

AMATYC NEWSSM

ISSN: 0889-3845

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Math at a Mile High

by Erica Hastert, Denver Local Events Coordinator



Why come to Denver for the 2016 AMATYC Annual Conference? Here are some of the many reasons, beginning with a little trivia. The 13th step of the Colorado State Capitol building is located at exactly 5,280 feet

above sea level - making Denver truly one mile high. The best 1,300 reasons? All of you, who travel from all over to share your mathematical and teaching expertise at the AMATYC Conference. We can't wait to welcome you to our historic, geographically magnificent, and just plain quirky state.

Denver is rich in history and cultural opportunities. Just steps outside our conference hotel lie a number of adventures. The Denver Sheraton is located on the 16th Street Mall, a two mile pedestrian concourse of shopping, entertainment and culinary experiences. If the idea of walking without plentiful oxygen winds you, never fear: the 16th Street Mall shuttle runs day and night, full 20.5 hours, starting at 5 am. Along the 16th Street Mall, you'll find the Denver Pavilions, a veritable cornucopia of shopping, dining and entertainment options, including a movie multiplex with 15 theaters. Near the hotel also lies the Brown Palace Hotel, built in 1892, constructed and maintained as one of the most luxurious and elegant hotels in downtown Denver. With its 8-story atrium, decadent lobby and gourmet dining options, and construction of Colorado red granite and Arizona sandstone, this hotel not only provides an indulgent taste of Denver's early days, but also holds the distinction of being the second fireproof building built in the United States.

Within walking and/or shuttle distance, you can also find a number of museums and live theater venues. The nearby Denver Center of Performing Arts provides 8 theaters of cabaret, musicals, plays and more. Nearby Larimer Square, Denver's first historic district (designated in 1971), covers a small footprint (142,000 square feet), but packs a sensory punch with its boutiques, clubs, street performers and the nationally renowned Comedy Works. If you're looking for Denver history and culture, nearby museums include the Denver Art Museum, the Colorado History Museum, the eccentric Kirkland Museum, the Molly Brown House (yes, that unsinkable Titanic survivor), and many more.

For more information about Denver, visit one of these fabulous sites:

- ♦ <http://denver.org/amatyc>
- ♦ www.tourcolorado.org/colorado-travel-planning/colorado-fun-facts/
- ♦ www.brownpalace.com/hotel/history



16th Street Mall (Steve Crecelius/VISIT DENVER)

Updating *Beyond Crossroads: Focus on the First Standard*

by Mary Beth Orrange and Nancy Sattler,
Co-chairs of the *Beyond Crossroads*
Revision Project

The steering committee for the *Beyond Crossroads* Revision Project is busy reviewing the first two standards documents, *Crossroads in Mathematics* and *Beyond Crossroads*, and is planning for the next phase. The work of the steering committee and the writing teams will be done at a distance using Google drive, docs, and hangout in addition to Adobe Connect for meetings. This article is the first in a series focusing on the individual standards.

The original standards fit into three categories: Intellectual Development, Content, and Pedagogy. The standards for Intellectual Development address desired modes of student thinking and represent goals for student outcomes. The standards for Intellectual Development are in seven specific areas: problem solving, modeling, reasoning, connecting with other disciplines, communicating and using technology, and developing mathematical power. Taken together, adherence to these standards should help students to see mathematics as an enriching and empowering discipline. While originally published in 1995 these standards are just as relevant today as they were then.

The standards for Intellectual Development are similar to the National Council of Teachers of Mathematics' Process Standards of problem solving, reasoning and proof, communication, connections, and representation that can be found at www.nctm.org/Standards-and-Positions/Principles-and-Standards/Process/. These standards were written in

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President's Message



In Memory of Margie Hobbs

Jane Tanner

Onondaga CC • Syracuse, NY

*Some people come into our lives and leave footprints on our hearts and we are never ever the same.
- Flavia Weedn*

When you join AMATYC, you have available a wealth of resources - the conference, webinars, a peer-reviewed journal, the newsletter, etc. Also important is the sense of family that one feels after attending their first conference. Each conference is like a reunion and you always look forward to seeing your AMATYC family each year.

We will be missing two of our family members this year when we attend our next reunion in Denver in November. Ironically, both of these women served AMATYC as treasurer - Sister Clarice Sparkman was our first treasurer and Margie Hobbs was our immediate past treasurer. Each of them left their mark on our organization.

Sister Clarice was present on the day AMATYC was formed in April 1974. At the first annual meeting in October-November 1975, she became AMATYC's second president. AMATYC's first president Herb Gross remembers Sister Clarice as "dynamic" and he often referred to her as "the woman who wouldn't take yes for an answer!" She was always on the move." I never had the good fortune of meeting Sister Clarice, but I certainly admire her for her efforts in forming "an organization which will be the national voice of two-year college mathematics teachers." A tribute to Sister Clarice can be found on pg. 3.



*"The most satisfying thing in life is to have been able to give a large part of one's self to others." - Pierre Teilhard de Chardin.
He most certainly must have meant Margie.*

Margie is another story. In fact, on March 16th I was having a conversation with Greg Foley at the National Association for Developmental Education (NADE) conference. Eventually we got on the subject of international travel and he mentioned how he and his wife met up with Margie on the way to the Eighth International Conference on Technology in Mathematics Teaching that was held on Hradec Králové, Czech Republic.

Our conversation ended shortly after this reminiscing and five minutes later I had a phone call notifying me of Margie's passing. I am not speechless often but words were very difficult to find at that time.

Margie's influence was far and wide. Two days later before my presentation at NADE, I was setting up my computer with the projector. My first screen with the AMATYC logo was showing. Mike Schnepel from AVSC (NADE's and AMATYC's AV company) came in to make sure everything was OK. After thanking him, he told me that he had some sad news to tell me.

Apparently, he had found out about Margie. Before he left, after sharing a bit more about Margie, we ended up hugging as we remembered a truly remarkable person.

Margie retired from State Technical Institute at Memphis (now Southwest Tennessee CC) after 25 years as an instructor and administrator. Prior to that Margie taught high school mathematics for Memphis City Schools for 9 years. Not one to sit still, she then was a professor at The University of Mississippi for 12 years where she was responsible for the ongoing accreditation of the Southern Association of Colleges and Schools at Ole Miss.

When looking at AMATYC's history documents, you will see that Margie is mentioned a number of times. Her first mention was as an AMATYC committee worker in 1981. This was just the beginning. She served as program chair, conference chair, regional vice president, treasurer, conference coordinator, and again as treasurer, completing her last term of office this past December. She was also instrumental in getting our national office at Southwest Tennessee CC as well as working on our standards documents.

My favorite Margie memory was when I was serving my first term on the AMATYC Board as Northeast Vice President in 2008. As a bonding experience and after a long day of business, the board went on a riverboat cruise on the Mississippi River in Memphis. It was a great time - good food, good people, and good music. One of the board members went up to the band and said that it was Margie's birthday and she was 83 that day. (Of course she was nowhere near that age). Margie was called up to the stage and she was serenaded with Happy Birthday. The entire band was shocked that Margie looked so good for her advanced age of 83. You could just see that determined look on her face and gleam in her eyes. She vowed at that time to get back with interest on the prankster. I am sure she did!

Many people are dealing with Margie's passing by sharing their memories of her. I wish that I could share everyone's here so you can see what she meant to individuals as well as the organization. She worked with so many of our past presidents who remember her fondly. Marilyn Mays noted that she wasn't sure that "AMATYC would exist in its present robustness if it were not for Margie and a handful of others who kept going and climbing over obstacles at a very crucial point in our efforts to make AMATYC a National presence." Dale Ewen notes that "AMATYC has come a long way to being the vital professional association that it is, and we can thank Margie (and Cheryl Cleaves) for much of that growth through their dedicated, caring, personal, and professional service to AMATYC." Steve Rodi adds "Kindness and graciousness are words that embody who Margie is." "To say that AMATYC is better because of her is very much an

➤ *Continued on page 3*

➤ *Margie Hobbs,*
Continued from page 2

understatement,” adds Karl Smith.

The accolades continue. Annette Cook remembers that Margie was instrumental in resurrecting AlaMATYC, an affiliate that now has had seven successful conferences. Annette adds that Margie’s “example and legacy serve as an inspiration to us all.” Linda Kodama spent many conferences sharing a room with Margie and muses “I’ll bet folks might have wondered how we understood each other...her with her southern drawl and me with my ‘pidgin English’ (Hawaiian creole). I will definitely miss her!!” Upon hearing of Margie’s passing, Liz Hylton keeps seeing a picture of Margie in her mind from NOLA. “The conference was over, she was wearing her jeweled vest and beads, with a big smile on her face as she hugged me goodbye. She looked so relaxed and happy. A good last memory. She was a special lady and I will miss her.”

I hope these memories help you remember Margie. It won’t be the same at our family reunion in Denver without her there. We will work hard to carry out her work as AMATYC moves on without a visible Margie, but with a Margie deep in our hearts. My condolences go to her husband Allen and daughter Holly.

Henry David Thoreau said “On the death of a friend, we should consider that the fates through confidence have devolved on us the task of a double living that we have henceforth to fulfill the promise of our friend’s life also, in our own, to the world.” I know that Margie’s influence will continue on through me as I continue my journey as AMATYC president. Phil Mahler probably said it best. “If AMATYC were to have saints, Margie would be one. Of the highest rank.” Ditto. (Margie knows what this means.) Rest in peace, Margie. We are all better for having known you.



In Memory of Sister Clarice Sparkman



Sister Clarice Sparkman (standing)

AMATYC’s second president, Sister Clarice Sparkman, recently passed away after a very active 98 years of service to her faith, her students, and in its formative years, to AMATYC. She was present in 1974 when the motion “to form an organization which will be the national voice of two-year college mathematics teachers” was made. Following the approval of this motion by

the 60 person steering committee, three officers were unanimously selected to lead this effort. These officers were Herb Gross, president, John Massey, vice-president, and Sister Clarice Sparkman, treasurer.

Later that year, six early AMATYC leaders, including Sister Clarice, drafted the original constitution for the organization, and created the name used today, the American Mathematical Association of Two-Year Colleges. These leaders established three fundamental purposes for the new organization:

1. To provide a national forum for the exchange of ideas to further develop and improve the mathematics education of students in two-year colleges.
2. To coordinate activities of affiliated organizations on a national level.
3. To promote the professional development and welfare of its members.

The constitution that these leaders created set up the executive board and delegate assembly structure that is the basis for the organizational structure that exists today. The following year, 1975, the constitution was ratified, and Sister Clarice, who was teaching mathematics at San Jose City College (CA), was elected the second president of AMATYC. Since she was also a leader in professional development in mathematics education within California, it isn’t surprising that the 1976 AMATYC conference was held in San Francisco, where her influence was strongly felt.

Sister Clarice’s teaching career spanned over 40 years from first grade through university level, with 30 years devoted to San Jose City College. Her focus was on developing and improving remedial mathematics education curriculum. She was a frequent speaker at conferences within California and, through AMATYC, across the nation.

Another interest she explored was applications of mathematics in industry. To address this interest in a style typical of Sister Clarice, she took matters into her own hands and began looking for positions for mathematicians in industry. So she could gather real-world applications first-hand, she actually took positions in General Electric’s Nuclear Energy Division’s computation and data processing section as well as in Philco-Ford’s Western Development Labs where satellite antennas were designed and produced. Regarding this work, she stated “I came to industry for experience. I feel so helpless when my students ask me for advice. They want to know what the real world of business is like, what they have to know to succeed, and what to expect when they get there. If I’m going to be any good as a teacher, I should be able to give them some answers.”

The AMATYC we know today has been constructed on the foundation laid by a core of early, visionary mathematics education leaders, including Sister Clarice Sparkman.

AMATYC FutureGrant Program

by John Pazdar, AMATYC Grants Coordinator

Grant Proposal News

This year, AMATYC submitted two proposals for NSF grants. The first is “The AMATYC Digital Classroom Model” proposed by Doug Mace (PD), Fred Feldon, and Karise Mace (PIs). The project’s goal is to use the experience of the innovators and early adopters to design, develop, and deploy a Digital Classroom Model for other two-year college mathematics faculty. This project will identify the different model elements involved in the mathematics classroom and course environments, and provide digital options to achieving this instructional goal.

Objective 1 Design a Digital Classroom Model.

Objective 2 Develop the Digital Classroom Model.

Objective 3 Deploy the Digital Classroom Model.

AMATYC also submitted a second NSF-IUSE Program proposal entitled: “The Student Works Project - A Laboratory Research Plan for Mathematics Student Development using Inquiry-Based Learning” by John Pazdar (PD), Dennis Ebersole, Karen Gaines, and Patricia Hirschy (PIs). The goal of this Project is to develop and implement an inquiry-based research learning experience for two-year college students to prepare and seek jobs/careers in the STEM workforce.

If funded, the projects will begin in 2017. If any AMATYC member is interested in discussing grant work involvement specifically or in general, please contact me at jspazdar@snet.net; include the word “Grant” in the subject line.

➤ *Beyond Crossroads, Continued from page 1*

1991 and updated in 2000.

When the Common Core State Standards were written in 2010, Standards for Mathematical Practice were also written. These standards include: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. These standards can be found at www.corestandards.org/Math/Practice/.

These standards documents have had an impact on teacher practice throughout the country. As new initiatives are brought forward such as the Common Vision (www.maa.org/sites/default/files/pdf/CommonVisionFinal.pdf) and Transforming Post-Secondary Education in Mathematics (www.tpsemath.org), mathematics educators need to focus on creating an engaging learning environment for their students, an environment where students see the connections between what they are learning in the classroom and what they experience outside of the classroom. Why not take the time to visit the AMATYC website and view the Standards for Intellectual Development (www.amatyc.org/resource/resmgr/crossroads/chapter2.pdf) and make plans to implement them into your teaching?

AMATYC Membership Dues to Increase

by David Tannor, AMATYC Treasurer

On July 1, 2016, AMATYC dues are scheduled to undergo a small increase as required by the bylaws. Renew or join today at the current membership rates. Until the increase, you can extend your membership over as many years as you wish at the current rate. This is an excellent time to consider becoming a lifetime member of AMATYC: you will never have to worry about dues increases again! The **current rates** are as follows:

- Regular (Individual) membership:
 - ♦ 1 year \$85 ♦ 2 years \$165 ♦ 3 years \$240
- Adjunct membership per year: \$42.50
- Retired membership per year: \$42.50
- Student membership per year: \$10
- Lifetime membership: \$1,700
- Institutional membership per year: \$495
- Library Subscriptions: \$85

The new rates effective July 1, 2016, are as follows:

- Regular (Individual) membership:
 - ♦ 1 year \$88 ♦ 2 years \$171 ♦ 3 years \$249
- Adjunct membership per year: \$44
- Retired membership per year: \$44
- Student membership per year: \$10
- Lifetime membership: \$1,760
- Institutional membership: \$508
- Library Subscriptions: \$88

Don't miss out on great AMATYC benefits. You can find the description of each membership category online at www.amatyc.org/?page=MembershipTypes.

Professional Development

by Julie Gunkelman, Coordinator, and
Lisa Feinman, Assistant Coordinator

The 2016 AMATYC Webinar Series, supported by WebAssign, kicked off 2016 with a presentation by Jon Oaks called “Bridging the Technology Gap: Free Technology Tools for Math” and Jay Meisenheimer with a presentation titled “Using Data Visualizations to Improve Understanding about the Labor Market and Economy.” A list of future webinars and recordings of past webinars can be found at www.amatyc.org/?page=Webinars.

Interested in having a Traveling Workshop come to your college or yearly affiliate conference? Explore your options and start the process of planning a workshop by visiting www.amatyc.org/?page=travelingWorkshops. Looking for other professional development opportunities? Visit the Professional Development Page at www.amatyc.org. You can access it via the menu on the lefthand side of the page or via www.amatyc.org/?page=EventsConferences. On this page you can find AMATYC’s Position Statement on Professional Development, Conferences, Publications, Project ACCESS and more. If you have any comments or suggestions for Professional Development, please complete the form located at www.amatyc.org/?page=ProfDevForm.

You May be an Excellent Teacher If ...

by Jim Ham, AMATYC President-Elect

No list of characteristics of an excellent teacher is exhaustive. Not every characteristic of teaching excellence that appears on any list will have unanimous agreement. Not every excellent teacher can excel in all characteristics on any given list. With this in mind, and in the spirit of Jeff Foxworthy, consider the following list.

You may be an excellent teacher if:

- You communicate high expectations to your students on your syllabi and in your regular communications with them.
- Your classroom discourse is intentional and emphasizes time on task.
- Your learning activities are varied to support the diverse ways of learning for your students.
- You consistently have students visiting you during your office hours or connecting with you via online communication.
- Modeling and problem solving appear frequently in your classes.
- You consistently receive high student evaluations from most of your students.
- You receive accolades from students describing how you helped them learn a difficult topic, or describing you as “one of the best teachers they have ever had.”
- You regularly engage students in the classroom.
- Your colleagues seek you out for teaching advice.
- Your lectures are polished and engaging.
- You regularly assess your students learning and give frequent, prompt, and high quality feedback to students on their learning.
- Students can be seen using technology frequently in your classes.
- You facilitate group learning in your classes. You fight the tendency to give students answers and require them to be productively persistent.
- You attend the AMATYC conference or other conferences and incorporate what you have learned in your own classes. Excellent teachers work hard at improving.

If you see yourself or a colleague reflected in some of these characteristics of excellent teaching, consider nominating yourself or your colleague for AMATYC's Teaching Excellence Award (TE Award). There are so many excellent teachers among our membership, and awarding our excellent teachers is something to which AMATYC has been committed since 1997.

The TE Award is intended for educators who have made outstanding contributions to mathematics or mathematics education. Teaching excellence is the main focus of the award. The next awards (up to 8 awards) will be presented at the AMATYC Annual Conference in San Diego, CA, which will be held November 9-12, 2017.

Nominees must be AMATYC members whose primary assigned duties are delivering instruction in an associate degree-granting program. Nominees must have the equivalent of a minimum of five years of full-time teaching experience. Individuals can be selected for the award only once.

Nominations are invited from AMATYC members, AMATYC institutional members, or affiliate representatives. Non-members, such as a supervisor, may nominate an AMATYC member. Members may nominate themselves. A completed nomination packet consists of the following:

- Nomination Form;
- Cover letter from the nominator;
- Resume or vita of the nominee;
- Letters of recommendation from (1) a student, (2) a colleague, and (3) a supervisor; and
- Summary of the candidate's most recent student evaluations.

The nomination form and more details about the TE Award are available at www.amatyc.org/?page=TeachExAward.

A single pdf file containing all of the application materials should be submitted by **December 9, 2016**, to Jim Ham at jaham@delta.edu.

Register Early for Denver!

by Keven Dockter, Conference Coordinator

Are you looking forward to the next AMATYC Conference? Can't wait to get together with old friends and make new ones? Then make plans now to attend the AMATYC Conference in Denver, CO, November 17 - 20, 2016.

If you or your college has professional development funds in your current budget that can be used for your registration fee, we have an offer for you. To pay your registration fees from your current budget, please email Beverly Vance at amatyc@amatyc.org and put “Conference Registration Now” in the subject line. Beverly will send you the necessary information so that you can pay for your conference registration NOW! The mini-program that you will receive in August will include many details of the conference.

Until then, information will continue to be added online at the conference website and on AMATYC's Facebook page.

You can reduce your costs by sharing your hotel room for the AMATYC Conference. Ask a colleague to be your roommate or send an email to Sarah Miller, AMATYC's Roommate Network Director, at smiller10@cbbcmd.edu and ask her to help pair you with another conference attendee to share a room. Your email should include your name, gender, email address, telephone number, room type (non-smoking or smoking), arrival and departure dates. While AMATYC does not guarantee a roommate pairing, this process has been successful in the past.

We look forward to seeing you this fall in Denver. Get ready for a “mile high” conference!



State Capitol (Stan Obert/VISIT DENVER)

Poster Session in Denver

by Honey Kirk, Assistant Conference
Coordinator

The popular AMATYC Poster Session will be held on Friday afternoon, November 18, 2016, at the 42nd Annual AMATYC Conference. This is the perfect opportunity to share your innovative and practical ideas with colleagues.

What do I share? Have you tried something new in your classroom? Are you working on a grant project? Have you conducted exciting research? Think about what energizes you and offer to share it with others through a poster.

Who can submit a proposal? Everyone is encouraged to submit a proposal. Project ACCESS Fellows displaying the results of their required project will be given preference, as will those who are not already presenting a session or workshop.

How do I submit a proposal? There was an email announcement in early April with directions for online submissions on the AMATYC website. The site will be open until May 1st.

When will I know if my proposal is accepted? You will receive an email in early June.

What do I need to do in Denver? Posters will be on display beginning Friday morning, with presenters available for discussions from 1:45-3:45 pm. When you check in at the conference, AMATYC will provide you a tri-fold poster board and mounting supplies. On Friday morning, you will be assigned a space to set up your poster and then you will return for the 1:45-3:45 pm time period. You are welcome to bring handouts to share with colleagues.

What are my rewards? Sharing your ideas with colleagues is *priceless*. Additionally, each poster presenter is recognized with a ribbon for his or her name badge.



The U.S. Mint (Stan Obert/VISIT DENVER)

Project ACCESS

by Laura Watkins, Project ACCESS Coordinator

In 2004, AMATYC and the Mathematical Association of America (MAA), in a joint effort, established Project



ACCESS with funding from the ExxonMobil Foundation and selected its first cohort. The acronym ACCESS stands for Advancing Community College Careers: Education, Scholarship, and Service. With the selection of the fourth cohort, the program became known as AMATYC Project ACCESS, wholly administered by AMATYC. The goals of Project ACCESS are to facilitate professional growth and to encourage leadership among new two-year college faculty while providing experiences that will help new faculty become more effective teachers and active members of the broader mathematical community.

The first cohort of fellows consisted of 28 community college faculty who were within their first three years of full-time teaching at a two-year institution. Since that time, there have been eleven additional cohorts with each cohort consisting of approximately 24 fellows. There are now over 250 alumni of ACCESS. AMATYC's Project ACCESS will soon be selecting the members of its thirteenth cohort. Fellows indicate that their participation has led to accepting leadership opportunities, exploring new pedagogies, helping students learn how to study effectively, networking with colleagues in a variety of professional organizations, professional development, and increased job satisfaction.

The broader mathematical community and community colleges around the country continue to reap benefits from AMATYC Project ACCESS as former fellows continue to demonstrate, in a variety of ways, the qualities that Project ACCESS nurtures. Former fellows are currently exhibiting a dedication to service locally by organizing professional development opportunities within their departments, serving as the department head at their colleges, serving in leadership roles in local AMATYC and MAA affiliates, as well as nationally within AMATYC. You may not be aware, but the Project ACCESS leadership is currently staffed entirely by former fellows.

AMATYC Project ACCESS applications are currently available for Cohort 13 at the AMATYC website. Please encourage any new faculty who will be in the first three years of their first full-time renewable position in Fall 2016 to apply. Applications are due May 15, 2016.

Director Position Available

Conference Board of the Mathematical Sciences

The Conference Board of the Mathematical Sciences (CBMS) invites applications and nominations for the position of CBMS Director. This is an up to one-third time position with a target starting date of December 2016.

CBMS is an umbrella organization consisting of seventeen professional societies including AMATYC, all of which have as one of their primary objectives the increase or diffusion of knowledge in one or more of the mathematical sciences. Its purpose is to promote understanding and cooperation among these national organizations so that they work together and support each other in their efforts to promote research, improve education, and expand the uses of mathematics. For more information about CBMS, visit <http://cbmsweb.org>.

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You Too Can Make a Difference!

by Nancy Sattler, AMATYC Past President

At the closing ceremony for the New Orleans AMATYC Conference, attendees were asked to share their favorite part of the 2015 conference. It is always gratifying to hear what AMATYC members have to say. When it was Professor of Mathematics/Statistics at Hopkinsville CC, Patrick Riley's turn, he quickly said "the breakout sessions." He sent an email recently and mentioned that he realized he gave the wrong answer. He wrote:

At the end of the Midwest Luncheon on Friday (where I gave the KYMATYC report) a young lady (Chalyce Deterding) came up to me and said 'Hi.' She asked if I remembered her. As soon as I looked at the name tag, I realized that she was a former student of mine when I was a graduate student at Missouri. This was back in 1997-1998. I moved on to my current job after that year and lost track with many of my students from there. Needless to say, I was shocked and thrilled that she was now a colleague of mine. We talked for a few minutes and I got some information about some of the other students in the class. I was excited for her and proud to see that she is not only a community college math teacher now, but attending conferences like AMATYC to improve her career. I look forward to being able to renew our friendship now in a professional manner as fellow math faculty.

Thank you to AMATYC for things like this conference to allow these kind of connections to take place!

I asked Patrick and his student Chalyce Deterding, if I could share their story and they agreed. I received a follow-up email from Chalyce who wrote:

I will just add that this may have been a particular surprise to Pat because at the time I was majoring in engineering. I am surprised he remembered me from so long ago. (My unique name probably helps). This just goes to show that we really do make a difference in the lives of our students. It is likely because of his recommendation to the tutoring center on campus that I have my teaching career today. I received a letter from the tutoring center that they wanted me to be a student tutor and I fell in love with teaching. The rest is history. I changed my major to math right away and here I am 18 years later, teaching at Elgin CC, with additional responsibilities as Instructional Coordinator.

It was so great to see Pat again, so I thank all who were involved in organizing the conference!

The Annual AMATYC Conference brings teachers together and great things can happen! Just like great things are happening in your classrooms around the nation. I have always believed that the connections that we make with our students can make a difference in their lives. This is a perfect example! Do you have a story to share? Why not share it with your fellow AMATYC members by posting on Facebook?

ANets Are Alive: Get Involved!

by Christine Mirbaha, Fary Sami,
Steve Krevisky, and Judy King

Beginning January 1, 2016, four AMATYC Network (ANet) groups were established with the goal of supporting AMATYC's mission in a more concise manner. ANets provide for networking opportunities with colleagues whose roles at their respective institutions are comparable or who have similar interests.

Mathematics for Liberal Arts ANet

AMATYC is looking for members to participate and contribute to a new focus group: Mathematics for Liberal Arts ANet. This focus group's goal is to create and maintain a learning community for teachers of Mathematics for Liberal Arts courses. Members will participate in dialogue on common issues such as building new courses, credit transfer issues and prerequisite skills, successful delivery formats, and sharing of best practices. Anyone having an interest in these courses, whether focusing on teaching a successful course or trying to build one, should consider joining this ANet, as well as people who are interested in improving or changing the structure or content of these courses. All input and participation is welcome. If interested, please contact Fary Sami, the Mathematics for Liberal Arts ANet Leader, at fsami@harford.edu.

International Mathematics Education ANet

Interest in international mathematics education has grown significantly within AMATYC's members over the last several years. The re-establishment of the International Mathematics ANet augments AMATYC's commitment to ensuring global high quality mathematics education. Members have begun discussion on some of the following issues: What can we learn from best practices in other countries? How does the US stand on such studies as the TIMSS (Trends in International Math and Science Studies) data? What opportunities are there for going to international math and statistics conferences? What information can we share back home? What is the role of global math education? Join this ANet to discuss these and other questions about the role and scope of international math education! If interested, please contact the International Mathematics ANet Leader, Steve Krevisky, at SKrevisky@mxcc.comnet.edu.

Adjunct Faculty Issues ANet

Adjunct faculty members teach a large proportion of the credit classes taught at the college level, yet this group is rarely consulted regarding issues that affect them. The Adjunct Faculty Issues ANet focuses on issues and concerns that are unique to part-time faculty. Work environment, employment conditions, obligations and expectations, support, and performance evaluations are just some of the areas of concern addressed by this group. People interested in joining this ANet should contact Judy King at turkcay@comcast.net.

Division/Department Leadership ANet

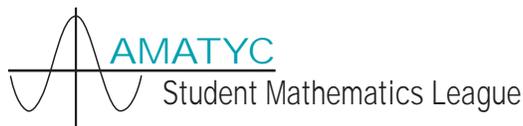
This ANet continues the work of the former Division/Department Issues Committee (DDIC). The Division/Department Leadership ANet provides a supportive network for mathematics educator supervisors. Members of this ANet discuss issues that are unique to coordinators, chairs, and others in supervisory roles. Topics include the hiring, evaluation and firing of faculty and staff; motivating and mentoring faculty members; union issues; scheduling; student complaints; and so forth. In addition, this group is responsible for developing, maintaining and revising any AMATYC guidelines and position statements

➤ *Continued on page 10*

Student Mathematics League

by Steve Hundert, Coordinator

In the fall semester, we had 7,510 students from 174 schools participate in the AMATYC



Student Mathematics League competition. Please consider forming a team and joining the league for the 2016/2017 academic year. Here are some of the results for round 1. (Round 2 testing is complete, but results are not yet available.)

Top Teams in the Nation

1. West Valley College (CA)	161.5 points
2. Los Angeles City College (CA)	145 points
3. Brookdale CC (NJ)	133.5 points
4. East Los Angeles College (CA)	126.5 points
5. Pasadena City College (CA)	125.5 points
6. El Camino College (CA)	121.5 points
7. Schoolcraft College (MI)	121 points
8. College of San Mateo (CA)	120.5 points
9. Austin CC (TX)	118.5 points
10. Santa Monica College (CA)	117.5 points

Top Team in the Region

Northeast (tie)	Queensborough CC (NY) Suffolk CC (NY)
Mid-Atlantic	Brookdale CC (NJ)
Southeast	Georgia Perimeter College (GA)
Midwest	Schoolcraft College (MI)
Central	Normandale CC (MN)
Southwest	Austin CC (TX)
Northwest	Edmonds CC (WA)
West	West Valley College (CA)

Top Individuals

1.	Handong Wang	West Valley College (CA)	38.0 points
2.	Matthew Hase-Liu	West Valley College (CA)	37.5 points
3.	Ninh Vu	Los Angeles City College (CA)	35.5 points
4. (tie)	Zachary Obsniuk	Macomb CC (MI)	35.0 points
	Zilong Wang	Berkeley City College (CA)	35.0 points
6.	Maciej Wlodek	Suffolk County CC (NY)	34.0 points
7. (tie)	Nikhil Marda	Rochester CTC (MN)	33.5 points
	Brendan Brzycki	Los Angeles City College (CA)	33.5 points
	Geoffrey Zheng	Indian River State College (FL)	33.5 points
10.	Hyun Park	Pasadena City College (CA)	32.5 points

Future AMATYC Conferences

2016	Denver, CO	November 17-20
2017	San Diego, CA	November 9-12
2018	Orlando, FL	November 15-18
2019	Milwaukee, WI	November 14-17
2020	Spokane, WA	November 12-15
2021	Phoenix, AZ	November 4-7

For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.5643.



Have You Considered Chartering a Mu Alpha Theta Chapter at Your College?

The purpose of Mu Alpha Theta is to promote scholarship in, and enjoyment and understanding of, mathematics for high school and two-year college students. There are currently only 62 active two-year college chapters nationwide. Some of the benefits to having a Mu Alpha Theta chapter include:

- Mathematics Competitions
- Scholarships
- Chapter Grants
- Student Grants
- Faculty Grants
- Convention Grants

For further information about chartering a Mu Alpha Theta chapter, please contact Paige Perry at pperry@suscc.edu.

Position Announcement

The current Executive Director of Mu Alpha Theta, Kay Weiss, will retire in 2016. The Executive Director's position will be posted soon, salary commensurate with experience. The job will remain open until enough qualified candidates have applied. This position is located at the University of Oklahoma in Norman, OK. For further information about the Executive Director's position, please email Kay Weiss at kweiss@ou.edu.

➤ Director Position Available, Continued from page 6

The successful candidate will be a member of one or more of the CBMS member societies, and have significant administrative experience, demonstrated strong leadership ability, outstanding speaking and writing skills, and experience with seeking, obtaining and administering external grants. Knowledge of the major issues facing member societies and the profession, the ability to understand, appreciate and represent the views and perspectives of the different member societies, and the ability to communicate with and work with diverse individuals and to seek consensus for the common good are all essential. National visibility with one or more member societies and the mathematics/mathematics education professional communities is desirable.

Inquiries, applications, and nominations should be sent to the Search Committee Chair, Charles Steinhorn, CBMS Secretary-Treasurer (steinhorn@vassar.edu); or Department of Mathematics, Vassar College, 124 Raymond Ave, Poughkeepsie, NY 12604) by May 31, 2016. Email preferred.

Committee News

RMETYC

by Megan Breit-Goodwin

Why do students struggle to understand that 0.0013 is less than 0.01? Are there differences in attitudes toward math between online and face-to-face algebra students? What are the impacts of contextual problem-based problems on student understanding of the concept of limit? Questions such as these apply to the ins and outs of teaching and learning mathematics at two-year colleges. Importantly, they shape conversations that motivate meaningful change to the ways teaching and learning unfolds in mathematics classrooms. Research in Mathematics Education at Two-Year Colleges (RMETYC) provides an encouraging space for two-year college faculty to ask such questions, engage in conversations, and collaborate in exploration of these questions.

RMETYC hosted a research session at the 2015 AMATYC Conference in New Orleans. Julie Phelps of Valencia CC provided the keynote address and discussed the importance of faculty voices in the research informing the work surrounding mathematics education in two-year colleges. Preliminary research reports on studies in two-year college contexts were shared and discussed in break out sessions.

Research in mathematics education is an important basis for the teaching and learning of mathematics in two-year colleges. The work of the RMETYC committee aims to continue the vision of AMATYC by providing organizational support and encouragement to two-year college faculty researchers and research conducted within two-year colleges. The research committee encourages you to ask questions, and welcomes you to explore the questions in conversation and collaboration with others. Committee members are engaged in multiple activities to support these goals. Several activities are described below.

- Working with the *Beyond Crossroads* revisions leaders and writers to ensure a solid research base for the document.
- Facilitating sessions at the International Congress on Mathematics Education, ICME-13 meetings.
- Developing the online presence of RMETYC and exploring ways for two-year college researchers to connect and collaborate online.
- Seeking opportunities to develop programming that supports and encourages two-year college mathematics faculty members as they engage in dissertation studies, grant projects and other research activities.

RMETYC will host a research session at the 2016 AMATYC Conference in Denver, CO. Information about the research session can be found at <http://RMETYC.blogspot.com>.

To learn more about RMETYC please visit the AMATYC website, www.amatyc.org or the blog at <http://RMETYC.blogspot.com>. If you would like to join in the work of RMETYC email John Smith, Chair, at jtsmith2@pstcc.edu or Megan Breit-Goodwin at Megan.Breit-Goodwin@anokaramsey.edu.

Statistics Committee

by Julie Hanson, Chair

In collaboration with the AMATYC/ASA Joint Committee (AMATYC's Joint Committee with the American Statistical Association), the AMATYC Statistics Committee sponsors a series of webinars related to teaching statistics. In February, Jay Meisenheimer, Chief of the Division of New Media at the U.S. Bureau of Labor Statistics, presented a webinar titled "Using Data Visualizations to Improve Understanding about the Labor Market and Economy." In April, Allan Rossman and Beth Chance presented a webinar titled "Teaching Introductory Statistics with Simulation-Based Inference." On Tuesday, June 7th, Jon Oaks will present a webinar titled "So, You're Teaching Statistics for the First Time?" Registration for upcoming webinars is available on AMATYC's website at www.amatyc.org.

In collaboration with the AMATYC/ASA Joint Committee, the AMATYC Statistics Committee maintains a webpage of information for statistics teachers. On the webpage you'll find links to classroom resources, pedagogy and course content, recordings of previous webinars, and more. A link to it is located on the main page of the AMATYC website under the "Quick Links to Popular AMATYC pages" heading. It is located at www.amatyc.org/?page=StatsResources

If you teach statistics, please consider joining the AMATYC Statistics Committee. To join or to learn more about the committee, please contact Julie Hanson at julie.hanson@clinton.edu.

Innovative Teaching and Learning Ideas

by Dan Petrak, Chair

The Innovative Teaching and Learning Committee (ITLC) continues its relaunch of the ITLC Google Group to improve communication and collaboration. If you have not requested to join, please do so by going to the ITLC link on the AMATYC webpage or by going directly to <https://groups.google.com/d/forum/amatyc-itlc> and request to be added. All AMATYC members are welcome and encouraged to join in this online community. We have many ongoing discussions involving a wide range of topics. It also provides the opportunity for faculty to share best practices in teaching online, pathways curriculum, open educational resources, and a multitude of relevant topics to all community college math faculty. If you have an idea or question, this is a great group to seek out to learn more. Think of us as part of your personal learning network.

The ITLC has been charged with making major revision to the Position Statement on *The Use of Technology in the Teaching and Learning of Mathematics*. It has also been charged with determining if the Position Statement on Distance Education College Mathematics Courses in the First Two Years needs no changes, minor changes, or major revisions since its last update in 2011. These documents are posted on the ITLC Google Group page and you are invited to view and comment on them there.

It is not too early to begin thinking about the AMATYC conference in Denver this fall. The ITLC will again have an Ignite Session on Friday night of the conference and will be looking for presenters. This is always a lively event based on 5-minute presentations with slides automatically advancing every 15 seconds. Look for postings and information about this on the ITLC Google Group message board this summer and fall.

Math Boot Camp: Behind the Scenes

by Crystal Wiggins and Behnaz Rouhani, Chair, AMATYC Placement and Assessment Committee

In this issue Crystal Wiggins from Northwestern Connecticut CC describes her efforts in creating a Math Boot Camp (MBC). This is in response to the Public Act 12-40 of Connecticut, which was to limit the number of developmental classes at community colleges and state universities in order to have a uniform curriculum. This is an intensive, hybrid program, providing students with the skills necessary to place above transitional math.

Goals of this boot camp from its inception were to improve the students' placement success, while steadily increasing its retention stats semester over semester. Placement test scores, attendance, and subsequent course enrollments were used as primary indicators to monitor the success and value of MBC.

The Math Boot Camp started out as "College Math Preparation Program," which was a purely online, 10 week long program using a web-based, artificially intelligent, assessment and learning system. The structure of the program was not conducive to retaining students' attention and dedication at this level. Students needed a modicum of motivational guidance in order to achieve success.

Stage two of the program involved restructuring. To improve commitment and provide additional positive support and encouragement an on-ground segment was added to the program. The students convened twice per week for 1.5 hours. During these times help was readily available should any questions arise. Although there was some improvement, the results were not as positive as expected.

During stage three the program was renamed to MBC and reduced in duration to 6 weeks. It was believed that 6 weeks would yield better results, covering the same amount of material while maximizing their optimum attention window. Although improvement was noticed there was still more to be desired.

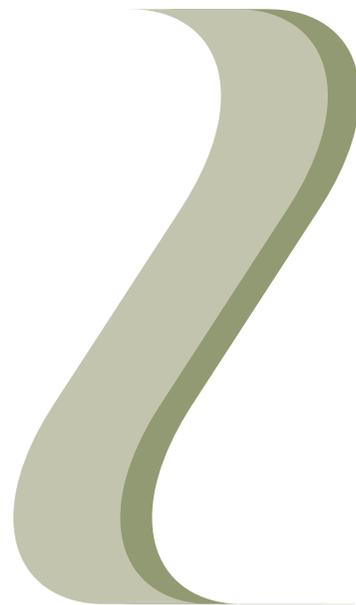
The final stage of the program incorporated a second-chance placement component, mini lessons, and a question and answer session. During the mini lessons, the students participated in a 30-minute session in which they were encouraged to ask questions. Sixty-minutes of the class time was reserved for the online portion of the class while the instructor was readily available to answer any questions. In addition, the instructor established a point system, which consisted of attendance, progression through the online program, during question and answer sessions. If the students missed the placement test score by two points or less and secured at least 80 out of the 100 available points during their enrollment in MBC, the instructor placed them in the subsequent course.

The students' disposition drastically improved after incorporating the multiple-measures point system. Several students mentioned that they would like the online program to continue through their next mathematics course citing its benefits. An improvement was evident as students successfully placing out of the program grew from 17% in the fall of 2013 to 100% in the spring of 2015.

Would you like to share tips about assessment techniques from your classroom or placement methods used at your institution? If so, contact Behnaz Rouhani at Behnaz.rouhani@gpc.edu for more information.

➤ *ANet, Continued from page 7*
related to issues under its purview. Anyone interested in becoming involved in this ANet should contact Christine Mirbaha, the Division/Department Leadership ANet Leader, at cmirbaha@cbbcmd.edu for more information.

In the coming months, more information will be provided on each ANet's objectives and activities. If you are looking for a way to get involved with AMATYC and one of the aforementioned piques your interest, consider joining an ANet.



AMATYC CALENDAR OF EVENTS

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

May 20-21, 2016 NMMATYC Conference, UNM-Valencia, Los Lunas, NM. Website: www.nm.matyc.org

May 24, 2016 MMATYC Annual Spring Conference, CC of Baltimore County-Owings Mills, Owings Mills, MD. Contact: Sarah Miller, smiller10@cbbcmd.edu, Website: <https://sites.google.com/site/mdmatyc/home>

May 26-27, 2016 36th Annual OCMA Conference, Fern Resort, Orillia, Ontario, Canada. Contact: Wendi Morrison, wendi.morrison@sheridancollege.ca, Website: www.theocma.org

September 24, 2016 LaMsMATYC Conference, Delgado CC, New Orleans, LA. Website: <http://lamsmatyc.wix.com/home>

September 24, 2016 WisMATYC Fall Conference, Univ of Wisconsin-Sheboygan, Sheboygan, WI. Website: www.wis.matyc.org

October 14-15, 2016 MichMATYC Annual Conference, Delta College, University Center, MI. Website: www.michmatyc.org

November 17-20, 2016 42nd Annual AMATYC Conference, Denver, CO. Contact: AMATYC Office, amatyc@amatyc.org

December 9-10, 2016 CMC³ 44th Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, harbism@scc.losrios.edu. Website: www.cmc3.org

A form is available at www.amatyc.org/?page=AffiliateConferences to update or add affiliate conference information.

AMATYC Foundation

Shown below is the dollar amount collected by region during the AMATYC Annual Conference in New Orleans. The Central region had the highest percentage of donors for those attending the conference and the Midwest region boasted the highest dollar amount contributed.

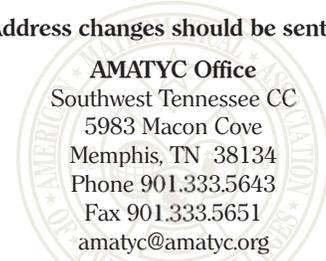


	Amount	# Participation	# Registration	Percentage
Northeast	\$ 5,736	55	135	41%
Mid-Atlantic	\$ 1,637	48	141	34%
Southeast	\$ 3,470	143	268	53%
Midwest	\$ 6,199	84	225	37%
Central	\$ 2,588	48	101	48%
Southwest	\$ 1,196	36	223	16%
Northwest	\$ 913	38	84	45%
West	\$ 2,265	43	165	26%
	\$24,004	495	1,342	

This year, AMATYC Foundation funds will support AMATYC Project ACCCESS, the 2016 National Association for Developmental Education (NADE)/AMATYC Developmental Math Summit Project, and will offer limited support to four AMATYC members planning to attend the 13th International Congress on Mathematical Education (ICME13) to be held this July in Hamburg, Germany. The ICME support will be decided by a random drawing of interested members. For more information about the Foundation, contact Nancy Sattler, Foundation Chair, at nsattler@amatyc.org.

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

Address changes should be sent to:



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Highlights of the 2016 January AMATYC Board Meeting

by Michelle Duda, AMATYC Board Secretary

A planning session is held in Memphis at the beginning of the term of each new AMATYC board. The most recent meeting was held on January 16-18, 2016. In addition to the time spent familiarizing board members and committee chairs with AMATYC processes and policies, a board meeting was held throughout the weekend. Highlights and actions taken by the board include:

- Approval of a motion to accept the National Association of Mathematicians (NAM) as the ninth member society of the Joint Committee on Women in the Mathematical Sciences (JCW).
- Nancy Sattler reported on the progress of the *Beyond Crossroads* Revised project. As a part of the report, Nancy shared a document from the committee detailing the status, overview and background, document outline by chapter, and next steps of the project.
- The following appointments were approved, pending membership verification: Barbara Leitherer and Chris Yuen to the Organizational Assessment Committee; Nicole Lang (chair), George Hurlburt to the Professional Networking Committee; Steve Hundert, Dan Fahringer, Nancy Sattler, and Jane Tanner to the Eligibility to Participate in SML Committee; Ashley Johnson as the Northwest Regional Representative to the Statistics Committee; Rachel Bates as the Southwest Regional Representative to the PAC Committee; Mary Moynihan as an AMATYC representative to the AMATYC/ASA Joint Statistics Committee; James (Jay) Martin as the AMATYC Exhibits Chair, effective January 1, 2017; Crystal Wiggins as the Northeast Representative and Jeff Thies as a member-at-large to the Placement and Assessment Committee

Other Board Actions

The board continues business between regularly scheduled meetings through a series of email discussions and votes. The following action was taken between the Strategic Planning Orientation meeting and March 1, 2016:

- The AMATYC Board approved a pre-conference workshop on statistics led by Allan Rossman and his colleagues on Wednesday prior to the AMATYC Annual Conference in Denver.

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

Diane Koenig, Editor
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Southwest Tennessee CC
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Focus on Affiliates: MMATYC

by Sarah Miller, MMATYC Newsletter Editor; and Christine Mirbaha, MMATYC Secretary



The Maryland Mathematical Association of Two-Year Colleges (MMATYC) is one of the Mid-Atlantic regional affiliates. Our current President is Evan Evans from Frederick CC. He has worked diligently and successfully to increase our membership, as well as expand our annual spring conference offerings during his two terms in office. Many members have become more active in both MMATYC and AMATYC because of his efforts to get more people involved. MMATYC members are thankful for his leadership.

For the past four years, MMATYC has produced a newsletter twice per year, usually in spring and fall. Sarah Miller of CC of Baltimore County is the editor. It includes AMATYC news updates, MMATYC conference news, ideas for use in the classroom, and a feature called "Fun from the Files." The newsletter, MMATYC conference information, links to other AMATYC Mid-Atlantic regional affiliate sites, links to other related statewide and national organization websites, information on how to become involved with MMATYC, and other information about MMATYC are located on our official website, <https://sites.google.com/site/mdmatyc/home>.

MMATYC holds two business meetings each year. Our January business meeting is one of the highlighted events during Maryland's annual Association of Faculties for Advancement of Community College Teaching (AFACCT) conference each year. During this meeting officers were elected, AMATYC information was shared, award recipients were announced and other affiliate related business was conducted. Our spring business meeting, held during the MMATYC Conference, gives us a chance to highlight AMATYC, MMATYC, and other Mid-Atlantic Region affiliates' accomplishments and projects. We also join with our fellow Mid-Atlantic affiliates for an informal social at the AMATYC conference each fall, which adds to our camaraderie.

The 2016 MMATYC Conference will be our 5th annual spring conference. It will be held on Tuesday, May 24th, at the CC of Baltimore County (CCBC), Owings Mills Center. This year's theme is "Changes and Constants." Nancy Shapiro, the Associate Vice Chancellor for Academic Affairs for the University System of Maryland, will be the keynote speaker. MMATYC President Evan Evans and AMATYC Mid-Atlantic Vice President Dan Fahringer are expected to update MMATYC members with the latest AMATYC and MMATYC news and interesting facts during our lunchtime business meeting. Presentation proposals are being accepted until April 24th and registrations through May 15th.

Thank you for taking the time to get to know us better.

Volume 31 Number 2 April 2016

AMATYC
NEWS®

ISSN: 0889-3845