

# NEWS

*Serving the professional  
needs of two-year  
college mathematics educators*

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## Annual AMATYC Conference in San Diego

Join your colleagues November 10-13, 2005, in San Diego, CA, for the 31<sup>st</sup> Annual AMATYC Conference. This year's theme, *Catch the Wave*, will capture your imagination as you participate in professional development opportunities designed with your students' success in mind. Ride the wave of learning from your colleagues, build professional relationships, and refresh yourself professionally. You can examine the latest textbooks and explore exciting new technology brought to you by our exhibitors.

Featured presentations will include:

❖ **The Mathematics of Juggling**

**Ronald Graham**, the Irwin and Joan Jacobs Professor in the Department of Computer Science and Engineering of UCSD and Chief Scientist at California Institute for Telecommunications and Information Technology, Cal-IT<sup>2</sup>, of UC San Diego, will be the Opening Session keynote speaker on Thursday at 3:00 p.m. Ron is a well-known, accomplished mathematician. He is Past President of the Mathematical Association of America and was a long-time friend of Paul Erdős. He was Chief Scientist at AT&T Labs for many years and speaks fluent Chinese. *Graham's number* was in the Guinness Book of Records as the "largest number," and is inexpressible in ordinary notation and needs special notation devised by Don Knuth in 1976. An ex-president of the International Jugglers Association, Graham will highlight some of the new ways to describe juggling patterns that have led to previously unknown patterns and many new mathematical theorems on Friday evening.

❖ **Using Mathematics to Understand What Bees Are Buzzing About**

On Saturday morning, breakfast keynote speaker, **Millie Johnson**, will share her entertaining and educational knowledge of the communication system used by honey bees that allows them to recall colors, shapes and odors, and to navigate with precision. Johnson is Associate Professor of Mathematics at Western Washington Univ in Bellingham, WA, and has consulted on a wide range of mathematical applications including DNA testing, minimal surfaces, septic tank design, and river flow management. She believes in challenging students' intellect rather than their memory.

❖ **Calculating Animals**

Renowned author, professional mathematician, and "the Math Guy" on NPR's popular magazine program Weekend Edition, **Keith Devlin**, will discuss mathematical abilities found in the animal kingdom in a plenary session at 1:00 p.m. on Friday. Whether you have heard Devlin's Weekend Edition discussions or not, you are sure to enjoy and find useful the details of calculating animals!

❖ **The Cycloid: Helen of Geometry**

Professor of Mathematics at Santa Rosa JC and grower of Pythagorean trees, **John Martin**, will share at 10:45 a.m. on Saturday the beautiful properties of the cycloid and he will tell us the intriguing reason it has been called the Helen of geometry. He will also link the cycloid with the development of calculus. Martin will do an encore presentation at 7:45 a.m. on Sunday.

Thursday will be a very full day packed with conference activities including themed sessions, the opening session, Exhibits Grand Opening, and forums on issues important to AMATYC and to the profession. Plan to arrive Wednesday evening to take full advantage of scheduled events.

See you in San Diego!



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Judy E. Ackerman  
Montgomery College  
Rockville, MD

What are the issues that concern two-year mathematics faculty? Are some of the following on your list: student success in remedial mathematics, dual enrollment, distance education, teacher preparation, articulation and alignment of curriculum, quantitative literacy, statistics reform, college algebra reform, intermediate algebra reform, adjunct faculty, new faculty, or professional development opportunities? Through AMATYC special projects and committees, AMATYC members have the opportunity to discuss these topics, put forward AMATYC position statements, and propose grants.

Currently there is much discussion in the college mathematics community about rethinking, reforming, and improving college algebra courses. This is in part a result of the shift in the educational goals of the students enrolled in these courses. At one time college algebra was one of the courses students took in order to prepare to take calculus. Today most students enrolled in a college algebra course are not planning to take calculus. Instead they are meeting a graduation requirement established either by their college or by state regulation. In some states, such as Maryland, COMAR, the Code of Maryland Regulations, states that students need "one course in mathematics at or above the level of college algebra." This means that there are a number of diverse courses that may be used to meet the collegiate general education mathematics requirement. It is left up to individual colleges to determine which mathematics courses to offer and to see that they are taught at the intended level. Unfortunately in some states the requirement is a college algebra course.

The spring 2003 issue of *The AMATYC Review* included a concentration of articles on alternatives for college algebra. The alternatives presented in that issue were reform through interdisciplinary applications, a course designed around applications to biology, adapting the calculus workshop model to college algebra, and incorporating modeling into the course to provide a context for algebraic methods. Each of the alternatives described were for courses that were taught at four-year colleges. The changes are in both content and pedagogy.

There clearly are reasons why college algebra courses are problematic and ripe for change. What is less clear is how big a problem this is at two-year colleges. Is college algebra a universal issue at two-year and four-year colleges? Are the issues related to college algebra different at two-year colleges than at four-year colleges? What is hindering change in college algebra at two-year colleges? Are potential problems with transferability the obstacle to change at two-year colleges? Would you agree with those who say that the parallel issue at two-year colleges is the nature of the intermediate algebra course?

At one time college algebra was one of the courses students took in order to prepare to take calculus. Today most students enrolled in a college algebra course are not planning to take calculus.

Don Small, Military Academy at West Point, a long-time advocate for change in college algebra, summed up his call for change by saying

In the final analysis, curricula and syllabi are local in nature, as is the means for implementing change. Thus, the task of everyone involved with College Algebra is to engage colleagues, administrators, and local business people to improve the role of College Algebra in our educational system and in the effectiveness of the present programs.<sup>1</sup>

Consider this a call for your ideas on how AMATYC might engage you and your colleagues to improve college algebra. What information and support do you need to effect change in your classroom and at your college?

<sup>1</sup> Don Small. *An Urgent Call to Improve Traditional College Algebra Programs*. MAA Online, March 4, 2005. <http://maa.org/t%5Fand%5Ft%5Furgent%5Fcall.html>

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

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## Beyond Crossroads Adopts Logo!



**B**yond Crossroads now has a logo, seen here. The five “roads” represent the five new implementation standards relating to learning and the learning environment, instructional strategies, program and curriculum development, assessment, and professionalism. The cube located at the crossroads reminds us that *Beyond Crossroads* builds upon *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus* (AMATYC, 1995). Quoting from the 1995 *Crossroads*, “The cube situated at the intersection represents the three dimensions of the standards—intellectual development, content, and pedagogy—that are intended to guide mathematics faculty along the way to reform.” The road beyond the cube is the road leading to student success, achieved through putting into practice the standards in *Beyond Crossroads*. With its new implementation standards, *Beyond Crossroads* will provide recommendations and action items to strengthen the teaching and learning of mathematics at the introductory college level.

The Writing Team is using the valuable input from AMATYC members through an online questionnaire, conference attendees and AMATYC Committees at the 2004 AMATYC Annual Conference in Orlando, Association Review Groups, and special reviewers to prepare the close-to-final document to be distributed at the 2005 AMATYC Annual Conference in San Diego. Stay tuned for the latest updates!

## Dues Increase Takes Effect July 1, 2005 Act Now to Save!

**T**he delegate assembly approved the dues increase shown below as necessary for the continuing health of the organization. You can postpone the effect by selecting any of the appropriate categories prior to July 1. Notably, AMATYC will honor membership renewals of any category regardless of your current membership expiration date. Your membership expiration date will be advanced by the appropriate renewal period.

<u>Category</u>	<u>Through June 30</u>	<u>Beginning July 1</u>
Regular Membership-1 year	\$60	\$75
Regular Membership-2 years	\$115	\$145
Regular Membership-3 years	\$170	\$210
Lifetime Regular Membership	\$1200	\$1500
Adjunct Membership-1 year	\$30	\$37.50
Retired Membership-1 year	\$30	\$37.50
Institutional Membership-1 year	\$300	\$435

## AMATYC Committees Active and Welcoming

**A** MATYC has eight committees you can join:

- Distance Learning
- Equal Opportunity in Mathematics
- Faculty Development
- Foundation/Developmental Mathematics
- Placement and Assessment
- Program/Curriculum Issues
- Technical Mathematics/AAS Programs
- Technology in Mathematics Education

Committees are active throughout the year working for you and meet at each conference. Whatever your interest in mathematics education in the first two years of college, you should be able to find an appropriate AMATYC committee working on it. Most have websites that you can visit to get more information on their activities. These websites are listed with the committees on the AMATYC website.

To join or get involved with a committee, contact the chair or attend the committee meetings at the conference—AMATYC members are always welcomed by all AMATYC committees. Active committee members are often recognized for their leadership potential and become further involved in AMATYC.

### The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Lamar State College-Orange, 410 Front St., Orange, TX 77630. Author Guidelines may also be found at [www.amatyc.org/Publications/Review](http://www.amatyc.org/Publications/Review).

# MATHEDCC Addresses Important Issues

*Moderated by Wayne Mackey, University of Arkansas, Fayetteville, MATHEDCC is where mathematics faculty turn to discuss important issues with their colleagues. Among recent email discussions were ADA accessible graphing calculators, number theory, and a request for recommendations for developmental mathematics workshops.*

*The following was written in response to an inquiry on MATHEDCC asking how mathematics faculty should respond to the perceived lowering of expectations in college algebra and increasing failure rate in calculus. It also mirrors some of the ideas noted by President Ackerman in the President's Message (page 2). We are printing an edited copy of the email with the permission of the author.*

I'm writing as a person who teaches mostly developmental/remedial courses. There is a significant question. Should our goal for all students be Calculus? Why do we worry about what is happening? I think it is intuitively obvious that mathematics has given up on teaching mathematics. Until we decide that knowing and doing mathematics is indeed culturally important as say reading or writing or voting or watching good basketball or believing in only one conception of religion, then maybe we can really have a useful discussion. Also I would refer you to the CUPM of MAA recently-released discussion on curriculum changes.

I believe mathematics is that important; unfortunately, I do not believe society thinks so, nor does government or religion or most other people. We have not made a real case. We simply have bought into the notion of hiding all the mathematics that runs our world and have been buying our mathematics ability from abroad. And those countries are now deciding not to send their best and brightest to us.

HMMMM, and we worry about low paying jobs being sent overseas. I worry about who will be able to work when and if I ever retire.

Passionate and skeptical, yet a romantic at heart,  
Vernon M. Kays, St. Louis CC at Meramec



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<mail to: MAJORDOMO@MATHFORUM.COM>

To read the archives, visit the MATHEDCC page  
on the AMATYC website.

# Biotechnology Materials Released

A collection of problems showing how technicians in biotechnology use mathematics has been released and is now available on the web at [www.waketech.edu/~rlkimbal/CRAFTY/CD/BiotechMaterials.pdf](http://www.waketech.edu/~rlkimbal/CRAFTY/CD/BiotechMaterials.pdf). The 60 separate problem scenarios provide insight into the mathematics skills technicians use daily and can provide two-year college faculty with direction for evaluating the appropriate content in mathematics courses that equip students for partner disciplines.

These materials were developed as a result of a joint venture between faculty and industry professionals in fields related to biotechnology and two-year college mathematics faculty. The work was part of a supplemental grant from the National Science Foundation (NSF) awarded to AMATYC for the project "Technical Mathematics for Tomorrow: Recommendations and Exemplary Programs." Project recommendations for the original phase were contained in the publication *A Vision: Mathematics for the Emerging Technologies*. Each member of AMATYC received a copy of the *Vision*. Among the recommendations in the *Vision* was a reform in mathematics texts.

Participants who helped develop the *Vision* document felt that textbooks should include writing assignments, projects, technology-based activities, a sufficient amount of skill-and-drill exercises, useful web materials, and information relevant to the technologies represented in their mathematics courses. They also felt that some materials should include too much information and others should omit some relevant information and force students to find the missing information.

The materials the participants described are, for the most part, not available in areas of emerging technologies. The additional funding from NSF was used to create these types of materials for the biotechnology area. The problem scenarios were created for use in the classroom and reflect the mathematics needed in biotechnology.

The effort to develop the biotechnology materials involved nine biotechnologists and three mathematicians. Each biotech person developed about 14 problems. Using Bloom's Taxonomy, each problem was classified at one of Bloom's six levels. Each person originally developed at least one problem in each level. A 2½ day workshop was held at Wake Technical CC, May 16-18, 2004. At this workshop, the biotechnologists interacted with several two-year college mathematics faculty. The purpose of the workshop was to refine the work of each person and make sure that the content was sound, from both a biological and mathematical view, and that the problems were appropriate for the two-year curriculum. At the workshop, several of the problems were merged in order to reduce duplication. Also, many of the answers were rewritten to make them more understandable to mathematicians. The problems were "field tested" with several Wake Tech students before the final set of materials was prepared.

## Catch the Wave

by Peg Hovde, Conference Chair  
2005 AMATYC Conference  
in San Diego

Plan to catch the wave to the 2005 AMATYC Annual Conference in San Diego, November 10-13 at the Town and Country Resort and Convention Center. View the hotel and gardens at the resort's webpage, [www.towncountry.com](http://www.towncountry.com). Make time in your busy schedule to ride the San Diego Trolley to historic Old Town, the Embarcadero, or the Gaslamp district in downtown San Diego. Visit one of the many San Diego websites that have information about tours, sites to visit, activities, shopping, trolley, and other public transportation. The list will be published in the miniprogram and will be available in the professional networking/hospitality room.

On Friday after the sessions, relax and do fun activities with Pat McKeague or learn to juggle with Ron Graham. There will be a no-host cocktail hour on Friday where participants can network and sign up to go to one of the many fine San Diego restaurants with someone familiar with the area and the cuisine. Choose a cuisine from Mexican, Italian, Indian, Thai, Chinese, Irish pubs, Spanish, South American, and more.

San Diego has a very mild climate with warm sunny days and cool evenings. Pack light for the conference but bring a jacket for the evenings. Check the weather channel before your trip for the weather conditions for the week of November 10-13.



Need to disseminate your NSF grant project? Participate in the AMATYC NSF Poster Session in San Diego. If interested, send an email to the AMATYC Office, [amatyc@amatyc.org](mailto:amatyc@amatyc.org), or Margie Hobbs, [mjhobbs@olemiss.edu](mailto:mjhobbs@olemiss.edu).

## The Magic Glasses & The Axis of Real Numbers

*Chokri Cherif, Borough of Manhattan CC, uses the following article prior to a formal lecture to describe the construction of the axis of real numbers. Chokri realized that students who read the story in advance had a better understanding of the formal lecture than the students who did not have the chance to read it in advance. The translation of the bold words in plain English into their equivalent meaning in mathematics made it very helpful to the students to understand the lecture.*

One night I was looking through the window of my apartment. It was really quiet and beautiful outside. Suddenly, I remembered that a week ago I received a gift from my math professor. On the package was written "Magic Glasses." When I opened the package I found **four** pairs of glasses. They were numbered by **order of strength**, i.e., the higher the number the more one's ability to see invisible things. I was very excited to wear them so I decided to try them on in order, starting with pair number one. When I wore the first pair and looked through the window, I saw many **blue dots on the right hand side** of the window. They were placed next to each other in an **equidistant** fashion and in a discontinuous line. In other words, the distance between any two **consecutive** blue dots was the same. Fascinated with what I saw, I realized that there were **so many dots** that there was **no way for me to count all of them**. Tired of counting I decided to wear the second pair with the expectation of seeing some invisible objects between these blue dots. As soon as I wore the second pair of glasses I realized that I was wrong and that they weren't any better than the first pair since they only **changed the blue dots into yellow dots**. But I quickly realized that there were **more yellow dots on the left hand side of the window** that I had **not seen before**, using the first pair of glasses, and those dots were **equidistant in the same fashion** as were the dots on the right hand side of the window. Curious to see more, I quickly wore my third pair of glasses but again at first I was disappointed because all that I saw this time was the same **yellow dots turned into green dots**. When I was about to take off my third pair of glasses and put on my fourth and last pair, **more green dots** started to pop up **between every two previously yellow dots**, which themselves **turned into green dots**. There were so many green dots popping up to the point that I thought that they would finally touch each other and would form some kind of a smooth continuous green line. But after waiting for a long time, I was convinced that my glasses had reached their limit and all that I could see using them was a long **discontinuous line** of green dots **extremely close** to each other. At that time I decided to wear my last pair of glasses and for the first few seconds I thought I was still using the third pair of glasses because I saw the same exact green dots, but little by little **the green color started to change into red** and **additional dots** that appeared for the first time started to **fill in the gaps** between the previously green dots and it did not take a long time to see a clear and **smooth continuous red line**. Trying to open my eyes very wide to make sure I did not miss anything, I woke myself up, and realized that the whole story was just an **exciting dream**.

When I told my dream to my math professor later on, he told me that it was fascinating, since I had just constructed the axis of real numbers in my dream. The blue dots were the **counting numbers**, the yellow dots were **the integers**, the green dots were the **rational numbers**, and finally the red dots were the **real numbers**.

End of the story.

### ASA/AMATYC Joint Committee

by Brian Smith

The ASA/AMATYC Joint Committee on Statistics will be sponsoring a Themed Session on Activities and Projects in Statistics at the AMATYC Annual Conference in San Diego. This promises to be an interesting and practical session and it is anticipated that participants will go home with practical ideas for implementation in their classrooms. The session will be followed by a panel discussion that will allow participants to discuss their own ideas and experiences with statistics projects and activities. Committee Chair Brian Smith will be attending the United States Conference on Teaching Statistics (USCOTS) at The Ohio State Univ, Columbus, OH. Brian will also attend the Joint Statistical Meetings in Minneapolis in August and will have much to report on at the committee meetings in San Diego. Anyone interested in the work of the committee can contact Brian at [brian.smith@mcgill.ca](mailto:brian.smith@mcgill.ca).

### Distance Learning Committee

by Nancy J. Sattler

Are you thinking of converting one of your courses to an online course? Did you ever wonder how teaching an online course compares with teaching a traditional one? The Online Journal of Distance Learning Administration in its spring 2005 issue addresses this question. A professor at Wright State Univ compared two courses, one online and one in-class, and found that additional time was required to teach online due to increased student contact and individualized instruction. When comparing his courses, he examined four categories: Course Preparation Time, Time Spent Teaching, Office Hours, and Final Tasks.

The course preparation time included start-up time for each class, for each term before the class began. He found that the course preparation time was significantly longer for the online course due to updating the online portion of the course, contacting

students, and getting the students started. This time was not required for the traditional course. Both the traditional and online course required time spent in revising the syllabus.

The time spent teaching was considered time spent communicating with students online and the time spent during the scheduled meeting times for the traditional course. The instructor spent the most time communicating with his online students through email (between 300 and 600 per quarter with 15 students), telephone conversations, discussion groups, and chatrooms.

The instructor held regular office hours. More online students visited his office than students enrolled in his traditional class. The online students usually required more help than the traditional students, few of whom would stop by for help during office hours.

Time spent in the final task category involved miscellaneous duties performed at the end of the term. Both the online and the traditional class had grades to be calculated. The instructor emailed each online student thanking them for taking the course and reminding them to register for the next term. He also downloaded student evaluations from his online students.

This study found that the amount of time spent teaching an online course increased directly with the number of students enrolled and was, per student, six times larger than the time spent teaching a traditional course. The major difference in the time spent between the two modalities was in communicating with the student. Various studies have shown that student interaction leads to student success in the class.

While the time commitment may be greater for an online course, there are many advantages for teaching online. It provides flexibility for both the teacher and the student; discrimination and prejudice are minimized; and it promotes critical thinking skills, deep learning, collaborative learning, and problem-solving skills.

What are your experiences? Are you teaching a class as both an online and a traditional one? Have you compared the time commitment for

each class? Email [MathViaDistance@terra.edu](mailto:MathViaDistance@terra.edu) to share your experiences.

Reference:

Connaught, J. (2005, Spring). Teaching Online - A Time Comparison. *Online Journal of Distance Learning Administration*, 8(1). Retrieved March 14, 2005, from [www.westga.edu/%7Edistance/ojdl/spring81/cavanaugh81.htm](http://www.westga.edu/%7Edistance/ojdl/spring81/cavanaugh81.htm)

### Faculty Development Committee

by Ernie Danforth

San Diego marks the return of the Department/Division Chairs' Colloquium. Plan to rejoin us. Plan, too, to attend our themed session on items of importance to administrators.

Interested in what's happening in mathematics internationally? Participate via email in AMATYC's first ANet, a loosely organized group of like-minded individuals. For more information contact Steve Krevisky at [skrevisky@mxcc.commnet.edu](mailto:skrevisky@mxcc.commnet.edu). Plan to meet in person in San Diego.

Part-time work is sometimes lonely. Adjuncts don't always connect with their departments and departments don't always connect with adjuncts. Encourage adjuncts to save their pennies (and nickels and dimes) to visit with the adjunct group in San Diego. Maybe you can help them secure faculty development funds to make their presence a reality! Discussion is free-flowing over topics of importance to, and concerning part-timers.

### Placement and Assessment Committee

by Ed Gallo

The Placement and Assessment Committee (PAC) sent out its latest newsletter in February. If you would like a copy, please contact Jim Ham ([jaham@delta.edu](mailto:jaham@delta.edu)), our website coordinator and newsletter editor.

In addition, if you are interested in becoming a member of the PAC, just send an email to Jim Ham and he will add you to our membership list.

If you have a short article or other item on math placement or assessment that you think would be of interest to all of the PAC membership, please send it to me (ed.gallo@sinclair.edu) and I will make sure that it gets into our next newsletter.

You can find out more about the PAC and its three subcommittees (Assessment of Student Performance, Assessment of Mathematical Programs, and Placement) by going to [www.amatyc.org](http://www.amatyc.org), then committees, then placement and assessment, and then PAC webpage.

## Technology in Mathematics Education Committee

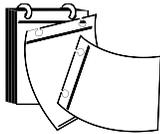
by David J. Graser

In the middle of a typical semester, I begin to have conflicting thoughts about what is working in my classes and what is not. By the end of the semester, I begin to act on these thoughts and prepare for the next semester. Most of you are probably doing the exact same thing. It may seem like a huge task right now, but take advantage of technology! Why not take advantage of research that others have already done and utilize it in your class?

During the semester, I rely upon research from a variety of Internet websites. I use search engines like Google or Yahoo with carefully chosen keyword searches. For instance, I recently searched for ideas using the search phrase "mathematics writing projects." This returned several thousand hits including many mathematics course descriptions where writing projects are used. These were not very useful, but a website with several calculus projects including grading rubrics helped me to develop a new project.

An often overlooked source of information is your college's electronic library resources. My college subscribes to a number of searchable electronic databases. Using these databases I can search for journal articles in a huge number of periodicals in the sciences,

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# AMATYC Calendar of Events

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

September 9-10, 2005 FTYCMATYC Fall Retreat, Central Florida CC, Gainesville, FL. Contact: Michael Jamieson, [jamiesom@cf.edu](mailto:jamiesom@cf.edu)

September 23-24, 2005 MichMATYC Annual Meeting, Kirtland CC. Contact: Doug Mace, [maced@kirtland.edu](mailto:maced@kirtland.edu)

September 24, 2005 LaMsMATYC Annual Meeting, Hinds CC, Raymond, MS. Contact: Kathleen Lopez, [kdl4321@louisiana.edu](mailto:kdl4321@louisiana.edu)

September 24, 2005 OKMATYC Fall Meeting, Redlands CC, El Reno, OK. Contact: Brena Belovich, [bbellovi@tulsacc.edu](mailto:bbellovi@tulsacc.edu)

October 7, 2005 ArizMATYC Meeting, Pima CC, Tucson, AZ. Contact: Dan Russow, [daniel.russow@azwestern.edu](mailto:daniel.russow@azwestern.edu)

November 10-13, 2005 31<sup>st</sup> Annual AMATYC Conference, San Diego, CA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

April 7, 2006 NEBMATYC Annual Meeting, North Platte, NE. Contact: Connie Buller, [cbuller@mccneb.edu](mailto:cbuller@mccneb.edu)

November 2-5, 2006 32<sup>nd</sup> Annual AMATYC Conference, Cincinnati, OH. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

November 15-18, 2007 33<sup>rd</sup> Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

November 20-23, 2008 34<sup>th</sup> Annual AMATYC Conference, Washington, D.C. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

## Call for Nominations

AMATYC seeks nominations for its 2006 Mathematics Excellence Award, which recognizes educators who have made outstanding contributions to mathematics or mathematics education at the two-year college.

Award criteria are national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a regional, state, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education.

A nomination consists of a resume, not to exceed three pages, and three letters in support of the nomination, including the letter of nomination. Submittals are sent to the Mathematics Excellence Award Committee Chair.

**Nominations must be received by the committee chair by November 1, 2005.**

For more information visit [www.amatyc.org/awards/](http://www.amatyc.org/awards/), or contact:

Philip Mahler, Chair  
ME Award Committee  
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781.280.3861  
[mahlerp@middlesex.mass.edu](mailto:mahlerp@middlesex.mass.edu)

### Future AMATYC Conferences

2005	San Diego	November 10-13
2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23

## Arizona

The spring ArizMATYC conference was held at Chandler-Gilbert CC on February 25, 2005. The conference was followed on February 26 with an AMATYC traveling workshop concerning mathematics for elementary education courses.

The membership drive over the past year has been highly successful. ArizMATYC is well on its way to doubling its membership from what it was one year ago. To thank and acknowledge our new members, their sponsors, and the membership at large, three jump drives were awarded at the ArizMATYC business meeting. One went to a faculty member who encouraged strong membership at their college, one was drawn from the general membership, and the third was given to a member present at the business meeting. The giveaways were well accepted and perhaps a tradition was born.

## California

The Teachers Teaching with Technology College Short Course Program short course "Developmental Algebra Using a Function Approach" will be held in San Diego, CA, August 10-12, 2005, at Cuyamaca College in El Cajon. **Joe Fiedler**, California State Univ, Bakerfield, will be the instructor. The registration deadline is August 1, 2005.

For more information contact organizers **Peg Hovde**, [peg.hovde@gcccd.net](mailto:peg.hovde@gcccd.net) or **Terrie Teegarden**, [tteegard@sdccd.edu](mailto:tteegard@sdccd.edu).

## Colorado

About sixty people attended the ColoMATYC meeting on March 4th. **Carol Kuper**, Fort Morgan CC, was elected president of ColoMATYC, and **Art Terrazas** from Aims CC was elected president-elect.

## Florida

FTYCMA awarded its 2005 Distinguished Service Award to **Cliff Morris** of Valencia CC at their February meeting at Manatee CC. Cliff is a past president of FTYCMA and most recently served as Local Arrangements Chair for the 2004 AMATYC Conference in Orlando. The Distinguished Service Award is given in

odd numbered years to a FTYCMA member who has provided outstanding service to the organization.

## Kentucky

The Kentucky Mathematical Association of Two-Year Colleges (KYMATYC) held its thirty-first annual conference March 4-5, 2005, at Shaker Village of Pleasant Hill, KY. Participants were updated on the progress of ongoing revisions of Kentucky community college mathematics curricula. The keynote speaker, **John Hornsby** of the Univ of New Orleans, used an eclectic array of scenes from movies and television shows to enhance his presentation titled "Math Class Goes to Hollywood." **Kathy Mowers**, AMATYC President-Elect, was on hand to update the group on the progress of the *Beyond Crossroads* project.

**Gail Stringer**, Somerset CC, is representing the two-year colleges in Kentucky on committees working on aligning adult education and the core content for high school toward success in postsecondary mathematics endeavors. Gail presented a brief overview of this work at the conference.

**Caroline Martinson**, Jefferson CC, and **Jason Taylor** are participating with Murray State Univ faculty in an initiative funded by the Pew Charitable Trusts to develop a model online college algebra course designed to be used by any qualified faculty member to better serve the general education needs of postsecondary students in Kentucky.

## Maryland

**Andy Bulleri** is on sabbatical leave from Howard CC and is teaching at the Univ of Tartu in Tartu, Estonia. He is teaching a class in Derive™ Applications, but had to teach them Derive™ first. In addition to the class, Andy also prepared a series of presentations that he hopes will encourage some of the faculty to use technology in the classroom.

## Minnesota

The 16<sup>th</sup> annual MinnMATYC joint conference with MCTM was held in Duluth, MN, on April 29-30, 2005. Highlights included talks by authors **Marv Bittinger** and **Tom Carson**, and

**Marvin Johnson's** humor and history presentation. Leadership for the upcoming year is president, **Gail Burgess**, South Central Technical College; past-president, **Keven Dockter**, Inver Hills CC; secretary, **Ken Grace**, Anoka Ramsey CC; and treasurer, **Barb Schewe**, Anoka Ramsey CC. Century College was the state winner of the Student Math League with a score of 246 while **David Buchs**, Rochester CTC, was the top scorer with a 73.5 followed closely by **Bruce Haupt** and **Daniel Blees** from Century College with scores of 73 and 71 respectively.

## Missouri

The mathematics faculty of Ozarks Technical CC sponsored its 7<sup>th</sup> Annual Carnival of Math, "Math is A-MAZE-ing," on Wednesday, April 13. Several hundred students enjoyed the activities of the day which included puzzles, games, and a variety of floor mazes. Publishers and area merchants provided prizes for the event.

## New Jersey

The MATYC/NJ spring meeting was held on April 9 at the Passaic County CC. **Aditi Patel** and **Cyndee Geoffrey** presented a session entitled "Our Best Practices in Teaching Developmental Math." **Ruth Feigenbaum** chaired a roundtable discussion on groundwork for a position paper on Developmental Education in Mathematics. Other committee members include **Harvey Cartine**, **Ellen Freedman**, **Arlene Graper**, **Elizabeth Polen**, **Sandra Silversberg**, and **Barbara Tozzi**.

## North Carolina

NCMATYC held its 15<sup>th</sup> annual conference March 10-11 at Durham Technical CC. Participants came from 32 NC community colleges and 9 universities or non-NC schools. **Martin Lancaster**, president of the NC Community College System, was the keynote speaker. One of the focuses of the conference was the review of course descriptions and the development of course competencies for four courses in the NC Common Course Library—College Algebra, Pre-Calculus Algebra, Technical Math I, and Mathematical Models. The latest drafts of these

documents can be found at [ncmatyc.com](http://ncmatyc.com).

## Ohio

OhioMATYC along with Rhodes State College and Texas Instruments sponsored a successful T<sup>3</sup> (Teachers Teaching with Technology) Regional Conference on April 1-2, 2005. The emphasis was on using technology to enhance student learning in the classroom. **Mary Ann Hovis, Rodney Null**, and many other faculty members at Rhodes State coordinated the conference.

OhioMATYC held its spring business meeting as part of the T<sup>3</sup> Conference. The Distinguished Service Award was presented to **Nancy Sattler** from Terra CC. The OhioMATYC Distinguished Service Award has been established to recognize professors who have made significant contributions to mathematics education at the local, state, and/or national levels. The award is given biannually.

## Oklahoma

OKMATYC held its business meeting on Friday, March 4, in Oklahoma City, OK, and had a turnout of about 25 members. The officers for 2005-2007 are: president, **Brena Bellovich**, Tulsa CC-SE; president-elect, **Linda Tucker**, Rose State College; and secretary/treasurer, **Marcel Maupin**, OSU-OKC.

## Pennsylvania & West Virginia

A combined meeting of PSMATYC and WVMATYC was held April 8-9 at CC of Allegheny County. **Judy Ackerman** provided the keynote address. Other sessions were conducted by **Javier Gomez-Calderon, Paul Gogniat, Patty Florentine, Linda O'Connor**, and **Pauline Chow**. Topics ranged from helping developmental mathematics students to using hyperbolic functions to predict tsunamis.

## Virginia

The Glenn Fox VMATYC Mathematics and Computer Science Scholarship of \$700 for the 2005-2006 academic year has been awarded to **Brittany Danielle Childress** of Southside

VA CC. Her faculty sponsor is **M. Jerry Thornhill**.

The theme of the VMATYC Spring Conference was "Capitalizing on Mathematics." Over 100 educators met in our capitol city, Richmond, to be enlightened about "Math in the Dark Ages" by the keynote speaker, **John Bergland**, of VA Commonwealth Univ, at the banquet on Friday, April 1. On Saturday, thirty breakout sessions were offered, including *Beyond Crossroads* by **Susan Wood**, AMATYC Past President, and an AMATYC Update roundtable chaired by Mid-Atlantic VP **Rob Farinelli**. Thank you to all the faculty of J. Sargeant Reynolds CC who hosted the meeting, led by a steering committee comprised of **Ann Loving, Gwen Turbeville**, and **Randy Pittman**, assisted by **Kathryn Wallo** as chair of the Registration Committee and **Gayle Childers** as chair of the Facilities Committee. VMATYC would also like to acknowledge the financial support of the VA Community College System which helps to fund our conference each year as a peer group meeting for mathematics and computer science faculty.

*See Calendar on page 7 for specific conference information.*

*Due to space limitations, not all news submitted may have been printed.*



The ASA/AMATYC Joint Committee is pleased to announce that the proposal "Preparation of Two-Year College Mathematics Instructors to Teach Statistics with GAISE" has been approved for funding in the amount of \$11,500. The grant will fund a regional workshop designed to prepare statistics instructors in two-year colleges to teach introductory statistics following guidelines of the American Statistical Association (ASA). The proposal was submitted to the Strategic Initiative 2005 program of the ASA by Brian Smith (McGill Univ) and Robert delMas (Univ of Minnesota).

## REMINDER!!

Project ACCCESS is seeking applications for its second cohort. For more information, please visit [www.amatyc.org/projectaccess/](http://www.amatyc.org/projectaccess/). Complete applications must be received by **July 1, 2005**.

## SUMMER INSTITUTE

- ❖ Teacher Prep Summer Institute, July 7-11, 2005, Grand Rapids, MI. Contact: Jim Chesla, [jchesla@grcc.edu](mailto:jchesla@grcc.edu). **Registration deadline: June 1, 2005**
- ❖ Mathematics Across the Community College Curriculum Summer Institute, August 9-12, 2005, Leavenworth, WA. Contact: Deann Leoni, <http://mac.edcc.edu> or [dleoni@edcc.edu](mailto:dleoni@edcc.edu). **Registration deadline: June 10, 2005**

## ANNOUNCEMENT



The AMATYC Board announces the appointment of Deepankar Rick Pal as Publicity

Director. Rick is a professor, the coordinator of the Mathematics Laboratory, and director of TI Technologies at Valencia CC-West Campus in Orlando, FL. Rick will be busy this year with press releases for the Teaching Excellence Awardees as well as new AMATYC Board members and committee chairs.

# Window on Washington

Judy E. Ackerman

The need for improved science and mathematics education in the United States continues to get considerable attention in Congress. Recently there has been a bipartisan effort to effect change through the formation of a STEM (Science, Technology, Engineering, and Mathematics) Education Caucus ([www.stemedcaucus.org/](http://www.stemedcaucus.org/)). This effort is being led in the House by Congressman Vernon Ehlers (R-MI) and Congressman Mark Udall (D-CO). In a Dear Colleague letter dated January 10, 2005, they said that "The U.S. Department of Labor projects that new jobs requiring science, engineering, and technical training will increase four times faster than the average national job growth rate. All workers—from office assistants to rocket scientists—will need a fundamental understanding of math, science, and engineering as well as technical know-how to succeed." They pointed to the large number of students in the United States who are performing below basic levels in mathematics and science as well as how few U.S. high school graduates are going on for degrees in engineering and STEM majors. While they acknowledge that the solution is not immediate, they hope that "the Caucus will become a respected voice for strengthening our math and science and technical education system at every level from K-12 to graduate education." The efforts in the Senate are being led by Senators Norm Coleman (R-MN) and Richard Durbin (D-IL) who on February 2, 2005, sent a Dear Colleague letter to their Senate colleagues. They indicated that "This bipartisan caucus of Senators will focus on STEM education issues and their role in the U.S. workforce, economy and national security ..."

AMATYC was represented in March at the Annual Conference of the Triangle Coalition by President Judy Ackerman and President-Elect Kathy Mowers. The mission of the Triangle Coalition "is to bring together the voices of government, business, and education to improve the quality and outcome of mathematics, science, and technology education." Congressman Ehlers briefed attendees on STEM issues facing the 109<sup>th</sup> Congress. He asked us to urge our Congressional representatives to join the House or Senate STEM caucus. Representatives from the Department of Education and NSF discussed grants, projects, funding, and proposals impacting K-12 education. Susan Sclafani, Assistant Secretary, Office of Vocational and Adult Education, Department of Education, addressed the Administration's plans to improve education.

One of the sessions was called Lobbying—The Basics. It included information on effective ways to write and email policymakers along with tips for successful meetings with legislators. The handout included ten steps for composing persuasive letters and faxes based on material from the American Planning Association website. The steps include identifying yourself as a constituent, using the proper form of address, being brief and simple, stating your position, personalizing the message, being polite, avoiding exaggerations or lies, and being sure that the message is timely.

If your representatives are not part of a STEM caucus you might want to contact them and tell them why they too should be part of the effort to improve STEM education.



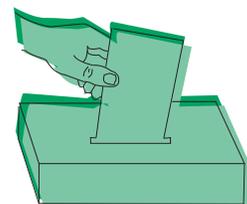
Committee Reports,  
Continued from page 7

business and education. Many of these databases include the full text of the articles. If they don't, I'll search the Internet using the author's name for their personal website or other sources of the full text article. In most cases, an hour of time searching the database will lead to 5 or 10 substantive articles I can read over the summer. To broaden your professional horizons, try checking into your college's electronic resources for your summer reading list.



## 2005 Elections— Eligibility to Vote

All individual AMATYC members as of May 31 of an election year compose the voting membership for the AMATYC election. The following membership categories do not carry voting privileges: retired, adjunct, student, and institutional. If you are the contact person for your college's institutional membership, you must also hold a regular, individual membership to be eligible to vote.



Questions regarding your membership status should be directed to the AMATYC Office by email to [amatyc@amatyc.org](mailto:amatyc@amatyc.org) or by phone to 901.333.4643.



Got Funds? Do you have unused professional development or travel funds left in this fiscal year? Pre-pay your San Diego conference registration! Contact the AMATYC Office at 901.333.4643 or [amatyc@amatyc.org](mailto:amatyc@amatyc.org) for details.

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# AMATYC

## Foundation

*Service  
Support* →

*We make a living by what we get, but we make a life by what we give.*  
Winston Churchill

[www.amatyc.org/Foundation](http://www.amatyc.org/Foundation)  
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### PLEASE PARTICIPATE—A SPECIAL REQUEST

The Foundation plans to list contributors in a special article in August and has as its goal a high member participation rate. Please help by donating now. Your contribution of any amount helps us reach this goal!

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Visit the website for more information, or simply mail your check made out to “AMATYC Foundation” to AMATYC Foundation, Southwest Tennessee CC, 5983 Macon Cove, Memphis, TN 38134.

Please join your AMATYC Executive Board in support of your professional organization. The Foundation solicits your support for one of its three funds:

- *Crossroads* Revisited Fund
- Project ACCESS Fund
- General Development Fund

See the website for more details. Undesignated funds go to the General Development Fund.

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## *Dates To Remember!*

Registration for the Teacher Prep  
Summer Institute  
Deadline: June 1, 2005

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Registration for the Mathematics  
Across the Community College  
Curriculum Summer Institute  
Deadline: June 10, 2005

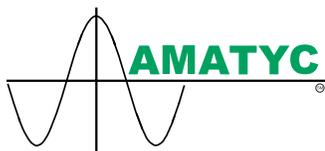
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Project ACCESS  
Fellows Applications  
Deadline: July 1, 2005

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Call for Nominations for  
Mathematics Excellence Award  
Deadline: November 1, 2005

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



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