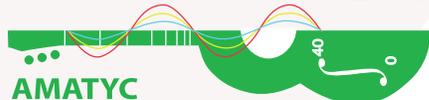


## Y'all Come to Nashville!

by Tim Britt, Nashville Local Events Coordinator,  
and Nancy Pevey

**MATHEMATICS:  
MUSIC TO MY EARS**

**NASHVILLE  
2014**



There are just a few months until the 40<sup>th</sup> Annual AMATYC Conference in Nashville, TN, on November 13 through 16! The Local Events Committee

(LEC) wants to welcome you to Nashville, the capital of the great state of Tennessee. Did you know Nashville is sometimes called "The Athens of the South," "The City of Rocks," "Minneapolis of the South," "The Protestant Vatican," and, of course, "Music City, USA"? No matter how you label Nashville, when you come to the AMATYC Conference, you'll discover why this area is so fascinating!

The first known settlers in the modern Nashville area were Native American Mound Builders who lived in the region from about 800 to 1400 CE. They have left very little except the great earthen burial mounds scattered around the area, filled with skeletal remains and pottery which crumble when exposed to the air. They mysteriously disappeared and Kentucky and Middle Tennessee land that includes Nashville then became a part of a neutral hunting ground for the Iroquois to the north and the Creeks, Cherokees, Choctaws, Chickasaws and Seminoles to the south. Around 1650, the Shawnee tribe wandered into the area but was driven out in 1682 by the tribes to the south who wanted to protect their hunting grounds.

During this time explorers came from Europe seeking wealth and treasures.

In 1540 the Spanish explorer Hernando de Soto came through the Nashville area on his way to discovering the Mississippi River, but made no settlement in the area. In 1714 the young French fur trapper Charles Charleville built a trading post on a mound near the present site of Nashville. Other posts were set up by men of French descent which gave the locality around Nashville the name "French Lick," as it was known to early historians. In 1806, Nashville was chartered as a city and thirty years later, on October 7, 1843,

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The Parthenon/Nashville Convention & Visitors Corporation

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## Did You Know?

AMATYC's new database has been up and running for about seven months. In this and upcoming issues of the *AMATYC News*, some of the features of the database will be highlighted in this "Did You Know?" column.

One of the features of this database is a member directory. As a member of the database, through the Manage Profile section, you control whether you want others to see your information, and more specifically the items you want to be visible.

### Editing Your Profile

Go to [www.amatyc.org](http://www.amatyc.org) and sign in\* and select MANAGE PROFILE from the menu on the right side. A page with several icons appears; select EDIT BIO. Here you can update the following information and mark items as VISIBLE or PRIVATE: (*\*If you do not remember your username and/or password, contact the AMATYC Office for assistance. Please do not create another record in the database.*)

- Username and Password
- Address - email, home and employer
- Phone numbers
- Preferred mail address (*be sure this field is not blank*) - home or employer

To control which items are or are not visible, use the icon next to the field to change a privacy setting for that field.

- Registered members will be able to view any information you enter, unless you set the visibility selector to Private (not visible in profile) next to the field you wish to be hidden. If your email address is Private (not visible in profile) it will not be displayed, but members can still contact you via email through the various AMATYC groups that you join.

➤ **Continued on page 10**

# President's Message



## The Use of Technology: A Time of Change

Nancy Sattler  
Terra CC • Fremont, OH

As part of my duties as your AMATYC president I travel to national conferences to represent the organization. In January, I attended the Joint Mathematics Meetings in Baltimore and in February I attended the Association of Mathematics Teacher Educators (AMTE) meeting in Irvine, CA. It strikes me that the content of these two conferences is what we at the community college do best. We are able to offer calculus for students who wish to pursue a degree in pure mathematics or another science, technology, engineering, and math (STEM) profession. We also offer an education track for those students wishing to become mathematics educators.

Because of my interests in technology, I attended sessions at both conferences on the use of technology to enhance student learning. I was reminded of the importance of using available technology to create engaging tasks for students to broaden their conceptual knowledge.

At the AMTE conference, I sat at a special interest table for lunch one day while a group of us discussed the impact technology has had on education. One gentleman who is retired from teaching but is updating the textbook that he has written for mathematics educators expressed his concern of using technology in place of understanding. We talked about the value of using technology and not as a substitution for thinking.

The next day at lunch I sat with a group of graduate students from Western Michigan University. One of the students had been at the technology table the day before so we decided to continue the discussion. We talked about such programs where students can type in a problem and immediately see the calculations and the answer. We talked about the progression of technology. I told them that when I went to school, I used a slide rule. By the time I finished college I had a huge scientific calculator! We discussed the feelings of teachers when the change from the slide rule to the calculator occurred. At that time of change some teachers believed that the calculator was doing all of the work and students were just getting the answers having no conceptual understanding. Some teachers did not allow the use of calculators in their classrooms. After a few years, the use of calculators in the classroom became more commonplace.

Next came graphing calculators. Again some teachers would not allow the use of the technology since the students

did not need to do anything but push some buttons. Where was the conceptual understanding? Authors of textbooks began integrating the graphing calculator into their books so that teachers would be able to improve the level of cognitive demand in their classrooms. Students could quickly see what happened to the slope of the line when the numerical coefficient of the "x" term changed from positive or negative, large or small. They could also see what happened to a parabola when the coefficient of the "x squared" term changed. As a teacher of statistics I welcomed the graphing calculator. No longer did I need to give students contrived data to use. I could use real world data and have my students enter the data in a table on their calculator. The mean, median, mode, and standard deviation were immediately found. My students could spend time discussing what the value of these terms meant rather than spending all of their time performing the calculations. They could take part in productive discourse without spending the time on tedious calculations. Not every faculty member embraced the use of the graphing calculator. At Purdue University, when my son was pursuing a Chemical Engineering degree he was not permitted to use a calculator in his calculus class. Now, teachers have learned to ask different questions of their students and the calculator has become a tool to speed up calculations.

A few years ago, I was introduced to WolframAlpha (a computational knowledge engine) at an AMATYC conference. I was amazed at what could be done with this program. Not only could a graph and table be shown but all of the steps in solving simple equations to finding a derivative were given. How would this change the way mathematics could be taught in the classroom? Some faculty embraced the technology while others shunned it. Some faculty used WolframAlpha to deepen conceptual knowledge.

I would argue that we are in the next generation of technology. A Walden student of mine posted that there is an app for a phone that will allow the user to find the area of a floor. I have been saying for the last couple of years that there will soon be some type of device that will do the mathematics for us, but we will need to be able to ask the right questions. I read in the Los Angeles Times that Amazon has created an app that allows the user to place an object in front of the phone, snap a picture, and Amazon

➤ *Continued on page 7*

# Conference Notes

## Poster Session in Nashville

by Honey Kirk,  
AMATYC Assistant Conference  
Coordinator

The popular AMATYC Poster Session will be held on Friday, November 14 at the 40<sup>th</sup> Annual Conference. This is the perfect opportunity to share your 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.

**How do I submit a proposal?** You received an email announcement on April 1 with directions for online submissions on the AMATYC website. The site will be open until May 1.

**How does the selection process work?** Forty poster proposals will be accepted. 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.

**When will I know if my proposal is accepted?** You will find out in late June if your poster proposal is accepted.

**What do I need to do in Nashville?** Posters will be on display in the Exhibit Hall beginning Friday morning, with presenters available for discussions from 2:00 pm - 4:00 pm. When you check in at the conference, AMATYC will provide you with a tri-fold poster board and mounting supplies. On Friday you will be assigned a space for set-up in the morning and then you will return for the 2:00 pm - 4:00 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.

## Register Early for Nashville!

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 Annual Conference in Nashville, TN, November 13 - 16, 2014. If you or your college has professional development funds in your current budget that can be used for your registration fee, AMATYC has an offer for you.

To pay your registration fees from your current budget, please email Beverly Vance at [amatyc@amatyc.org](mailto: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 miniprogram which you will receive in August will include many details of the conference. Until then, information will continue to be added online at [www.amatyc.org](http://www.amatyc.org) 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 Linda Kodama, AMATYC's Roommate Network Director, at [Lkodama@hawaii.edu](mailto:Lkodama@hawaii.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, indicate whether you are a smoker or non-smoker, and 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 in Nashville for a lot of fun!

## Coming to You in Nashville

by Judy H. Williams, AMATYC Program Coordinator

Plans are already under way for a great conference program for November 13 - 16, 2014. Start off Thursday morning with the opportunity to continue the dialogue begun at the National Summit on Developmental Mathematics held before the 2013 AMATYC Conference in Anaheim. Attendees will have opportunities to ask questions of speakers such as Hunter Boylan, Uri Treisman, and Paul Nolting. Joining them on the panel will be AMATYC's Developmental Mathematics Committee Chair Linda Zientek, Karen Klipple from the Carnegie Foundation, Rebecca Goosen representing the National Association for Developmental Education (NADE), and Joanne Peeples representing the Mathematical Association of America (MAA).

Also Thursday morning, the Mathematics Intensive Committee returns with their themed session "Teaching and Learning in Precalculus, Calculus, and Beyond." This year's topics include creating roads with circular and parabolic curves, using radioactive decay to date an ancient nuclear fission reactor in Africa, and connecting students studying precalculus through differential equations in a college Math League.

"Engagement" will be the focus of the Innovative Teaching and Learning Committee in their themed session Friday morning. Speakers will share tips and tricks, pedagogy and best practices to make students part of an interactive learning community. See how students have fun explaining the mathematics in the songs of "Calculus: The Musical" or collaborating through Facebook and polling software. Instructors will see how to archive students' board work and explore a variety of ways to make their own videos.

This is just a preview of Nashville program attractions. Learn more when the miniprogram appears in August. The AMATYC Program Committee is getting ready for you, not only to provide "Music to Your Ears" but examples for your eyes and ideas for your brains, so "Ya'll Come!"

# 40<sup>th</sup> Anniversary

## AMATYC - Great Conference and Much More

by Cheryl Cleaves, AMATYC Interim Executive Director

What attracted you to AMATYC? What kept you coming back? These are some of the questions that the AMATYC 40<sup>th</sup> Anniversary Planning Committee asked me. I attended my first AMATYC conference in 1980 in Washington, D.C. and I have attended every conference since. To save you from doing the math, that makes thirty-four consecutive conferences. Obviously, I love AMATYC conferences but there is much more that I love about AMATYC.

Let me start at the beginning. In 1980 I was a faculty member at State Technical Institute at Memphis (now Southwest Tennessee CC), teaching developmental mathematics. Our college president, Charles Whitehead, was a visionary man who had a strong belief that involvement in professional organizations was important for all employees, not just faculty. Every person at our college was a member of the American Vocational Association (AVA) and the American Technical Education Association (ATEA). In addition, he encouraged the faculty to become active in a professional organization for their teaching discipline. He valued good teaching and insisted that you became a better teacher by participating in a professional organization with other teachers in your discipline.

Margie Hobbs, my colleague and best friend, and I set out to find a mathematics professional organization that was more focused on developmental mathematics and technical mathematics than the two very large mathematics organizations that focused primarily on K-12 mathematics or university mathematics and research. We found AMATYC and contacted Amber Steinmetz, the treasurer at the time, to join AMATYC. Of course, this was before the Internet and email so we contacted Amber by phone. In our conversation, she convinced us to attend the 1980 AMATYC conference in Washington, D.C. and to make a presentation on technical mathematics. Our college president didn't want us to just attend and make a presentation; he wanted us to invite AMATYC to come to Memphis for one of its annual conferences. We came away from our first conference with a conference planned for Memphis in 1985 and working on a committee with Ray Collings to form the Technical Mathematics Committee (now the Mathematics for AAS Programs Committee). Needless to say, we were hooked on AMATYC conferences.

The excitement that we experienced at the conference was contagious and we set out to partner with some of our friends like Darrell Abney and Eli Frierson from Nashville State Technical Institute (now Nashville State CC) to form an AMATYC affiliate in Tennessee called TMATYC that this year will host the AMATYC Annual Conference in Nashville. Having the state affiliate meet in the spring of each year allowed us to have more professional development opportunities closer to home and incorporated more of our local colleagues. The networking on both the state and national level allowed us to keep abreast of current trends in mathematics education at the two-year college level.

As AMATYC has moved into the age of technology, the networking opportunities have flourished. Throughout the years many lasting friendships have evolved. To continue my college president's vision, being involved in a professional organization is more than just enhancing my own professional growth. It is also about giving back to the profession that has defined my career. You can give back in many ways. You can give through your time and talents doing volunteer work for the organization or one of the affiliates. You can give through your membership and continued support of the organization and its projects. You can give through the classroom innovations that you bring to your students every day. You can give through the leadership and nurturing that you give to newer faculty in your department. There is just no limit to the opportunities you have to give back to your profession.

As I look forward to seeing many of you in Nashville in November, I also look forward to hearing from you in many other ways throughout the year. If you are not able to join us in Nashville, don't let that keep you from being a part of our dynamic organization.

## Wanted: Authentic Applications That Work!

by Ned W. Schillow,  
Mathematics for AAS  
Programs Committee Chair

While the 2014 AMATYC Annual Conference in Nashville is still several months away, the Math for AAS Programs Committee is already on the lookout for authentic applications that work. The committee will be offering a sharing session at the conference, focused on real world problems with a proven track record as classroom presentations or assignments. To that end, anybody who has such a problem that fits the bill is encouraged to share it - and this sharing can occur even if you cannot attend the Nashville event! Ultimately a site will be Internet-accessible to all who attend or contribute to the session, but it will take time to assemble the collection. The sooner you submit, the better!

Incidentally, these problems can be any authentic application that has been used successfully in any community college mathematics course; they need not be limited to mathematics courses related to AAS programs of study. For further details or to contribute one or more problems, contact the committee chair, Ned Schillow, at [amatycaas@gmail.com](mailto:amatycaas@gmail.com).



# Membership Dues

## AMATYC Membership Dues to Increase

by Margie Hobbs, AMATYC Treasurer

Beat the dues increase! On July 1, 2014, AMATYC dues are scheduled to increase. Renew or join today at the current membership rates. You can extend your membership as many years as you wish to do so at the current rate. This is an excellent time to consider becoming a life member of AMATYC before the life member rate increases. If you pay the life membership now, you will never have to worry about dues increases again! The **current rates** are:

- Regular (Individual) membership:
  - 1 year \$80
  - 2 years \$155
  - 3 years \$225
- Adjunct membership per year: \$40
- Retired membership per year: \$40
- Student membership per year: \$10
- Lifetime membership: \$1,600
- Institutional membership per year: \$455

Regular AMATYC membership dues were set at \$80, effective July 1, 2008. In 2009 and 2011 the AMATYC Executive Board recommended and the delegate assembly approved motions to forego dues increases due to economic conditions. Therefore, the dues increase scheduled to become effective July 1, 2014, is the first dues increase since July 1, 2008. The **new rates** effective July 1, 2014, are:

- 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 remains \$455 per year, the currently published rate, until July 1, 2015, when it will change to \$470 per year.

Descriptions of each membership category are provided below.

1. Regular membership - Available to any full or part-time teacher of mathematics or other person interested in two-year college mathematics education. A regular member may purchase a lifetime membership by completing the appropriate forms and paying the established rate.
2. Adjunct membership - Available to any teacher of mathematics who is not employed full-time in any post-secondary educational institution.
3. Retired membership - Available to any retired teacher of mathematics or other retired person who is not employed full- or part-time in any educational institution.
4. Student membership - Available to any full- or part-time student of mathematics or related discipline. A student member must not also be a full- or part-time teacher and must be endorsed by a regular member.
5. Institutional membership - Available to any college, university, learning center, publisher, manufacturer, or similar entity that supports the purposes of the association.

## Spotlight on Washington

by Nancy Sattler, AMATYC President

As president of AMATYC, I serve on a Mathematical Association of America (MAA) Committee, called *Committee on Two-Year Colleges*. This committee meets officially each January at the annual Joint Mathematics Meetings. As a member of the committee, I co-sponsored a proposal for a themed contributed paper session to be held in San Antonio, TX, during the January 10-13, 2015, annual meeting. The title of the session is: *Collaborations Between Two-Year and Four-Year Institutions That Create Pathways to a Math Major*. The description for the paper session is as follows: As more students start their college education at two-year colleges prior to transferring to a four-year program, it is increasingly important for two-year and four-year mathematics departments to collaborate to create student pathways to the mathematics major and for alignment of credit courses. Models that describe collaborative strategies and programs between two-year and four-year faculty and institutions to attract and retain community college transfers should be submitted. Joint submissions by a faculty member and a student are especially encouraged.

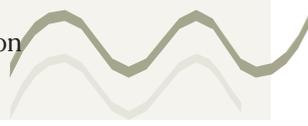
I will be facilitating the paper session and encourage any AMATYC members who will be attending the joint meetings to think about applying to present a short paper on collaborations at your institution. Deadline for submission of applications is mid-September. Go to the MAA website ([www.maa.org/meetings](http://www.maa.org/meetings)) for further information.



## Presiders for 40<sup>th</sup> Annual AMATYC Conference

by Darlene Winnington,  
AMATYC Presider Chair

Have fun, attend a session, and help your fellow speakers in Nashville. Presiders are needed for the Annual Conference in November. The information presiders collect at sessions is crucial to the conference/program committee. Volunteer to preside by submitting your application at [www.amatyc.org](http://www.amatyc.org).



# Teaching Excellence

## TE Award - Do You Know a Great Teacher?

by Jane Tanner, AMATYC President-Elect

It is time for you to look around your department and consider honoring that one person that all the students want to have as their math teacher. Maybe you are that great teacher! Consider nominating yourself or a colleague for AMATYC's Teaching Excellence Award (TE Award).

The TE Award is intended for educators who have made outstanding contributions to mathematics or mathematics education at a two-year college. Teaching excellence is the main focus of the award. The next awards will be presented at the 2015 Annual AMATYC Conference in New Orleans, LA, which will be held November 19-22. The deadline is December 6, 2014; it may seem a long way off but early nominations are gratefully encouraged.

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. An overview of the nomination process is given below, but more detailed information can be found at [www.amatyc.org/?page=TeachExAward](http://www.amatyc.org/?page=TeachExAward).

### Nomination Packet

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

- Nomination Form (available at [www.amatyc.org/?page=TeachExAward](http://www.amatyc.org/?page=TeachExAward));
- Cover letter from the nominator (not to exceed three pages, in at least a 12-point font);
- Resume or vita of the nominee (not to exceed three pages, in at least a 12-point font);
- Letters of recommendation from a student, colleague, and supervisor (not to exceed one page each, in at least a 12-point font); and
- Summary of the candidate's most recent student evaluations (not to exceed two pages, 12-point font).

Policy dictates that additional information will NOT be considered. An electronic packet of a single pdf file should be submitted by **December 6, 2014**, to Jane D. Tanner at [tannerj@sunyocc.edu](mailto:tannerj@sunyocc.edu).

The nomination packets are reviewed by the Teaching Excellence Award Committee. The committee is chaired by the AMATYC President-Elect, Jane Tanner, and has members representing each of AMATYC's eight

➤ *Continued on page 14*

## Teaching Excellence Corner

by Martha T. Goshaw, a Recipient of AMATYC TE Award 2003

Beginning with the 2011 Austin AMATYC Conference, the Teaching Excellence (TE) Award winners have had an informal gathering at each conference. Besides the fellowship and the renewing of friendships, the purpose of these gatherings includes welcoming the newest class of awardees, making a donation on behalf of the TE winners to Project ACCESS, and discussing ways that TE winners as a group can support AMATYC and its mission. With the spring term drawing to a close and the summer approaching, now is the perfect time to reflect on those things in your classroom that worked well and those things that might need to be improved. The TE winners hope that the following teaching tips will be of use to you in your classroom.

*Teaching Tip #6:* Don't let anyone tell you what teaching method you should use. Yes, experiment, try new things, and find what works for you, but students will do better when the instructor is excited about the method he or she is using rather than reluctantly using something that someone else is excited about. (Joseph Conrad, Solano CC, TE '07)

*Teaching Tip #7:* Structure! Even the most free-flowing, organic lessons must have an underlying structure or reason for being. Your students don't have to know where they're going, but you need to. With good structure, you can better manage your content and your time in class. (Bronte Miller, Patrick Henry CC, TE '11)

*Teaching Tip #8:* Let your personality shine! Share your interests with your students, especially if they are connected to mathematics in some way. If you work puzzles, play chess, or are an amateur meteorologist, share those interests with your students throughout the semester. Your students will grow in appreciation of the beauty of mathematics if they see it through your eyes. (Mary Beth Orrange, Erie CC (ret.), TE '07)

*Teaching Tip #9:* Students tend to view mathematics as an isolated subject, unrelated to other fields of inquiry. Use the history of mathematics to provide a context in which they can understand the origin and purpose of the topics in a course. They can observe the development of a mathematical idea across time and its connection to other subjects in the college curriculum. When teaching the quadratic formula, for example, mention that cubic and quartic equations can also be solved using radicals with equations that are quadratic in form. Mention Cardano, Tartaglia, Ferrari, and other mathematicians who contributed to the solving of cubic and quartic equations. When introducing limits in a calculus class, mention that, although calculus was developed in the seventeenth century, the idea of a limit has roots in antiquity. Consider some of Zeno's paradoxes or the work of Fermat on calculations of slopes to curves. When discussing integration in calculus, describe the method of exhaustion as the precursor of the definite integral and talk about Archimedes and his contribution, as well as that of Reimann. (David Price, Tarrant County College, TE '03)

# Call for Nominations

## What Do Regional Vice Presidents Do?

by Jim Roznowski, AMATYC Immediate Past President and Nominating Committee Chair

As a member of AMATYC you already know about the annual AMATYC conference, sponsored webinars, AMATYC awards, AMATYC publications, the Student Mathematics League, and Project ACCESS. You might also have thought that you might be ready to take on a more active role in making these things happen. There are many leadership roles in AMATYC that are available to everyone. Many are volunteer positions such as committee chairs, editors of our publications, and directors of our programs. There are also many elected leadership positions available. This is the first in a series of articles, in the lead-up to the 2015 AMATYC elections, which will explain some of the responsibilities of the positions on the AMATYC Executive Board.

Probably the most visible executive board members are the eight regional vice presidents. These individuals are the AMATYC leaders that have the most direct contact with AMATYC members at the conference and through affiliates. They are usually individuals who have been active at their colleges or in their affiliates or have worked within AMATYC in a volunteer position.

Regional vice presidents take an active role at the annual conference. They are involved in the planning prior to the conference and are focused on their regional members during the conference. As you may know, they plan and conduct a regional meeting on Friday during the conference. This is one opportunity for attendees to discuss proposed position statements and motions that will be addressed at the Delegate Assembly. Often during the meeting, members are selected to represent their region on committees working on AMATYC awards and other issues.

By the time the conference begins, the regional vice presidents and the rest of the executive board have been participating in the fall board meeting that begins the Sunday before the conference. In addition to the fall meeting, the board also meets for two days at the beginning of their term of office for strategic planning and orientation and during each spring for another four day meeting. In between these regular meetings, the AMATYC president may schedule a conference call or video conference to discuss pressing issues.

All board members serve as liaisons to other members of the AMATYC leadership: academic committees, editors of publications, and project directors/coordinators. In this role, regional vice presidents make sure that issues connected to these roles are brought to the attention of the board.

Since each vice president represents one of our eight regions, they are usually the ones who are most familiar with issues being addressed at the local level. It has been the goal to have a member of the executive board, usually the regional vice president, attend a meeting of each affiliate at least once during their two-year term. Because of these

strong local connections, regional vice presidents appoint delegates to represent each state in their region and recruit members for volunteer positions within AMATYC. They are one of the most important communication links between the national organization and its members.

The term of office for regional vice presidents elected in 2015 will be two years, beginning January 1, 2016, and ending December 31, 2017. The term limit is three consecutive terms in the same office. For more details about the responsibilities of AMATYC's regional vice presidents and the nomination process, please follow the *Get Involved* link at [www.amatyc.org](http://www.amatyc.org).

If you have questions, or wish to recommend yourself or someone else for an office, contact one of the members of the Nominating Committee listed below.

### Nominating Committee Chair

Jim Roznowski ([jimroznowski@amatyc.org](mailto:jimroznowski@amatyc.org))  
AMATYC Past President

### Nominating Committee Members

#### Members-at-large:

Chris Oehrlein ([coehrlein@occc.edu](mailto:coehrlein@occc.edu))  
Anthony Ponder ([anthony.ponder@sinclair.edu](mailto:anthony.ponder@sinclair.edu))  
Annette Cook ([acook@sheltonstate.edu](mailto:acook@sheltonstate.edu))

#### Regional representatives:

Northeast - George Hurlburt ([hurlburt@coming-cc.edu](mailto:hurlburt@coming-cc.edu))  
Mid-Atlantic - Kristyanna Erickson ([kerickson@cecil.edu](mailto:kerickson@cecil.edu))  
Southeast - John Bakken ([jrbakken@waketech.edu](mailto:jrbakken@waketech.edu))  
Midwest - Aaron Beach ([beach.a@rhodesstate.edu](mailto:beach.a@rhodesstate.edu))  
Central - Colleen Bye ([colleen.bye@uvu.edu](mailto:colleen.bye@uvu.edu))  
Southwest - Ali Ahmad ([aahmad@nmsu.edu](mailto:aahmad@nmsu.edu))  
Northwest - Amy Barnsley ([amy.barnsley@alaska.edu](mailto:amy.barnsley@alaska.edu))  
West - Bruce Yoshiwara ([yoshiwara@piercecollege.edu](mailto:yoshiwara@piercecollege.edu))



#### ➤ *President's Message, Continued from page 2*

will automatically find the object and give prices for the object. The article mentioned that there were still a few bugs since a coffee cup picture yielded purchasing a shot glass, but the technology is getting there.

How has technology changed what you are doing in the classroom? There are so many apps and applets available. How can we sort through all of those available to find something that will allow us to broaden our students' thinking? I would love to hear your thoughts. Why not join the AMATYC Facebook page and participate in a discussion about the use of technology in the classroom?

# Committee Reports

## Placement and Assessment

### Committee

by Behnaz Rouhani,

AMATYC Placement and Assessment Committee Chair

The Placement and Assessment Committee (PAC) is here to serve the AMATYC membership on issues related to placement and assessment of student outcomes and assessment of mathematics programs. Moreover, it intends to promote opportunities for educators to gain a deep understanding of best practices in placement and assessment.

Sharing information, learning from other educators and networking are goals PAC tries to facilitate. One venue available at this time is the committee website. So, members are encouraged to submit articles or information for inclusion on the website.

Planning is underway for PAC sponsored webinars. In addition, the committee has one position statement under consideration: Time Limits for Course Prerequisites. This will be discussed at the November meeting in Nashville. For further updates on the PAC committee, please consult the website <https://sites.google.com/site/amatycpac>.

Would you like to share assessment tips from your online or face-to-face classes? Are you interested in giving webinars? If so, contact Behnaz Rouhani at [Behnaz.rouhani@gpc.edu](mailto:Behnaz.rouhani@gpc.edu) for more information.

## Statistics Committee

by Mary DeHart, AMATYC Statistics Committee Chair

The AMATYC Statistics Committee will host a panel discussion, *Changing Trends in Undergraduate Elementary Statistics Education*, at the 40<sup>th</sup> Annual AMATYC Conference in Nashville, TN, from November 13 - 16, 2014. Panelists Roxy Peck, Michael Sullivan and Marty Triola will discuss changing trends in introductory statistics education including prerequisites, use of technology, ideal class activities, assessment, online instruction, inclusion of probability, state articulation agreements, the place of statistics in the college curriculum and emerging careers in the field. The session will include questions and comments from the audience.

The role of the AMATYC Statistics Committee is to provide a forum for the exchange of ideas, the sharing of

resources, and the discussion of issues of interest to the statistics community. In particular:

- To provide professional development and support for the teaching and learning of statistics
- To foster the use of the GAISE guidelines, making them relevant to the community college setting
- To serve as a liaison with four-year college faculty, other mathematical organizations and professional statistics organizations in order to share resources.

If you are interested in joining the Statistics Committee please contact Mary DeHart, [mdehart@sussex.edu](mailto:mdehart@sussex.edu).

## Teacher Preparation Committee

by Andy Jones,

AMATYC Teacher Preparation Committee Chair

The Teacher Preparation Committee will sponsor the webinar *The Common Core and the Community College* this spring. This webinar will be presented by Ted Coe and is tentatively scheduled for May 20, 2014. Ted will provide an introduction to the *Common Core State Standards for Mathematics* with focus on how its mathematical practices may change perspectives on the teaching and learning of mathematics at all levels. Ted also plans to explore how the next-generation of assessments of Common Core may impact two-year college faculty. Ted is an Assistant Dean for the College of Education at Grand Canyon University, former high school teacher and community college instructor, and serves on the PARCC Math Operational Working Group. The committee looks forward to Ted sharing his expertise with AMATYC colleagues.

All AMATYC members with an interest in teacher preparation - especially in those courses and programs designed to prepare future elementary and secondary professionals - are encouraged to join the Teacher Preparation Committee Group at the AMATYC website to receive updates and news related to the Teacher Preparation Committee.

If you have ideas and suggestions for activities related to the Teacher Preparation Committee, contact the committee chair Andy Jones at [jonesad@pgcc.edu](mailto:jonesad@pgcc.edu) or one of the committee's regional representatives found at the Teacher Preparation Committee website <https://sites.google.com/site/amatycprep/home>.

# Committee Reports

## Student Mathematics League

by Susan R. Strickland,  
Student Mathematics League Coordinator

At the time of this writing, Round 2 of the 2013-2014 Student Mathematics League (SML) competition is underway. Round 1 results from 176 participating schools are as follows:

### Top 5 Teams:

1. Los Angeles City College (CA), 124.5 points
2. (tie) Bellevue College (WA), 115 points  
East Los Angeles College (CA), 115 points
4. Brookdale CC (NJ), 107 points
5. De Anza College (CA), 103.5 points

### Top Schools by Region

1. Northeast - La Guardia CC (NY)
2. Mid-Atlantic - Brookdale CC (NJ)
3. Southeast - Georgia Perimeter College (GA)
4. Midwest - Oakland CC (MI)
5. Central - Normandale CC (MN)
6. Southwest - Collin College (TX)
7. Northwest - Bellevue College (WA)
8. West - Los Angeles City College (CA)

### Top Individual Rankings

1. Erwin Sutiono, De Anza College (CA), 35.5 points
2. (tie) Li Lin, Los Angeles City College (CA), 31 points  
Vu Minh, Los Angeles City College (CA), 31 points
4. Renjie Yu, Bellevue College (WA), 30 points
5. Patrick Dong, Mission College (CA), 29.5 points
6. Matt Wang, West Valley College (CA), 29 points
7. (tie) Gordon Walsh, Bellevue College (WA), 28.5 points  
Geoffrey Zheng, Indian River State College (FL), 28.5 points
9. Edgar Hu, Oakland CC (MI), 28 points
10. Li Cao, Ohlone College (CA), 26.5 points

As usual after Round 1, it is a tight race. Round 2 should be very exciting!

If your school is not yet participating in the SML competition, consider starting next year. Whether your students score a 40 or a 3, it is good for them to participate and have a little fun outside of class. The dates for next year's competition are **Round 1**: Friday, October 17 through Saturday, November 8, 2014, and **Round 2**: Friday, February 13 through Saturday, March 7, 2015. You can read about the SML by going to [www.amatyc.org](http://www.amatyc.org) and clicking on Student Mathematics League on the left or by sending an email to Susan Strickland at [susanst@csmd.edu](mailto:susanst@csmd.edu) with any questions.

Many traditional two-year institutions have begun to offer four-year programs and degrees. Depending on those programs, a school may or may not be eligible to participate in the SML competitions. If an institution would like to

➤ *Continued on page 14*

## Project ACCESS

by Laura Watkins, AMATYC 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 and wholly administered by AMATYC. The goal of Project ACCESS is to facilitate professional growth and 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.

At the AMATYC Annual Conference in Nashville this fall AMATYC will be celebrating its 40<sup>th</sup> anniversary and the 10<sup>th</sup> Cohort of Project ACCESS will complete their fellowship. At the AMATYC Annual Conference in Nashville, Project ACCESS is planning a reunion for members of all previous cohorts. The first cohort of Fellows consisted of 28 community college faculty and there have been nine additional cohorts with each cohort consisting of approximately 24 Fellows. AMATYC looks forward to the selection of the 11<sup>th</sup> Cohort of Project ACCESS during summer of 2014.

Feedback from prior Project ACCESS Fellows indicates that their participation has led to accepting leadership opportunities, exploring new pedagogies, understanding how the brain works during the learning process, networking with colleagues in a variety of professional organizations, professional development, doing research on their own classes and students as well as increased job satisfaction.

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

AMATYC Project ACCESS applications are currently available for Cohort 11 at the AMATYC Project ACCESS website. Cohort 11 will meet for the first time at the 2014 AMATYC Annual Conference in Nashville. Please encourage any new faculty who will be in the first three years of their first fulltime renewable position in fall 2014 to apply. **Applications are due May 1, 2014.**

➤ *Did You Know, Continued from page 1*

- To restrict fields to only registered members set the visibility for the field to Member Only (Visible Only to Members).
- If you do not change a privacy setting, site visitors will be able to view any field whose visibility is set as Public (Visible to Everyone). There are also questions

that provide AMATYC additional information about you. Some are optional; none are visible in your profile.

- Birthday
- Age
- Ethnicity
- Select the primary Affiliate for which you are a member.
  - Do you want to be excluded from AMATYC faxes?
  - Do you want to be included in the AMATYC directory?
  - Do you wish to be excluded from non-AMATYC mailing lists?
  - Are you willing to serve as an AMATYC campus rep at your college?

Very important - **SAVE CHANGES!** Scroll to the bottom of the page and be sure to select the UPDATE button. Once your changes are saved, your updated profile screen will appear.

If you have questions, please contact the AMATYC Office at 901.333.6243 or by email at [amatyc@amatyc.org](mailto:amatyc@amatyc.org).

➤ *Y'all Come, Continued from page 1*



*The Hermitage/Nashville Convention & Visitors Corporation*

officially created and named Nashville in 1784 in honor of Revolutionary War General Francis Nash, by an act of the North Carolina Legislature. It quickly developed as a cotton center and river port and later as a railroad hub.

Nashville played a large role in the War of 1812 by producing a local lawyer named Andrew Jackson. Jackson led the U.S. army to a victory in the Battle of New Orleans in 1814 and was elected the seventh president in 1828. His home, The Hermitage, has been open to visitors since 1889.

During the Civil War, Tennessee was the last state to join the Confederacy. Nashville was the immediate target of Union forces and Fort Donelson fell in 1862, making Nashville the first state capital to fall to the Union. After the Civil War, Nashville quickly grew into an important trade center during Reconstruction and the Gilded Age at the turn of the century. In 1903, the downtown shopping area, the Nashville Arcade, opened and is still a popular spot for great food and entertainment.

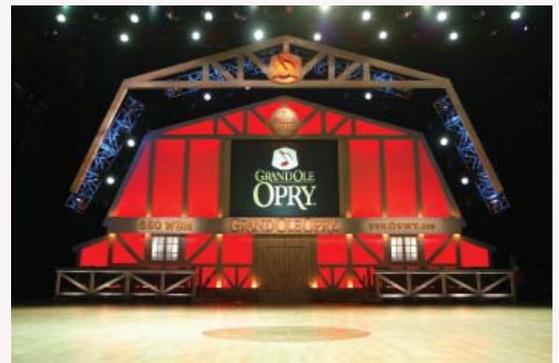
An interesting sidenote occurred during the administration of Theodore Roosevelt. In 1907 President Roosevelt visited Nashville and stayed at the Maxwell House Hotel. Joel Cheek, proprietor, served a special blend of coffee at the hotel's restaurant, and after drinking a cup of this coffee, Roosevelt proclaimed it "good to the last drop!" Cheek subsequently sold the blend to General Foods and to this day, Maxwell House coffee is enjoyed by millions.

During World War II, Nashville was the home of a Vultee manufacturing plant of fighter planes and dive bombers, where one-third of the employees were women. Since World War II, music entrepreneurs made Nashville the Country Music capital. The music industry had begun to take an interest in Nashville before the war, with the startup of operations in 1941 of W47NV (now WSM-FM), the first FM radio station in the U.S. With record label companies, recording studios and musicians flocking to the city, the Grand Ole Opry announcer David Cobb one day referred to Nashville as "Music City, USA" during a 1950 broadcast. The name stuck and has been synonymous with the city and its excitement ever since.

As you can see, you will not be disappointed at the amazing historical, musical, and shopping possibilities that await you in Nashville. The LEC will see you there!

was selected as the permanent capital of Tennessee.

The first permanent settlement came on Christmas Day 1779 when James Robertson and John Donelson left a settlement in North Carolina and traveled for two months to arrive on the banks of the Cumberland River near the center of present downtown Nashville. They cleared the land and built a log stockade they called the Bluff Station. Several families joined them on April 1780 and in May they founded a new community created by the Cumberland Compact, which named 255 men who lived in the area. The town was



*Grand Ole Opry/Nashville Convention & Visitors Corporation*

# Focus on Affiliates: PSMATYC

by Elizabeth C. Dunn,  
PSMATYC Communications Chair and Newsletter Co-Editor

Established in 1973, the Pennsylvania State Mathematical Association of Two-Year Colleges (PSMATYC) is one of the Mid-Atlantic affiliates. The current president is Dan Fahringer. The 41<sup>st</sup> conference was held April 5, 2014, at Harrisburg Area CC (HACC), Harrisburg Campus. At this conference, Dan passed the baton to Matthew Prugel, President-Elect; Dan will remain an integral part of this organization in his new role as AMATYC Mid-Atlantic Vice President.

Dan has spent the past four years building PSMATYC – reaching out to Pennsylvania faculty to communicate its mission and find members, attending AMATYC and other AMATYC affiliate conferences, developing and facilitating its own annual conferences, and gathering a core group of officers and regional representatives to support the cause. Matthew, a Project ACCESS Cohort 9 Fellow, is eager to grow the organization by encouraging participation of the two-year college mathematics educators across the state.

PSMATYC produces a newsletter three times a year. It includes a president's message, articles and pictures featuring past local and national conferences, and articles written and submitted by PSMATYC members. The website, [www.psmatyc.org](http://www.psmatyc.org), provides general information about the organization, lists its executive board and representatives, announces upcoming events, and archives current and past newsletters.

PSMATYC held its annual conference in April. Author and educator Elayn Martin-Gay was the keynote speaker. Past conference break-out sessions have addressed a wide variety of topics, from podcasting lectures to flipping the classroom to using technology in the classroom to a roundtable discussion on the role (developmental or college-level?) of intermediate algebra at different schools.

The roundtable discussion was a great success last year, so PSMATYC has discussed the idea of incorporating more of them in this year's program. Possible topics include placement testing, textbook policies, the use of online sites to supplement classroom learning, developmental course sequences, and assessment.

Thank you for this opportunity to highlight this proud and growing organization.

## Highlights of the 2014 AMATYC Strategic Planning Orientation

by Mary Beth Orrange, 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 11 and 12, 2014. In addition to the time spent familiarizing board members and committee chairs with AMATYC processes and policies, a board meeting was held on Saturday afternoon. Actions taken by the board include:

- Time, equivalent to that of a themed session (90 minutes), will be allocated in the program for the 2014 AMATYC conference in Nashville as a follow-up to the National Summit on Developmental Mathematics which was held prior to the 2013 AMATYC conference in Anaheim. Information about presentations during this session will be submitted following the standard procedures established for non-reviewed conference presentations.
- The AMATYC Board approved a reciprocity agreement with TODOS - Mathematics for All.
- AMATYC will co-sponsor the Uri Treisman presentation, *National Trends in Collegiate Mathematics*.
- AMATYC will participate in the work being done by the University of Texas at Austin's Dana Center in developing a STEM Pathway and Jim Roznowski was appointed to represent AMATYC in the project.

The board continues business between regularly scheduled meetings through a series of email discussions and votes. The following actions were taken between the Fall Board meeting and the Strategic Planning Orientation:

- The theme, "Jazz It Up," will be used in conjunction with the approved logo for the 2015 AMATYC Annual Conference in New Orleans.
- The Common Core State Standard Mathematics statement presented at the Delegate Assembly in Anaheim, CA was approved by the board.
- William Steenken was appointed to the AMATYC Investment Board for a term beginning immediately and ending December 31, 2016.
- Allen Angel was appointed to the AMATYC Investment Board for a term beginning immediately and ending December 31, 2014.

Full minutes of the meeting may be found on the AMATYC website:

[www.amatyc.org/?page=BoardMinutesMotions](http://www.amatyc.org/?page=BoardMinutesMotions).

## AMATYC FutureGrant Program

by John Pazdar, AMATYC Grants Coordinator

### Grant Proposal News

In the AMATYC News October 2013 Issue it was announced that AMATYC submitted to the National Science Foundation (NSF) Advanced Technological Education (ATE) Program a grant proposal entitled “*The AMATYC FutureGrant Leadership Program With: Faculty Plan and Committee Plan.*” During the 2014 spring semester NSF-ATE Program officials informed AMATYC that the proposal was declined. It would be easy to give up, never to develop and write grant proposals again, but innovative ideas are needed to bring new life to two-year college mathematics education regardless of the work that is necessary to get ideas funded.

### Grant Work is not a Sprint, but a Marathon

A marathon is 26 miles and 385 yards long, and the goal is to prepare and complete the marathon. The same is true with a grant. The goal is to prepare and complete the grant. For a participant to complete a marathon the following preparations must be considered: Motivation, Nutrition, and Training. For a grant writer to complete a proposal the following preparations must be considered: NSF Program, AMATYC Approval, and NSF Approval.

### Section A - Proposal Preparations

#### Part 1 - NSF Program

For a grant writer to complete a proposal the first preparation is the decision of which NSF Program is the best fit for the idea. One NSF Program that has a good fit for AMATYC grant sponsored proposals is the NSF Improving Undergraduate STEM Education (IUSE) Program. This program is new as of 2014 and combines several former NSF undergraduate programs that existed. The NSF website is: [www.nsf.gov](http://www.nsf.gov). Search “IUSE” for the specifics of that program solicitation.

Another NSF Program that has a good fit for AMATYC grant sponsored proposals is the NSF Advanced Technological Education (ATE) Program. The NSF website is: [www.nsf.gov](http://www.nsf.gov). Search “ATE” for the specifics of that program solicitation.

Once an NSF Program has been selected then six to nine months may be needed to complete the proposal development and submission process. If the NSF-IUSE Program has a submission deadline of early February, then the writing team should begin sometime around early July of the previous year. If the NSF-ATE Program has a submission deadline of mid-October, then a writing team should begin sometime around mid-January. Initially, the innovative idea may not be a perfect fit for the NSF Program selected; therefore, some modification may be needed to fit the NSF-IUSE or NSF-ATE Program Solicitation guidelines.

An innovative idea is doing something that has not been done before or is improving something that has been

done before. This innovative idea development will be the driving force that moves the proposal process forward to completion. Grant work will have some high and low points, but most of all have fun during the process. NSF is flexible in terminology and how the proposal is constructed, but each of these parts below must be addressed.

#### Proposal Description:

Results from Prior Support, Motivating Rationale, Goals, Objectives, Deliverables, and Activities (4 pages).

Timetable (1 page) and Management Plan (1 page).

Role and Responsibilities of the PI, Co-PI, and Other Senior Personnel (2 pages).

Sustainable Plan (1 page), Evaluation Plan (1 page), and Dissemination Plan (1 page).

The recommended number of pages equals 11 pages. If a proposal can be written in fewer than 15 pages (NSF limit), consider attaching a project example and AMATYC’s “Letter of Support” to the proposal itself and not as a supplementary document.

While developing the proposal, it’s helpful to seek out grant veterans and ask for their opinion of the proposal. Feedback is one of the greatest supports in the success of funded grant proposals. Once the idea fits neatly into NSF-IUSE or NSF-ATE Program Solicitation guidelines, then make those final adjustments for the perfect proposal.

#### Part 2 - AMATYC Approval

For a grant writer, the second preparation of an AMATYC grant sponsored proposal is fitting the innovative idea into AMATYC’s principles for their approval. The principles are outlined in AMATYC’s Vision & Values, Mission Statement, and Strategic Plan and can be found on the AMATYC website, [www.amatyc.org](http://www.amatyc.org). They provide a breadth and substance that encompasses a variety of innovative grant ideas. In addition to the organizational support, AMATYC holds the key to networking and national dissemination.

The proposal, including the budget, must be submitted to AMATYC for approval six weeks in advance of the NSF Program Solicitation deadline date. The easiest way to complete the budget is to use the NSF Budget Form (see Part 3 - NSF Approval below). Upon review AMATYC may require proposal and/or budget modifications for approval.

#### Part 3 - NSF Approval

For a grant writer, the third preparation of a proposal is completing the NSF Legal Forms that are required for NSF Approval. To proceed, a grant writer will need to have an NSF FastLane PIN and Password to begin the NSF submission process. Once these codes are established, then

➤ *Continued on page 14*

# Do Better Than Scientific Notation

by Philip Mahler

An article of mine in the May 2013 *MathAMATYC Educator* “Let’s Teach Engineering Notation, Not Scientific Notation” argues for teaching and using “engineering notation”, not “scientific notation”. A positive decimal number in engineering notation is of the form  $a \cdot 10^n$  with  $0 \leq a < 999$  and  $n$  divisible by three. This reflects how we write decimal numbers using thousands, millions, thousandths, etc. For example we are likely to read 37,200,000,000 as “thirty seven point two billion” and it is easy to write this as  $37.2 \cdot 10^9$ .

Scientific notation as we teach it today ( $0 \leq a < 10$ ) was once needed to compute using tables of logarithms and slide rules. But that is not how we calculate today, and today it is not only unnecessary, it is a detriment to a better understanding of powers of 10, of our names for large and small values (millions, thousandths), and of the SI (metric) system used in the STEM courses some of our students will see. I should add that our typical scientific notation does have an application in science, namely indicating significant digits, but I would leave that to a science course where significant digits is seriously taken up. Consider the following examples.

- It is not clear what  $1.7 \cdot 10^7$  signifies, but it is easy to read  $17 \cdot 10^6$  as 17 million.
- $3.05 \cdot 10^{11}$  is devoid of meaning, but it is the same as  $305 \cdot 10^9$ , which is easily decoded as 305 billion.
- $59 \cdot 10^{-3}$  meters is read 59 thousandths of a meter whereas its scientific notation counterpart is hardly so handy.
- Many students are weak on thousands, millions, billions, but these are terms they see all the time when national finances are discussed. In a STEM class they might see 172 microliters, or  $172 \cdot 10^{-6}$  liters. With just a little practice, this is easily done whereas  $1.72 \cdot 10^{-4}$  is, again, meaningless.
- Imagine the standard application problem “divide a \$16 trillion national debt among 315 million U.S. inhabitants”. To ask a student to use scientific notation is an incredible misuse of a student’s time and produces no understanding of millions, trillions etc. In engineering notation one would quickly divide  $(16 \cdot 10^{12}) \div (315 \cdot 10^6)$ . The result  $0.051 \cdot 10^6$  and, as in the metric system where things come in threes, with a bit of practice easily converted to  $51 \cdot 10^3$  and then 51,000 (dollars). Not so with the result in scientific notation.

Many calculators have an “engineering mode” which supports engineering notation, but even if that is not the case, we should still use engineering notation.

Engineering notation

- allows us to enter values and read values in the ways in which we read decimal numbers,
- illustrates computation with exponents as well as does conventional scientific notation, but gives practical results,
- is less susceptible to error,
- reinforces our names for large and small values, and the SI (metric) system.

## Professional

### Development Update

by Jon Oaks, AMATYC Professional Development Coordinator

The 2014 AMATYC Webinar Series kicked off in January with Kathleen Almy and Dan Petrak presenting, *Tips and Tricks for a Successful Pathways Implementation*. Then, in February, Sean Simpson presented, *Obtaining a Community College Job*. In March, David Delong presented, *Measuring the World in Small: Groups: Applying Trigonometry*, and Jack Rotman presented *The Michigan Transfer Agreement - Info for CC Math Departments*. Remember, if you ever miss a webinar, you can see a recording at <http://bit.ly/amatyc-webinars>.

**AMATYC upcoming webinars are:**

- *The Common Core and the Community College*, by Ted Coe, on Tuesday, May 20.
- *Sure, you’re teaching. But are they learning? Assessing Student Learning*, by Sandee House, on Tuesday, June 3.

For 2014, there are webinars scheduled for the summer months as well, so please look for announcements in your email and on the AMATYC website.

And, as always, if you have a topic that you would like to see in an upcoming webinar, if you are interested in being a presenter for an upcoming webinar, or if you have a new idea for professional development, please fill out the brand new contact form at <http://bit.ly/amatycpd> or contact Jon Oaks directly at [oaksj@macomb.edu](mailto:oaksj@macomb.edu). AMATYC is always looking to expand its offerings to better serve you and your needs.

## Miss the Nashville Proposal Deadline? Discover a New Idea You Can Hardly Wait to Share?

Consider using the Impromptu Room November 13 - 15. In Nashville, you will again find a room set aside to informally meet colleagues to initiate a discussion or continue a conversation begun in a session. If you already have a hot topic you know you want to share, you can sign up even before you arrive at the conference. To encourage you to seize this opportunity to meet, you will be able, on a first come basis, to name a topic and reserve a time via email. Instructions for requesting a time slot will be on the AMATYC website in April. After you have secured your time slot in the Impromptu Room, you can post your topic and time on the AMATYC Facebook page to generate interest and discussion!

### ➤ **TE Award, Continued from page 6**

regions. The members of the committee and their regions are:

- Northeast, Wendi Morrison (wendi.morrison@sheridancollege.ca);
- Mid-Atlantic, Christine Mirbaha (cmirbaha@ccbcmd.edu);
- Southeast, Martha Goshaw (mgoshaw@aol.com);
- Midwest, Kinga Oliver (kinga.oliver@sinclair.edu);
- Central, Mark Omodt (mark.omodt@anokaramsey.edu);
- Southwest, Elizabeth Gamboa (egamboa@dacc.nmsu.edu);
- Northwest, Nick Chura (nickolas.chura@mhcc.edu); and
- West, Joe Conrad (joseph.conrad@solano.edu).

Points are assigned based on the following selection criteria:

- Instructional Effectiveness and Support of Students - 25 points;
- Professional Involvement and Professional Development/Renewal Activities - 10 points;
- Interaction with Colleagues - 10 points; and
- Service to Departments/Division/College - five points.

**Be sure to submit a nomination packet for the 2015 AMATYC Teaching Excellence Award by December 6, 2014.** The committee hopes to have a lot of nominations to review!

### ➤ **FutureGrant Program, Continued from page 12**

logging into NSF can begin the proposal submission process. The NSF website is [www.nsf.gov](http://www.nsf.gov).

At the far right hand side, click on FASTLANE.

Click on Proposals, Awards and Status,

At the right hand side enter in the Log In codes and click on Log In,

Click on Proposal Functions,

Click on Proposal Preparation,

Click on Prepare Proposal, and

Begin preparing the NSF Legal Forms.

While the NSF Legal Forms are not complicated, they do require some time to complete. Two forms in particular will require the bulk of the time since they have not been written yet: Budget with Justification and Project Summary. The remaining forms require less time. Approximately 15 Proposal pages and approximately 35 NSF Legal Form pages will be necessary to complete the NSF Approval part.

Once AMATYC approves the grant proposal including the budget and all of the NSF Legal Forms have been completed, then the AMATYC Office will submit the proposal to NSF.

NSF will take six months from the submission deadline date to inform you if the proposal has been funded, recommended for re-submission with revisions, or declined. If the proposal receives favorable reviews, then NSF may require that the proposal be modified before the grant is approved and funded.

### **Section B - The Grant**

When NSF informs you that the grant has been funded, then that begins the two - five year grant period process that was spelled out in the proposal. At the end of the grant period you will have completed your first grant marathon.

### **Final Comments**

If you have an innovative idea that is mathematics education-related and would like to develop that idea from its inception to a working model with national dissemination, then you should consider developing your idea into an AMATYC sponsored NSF grant proposal. If help is needed, contact the AMATYC Grants Coordinator or seek out grant veterans who have submitted NSF proposals. Remember, "Grant work is not a Sprint, but a Marathon."

### ➤ **Student Mathematics League, Continued from page 9**

participate, a committee has been formed which will review the programs offered at the school and make a determination as to their eligibility for participation in the SML. Any such college may request a review by sending an email to the SML Coordinator, Susan Strickland, at [susanst@csmd.edu](mailto:susanst@csmd.edu).

# AMATYC Foundation

## Got an Idea? Need Funding?

### AMATYC Foundation Mini-Grants

by Jim Roznowski, AMATYC Past President, AMATYC Foundation Chair

In the last issue of the *AMATYC News*, you may have read a report about the strong support the AMATYC Foundation received from all AMATYC members and especially those attending last year's AMATYC Annual Conference in Anaheim. Fund raising is one aspect of the work of the Foundation, but its mission also includes a priority exemplified by the Foundation's new theme "Making Change Happen." This theme spotlights the support available to those interested in improving the success of all students taking mathematics courses during the first two years of college.



AMATYC Foundation funded mini-grants offer AMATYC members financial support to develop innovative projects that will have a positive impact on the way mathematics is taught during the first two years of college. Projects may focus on any aspect of mathematics instruction including: the application of technology in the learning process, incorporating innovative teaching or learning strategies into the learning process, or research projects focused on the assessment and improvement of the teaching and learning of mathematics.

Mini-grant proposals will now be accepted and reviewed four times a year. Application deadlines are: February 1, May 1, August 1, and November 1. Proposals will be reviewed and notification about funding will be completed within a month after each submission deadline. The AMATYC Foundation will fund up to a total of \$3000 each year for mini-grants and each application can request up to \$750. Successful applicants will receive half of the grant at the time of the award with the other half disbursed at the successful conclusion of the project and the submission of a final report. The project must be completed within one year of the proposal being accepted. The project's final report must include a written summary of the project and findings. Mini-grant recipients will also be encouraged to present at the annual AMATYC conference and/or affiliate meetings and to share their findings in an AMATYC publication.

If you have a project idea and need funding, consider completing the online mini-grant application available at [amatyc.org](http://amatyc.org). The form can be accessed through the Foundation - Mini-Grants link on the left side of the home page. In addition to basic information, the application form also requests: a project title and abstract, a timeline, goals and objectives, equipment needs (if any), anticipated expenses, a detailed project description, and plans for assessment and dissemination.

It is only through the support of AMATYC members that the Foundation will be able to continue supporting innovative projects like those funded through the mini-grants program. Please support this work by making a donation to the Foundation by following the Foundation - Make a Donation link at [www.amatyc.org](http://www.amatyc.org).

## AMATYC Calendar of Events

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

May 2-3, 2014 MichMATYC Joint Conference with MAA-Michigan Section, Univ of Michigan-Flint, Flint, MI. Website: <http://sections.maa.org/michigan>

May 2-3, 2014 MinnMATYC Spring Conference, Duluth Entertainment Convention Center, Duluth, MN. Website: [www.minnmatyc.org/conferences](http://www.minnmatyc.org/conferences)

May 8-10, 2014 Washington Community College Math Conference, Wenatchee, WA. Website: [www.wamatyc.info](http://www.wamatyc.info)

May 16, 2014 DELMATYC Conference, Delaware Technical CC-Wilmington Campus, Wilmington, DE. Contact: Al Drushler, [adrushle@dtcc.edu](mailto:adrushle@dtcc.edu).

May 23-24, 2014 25<sup>th</sup> Annual NMMATYC Conference, Mesalands CC, Tucumcari, NM. Website: <https://sites.google.com/site/nmmatyc2014/home>

May 30, 2014 MMATYC Conference, Frederick CC, Frederick, MD. Website: [www.mmatyc.org](http://www.mmatyc.org)

September 27, 2014 WisMATYC Fall Conference, Univ of Wisconsin-Fond du Lac, Fond du Lac, WI. Website: [www.wis.matyc.org](http://www.wis.matyc.org)

October 3-4, 2014 MichMATYC Fall Conference, Lake Michigan College, Benton Harbor, MI. Website: [www.michmatyc.org](http://www.michmatyc.org)

November 13-16, 2014 40<sup>th</sup> Annual AMATYC Conference, Nashville, TN. Contact: AMATYC Office, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

December 5-6, 2014 CMC<sup>3</sup> 42<sup>nd</sup> Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Website: [www.cmc3.org](http://www.cmc3.org)

November 19-22, 2015 41<sup>st</sup> Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

A form is available at [www.amatyc.org/affiliates/affiliates-conferences.htm](http://www.amatyc.org/affiliates/affiliates-conferences.htm) to update or add affiliate conference information.

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## Seeking a **AMATYC News** Editor

AMATYC would like to thank Daniela Loghin Long for being the editor of *AMATYC News*. Daniela has decided it is time to allow someone else the joy of editing it. So, AMATYC seeks an editor for the newsletter that is published four times a year.

The editor will be responsible for editing all articles, determining placement of articles in the *News*, working with the AMATYC Office, and incorporating suggestions from reviewers.

### Qualifications

- Maintain current regular or life membership in AMATYC.
- Proficient in emailing and word processing.
- Competent in proofreading, writing, and grammar.
- Able to facilitate the on-time publication of four issues per year.

### Support

Support for this position includes support for attendance (travel, half the cost of accommodations, meal per diem) at the AMATYC Annual Conferences.

### Term of Office

Duties will begin in August 2014 in time for the production of the October 2014 issue and continue until December 2016. The ideal would be to have the new editor chosen by June 1, 2014, so that person can help with the production of the August *News*. To be considered for the editor of the *News*, the following materials should be sent electronically to Kathryn Kozak ([kathryn.kozak@coconino.edu](mailto:kathryn.kozak@coconino.edu)):

- A cover letter expressing interest in the position and citing relevant experience for this position;
- A curriculum vitae; and
- A letter or email of support from your supervisor.

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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### All other correspondence should be directed to:

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