all the conference expenses. Again, an AMATYC member reached out to me. Karen also encouraged me to put up my hand to volunteer and get involved. I haven't stopped putting up my hand since then.

The 1984 trip to New York City turned out to be the most significant and meaningful professional experience of my career. What I didn't know in 1984 was what a wonderful family the AMATYC organization is and what a wide range of activities were available. The opportunities for professional service and growth are endless. It is easy to get involved in something small to get started. Attend an academic committee meeting at the annual conference or join a committee's listserv to engage in professional conversations. Attend your regional breakfast at the annual conference and volunteer to serve on either the Teaching Excellence or Mathematics Excellence Awards committee. These committees com-

plete their work by email and phone during the academic year. Something you can do at home during the year! Another idea for involvement is to become a reviewer for the AMATYC journal, *MathAMATYC Educator*. Offer your teaching and mathematical expertise by reviewing articles for the journal. Lastly, there are many other leadership positions available within the organization and advertised in the *AMATYC News*. Talk to an AMATYC officer or leader about your interests and what AMATYC activities match your passions. Getting involved will definitely enhance your professional perspective.

The opportunities within AMATYC for friendship and professional networking are also endless. Getting to know a faculty member with similar professional interests from another college or state can expand your thinking and provide new ideas to improve your teaching. In addition to the AMATYC annual conferences, attending an AMATYC affiliate meeting in your state will connect you with other faculty members nearby.

To me, AMATYC means: opportunities for professional service and growth, opportunities for professional networking, opportunities for personal friendships, and opportunities each year to reach out to a new member in the same way that someone reached out to me 25 years ago. As the 2009 AMATYC Annual Conference approaches, I hope you will join me in making a plan to extend your hand to a new member or someone you don't know at the conference. The way to extend the wonderful AMATYC family is to meet someone new and make them feel welcome!

This is my last President's Corner message as my term ends this November. I want to thank you for the terrific opportunity that you, the AMATYC members, offered to me. It

has been a privilege to serve as your president. I appreciate the opportunity to serve the organization and be a part of this wonderful professional family. I look forward to seeing you and working with you in the future.

Responses from AMATYC members to the 2008 AMATYC Climate Survey:

- Networking with others teaching similar courses and dealing with similar challenges offers the opportunity to exchange ideas. It is valuable and encouraging and helps all of us become better teachers.
- No matter what challenge we are facing "back home," I can find possible solutions when I attend the AMATYC annual conference - it is practical.
- Colleagues remember you from conference to conference and even when you are at a different conference such as MAA or ICME, you can always count on AMATYC friends including you in their activities.



THE BC WAY: EMBRACING CHANGE FOR CONTINUOUS IMPROVEMENT

Cape Cod CC was a beautiful venue for the 2009 *Beyond Crossroads* Summer Workshop, June 11-12, 2009. Mary Moynihan from Cape Cod CC was a gracious host for the forty-one attendees from the states of AZ, CT, FL, OH, MA, MD, MN, NH, NY, PA, VA, and WV. The workshop was supported by a grant from the National Science Foundation.

The goals for attendees included engaging in discussions of the messages of *Beyond Crossroads* and attending sessions that illustrate implementation of *Beyond Crossroads* recommendations; discussing assessment strategies at the class, course, and program levels which support the Scholarship of Teaching; using one of the *Beyond Crossroads* Implementation Cycles to create an implementation plan for a project of choice; participating in a workshop website to follow-up and collaborate on the participant's project; growing as professionals; and embracing change and continuous improvement in their classes.

Presentations at the workshop included: Pat McKeague: "Improving Instruction Five Minutes at a Time"; Rob Kimball: "Engaging and Embracing the Right Stuff"; Rob Farinelli: "Using *Beyond Crossroads* to Teach Millennial Students"; Mary Sullivan: "Technology"; Rob Farinelli: "Assessment"; Rikki Blair: "Key Messages of *Beyond Crossroads* Planning & Implementing Change".



Faculty from Polk CC (FL) from left front to back and then right back to front: Kaye Betz, Anna Butler, Penny Morris, Richard Leedy, Carolyn Horseman, Doris Cowan; Rob Kimball (NC) standing in the background.

mathematics curricula and teaching strategies (beginning and intermediate algebra), mathematics anxiety, statistics, assessment, and others. The workshop evaluations were very positive and each attendee agreed to work on the implementation of his/her plan and other messages from *Beyond Crossroads* in the coming academic year.



Workshop attendees Ed Ennells (MD), Aaron Wan (MA), Dale Seigel (NY)

2009 GAISEING BEYOND THE CROSSROADS: IMPROVING INSTRUCTION IN INTRODUCTORY STATISTICS Summer Institute at NCAR, Boulder, CO

The second AMATYC Summer Institute on teaching statistics, "GAISEing Beyond the *Crossroads*: Improving Instruction in Introductory Statistics," was held July 5-10 at the National Center for Atmospheric Research (NCAR) in Boulder, CO. The workshop was led by Rob Gould (Univ of California, Los Angeles), Karen Kinard (Tallahassee CC) and Brian Jersky (St. Mary's College of California). The twenty-five participants included one from high school, 13 from two-year colleges, 3 from four-year colleges, and 8 from universities. The sessions were held in the beautiful NCAR/UCAR facilities on the mesa overlooking Boulder. Participants learned about activity-based approaches to teaching introductory statistics through direct participation in activities. Participants formed three- and four-member teams to develop a lesson based on approaches experienced in the workshop, and presented these on the last day of the workshop. Workshop participants also enjoyed what the Boulder area offers, including walks around the mesa, hiking trails, shopping and eating in the numerous restaurants in and around the Pearl Street area. Participants enjoyed a special dinner in the mountains at the Red Lion Restaurant with guest Don Campbell, author of the "Mozart Effect," and discussion about the use of music in the classroom to enhance learning. Eric Gilleland, our host at NCAR, demonstrated the "vislab," an access grid site and 3-D data visualization laboratory, and spoke of the importance and wide use of statistics at NCAR. This demonstration was followed by a fascinating lively conversation about NCAR and its worldwide mission. The Summer Institute was generously supported by CAUSE, the Consortium for the Advancement of Undergraduate Statistics Education, through their NSF-funded CAUSEway workshop program. Special thanks goes to NCAR and their staff, who worked to make this an exceptional experience.



Participants launch paper helicopters to try out an activity described at the workshop.

GUEST EDITORIAL: TODAY'S BIGGEST ACADEMIC WAR — AND WHO'S WINNING

May 19, 2009 by Carin Ford
Posted in: [Special Report](#), [Tech News](#)

“Reprinted with permission from Higher Ed Morning (www.higheredmorning.com).”

If this were *Jeopardy*, the answer might read: “This academic tool has been around for 500 years, but is slowly being replaced by its electronic counterpart.”

Can you guess the question?

There's no Daily Double involved, but if you asked, “What is a book?” you're right.

Is this an overstatement? Maybe yes, maybe no.

Take a look at these facts, and you be the judge:

- Princeton, Case Western, Reed, Darden School at the University of Virginia, Pace and Arizona State are partnering with Amazon to try out the Kindle e-book reader on their students.
- Missouri School of Journalism students will be required to buy an iPhone or iPod this fall, so they can electronically download course material.
- Columbia University added four times the number of electronic books to its collection this past year compared to traditional books.

While 99% of individual buyers still purchase traditional books, it seems the move of higher ed institutions toward e-books is picking up speed.

Amazon has purposely enlarged the screen of its new Kindle DX to accommodate textbook photos, charts and tables. The display is now 9.7 inches, more than twice as large as the old model.

Publishers who turn out scholarly works are beginning to omit footnotes and photos, so they can be better adapted to e-books. Textbook topics themselves are changing in order to become more cyberspace-friendly. Even electronic versions of scholarly magazines are steadily gaining ground.

Naturally, there are pros and cons to e-books:

- Pros: more immediate, searchable and interactive.
- Cons: not as durable, portable or - and this is a big one - affordable.

So where does that leave the future of the traditional textbook? Do you agree with the Columbia University librarian who says we're in a “war for the access of information”?

If you wish to voice your opinion, use this link:
www.higheredmorning.com/and-the-jeopardy-answer-is.



PRESIDERS STILL NEEDED IN LAS VEGAS!

by Bob Malena, Presider Chair

Presiders are still needed for the 35th AMATYC Annual Conference, November 12-15, 2009, in Las Vegas, NV.

Serving as a presider is a great way to become involved in the conference program and in AMATYC. As a presider you play an important role in the success of the conference. The duties include seeing that the session or workshop starts and ends on time, introducing the speaker(s), distributing and collecting the evaluation forms, and completing the presider summary form.

At conference registration in Las Vegas, you will receive a presider packet that includes all the necessary materials for the presider assignment – speaker introductions, a step-by-step procedure list for first-time presiders, session evaluation forms, and a presider summary sheet.

It is not too late to submit a presider application. Visit the Presider Application Page at www.amatyc.org/Events/conferences/2009LV/presenters/presider-application.htm, and complete the presider application form.

If you have any questions, please contact the AMATYC Presider Chair, Bob Malena, at bmalena@ccac.edu.

PLEASE HELP SOON ON THE CBMS 2010 NATIONAL SURVEY

Every five years, the Conference Board of the Mathematical Sciences (CBMS) sponsors a national survey that collects data about curriculum, pedagogy, enrollment levels, graduates, and faculty in the nation's undergraduate mathematical sciences. This fall, your AMATYC regional vice president or affiliate president will be contacting you or someone in your department to identify or confirm the name of your mathematics department chairperson. The 2010 survey will be sent to the chairperson at 300 public two-year colleges chosen as a random sample. Your help in updating our list of contact information is essential to the success of the upcoming 2010 Conference Board of the Mathematical Sciences (CBMS) national survey of undergraduate mathematics. Thank you in advance for your help and the help of your department chair in this important initiative.

If you would like to see the 1990, 1995, 2000, and 2005 publications of CBMS survey results, go to the CBMS website: www.cbmsweb.org. You will surely find the data very interesting.

The SIGMAA on Research in Undergraduate Mathematics Education presents its thirteenth Conference on Research in Undergraduate Mathematics Education on February 25-28, 2010, in Raleigh, NC.

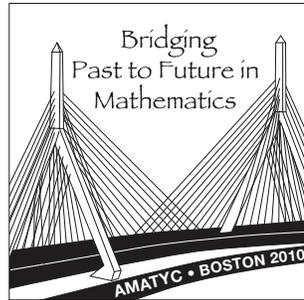
This conference is a forum for researchers in collegiate mathematics education and includes numerous themes. For more information please visit the conference website at rume.org/crume2010/.

This conference is sponsored by the Mathematical Association of America and North Carolina State University.

CALL FOR PROPOSALS FOR 2010

by Wanda Garner, Program Coordinator

You are invited to assist AMATYC in making the 2010 Annual AMATYC Conference program the best one yet by submitting a proposal to present a session or workshop. The 2010 conference will be held November 11-14 in Boston, MA. The conference theme is "Bridging Past to Future in Mathematics." Boston's historical significance provides an appropriate setting to reflect on ways in which you can build on lessons from the past to transition into the future of mathematics and mathematics education.



Boston proved to be a very popular location when the organization met there in 1993, and it is expected to be another record-breaking event in 2010. Don't miss out on the opportunity to participate in the program. Proposals will be accepted electronically through the AMATYC website at www.amatyc.org beginning November 1, 2009, through February 1, 2010. 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, learning styles and the learning environment, assessment of student learning, two-year college mathematics curriculum, effective methods of instruction, and topics that enhance the professional growth of mathematics faculty. Content areas that are always popular with attendees include developmental mathematics, statistics, college algebra, quantitative literacy, teacher preparation, appropriate use of technology, real-world applications, plus online and hybrid instruction.

Presentations containing information that attendees can apply immediately are central to AMATYC's high quality conferences. Proposals will be objectively reviewed by the program committee and may not promote or highlight a commercially available product.

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 16 through Saturday, October 31 and Round 2 will take place from Friday, February 12, 2010, through Saturday, March 6. 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 which 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 annual conference in Las Vegas, don't forget the Faculty Mathematics League competition to be held on Friday, November 13 (it **could** be lucky!) from 11:45 to 12:35. As always, bring a calculator and a competitive spirit!

Awards for the top regional teams will be given at the regional breakfasts during the AMATYC Annual Conference. 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.

AMATYC CALENDAR OF EVENTS

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

November 12-15, 2009 35th Annual AMATYC Conference, Las Vegas, NV.
Contact: AMATYC Office, amatyc@amatyc.org

February 19-20, 2010 GMATYC Meeting, Georgia Perimeter Center Conference, Georgia Perimeter Center-Clarkston. Contact: Allison Williams, Allison.Williams@gpc.edu

March 25-27, 2010 IMACC Meeting, Allerton House & Conference Center, Monticello, IL.
Contact: Rodger Hergert, rhergert@rockvalley-college.edu. Website: www.imacc.org

April 16-18, 2010 NYSMATYC Meeting, Ithaca, NY. Contact: Timothy Grosse, tgrosse@sunyjefferson.edu. Website: www.nysmatyc.org/conf.php

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

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

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

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

Guest editorials and letters to the editor are invited. Submissions must be related to mathematics, mathematics education, or AMATYC. Suggestions for reprints must include the correct citation as well as permission from the original source. Send editorials and letters to Kathryn Kozak at AMATYCNews@amatyc.org.

DEVELOPMENTAL MATHEMATICS COMMITTEE THE NEW BEGINNING FOR DEVELOPMENTAL MATHEMATICS

by Jack Rotman

A new vision of developmental mathematics is a recent initiative being led by the American Mathematical Association of Two-Year College's (AMATYC) Developmental Mathematics Committee (DMC). A group of 15 AMATYC members met in Seattle, WA, in July 2009 to help define a starting point for the project. This initiative, based on a new curriculum designed to meet the needs of today's students integrated within a model which includes effective teaching methods and multiple levels of assessment, and which will be supported by resources to build the student's capacity to learn and succeed in college.

The content will be more diverse, and a major focus will be on mathematical reasoning and critical thinking. Students will experience, and develop skills with, mathematical reasoning with numbers, proportion and variation, equations and functions, and statistics. This content will be designed to reflect the applications that motivate students and that are relevant to a variety of disciplines and provides strong support for quantitative literacy.

Faculty will be expected to use a variety of instructional methods and assessments to engage students in an active learning process. These instructional methods include integrating collaborative learning and multiple technologies. Supporting this teaching will be assessments, which measure broad mastery of mathematics as a discipline, intended to facilitate increased mathematical maturity of all students.

Fundamental to this new curriculum is a focus on the student; therefore, study skills and other academic basics are a critical component. In addition, multiple types of support will be provided to students, using methods proven in the field - tutoring, learning communities, and supplemental instruction to name a few.

Plan to attend the 2009 AMATYC Annual Conference in Las Vegas and attend the Developmental Mathematics Symposium at the Riviera Hotel, Friday, November 13, 10:30 am and the related workshop, Saturday, November 14, 10:45 am. For more information, contact Jack Rotman, Chairperson of the DMC at rotmanj@lcc.edu.

Work continues in the broader discussions related to the new project; you can view the online community at dm-new-life.wikispaces.com/ although only committee members can post or revise materials. Currently, the wiki has pages listing content to support the new mission statement for developmental mathematics.

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

INNOVATIVE TEACHING AND LEARNING COMMITTEE

by Mary Beth Orrange

The Innovative Teaching and Learning Committee (ITLC) welcomes and encourages you to participate in the sessions at the 2009 Annual Conference in Las Vegas designed to help teaching and learning in any environment. The ITLC is exploring ways to extend the conference experience beyond November. Some of the ways being considered include online webinars, discussion forums, the use of social networking sites, expanded use of mailing lists, and presentations at affiliate conferences! Come to one (or both!) of the committee meetings scheduled for Friday, 4:30-5:30, and Saturday, 1:15-2:05 to be part of creating these opportunities. Expect lively interactions with other AMATYC members about infusing your math classes with a bit of TLC. If these times conflict with your conference schedule, drop by the ITLC table at the Poster Session, Friday 2:30-4:15 to let the committee know that you are interested in participating.

Committee participation is open to all AMATYC members, not just conference attendees. 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 orrange@ecc.edu. To find out more about AMATYC's committees, visit the website www.amatyc.org.

PLACEMENT AND ASSESSMENT COMMITTEE

by Connie Buller

How can faculty in the community college help students get through their mathematics needs a little more efficiently? Is there a way that they can help students achieve a viable certificate or degree, qualifying them to earn a better wage, without spending years in developmental mathematics after high school?

Certainly some students enter community college well prepared in mathematics, and faculty want to make sure students are placed correctly for the programs they select. Others enter with less knowledge of mathematics, and faculty want to help them learn what they need so that they, too, can go on. Faculty want to place each student so that there is a reasonable chance of success. They want to assess their classes as well as their students, so there is evidence that a student passing a given class has a fair chance to pass the next class, no matter where that "next class" is taught.

It is not helpful to compromise the classes, and certify that students know, say, college algebra, only to have the same students lost if they try to continue on with calculus. But not all college certificates and programs require calculus. What about students wanting those degrees?

It is easy to blame society, previous schools, students themselves, but blaming and complaining are not solutions to a predicament.

There is an exciting new initiative, led by the American Mathematical Association of Two-Year College's (AMATYC) Developmental Mathematics Committee. Study skills and other academic basics are recognized and included as critical components for student math success. There is expected to be an emphasis on mathematical reasoning and critical thinking. Assessment at multiple levels will be needed along the way, both within the classroom and program-wide, to see if the student really is able to go on successfully.

The chair of the Placement and Assessment Committee, Connie Buller, was fortunate to be present in July 2009 at the start of this new vision for developmental mathematics. She wants to invite each of you reading this to participate as well. It is in the beginning, pioneering stages—you can be part. Your voice and wisdom are welcome.

PHILANTHROPY

During the summer, NBC aired a series called *The Philanthropist*. The show was an action adventure about a powerful billionaire's efforts to put meaning into his life by applying his fortune to the problems of struggling communities in developing countries. *The Philanthropist* was loosely inspired by the hands-on charitable work of Bobby Sager, a Boston-based philanthropist. It presented a thrill-seeking, anything-is-possible story of redemption through spontaneous acts of extreme giving.



Charitable giving is wonderful, but philanthropy reflects a sustained, strategic investment seeking to create real change. *The Philanthropist's* storyline bears little resemblance to the realities of carefully considered, long-term strategic giving. While the life stories of AMATYC members who give to the Foundation may not be quite as exhilarating as the TV philanthropist, their thoughtful philanthropy is essential, effective, and touching. Most of these donors are not billionaires. Yet they all share common concerns for a vibrant organization, responsible stewardship and making a lasting difference in the lives of two-year college students and other faculty.

Philanthropy is easier than you think. The Foundation makes it easy for you to become a philanthropist who helps create lasting change—both now and for generations to come. Just visit amatyc.org/foundation. Donors who prefer to become philanthropists at the end of life work with their professional advisors to define their long-term philanthropic objectives. These future philanthropists may designate portions of their estates as bequests to the Foundation. They may create an endowment fund to provide perpetual support and make the philanthropist an important part of the community's future forever.

Gifts of all sizes can make a difference. Philanthropy is not defined by the size of the gift; it is defined by the sustained, strategic investment of the gift to create real change. More information is available at www.amatyc.org/foundation. If you would like to discuss how the Foundation can help you realize your philanthropic objectives, please contact any Foundation member. We will be more than happy to discuss how you can become a philanthropist for the organization we love.

FREE WEBINARS FOR STATISTICS INSTRUCTORS

The Consortium for the Advancement of Undergraduate Statistics Education (CAUSE) is now offering two different webinar series. The original *Teaching & Learning Series* presents general topics in statistics education. They are usually held on the second Tuesday of each month at 2:00pm Eastern time. In addition to the live version, statistics instructors can visit the CAUSE website, www.causeweb.org, where over 40 titles that are available, free of charge.

The newer *Activity series* presents individual activities with complete do-it-yourself guidance. These webinars are usually held on the fourth Tuesday of each month at 2:30pm Eastern time. A few of the available previously offered titles include *Using Web Applets to Foster Active Learning in the Online Statistics Course*, *Is the iPod shuffle feature truly random? A simulation activity*, *Fighting cancer with raspberries: demonstrating the value of random assignment*, and *Teaching Statistics with Chocolate Chip Cookies*.

For more information on the webinars and other resources from CAUSE visit www.causeweb.org. CAUSE is supported through a grant from the NSF.

AMATYC COMMITTEES

Get involved in AMATYC. One way to do that is to join a committee. A listing of the committees can be found at amatyc.org/committees/index.htm. Also, all committees have meetings during the 2009 AMATYC Annual Conference in Las Vegas. Please attend a committee meeting. If you would like to contact a committee chair, here is a listing of the committees, the chair for the committee, and the chair's email:

- ◆ **Developmental Mathematics Committee**
Jack Rotman, rotmanj@lcc.edu
- ◆ **Division/Department Issues Committee**
Anne Dudley,
anne.dudley@gcmail.maricopa.edu
- ◆ **Innovative Teaching and Learning Committee**
Mary Beth Orrange, orange@ecc.edu
- ◆ **Mathematics for AAS Programs Committee**
Jesse Williford, ljwillif@waketech.edu
- ◆ **Mathematics Intensive/College Mathematics Committee**
Klement Teixeira, kteixeira@bmcc.cuny.edu
- ◆ **Placement/Assessment Committee**
Connie Buller, cbuller@mccneb.edu
- ◆ **Research in Mathematics Education for Two-Year Colleges Committee**
April Strom, april.strom@sccmail.maricopa.edu
- ◆ **Teacher Preparation Committee**
Darlene Winnington, dwinning@dtcc.edu

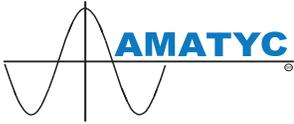
The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in January, April, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by November 27,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

Address changes should be sent to:

AMATYC Office
Southwest Tennessee Community College
5983 Macon Cove
Memphis, TN 38134
Phone 901.333.4643 Fax 901.333.4651
amatyc@amatyc.org

All other correspondence should be directed to:

Kathryn Kozak
AMATYC News Editor
Coconino CC
2800 S. Lone Tree Rd.
Flagstaff, AZ 86001
Phone 928.226.4277 Fax 928.226.4118
AMATYCNews@amatyc.org



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

CONFERENCE PROCEEDINGS

The AMATYC website has a wealth of resources for members from the 2008 conference. About 90 files were submitted last year including videos, PowerPoint slides, classroom handouts, and related documents. Of particular interest are the streaming videos of last year's keynote speakers, Freeman Hrabowski and David Wright. For details, visit the 2008 conference site at www.amatyc.org/Events/conferences/2008DC/index.html.

2009 Conference Presenters: Be sure to submit your files to be included in this year's online proceedings. Simply attach your files to an email addressed to proceedings@amatyc.org.

Dates To Remember!

Mini-Grant Applications Deadline:
November 1, 2009

Mathematics Excellence Award
Nominations
Receipt Deadline:
November 2, 2009

Call for for Presenters and Presiders for
the 2010 AMATYC Conference
in Boston, MA
Deadline:
February 1, 2010

Application to Host a Refocused
College Algebra Traveling Workshop:
As Soon as Possible
www.TheRightStuff.AMATYC.org/

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

JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

CONTACT:

AMATYC OFFICE
5983 MACON COVE
MEMPHIS, TN 38134
901.333.4643 FAX 901.333.4651
amatyc@amatyc.org www.amatyc.org

