

NEWS

Opening Doors
Through Mathematics



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PROJECT ACCESS ACCEPTS A THIRD COHORT AND CONTINUES WITH ITS SECOND COHORT

by Sadie Bragg

Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service) is pleased to announce that the following applicants have been accepted as ACCESS Fellows for 2006-2007:

Amy Adams	Benjamin Franklin Institute of Technology	Ryan Girard	Front Range CC
Leonard Blackburn	Parkland College	James Giumarra	Benjamin Franklin Institute of Technology
Chokri Cherif	Borough of Manhattan CC	Mehdi Hakim Hashemi	Normandale CC
R. Michael Darrell	Columbia State CC	Sharon K. Jackson	Brookhaven College
Stephanie R. Doyen	Kingwood College	Stacy A. Jurgens	Mesabi Range C&T College
Bill Ebener	College of Southern Idaho	Cindy Keune	Las Positas College
Jason Edington	Mendocino College	Janet Kinney	Anoka Technical College
Beth A. Edmonds	Johnson County CC	Mark McFadden	Montgomery County CC
Rigoberto Florez	University South Carolina Sumter	Lalitha Subramanian	Potomac State College of West Virginia
Je X. For	CC of Allegheny County	Michele A. Thoele	Prairie State College
Marion Foster	Houston CC	Dustin Walsh	Southeast CC
Andy Geary	William Rainey Harper College	Lina Williams	Tallahassee CC
Ion Paul Georgiou	Foothill College	Kristine W. Woods	Las Positas College

This diverse group of 26 faculty will attend the first of their two consecutive AMATYC national meetings in Cincinnati, where they will participate in special Project ACCESS sessions that address the issues and concerns of new two-year college faculty. Through the many ACCESS activities, these Fellows will gain knowledge of the culture and mission of the two-year college and its students, and acquire familiarity with the scholarship of teaching.

Joining the new cohort of Fellows are the 32 returning ACCESS Fellows for whom Cincinnati will be the second of their two AMATYC conference experiences. During the past year the returning Fellows attended an MAA Section meeting, as well as worked with each other on small group projects focusing on their teaching. In a mid-year survey conducted by the project evaluator, most of the returning Fellows indicated that their group projects have had a positive impact on their teaching and on their students' learning. Most Fellows are very pleased with their Project ACCESS experience. They are especially excited about what they have learned and are highly motivated to try new teaching strategies with their students.

Both AMATYC and MAA welcome the new cohort and congratulate the returning cohort on a successful year as ACCESS Fellows.

Project ACCESS, a professional development and mentoring program for new two-year college mathematics faculty, is funded by a grant from ExxonMobil Foundation and is jointly sponsored by AMATYC and the MAA.

ATTENTION ALL AMATEUR PHOTOGRAPHERS!

Do your friends and family admire your pictures? Are you attending the AMATYC Conference in Cincinnati? Are you a digital photographer? AMATYC is hoping that you will share your candid photos from conference events for use in the *AMATYC News* and the *AMATYC History*. Your contribution will be recognized in the publication.

For the *AMATYC News*, the photos must be sent in a .jpg or .tif format and have a resolution of 300 dpi or more. Photos need to be taken where it is light and bright, and not in a dark room against a backdrop of dark drapes or walls.

If you have pictures that you are willing to send us, please send them to photos@amatyc.org. The email that accompanies the photo should include the names of the persons and a brief description of the particular event being photographed. There should also be a statement that states that you give AMATYC permission to use the attached photos.

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KATHY MOWERS

OWENSBORO COMMUNITY & TECHNICAL COLLEGE

OWENSBORO, KY

Dear Kathy? Do you have burning questions regarding AMATYC, mathematics education, or two-year colleges? Apparently there are a lot of questions out there, and a lot of answers, if you know where to look or who to ask. I would like to share a few questions with my answers.

What's the latest technology in education?

The cell phone/PDA might be considered the latest hot technology in education (or maybe it is the iPod?). While probably half of the syllabi in colleges have items restricting cell phone usage in class, at Wake Forest University 500 cell phones will automatically be silenced during their owners' class hours.

Some colleges are encouraging students to use a common cell service with the goal of using cell phones to increase student success. Also being tested is software that allows students to use their cell phones to check on class assignments, to contact their instructors using instant messaging, and to work with study groups. For more information, refer to the article by Scott Jaschik, "Campus Cells," in the July 13, 2006, issue of *Inside Higher Education*.

How do I stop all these emails?

I have to share this one because there were a few days last July when many faculty received about one hundred emails stating, "Remove me." Thanks to Tamille Johnson for sharing this with the list and for this article. She wrote, "This is a case study. They sent mass emails to a group of ordinary 5th graders as well as to a group of seasoned professors and educated professionals. They were analyzing how long it took both groups to realize that, in order to stop getting emails, everyone has to stop sending them. The fifth graders figured this out by the third email. The professors, however..."

Have we achieved equal opportunity in mathematics?

When I was asked this recently, I asked five of my colleagues the same question. I received five different interpretations of "equal opportunity," each describing what needs to be done for a particular group. However, all agreed that we have not yet accomplished equal opportunity. While difficult to define, "equal opportunity" in mathematics is still an AMATYC priority, "Promote effective learning opportunities to increase success in mathematics for all college students." We each need to ensure that we are welcoming to all students (and faculty) and, indeed, provide equal opportunity to all students through mathematics. "All students" today includes students of different races, gender, ethnicity, religion, orientation, economic circumstances, age, and disabilities. If your department requires a graphing calculator of each student, what happens if a student with a disability that prevents the use of the calculator enrolls in your class? Can a student check out a calculator from your library if they cannot afford to purchase one? Is your website ADA-compliant? If your textbook includes the names or photos of people, does it depict the faces and names of the broader community?

As an organization, we need to consider how to ensure that our increasingly diverse members feel welcome to participate in all aspects of AMATYC.

If you would like to share your thoughts on the direction that AMATYC should take in this area, I would encourage you to attend the Equal Opportunity in Mathematics committee meeting at the AMATYC Conference in Cincinnati.

Where can I find the answer to other questions about mathematics education that come up at my college?

A listserv is a great option. If your affiliate can host one, the answers you receive might be more pertinent to your immediate needs. There are free, advertising-sup-

ported services available. Do you need a recommendation for a new book or a syllabus, or do you have a burning philosophical question? There is probably someone on the listserv who can help you. Of course, you need to understand that your computer has a delete key, because some of the exchanges just will not matter to you. If you can, I would also advise that you have all the messages from the listserv go to a folder in your email so you can deal with them when you want and so you don't miss other important emails.

AMATYC-supported MATHEDCC (www.amatyc.org/MemberResources/MATHEDCC.htm) is another option, if your affiliate cannot host a listserv or if you would like to be part of the larger mathematics education community. For example, in late July, there was a very interesting discussion that resulted from a newspaper article on a study about learning requiring focus. Wouldn't we all agree with the premise that learning requires focus?

I hope to see many of you soon at the AMATYC Conference in Cincinnati!



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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CALL FOR PROPOSALS FOR 2007

by Wanda Garner, Program Coordinator

Share your expertise as a two-year college educator by participating in AMATYC's 33rd Annual Conference in New Orleans, November 15-18, 2007. The conference theme, "Building a Better Tomorrow," focuses on the Implementation Standards published in AMATYC's *Beyond Crossroads* document scheduled to be unveiled during the 2006 conference this November. You may submit your proposal at www.amatyc.org beginning November 1, 2006. The deadline for submissions is February 1, 2007.

Presentations should focus on examples, model projects, or topics that are illustrative of implementing the *Beyond Crossroads* standards. The five Implementation Standards, followed by examples of possible topic areas within each standard, are:

1. Student Learning and the Learning Environment

Faculty and their institutions will create an environment that optimizes the learning of mathematics for all students.

Topic areas in Student Learning and the Learning Environment include: learning and teaching styles, building problem-solving skills, responding to diversity in the classroom, equipping classrooms for active student learning, mathematics anxiety, and student support and resources.

2. Assessment of Student Learning

Faculty will use the results from the ongoing assessment of student learning of mathematics to improve curricula, materials, and teaching methods.

Topic areas in Assessment of Student Learning include: classroom assessment, course assessment, program assessment, and placement.

3. Curriculum and Program Development

Mathematics departments will develop, implement, evaluate, assess, and revise courses, course sequences, and programs to help students to attain a higher level of quantitative literacy and achieve their academic and career goals.

Topic areas in Curriculum and Program Development include: quantitative literacy, developmental mathematics, college algebra and above, quantitative literacy, statistics, teacher preparation, technical mathematics, and other courses meeting general education mathematics requirements.

4. Instruction

Mathematics faculty will use a variety of instructional strategies that reflect the results of research to enhance student learning.

Topic areas in Instruction include: distance learning, hybrid courses, technology in the classroom, group/inquiry-based learning, self-paced instruction, distance learning, hybrid courses, and implementation of standards-based instruction.

5. Professionalism

Institutions will hire qualified mathematics faculty, and these faculty will engage in ongoing professional development and service.

Topic areas in Professionalism include: extension of mathematics content knowledge, professional development and service, programs for mentoring new faculty, scholarship of teaching and classroom research, and history of mathematics.



SO WHAT'S IN CINCINNATI?

by Rick Pal, AMATYC Publicity Director

Every fall brings traditional activities, such as football games, returning to schools, Labor Day weekend, and of course, the AMATYC annual conference. This year it is in Cincinnati, a city full of history and tradition. Did you know the following facts about Cincinnati?



A Few Cincinnati Firsts

- 1835 First bag of airmail lifted by a hot air balloon.
- 1850 First city in the U.S. to establish a Jewish hospital.
- 1853 First practical steam fire engine. First city to establish a municipal fire department and first firemen's pole.
- 1869 First city to establish a weather bureau.
- 1869 First professional baseball team—the Cincinnati Red Stockings, now known as the Cincinnati Reds.
- 1870 First city in the U.S. to establish a municipal university—University of Cincinnati.
- 1870 First city to hold annual industrial expositions.
- 1880 First city in which a woman, Maria Longworth Nichols Storer, began and operated a large manufacturing operation—Rookwood Pottery.
- 1880 First and only city to build and own a major railroad.
- 1902 First concrete skyscraper built in the U.S.—the Ingalls Building.
- 1905 Daniel Carter Beard founded the Sons of Daniel Boone, later known as the Boy Scouts of America.
- 1906 First university to offer cooperative education—University of Cincinnati.
- 1935 First night baseball game played under lights.
- 1952 First heart-lung machine makes open heart surgery possible.
- 1954 First city to have a licensed Public television station—WCET TV.

Besides all these facts, one fact yet to be written in the annals of Cincinnati history will be the 2006 AMATYC conference with its unveiling of AMATYC's *Beyond Crossroads* standards document that will indicate the direction of mathematics education at two-year colleges throughout the United States. So, join in the history making in Cincinnati.

Source: www.cincyusa.com/delegates/firsts.asp?sec=del&cat=fact

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TEACHER PREPARATION SUMMER INSTITUTE

by Joyce Hammer

From June 22-26, Green River CC's Emunclaw Campus hosted the 2006 AMATYC Teacher Preparation Summer Institute on "Mathematics for Future Teachers." More than thirty participants attended from twelve different states.

Carl Freidrich Gauss, Leonard Euler, and Eratosthenes made appearances, but they bore a striking resemblance to the AMATYC Central Vice President and institute facilitator, Pete Wildman, and his colleague, Kendall Jacobs. (Sophie Germain also showed up, and she looked like GRCC's Liz Petersen).

Participants exercised their minds with numerous real-world activities in probability and statistics such as the "Horse Race" and "Rangeland Management." These activities were designed to deepen understanding for teachers and that could be easily modified to make them accessible for young students. Pete demonstrated interactive lessons using graphing calculators, CBR/CBL probes, and GPS devices. Experimenting to study the difference between tennis balls, and working with a "strawberry alarm clock," were just a few of the many activities introduced to demonstrate how teachers can effectively use technology to capture students' imagination. The last day of the institute saw the incorporation of geometry and measurement as participants used the sun's shadows to measure the size of the Earth. All the participants left with both a large binder and AMATYC flash drive with activities they could instantly implement in the courses they are teaching or developing for future teachers.

Outside of the workshop, the participants were also able to sightsee and visit the quaint town of Enumclaw, the famous Pike Place Market, the Seattle waterfront, and Mt. Rainier. Not one raindrop was seen the entire time that the institute was held in the great northwest!!! The beautiful scenery, the inquiry-based interactive program, and the entertainment and enthusiasm provided by Pete Wildman all led to a great institute. One participant summed it up by saying, "I was actually sorry it was summer break, because I wanted to get right into a classroom and start teaching with the ideas Pete gave me."

THE 2006 MATHEMATICS ACROSS THE COMMUNITY COLLEGE CURRICULUM SUMMER INSTITUTE

by Deann Leoni

The Sleeping Lady Mountain Retreat in the foothills of Washington's Cascade Mountains was again the setting for the Mathematics Across the Community College Curriculum (MAC³) Summer Institute. Thirty-eight participants, from twelve different states, attended the institute on August 1-4, 2006. The participants came in interdisciplinary teams from fourteen different colleges and universities. The institute was coordinated by Rebecca Hartzler, Seattle Central CC, and Deann Leoni, Edmonds CC. Dorothy Wallace, Dartmouth College, and Neil Lutsky, Carleton College, were the primary consultants for the teams. Sessions and workshops were offered during the institute on topics including Learning Community Models, Projects Linking Math and Writing, Creating and Assessing Quantitative Reasoning Assignments, The Electronic Bookshelf, The Scholarship of Teaching and Learning, and Teaching and Assessing Graphing.

Some interdisciplinary teams attending the institute were constructing modules to integrate mathematics into other courses, and others were creating entirely new interdisciplinary courses. The participants represented mathematics and twelve other disciplines, including English, Reading, Physics, History, Psychology, and Geology. Information about their curricula will be available online at www.mac3.amatyc.org.

This institute was one in a series of institutes supported by the NSF-funded MAC³ project (DUE-0442439) led by AMATYC and in partnership with Edmonds CC, Miami Dade College, and Seattle Central CC. The institute was based on previous Mathematics Across the Curriculum Summer Institutes hosted by faculty from Edmonds CC.

More information about the MAC³ project will be presented at the 32nd AMATYC Annual Conference in Cincinnati during the NSF Poster Session on Thursday and the Themed Session "Inspirations from the MAC³ Project" on Friday.

THE 2006 AMATYC OUTER BANKS SUMMER INSTITUTE "DEVELOPMENTAL ALGEBRA USING A FUNCTION APPROACH"

by Ed Laughbaum

The Army Field Research Facility was again the location of the AMATYC Outer Banks Summer Institute held June 18-23, 2006, in Duck, NC.

The "Developmental Algebra Using a Function Approach" Institute was taught by Debbie Crocker (Appalachian State Univ), and Institute Director, Ed Laughbaum (The Ohio State Univ). The Institute is a cooperative effort between AMATYC and the Teachers Teaching with Technology College Short Course Program based at The Ohio State University. The course was attended by 33 algebra teachers from 14 states.

The Field Research Facility and Army Pier provided ample opportunities for teachers to learn more about a function approach because of the wealth of data relationships found there through activities developed for the 120-foot tower, the beach, the pier, surf, and water. Data relationships are used to begin the process of teaching algebra through function.

For more information on using the function approach to teach developmental algebra, please see articles and presentations posted at www.math.ohio-state.edu/~elaughba/.

It is anticipated that a 2007 AMATYC Outer Banks Summer Institute will be held at the same location, June 17-22, 2007.



Outer Banks participants learned that the temperature of the sand as a function of the distance from the water is not linear.

MATHEMATICS IN HAWAII AMATYC SUMMER INSTITUTE 2006

by James A. Schumaker

Hawaii CC (HawCC) hosted the fifth biennial Mathematics in Hawaii Summer Institute July 24-28.

On Tuesday morning, the real business of the institute began in earnest with a morning discussion by Darcy Bevins, from the Center for the Active Study of Volcanoes (CSAV). She explained some of the geological phenomenon the group would see later, as well as detailing many of her experiences in both the educational and scientific field. The majority of the participants then went to the Hawaii Volcanoes National Park on a four-hour field trip. Darcy continued to talk about the various features of the Big Island as the convoy made periodic roadside stops for everyone to get out and experience the park first-hand.

Wednesday began with everyone being transported to the Univ of Hawaii Institute for Astronomy (UH-IFA). Charles P. (Pat) McKeague reprised his role as lead instructor/facilitator by delivering a 45-minute focus talk on some of the mathematics associated with the previous day's geology activities. Following this, Bobby Bus gave a wonderful lecture on planetary geology and asteroids. Afterwards all were allowed to rest before taking a second field-trip, this time up the slopes of Mauna Kea to the 9000-foot level. Met by Dan Birchall, another member of the UH-IFA, the group was treated to a nice, hot dinner inside the cozy climes of the Hale Pohaku cafeteria. As dark set in, a number of telescopes (supplied by the Onizuka International Center for Astronomy Visitor's Information Station) allowed most everybody to spend more than an hour star-gazing before having to descend back to sea-level.

Thursday's topic was oceanography and the marine sciences. After Pat McKeague initiated the morning with another focus-talk on some of the mathematics involved in the astronomy program from the day before, George Curtis (UHH-Kalakaua Marine Education Center) spoke to us about a wide-range of endeavors he had been personally involved in over the past 30-40 years. Later Curtis complemented his morning presentation by guiding the group on another field trip to downtown Hilo's Pacific Tsunami Museum. The afternoon ended early enough that some of the more stout-hearted, adventurous participants were taken for an extra-curricular snorkeling trip at Richardson's Beach Park.

The last day, Friday, arrived with inclement weather from the remnants of Hurricane Daniel. Undaunted, Pat McKeague once again presented the group with one last focus-talk on the mathematics relevant to tsunamis. Roberta Brashear-Kaulfers (HawCC Biology/botany instructor) then addressed the crowd ever so briefly about their upcoming task of doing a transect (statistical) survey of introduced vs. indigenous/native plants. A short van ride took those willing to brave the elements up to the Univ of Hawaii at Hilo campus, where she led a tour of the HawCC's Forest Team gardens and then set them loose to tend to their survey. The rain abated just long enough to spare everyone from becoming water-logged, and to return in good spirits for a final Aloha Lunch.

WORLD-CLASS MATHEMATICS FOR ALL

The final version of *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College* will be unveiled at the Cincinnati conference.



Beyond Crossroads presents a fresh look at mathematics education in the first two years of college for AMATYC members, an emphasis on "getting it done," and a cheerleading call to action. Factors reflected in the development of *Beyond Crossroads* include:

- Mathematics education in the first two years of college needs to recognize and respond to the fact that while mathematics is more useful than ever in the workplace and more in demand by employers and our society, most students who begin their college mathematics experience at the developmental level never take calculus.
- Mathematics is not a spectator sport, but requires hands-on, lab-like experiences to flesh out and solidify learning. Beyond this, many feel we need to stress different skills for most students, who will never need calculus or even pre-calculus to achieve their educational and professional goals.
- The recognition that our students need to be quantitatively literate, as well as possess certain algebraic skills, is important.

This message is also prevalent in the MAA document, *Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004*, which contains no surprises for those schooled on AMATYC's mathematics standards.

The new document includes a "call to action" for everyone to be involved in improving mathematics for all students. Our mathematics programs, individual departments and colleges, cannot make the most effective and lasting advances without support and collaboration from the wider community. *Beyond Crossroads* is a call to action for individuals, departments, colleges and the entire mathematics community.

We all need to assess and reassess what we do, and use that assessment to improve. We need to improve our curriculum and shape it to the needs of our student today. None of this is easy. Each of us needs to get started in some way. One first concrete step might be a discussion of some of the recommendations in *Beyond Crossroads* within your department. The discussion will undoubtedly lead to ideas and strategies for change for improvement, individually and collectively. The important message is to begin the dialogue and get started. Hopefully it will lead you and your department to the best mathematical performance of this decade.

Future AMATYC Conferences

2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13

DEVELOPMENTAL MATHEMATICS COMMITTEE

by Jack Rotman

The Developmental Mathematics Committee (DMC) will have two meetings at the AMATYC Conference in Cincinnati, Thursday, November 2, 11:15 a.m. and Friday, November 3, 10:30 a.m. The committee meetings are open to anybody with an interest in developmental mathematics.

The committee's work at the conference will include reviewing efforts (like the online syllabus project), reviewing really old work (like a position statement on qualifications from 1981), and planning new work (such as a possible traveling workshop for developmental mathematics). If you will be able to go to Cincinnati for the Annual AMATYC Conference, please consider attending one or both meetings. If you are not able to be there, you can still be involved. Join the DMC using the membership form on our website <http://devmath.amatyc.org>. After the conference, we will involve all DMC members in the committee's work.

The committee webpages continue to develop. The site currently features the syllabus project, membership form, and newsletters of the DMC, along with some useful links to other information. If you have suggestions for additions, please contact the committee chair, rotmanj@lcc.edu.

The DMC newsletters are the primary communication method of the Committee, especially for periods between conferences. Therefore, we are looking for helpful information to put in the newsletter ... so that all of us can benefit from our collective experience. See the committee website for more information.

DISTANCE LEARNING COMMITTEE

by Mary Beth Orrange

The Distance Learning Committee encourages you to participate in the sessions at the AMATYC Conference in Cincinnati designed to help teaching and learning in the online environment. Start your conference experience by attending the "Math on the Web" Themed session scheduled Thursday from 10:00 a.m. to 1:00 p.m. There is something for everyone in this series of nine short presentations given by experienced online teachers. Members of the committee will share their experiences

in teaching online at the online sharing panel, Teaching Math Online, scheduled at 11:45 a.m. on Friday. A third opportunity for your participation is the Distance Learning Committee Meeting scheduled at 4:30 p.m. on Friday afternoon. Expect lively interactions with other AMATYC members about teaching mathematics at a distance. At this meeting there will be discussions about what is new in distance education, what works and what does not, as well as support and encouragement from experienced distance teachers. Frequently revisited discussion topics include how to increase interaction with students and how to promote active learning when teaching mathematics at a distance. Suggested techniques for increasing activity while teaching at a distance range from utilizing the publisher provided materials on open websites to posting podcasts of material taught in a traditional classroom setting.

To post to the AMATYC Distance Learning Committee mailing list send your question or comments to MathViaDistance@lists.ecc.edu. To subscribe to the mailing list, send an email to Mary Beth Orrange at orrange@ecc.edu. To find out more about the Distance Learning Committee, visit the website <http://distlearn.amatyc.org/>.

PLACEMENT AND ASSESSMENT COMMITTEE

by Ed Gallo

Here we come, Cincinnati! The Placement and Assessment Committee (PAC) has a great line-up of 15-minute presentations on Placement and Assessment at the annual AMATYC conference at 11:45 a.m.-1:40 p.m., Friday, November 3. These presentations are separated by five minute breaks, so that you can come and listen to all of them; or go in and out to listen to the ones in which you are particularly interested.

In addition, the Placement and Assessment Committee (PAC) will have two committee meetings scheduled at 1:45 p.m.-2:35 p.m. on Thursday, November 2, and 4:30 p.m.-5:30 p.m., Friday, November 3.

You can get a copy of the summer 2006 PAC Newsletter or find out more about the PAC and its three subcommittees (Assessment of Student Performance, Assessment of Mathematical Programs,

and Placement) by going to <http://placement.amatyc.org/>.

The committee plans to have its next PAC Newsletter ready by February 1, 2007. So, if you have a short article or other item on mathematics placement or assessment that you think would be of interest to all of the PAC membership, please email the committee chair (ed.gallo@sinclair.edu), so it can be included in the next PAC Newsletter.

If you are interested in becoming a member of the Placement and Assessment Committee, just send an email to Jim Ham (jaham@delta.edu), and he will add you to our membership list.

PROGRAM/CURRICULUM ISSUES COMMITTEE

by Darlene Winnington

The committee has an exciting announcement. Jo-Ann Williams has accepted the position of chair for the Teacher Prep Subcommittee. Jo-Ann teaches Teacher Prep courses at Wake Tech CC in North Carolina and brings with her a wealth of experience and knowledge to the committee. She also demonstrates a strong sense of commitment to improving Teacher Preparation programs in mathematics nationwide. Welcome Jo-Ann!

The Program/Curriculum Issues Committee will meet in Cincinnati. There are two essential issues the committee wants to address. First is the issue of mathematics program requirements for Elementary Education students. Second, many instructors have proven resources, including interactive website and activities, and they are willing to share. The committee's intention is to create an informational website of resources and activities appropriate for the Teacher Prep classroom. We invite you to join our discussions and contribute to our repertoire of educational activities. Please email Darlene Winnington at dwinning@dtcc.edu to join our committee or our discussion on Teacher Prep programs.

ONLINE STORE SALE!

Visit the AMATYC Online Store by following the link on the AMATYC webpage.

STUDENT MATHEMATICS LEAGUE COORDINATOR NEEDED

AMATYC is looking for a member to coordinate the Student Mathematics League (SML). Chuck Wessell is pursuing his Ph.D., and AMATYC will need someone to serve as SML Coordinator.

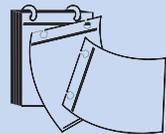
Duties of the SML Coordinator:

- Work with the SML Test Developer.
- Email each round's test and grading materials to each college's moderator.
- Collect results and prepare individual and team standings for all participants and each AMATYC region after each round.
- Arrange with the Office for awards.
- Present the awards at each AMATYC conference.
- Act as liaison with the sponsor of the scholarship.
- Field questions from moderators and prospective new members.

The term for the SML Coordinator is two years and is a renewable appointment. Duties will begin with at the end of the 2007 Annual AMATYC Conference. Some support will be provided for attendance at each AMATYC conference during the term of the appointment.

Questions regarding the nature and demands of the position may be directed to Chuck Wessell at sml@amatyc.org.

Members wishing to be considered for this position should submit electronically a letter of interest that specifically addresses the above qualifications, a vitae and a letter of support from your supervisor to Kathy Mowers, Kathy.Mowers@kctcs.edu. Review of materials will begin January 15, 2007.



AMATYC CALENDAR OF EVENTS

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

November 1, 2006 OhioMATYC Fall Meeting, In conjunction with the AMATYC Conference in Cincinnati, Cincinnati, OH. Contact: Janet Cook, cook@edisonohio.edu

November 2-5, 2006 32nd Annual AMATYC Conference, Cincinnati, OH. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

February 9-10, 2007 WYMATYC/Wyoming Articulation Conference, Univ of Wyoming, Laramie, WY. Contact: Jonathan Prewitt, jprewitt@uwyo.edu

February 16, 2007 18th Annual GMATYC Meeting, Georgia Perimeter College-Lawrenceville, Lawrenceville, GA. Contact: Kouok Law, klaw@gpc.edu

March 8-9, 2007 Joint SOCAMATYC/NCMATYC Meeting, Central Piedmont CC, Charlotte, NC. Contact: Suzanne Williams, 704.330.6073, suzanne.williams@cpcc.edu, or Jerry Marshall, 864.646.1368, gmarshal@tctc.edu

March 29-31, 2007 MOMATYC Conference, Three Rivers CC, Poplar Bluff, MO. Contact: Lola Swint, Lswint@mail.ncmissouri.edu

April 20-22, 2007 2007 NYSMATYC Annual Conference, Holiday Inn Select, Niagara Falls, NY. Contact: George Hurlburt, 607.962.9324, hurlburt@corning-cc.edu

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

June 15-16, 2007 Southwest Regional Conference, San Antonio, TX. Contact: Linda Zientek, lzientek@blinn.edu

November 15-18, 2007 33rd Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 20-23, 2008 34th Annual AMATYC Conference, Washington, D.C. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 12-15, 2009 35th Annual AMATYC Conference, Las Vegas, NV. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 11-14, 2010 36th Annual AMATYC Conference, Boston, MA. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 10-13, 2011 37th Annual AMATYC Conference, Austin, TX. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

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For additional information or to join AMATYC, visit www.amatyc.org

California

CMC³

CMC³ has elected **Rob Knight** as its new president and **Larry Green** as its president elect for the next two years. The current board is joined by two new members, **Susanna Crawford** and **John Thoo**. Joining **Cynthia Speed**, the new president of the CMC³ Foundation, are new foundation board members **Wei-Jen Harrison**, **Rick Hough**, and **James Curl**.

CMC³ South

New leadership in CMC³ South includes **Rich Zucker**, president; **Carol Murphy**, president elect; **Miriam Castonconde**, secretary; **Mark Greenhalgh**, treasurer; and members-at-large, **Sister Rita Basta**, **Patty George**, and **Hoat Le**.

Highlights from the last CMC³ South conference included a keynote address by **Gary Lorden**, chair of the mathematics department at the California Institute of Technology and **Dan Bennet**. Gary spoke on his role as a consultant for the TV show NUMB3RS while Dan amazed those in attendance with comedic juggling.

Delaware

The Delaware affiliation held their annual conference on May 31, 2006. A workshop on "Technology in Teaching Mathematics" was given by a group of graduating students from a participating institution.

Georgia

Calandra Davis has been working on starting a GMATYC blog. Follow the progress on the website at www.gmatyc.org.

New Jersey

Louise Olshan, County College of Morris, was the recipient of the NISOD Award for the Business, Mathematics, Engineering, and Technology Division.

County College of Morris hosted the spring meeting of the Morris Area Mathematics Alliance (MAMA) in May. Teachers from grades K-16 attended the event with sessions available for faculty at all the grade levels.

New York

Each year, the Curriculum Chair of NYSMATYC is charged with conducting a survey on a topic important to the mathematical education of two-year college students. The 2005-2006 survey was designed to quantify the issues in the developmental mathematics courses across

New York State. The survey was distributed to the NYSMATYC campus representatives at 51 two-year college campuses in New York State.

Here is a summary of the main results of the survey. In considering all of the data collected, it is clear that no consensus has been reached on the topic. The number of developmental courses varies widely from a low of 0 courses at one school to a high of 6 courses at another school. On the whole, graphing calculators are not commonplace. However, some technology is common, running the gamut from the four function calculator to computer lab technology. Eleven schools have an online version of at least some of their developmental courses while 19 others are not considering an online version.

For the full report of the survey results please visit the NYSMATYC website at www.nysmatyc.org.

Ohio

Looking ahead to spring, OhioMATYC will be holding its spring meeting in conjunction with T³ Regional at Rhodes State College, Lima, OH.

Virginia

VMATYC has awarded the \$700 Glenn Fox VMATYC Mathematics and Computer Sciences Scholarship for 2006-2007 to **Assane Ndiaye** of Northern Virginia CC, sponsored by VMATYC member **Jon Wilkin**. Assane has been tutoring mathematics and French in Senegal and the United States.

VMATYC will once again sponsor at least one member to the 2006 AMATYC conference. The selected applicant will have his/her AMATYC registration fee paid for by VMATYC. The individual will attend several sessions at the conference on one chosen topic and then present a session at the 2007 VMATYC on that topic. This will be the third year that VMATYC has sponsored members to the national conference.

Washington

Since its start in 2004, the Transition Mathematics Project (TMP) has crisscrossed the state and included all education sectors to identify standards for the mathematics knowledge and skills high school graduates need to ensure they are ready for college-level work in Washington, meet minimum admission requirements, and avoid remediation upon enrolling in an institution of higher education. The

new standards—the College Readiness Mathematics Standards—are now in their final form and available for order or pdf download at www.transitionmathproject.org.

With the successful completion and publication of the Standards, the TMP moves into its second phase of work with a focus on standards implementation. With renewed funding from the Gates Foundation and the State legislature, TMP created funding and technical support opportunities for twelve local partnerships representing Washington's diverse regions. Their charge: build capacity through supporting teachers and developing partnerships. TMP's phase II got an official kick off from August 22-25, 2006, when cross-sector teams met to begin planning their local activities in earnest.

To track TMP's phase II efforts or to learn of ways to participate, visit www.transitionmathproject.org or contact project coordinator **John House** at jhouse@highline.edu.

IN MEMORIAM

Charles Ames, retired NY professor, passed away July 13, 2006 in Broken Arrow, OK after a long bout with cancer. Ames was an award-winning teacher, teaching from 1966-1998 at the high school and community college level. He earned his BS and MS from SUNY at Brockport, NY and his PhD from LaSalle University. During his career, he was active in several math organizations, including AMTNYS (past president), NYSAMS, NCTM, and AMATYC.

AMATYC SEEKS AN ASSISTANT CONFERENCE COORDINATOR

Job Description

The Assistant Conference Coordinator will be involved in the preparation and operation for the AMATYC national conference and will require working year round.

Term of Appointment

This three-year appointment will begin immediately upon appointment by the AMATYC Executive Board and will run through the conclusion of the 2009 AMATYC national conference.

Duties

The AMATYC member in this position

- assists in the preparation and proofreading of print and electronic conference materials including, but not limited to the miniprogram and conference program
- submits a biannual report detailing activities to the AMATYC Executive Board
- participates in the meetings of the conference planning team and the conference planning meeting for future conferences that are held at the national conference
- participates in the annual site inspection and refresh visits, when requested by the President or President-Elect
- participates in contract reviews and internal discussions
- reviews resume (agenda and staging guide) and provides feedback to the Conference Coordinator
- serves as a liaison with the local events coordinator
- assists the Conference Coordinator with onsite activities during the national conference
- performs other duties as assigned

Level of support

The Assistant Conference Coordinator will be reimbursed for travel to the conference according to AMATYC policy.

Qualifications

- hold regular or lifetime regular AMATYC membership
- documented support from the individual's institution for necessary absence from the applicant's college and other time and resource commitments
- experienced with the planning of professional development activities such as: workshops, institutes, affiliate meetings, conferences for other organizations
- ability to organize and work with multiple projects simultaneously
- ability to work collaboratively with other individuals in a variety of settings
- e-skilled (word processing, spreadsheets, email, simple graphics)
- ability to monitor and work with a budget
- have initiative and ability to work without close supervision

To Apply

Interested persons with questions should contact AMATYC President Kathy Mowers. To apply, please electronically submit a letter of interest that specifically addresses the above qualifications, a vitae and a letter of support from your supervisor to Kathy Mowers, Kathy.Mowers@kctcs.edu. Review of materials will begin November 28, 2006, and the position will remain open until filled.

IN SEARCH OF THE BEST 2007-2009 AMATYC BOARD

by Judy E. Ackerman, Committee Chair

The AMATYC Nominating Committee solicits your nomination packet for one of the open board positions. Nominations are being accepted for vice president for each of the eight AMATYC regions, president-elect, secretary, and treasurer. Information about the responsibilities of each officer as well as the contents of the nomination packet (letter of intent, resume, and letter from the prospective nominee's supervisor acknowledging the need for a week away from school in the spring and the fall if elected) can be found at <http://www.amatyc.org/Get-Involved/nomination-board.htm>. Nomination packets need to be received by the Nominating Committee Chair by Thursday, February 1, 2007. They should be mailed to the chair, Judy Ackerman, Montgomery College, 51 Mannakee Street, Rockville, MD 20850.

If you have questions about the duties of a position please contact me or one of the members of the Nominating Committee, listed on the webpage. My nine years on the AMATYC Board have been a fantastic professional development experience and an opportunity to get to know wonderful mathematics faculty from all around the country. I look forward to reading your nomination packet!

PUZZLED OVER PROFESSIONAL DEVELOPMENT?

If you are scratching your head over your spring professional development options, look no further than the AMATYC Traveling Workshops. A workshop can be designed to fit your needs. Select from Technology, Teacher Preparation, or *Beyond Crossroads*, or try a combination of topics. Additional information on Traveling Workshops is on the AMATYC website under Events. Or, you may get the process started now by contacting Cheryl Cleaves (ccleaves@amatyc.org) or the AMATYC Office.

GRANTS CORNER

by Mary Kay Abbey

The AMATYC website now hosts a Grants Corner located under member resources. Grants Corner includes a list of National Science Foundation (NSF) programs with due dates. If you see a program that fits the needs of your students, use the NSF site to determine the particulars of the program you have selected. Once you have the solicitation and have assured yourself that this is what you wish to do, contact me for more information about obtaining successful proposals. These will be especially helpful to you as they will clarify what is wanted and give you specific examples that meet the criteria of the NSF staff and the review panels.

Also be sure to attend the proposal writing workshop at the AMATYC Conference in Cincinnati.

WINDOW ON WASHINGTON

by Kathy Mowers

At the writing of this report, the National Mathematics Advisory Panel (NMAP) has met twice. The Panel is charged with examining research literature on the teaching of mathematics, to suggest possible paths for additional research, and to write recommendations to “inform the future” by investigating studies in at least the following five areas (www.ed.gov/about/bdscomm/list/mathpanel/factsheet.html):

- ◆ The critical skills and skill progressions needed to learn algebra and prepare for more advanced courses;
- ◆ The proper role and design of standards and assessment in promoting student competence in mathematics;
- ◆ The processes by which students of various abilities or backgrounds learn mathematics;
- ◆ How the training, selection, placement and professional development of mathematics teachers affect student achievement; Institutional practices, programs and materials that have proven effective in improving mathematics learning; and
- ◆ Research needs in support of mathematics education.

To follow the progress of NMAP, visit www.ed.gov/about/bdscomm/list/mathpanel/index.html.



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

AMATYC COMMITTEES RESTRUCTURED

by Jim Roznowski

In an effort to increase the effectiveness of AMATYC committees, the AMATYC Board formed a task force. The Task Force gathered information and ideas from the AMATYC Board, AMATYC Committee Chairs, and AMATYC members. The AMATYC Board approved the Task Force’s recommendations, which bring these ideas together in a structure that will support the mission of AMATYC. The new committee structure will go into effect at the end of the 2007 AMATYC Conference.

The new structure of seven committees, listed below, establishes a stable set of committees while also providing the flexibility needed for AMATYC to respond to new trends and initiatives. The seven new committees are:

Team for Innovative Pedagogy Strategies—discusses classroom instructional techniques, including distance learning, technology in the classroom, active learning, and other similar topics. This committee will continue the work of the Distance Learning Committee and the Technology in Math Education (TiME) Committee.

Division/Department Issues—topics covered by this committee would include issues of department chairs and adjunct faculty, qualifications for mathematics faculty, mentoring of new mathematics faculty, and international mathematics. This committee will continue the work of the Faculty Development Committee and some of the objectives of the Equal Opportunity in Mathematics Committee and of the Program/Curriculum Issues committee.

Placement/Assessment—the focus of this committee would be “to serve as a resource for the AMATYC membership on issues related to Placement, Assessment of student outcomes and mathematical programs.” This committee is a continuation of the current Placement and Assessment Committee.

Teacher Preparation—the main focus of this committee is to help insure better preparation of teachers of mathematics at all levels. This committee will continue working on one of the objectives of the Program/Curriculum Issues Committee and some of the work of the Equal Opportunity in Mathematics Committee.

Mathematics for AAS Programs—this committee addresses mathematics for Engineering Tech, Health areas, Business Tech areas, Information Tech areas, Emerging tech areas, Trades, etc. This committee is a continuation of the Mathematics for AAS Programs Committee.

Developmental Mathematics (DMC)—this committee would develop a Traveling Workshop strand on Development Mathematics, collect and share syllabi from other developmental courses, identify programs designed to ease the transition from high school to college mathematics, develop better connections with other professional organizations, and provide current resources to address needs identified by the DMC membership. This committee is a continuation of the Developmental Mathematics Committee.

Mathematics Intensive/College Mathematics—the focus of the group would be to concentrate on courses past the developmental/foundations level. This committee will bring in new objectives not currently being addressed and will continue the work with Statistics from the Program/Curriculum Issues Committee.

The Task Force also recommended and the Board approved the creation of two additional budget lines for “hot topic” groups that may be formed by the AMATYC Board to address new trends or initiatives that would fit within the mission of AMATYC. An example of such a group might be classroom research.

Committee chairs will be approved by the Board at its 2007 Spring Board Meeting with the new committees beginning to function after the 2007 AMATYC Conference in New Orleans. If you are interested in being considered as a chair for one of our new committees, contact AMATYC’s President-Elect Richelle (Rikki) Blair, richelle.blair@sbcglobal.net.

THANKS FOR SUPPORTING AMATYC THROUGH THE AMATYC FOUNDATION

The AMATYC Foundation supports important AMATYC projects and meets special needs of AMATYC and its members through its General Development Fund. The Project ACCESS Fund provides professional development for new faculty and helps to develop the future two-year college mathematics leaders.



This is a corrected copy of a special thank you for contributions that were made between July 1, 2005 and June 30, 2006.

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Phil Cheifetz gets special thanks and recognition for his contribution of his time in putting on the Magic Show at the annual conference. All proceeds of this enjoyable activity benefit the AMATYC Foundation.

DO SOMETHING DIFFERENT DURING YOUR SABBATICAL! BECOME AN AMATYC "CONSULTING PROFESSOR"

AMATYC members on sabbatical or retired members can extend their professional development by becoming an AMATYC "Consulting Professor." Use your upcoming sabbatical in a new and interesting way contributing to our profession and advancing the mission and goals of AMATYC.

Examples of potential projects include, but are not limited to, helping to design a creative membership drive for AMATYC; helping update the AMATYC membership database; designing an AMATYC fundraising campaign; exploring the implementation of *Crossroads* and *Beyond Crossroads* recommendations and strategies; or engaging in an empirical study of an innovative classroom technique or an important issue to AMATYC.

Be creative! Your project can be almost anything related to the teaching and learning of mathematics in the first two years of college, as long as it relates to one of AMATYC's Strategic Goals and Priorities (go to www.amatyc.org/documents/StrategicPlans.htm). The project should be unique to you and your interests and completed during a quarter or semester with AMATYC providing technical and secretarial support. A consulting professor must be an active member in AMATYC, have full-time sabbatical leave or be retired, and make a commitment to complete the agreed-upon project in one quarter or semester from his/her home or college.

Interested applicants should send a statement of interest, an outline of their project, and a resume to Cheryl Cleaves, AMATYC Executive Director of Office Operations, Southwest Tennessee CC, 5983 Macon Cove, Memphis, TN 38134. The materials may also be emailed to ccleaves@amatyc.org or faxed to 901.333.4651.

Most AMATYC members make their Foundation contributions when they renew their membership or when they register for the annual conference. Look for the new Foundation card in your AMATYC membership renewal material and please give as generously as possible. Your contribution to the AMATYC Foundation supports important AMATYC projects. Contributions can be made online at www.alphacommerce.com/amatyc/foundation.aspx.



CALLING POTENTIAL STATE DELEGATES

Have you ever wondered how to become an AMATYC State Delegate? The first step is to indicate your interest to your regional vice president. Each state and province has at least two State Delegates, and states and provinces with more than fifty two-year colleges are eligible for additional State Delegates.

State Delegates work with their regional Vice President to promote membership in AMATYC and to promote AMATYC activities within their state or province. State Delegates have specific responsibilities outlined in the Bylaws. At each AMATYC conference, State Delegates attend the Delegate Assembly and input forums on position statements and other topics where broad input is sought. The Delegate Assembly's specific duties are to approve policy statements, to approve constitution changes before they are sent to the membership for ratification, and to present written recommendations to the executive board.

The new term will begin on April 1, 2007, and end on March 31, 2009. Regional vice presidents write to delegates' supervisors to encourage institutional support for delegates to attend the annual conference. Please consider this your invitation to become more involved in AMATYC and your profession.

Dates To Remember!

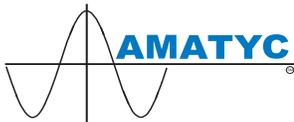
Teaching Excellence Award
Nominations Deadline:
December 8, 2006

Call for Nominations for
AMATYC Office:
February 1, 2007

Call for Presenters and Presiders
for the 2007 AMATYC
Annual Conference:
February 1, 2007

AMATYC Positions-
Review of Materials:
Asst. Conference Coordinator-
November 28, 2006
Student Math League Coordinator-
January 15, 2007

For more information visit
www.amatyc.org



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