

# NEWS

Opening Doors  
Through Mathematics



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## Monumental Doings in a Monumental Place

by Judy Williams

Join us November 20-23, 2008, for the 34<sup>th</sup> annual AMATYC conference, making Washington, DC, a monumental place for mathematics! The conference will provide attendees with outstanding sessions and networking opportunities, and DC is a capital location to be in.



With so much to do in Washington, bring your family and arrive early or stay late. For those who accompany you, make sure they come to the Hospitality Room Thursday, November 20, at 8:15 a.m. for our session "Making Connections: Families and Friends."

Getting around town for you and your guests will be simple with the Washington Hilton Hotel just a few blocks from the Dupont Circle Metro station. Music and theater options range from Broadway caliber shows and the National Symphony at the Kennedy Center to excellent local bands and stage productions. As the November schedules are announced, look for updates on the Local Events pages through [www.amatyc.org](http://www.amatyc.org), and check for special AMATYC ticket offers.

Whatever your interests, Washington has a museum for you. Many offer free admission, but some require you to write for advance tickets. Many close in the late afternoon, so be sure to check hours to avoid showing up to shut doors.

Contact your Senator ([www.senate.gov](http://www.senate.gov)) or Representative ([www.house.gov](http://www.house.gov)) to request tickets for a White House tour Tuesday through Saturday mornings. When making the request, you'll need to supply information on each guest for a security check. Notification that you have tickets will not come until the first week of November, but your congressional office may send a list of names to the White House Tour Office up to six months in advance, so make your call by May 1 to assure that your request for tickets is sent to the tour office.

You can also request your congressional office to arrange a Capitol tour. These are led by a person from your district who will personalize the experience. You can also get help with a visit at the Bureau of Engraving and Printing, the State Department, and the Voice of America offices and studios where you can perform in front of the blue screen. These are just a few of the attractions you might want to visit; all of these are easily accessible via Metro.

## A New Era for Project ACCESS

The new era of AMATYC Project ACCESS is well on its way! The first Cohort of the new AMATYC



Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service) Fellows is currently hard at work on their projects, attending affiliate conferences, communicating via the listserv, and implementing ideas they got from the Minneapolis conference.

Project ACCESS began in 2004 with a grant from ExxonMobil and continues today through support from AMATYC and donations to the AMATYC Foundation specifically for ACCESS. The project's goal is to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community. This highly successful project has already benefited over 120 new faculty members at two-year colleges across the nation.

The current Fellows will complete their formal activities with attendance at the Washington, DC conference in November. They will be joined by a new group of Fellows chosen this summer. If you are a new faculty member, please consider applying for this wonderful project, or if you know of someone else who is a new faculty member, please encourage them to apply. The project is for faculty in the first, second, or third year of a full-time teaching position at a two-year college.

Applications for the 2008-2009 Cohort of Fellows will be accepted from March 1<sup>st</sup> to May 1<sup>st</sup>. Applications and important information are available on the AMATYC website. The twenty-four Fellows to be selected will attend the AMATYC conferences in Washington, DC in 2008 and Las Vegas, Nevada in 2009, where they will attend special sessions designed for new faculty as well as many of the conference sessions and activities.

The Project Coordinator is Karen Gaines from St. Louis CC. If you, or any new faculty in your department, have any questions feel free to contact her at [kgaines@stlcc.edu](mailto:kgaines@stlcc.edu). For more details, visit the AMATYC Project ACCESS website at [www.access.amatyc.org](http://www.access.amatyc.org).

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## Reflections across the Curriculum Rethinking Pre-Algebra through Calculus... Questions and Actions...

Rikki Blair  
Lakeland CC ♦ Kirtland, OH

There are many responsibilities for mathematics faculty, but few are more challenging or more critical than thinking seriously about revitalizing mathematics courses and programs. The need for more quantitative literacy and mathematics reasoning skills in our global technological society is more important today than ever.

### Did you know?

- ❖ The top 10 jobs projected for 2010 didn't exist in 2004.
- ❖ The amount of technical information is doubling every two years. For college students, half of what they learn will be outdated by their third year.

We are preparing students for jobs that don't currently exist, using technologies that haven't yet been invented, to solve problems we don't even know are problems yet. In this environment, it is not only *what* our students know, but *how they learn* that will set them apart. In order to prepare our students to be informed citizens and successful in their careers, we need to examine *what* we are teaching and *how* we are teaching that content.

### Remedial and Developmental Mathematics

In 2005, the total number of "precollege" mathematics course enrollments at two-year colleges was 964,000 students, an increase of 26% from 2000 (Lutzer, et.al., 2007, p.134). Some of our students are taking arithmetic, pre-algebra, and beginning algebra for the first time, but many more students have taken these courses before, often more than once.

In jest, some say the definition of insanity is "doing the same activity in the same way a second time and expecting different results." Is this what we are doing in our developmental mathematics courses—providing the same mathematics experience for student a second or third time and expecting different results? Are students really learning to think abstractly and develop reasoning skills to solve new problem situations, or are they memorizing routine procedures?

### College Algebra

College algebra had the largest enrollment in 2005 (206,000 students) of any college credit-bearing mathematics course (Lutzer, et.al., 2007, p.139). This course, along with precalculus, is the gateway to college mathematics for the large number of students. Instead, college algebra may be serving as a filter, rather than a pump for other mathematics courses, closing the door to future mathematics course enrollments for many students. Are we emphasizing the appropriate content in this course? Does the content of this course prepare students for their life's work—not just for their next math class?

### Calculus

It is time to take an honest look at the mainstream calculus sequence. Enrollment in calculus courses, which made up 8% of total mathematics enrollments in 2000, decreased to only 6% of enrollments in 2005 with a total of 81,000 students (Lutzer, et.al., 2007, p.139). In contrast, there was a 31% surge in "non-mainstream" Calculus I, perhaps reflecting a growth in calculus enrollment by biology and life-science majors. What can we do to encourage students to take more calculus and consider majoring in mathematics? What are the backgrounds and needs of the students taking calculus? How can we re-imagine the calculus courses to better serve our students?

### What can you do?

The challenges of developing innovative curricula are daunting for two-year colleges, positioned between the K-12 and four-year college sectors. Finding solutions for improving two-year college courses and programs begins with each professional accepting the responsibility for taking the first step. Successful implementation of innovations will be more beneficial to students when collaboration with our colleagues in high schools and four-year colleges and universities takes place. The changes occur one class at a time.

Consider one of these activities in your department:

- ❖ Organize a department meeting to open dialogue about how your mathematics curriculum can be structured to meet the needs of today's students.
- ❖ Plan a meeting with mathematics faculty and faculty from other disciplines to integrate quantitative and reasoning skills into other courses and develop student outcomes in quantitative literacy.
- ❖ Search for models that work. Study the components and activities of such models and incorporate those components into a course at your college.
- ❖ Use the Implementation Cycle of *Beyond Crossroads* (AMATYC, 2006) to design an implementation plan to re-imagine your college class or department's program.
- ❖ Engage in the scholarship of teaching to build the research base of innovations in two-year college mathematics education. Share those results with others in our community.
- ❖ Attend professional development workshops or design a traveling workshop at your college.
- ❖ Bring together a consortium of high school, two-year and four-year college mathematics faculty in your region or state to discuss curricular improvements.

Most importantly, don't be satisfied with the status quo. Think outside of the box. Embrace change. Take the first step and try something new in one of your classes. Collaborate with your colleagues to develop mathematics courses and programs that will prepare our students with the reasoning skills they need for tomorrow. Working together, we can provide a meaningful mathematics experience that will have positive results for our students.

### References:

Lutzer, D.J., Rodi, S.B., Kirkman, E.E., & Maxwell, J. W., Eds. (2007). *Statistical Abstract of Undergraduate Programs in the Mathematical Sciences in the United States, Fall 2005 CBMS Survey*, American Mathematical Society, Providence, RI, [www.ams.org/cbms/cbms2005.html](http://www.ams.org/cbms/cbms2005.html).

American Mathematical Association of Two-Year Colleges (2006). *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College*, AMATYC, Memphis, TN, [www.amatyc.org](http://www.amatyc.org).

## First Call for Nominations for AMATYC Office

The Nominating Committee encourages each AMATYC member to consider submitting a nomination for the 2009-2011 slate of officers. Serving as an AMATYC officer is a wonderful way to expand one's professional horizons and to contribute to AMATYC and the profession.

The positions to be filled are President-Elect, Secretary, Treasurer, and Vice President for each of the eight regions. Completed nomination packets are due **February 1, 2009**.

Any regular individual or lifetime member of AMATYC who has the passion, energy and innovative ideas that will help promote and grow AMATYC is eligible and strongly encouraged to run for office.

The Nominating Committee consists of twelve members who represent a cross-section of AMATYC delegates, members, and leadership. The committee requests your input early in this important process. For more information, follow the "Get Involved Link" at [www.amatyc.org](http://www.amatyc.org) for more information and for email addresses for any of the Nominating Committee members listed below. If you have questions or wish to nominate someone, contact any of the members of the committee listed here.

Kathy Mowers, Chair  
George M. Alexander  
Byron A. Dyce  
George A. Hurlburt  
Alice M. Kaseberg  
Linda H. Kodama

Nicole M. Lang  
Marilyn E. Mays  
Donald Ransford  
Larisa A. Russell  
Jane M. Weber  
Darlene F. Winnington

## New Editor of AMATYC News Appointed

In December, the AMATYC Board appointed Kathryn Kozak, Coconino CC, Flagstaff, AZ, as the AMATYC News editor. Kathryn has been the ArizMATYC president and has served on various AMATYC committees. She is excited to serve AMATYC members in this capacity. Contact Kathryn, [kozak@coconino.edu](mailto:kozak@coconino.edu), if you have any suggestions or articles for the newsletter. Thank you to Jean Woody for all of the years that she was the editor, and congratulations on her new position as VP of the Southwest Region.



## Honor a Colleague With a Nomination for the AMATYC Teaching Excellence Award

Demonstrate your respect for a colleague, your profession, and yourself by nominating an outstanding instructor for the AMATYC Teaching Excellence Award. Given in odd-numbered years, the last awards were presented at the 2007 Conference in Minneapolis. The next awardees will be honored at the 2009 Annual AMATYC Conference in Las Vegas. Awardees receive a medallion from AMATYC and a \$500 check for professional development from Houghton Mifflin. Good teaching is the main focus of the Teaching Excellence Award.

Nominations are invited from AMATYC individual members, institutional members, and affiliates. Nominees must be AMATYC members whose primary assigned duties are delivering instruction in an associate degree-granting program. Members may nominate themselves. The packet for guidelines for nominations will be sent to AMATYC members and affiliate presidents in March 2008. A completed nomination packet consists of the following:

- Completed nomination form;
- Cover letter from the nominator, not to exceed 3 pages;
- Resume or vita of the nominee, not to exceed 3 pages;
- One-page letters of recommendation from a student, a colleague, and a supervisor; and
- Two-page summary of the candidate's most recent student evaluations.
- Additional information will not be considered.

Criteria for selection are:

- Instructional Effectiveness and Support of Students (25 points)
- Professional Involvement and Professional Development/Renewal Activities (15 points)
- Interaction with Colleagues (5 points)
- Service to Departments/Division/College (5 points)

The awardees will be selected by the 2009 Teaching Excellence Award Committee, which includes an elected representative from each of the eight AMATYC regions. Rob Farinelli, president-elect, chairs the committee. Three of the committee members are Teaching Excellence Award recipients themselves! The TE Committee will determine the number of awards, up to 8, given based on the total number of nominations and the strength of the applicant pool.

Help AMATYC honor an AMATYC member from your college, institution, or region who has demonstrated teaching excellence. It is through the recognition of our best instructors that we emphasize the significance of our critical role, the importance of our profession, and the value of the professional goals to which we all aspire. The deadline for nominations is **Monday, December 8, 2008**. For more information, contact Rob Farinelli at [rfarinelli@csmd.edu](mailto:rfarinelli@csmd.edu) or your regional vice president. Nomination forms and more information may be found on the AMATYC website.

# JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

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# David Krumholtz of NUMB3RS Joins the Festivities at the CMC<sup>3</sup> Conference in Monterey

by Larry Green

In December 2007, the California Math Council Community Colleges (CMC<sup>3</sup>) fall conference in Monterey, California included a special guest: David Krumholtz. Krumholtz plays the brilliant mathematician, Charlie Eppes, who uses his mathematical abilities to assist his FBI brother in solving crimes. The series has helped millions see mathematics as more than just a useless subject they must take in school.

David Krumholtz and the rest of the cast and crew of NUMB3RS have been especially helpful to the CMC<sup>3</sup>. In 2006, Keith Devlin, a consultant for the show, presented a keynote talk titled, "NUMB3RS Numbers: The Real Story that Inspired the Hit CBS Television Series," where he talked about the mathematics behind some of the episodes.

At the CMC<sup>3</sup> award ceremony David Krumholtz, who finished high school, but never completed his college degree, was awarded an honorary associates degree in mathematics from Lake Tahoe CC. This was the first honorary degree ever awarded by Lake Tahoe CC. He signed autographs and joined a photo session for about a hundred of the CMC<sup>3</sup> members.

The producers of the series donated a walk-on role for the CMC<sup>3</sup> foundation to raffle off at the 2007 conference in Monterey. This helped the CMC<sup>3</sup> foundation raise thousands of dollars for scholarships. David Krumholtz selected the winner of the raffle. After selecting Sue Broxholm of Skyline College, he was nice enough to pick an additional winner, Bob Prior of Riverside CC, so two CMC<sup>3</sup> members will be in a future episode. Next time you are watching the show don't be surprised if you see an actor pretending to be a math instructor and a math instructor pretending to be an actor.



David Krumholtz and Past President Kathy Mowers at the CMC<sup>3</sup> Conference.

# Student Mathematics League (SML)

by Susan R. Strickland

Round 1 is finished and, when you read this, Round 2 will be completed and the results will be in the process of being compiled. There were three students are tied for the top slot. Round 2 will determine who stays on top. Here are the standings from Round 1:

## Top Five Schools

1. Pasadena City College (CA), 160.5 points
2. Bellevue CC (WA), 149 points
3. East Los Angeles College (CA), 147.5 points
4. Ohlone College (CA), 142.5 points
5. Brookdale CC (NJ), 141 points

## Top School by Region

1. Northeast - Southern Maine CC (ME)
2. Mid-Atlantic - Brookdale CC (NJ)
3. Southeast - Durham Technical CC (NC) and Indian River CC (FL) (tie)
4. Midwest - Elgin CC (IL)
5. Central - Normandale (MN)
6. Southwest - Austin CC (TX)
7. Northwest - Bellevue CC (WA)
8. West - Pasadena City College (CA)

## Top Ten Individual Scorers

1. Qiaochu Yuan, Bellevue CC (WA), 37.5 points  
Benjamin Newman, J. Sargeant Reynolds CC (VA), 37.5 points  
Zhenhua Cui, Pasadena City College (CA), 37.5 points
4. Shilen Patel, North Harris College (TX), 36.0 points  
Ke Qu, Santa Monica College (CA), 36.0 points  
Amy Kim, Bellevue CC (WA), 36.0 points
7. George Yu, St. Charles CC (MO), 35.5 points  
Giau Pham, East Los Angeles City College (CA), 35.5 points  
Jujin Yoshimura, De Anza College (CA), 35.5 points
10. Robert Lockley, Florissant Valley CC at St. Louis (MO), 35.0 points  
(Robert was last year's Charles D. Miller Memorial Scholarship recipient)

It is a tight race! There are multiple ties for positions in the individual standings, so Round 2 will be exciting for the students. It is also exciting for the moderators-Jude Socrates at Pasadena City College was very excited to have his school take such a big lead in Round 1, but there are other moderators who would like to take that lead away from his college. Thank you to the moderators who take on this extra duty solely for the joy of doing it.

If your college is not already participating in the SML, please visit the website at [www.amatyc.org/SML](http://www.amatyc.org/SML) to find out more.

## Future AMATYC Conferences

2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11
2013	Anaheim	October 31-November 3

## Report from the MAC<sup>3</sup> Winter Institute

Nixon defeats Kennedy! At least that would have been the result of the 1960 presidential election if a suggested alternative to our current electoral college process had been used. The study of our presidential electoral process is just one activity developed during the most recent Mathematics Across the Community College Curriculum (MAC<sup>3</sup>) Winter Institute. The Winter Institute, held January 18-24, 2008, in Miami, FL, was the final MAC<sup>3</sup> institute funded by a grant from the National Science Foundation.

The Miami Beach Resort and Spa hosted institute participants representing fourteen community colleges from eleven states and eighteen disciplines. On the first night of the Institute, Lourdes España and Isabel Rodríguez-Dehmer of Miami Dade College, gave a presentation entitled, Creating a Learning Community in an Hour. Participants also attended sessions showcasing past MAC<sup>3</sup> projects and how to implement MAC<sup>3</sup> projects campus-wide.

Over the three days of the Institute, the participants developed projects, learning communities, and courses that formed a connection between mathematics and other disciplines. Projects included such topics as: the psychology behind election campaigns, crime scene investigation, the analysis of writing styles, financial planning, and the electoral process in the United States. All of the projects were showcased on the final morning of the institute. The materials developed during this Institute and all past MAC<sup>3</sup> institutes are available at the project website, [mac3.amatyc.org](http://mac3.amatyc.org).

To continue this very successful project, AMATYC has also incorporated MAC<sup>3</sup> as part of its Summer Institute program. For 2008, a MAC<sup>3</sup> Institute is scheduled to be hosted by Middlesex CC in Lowell, Massachusetts, July 15-18. Additional information about this Summer Institute is available online at [amatyc.org](http://amatyc.org) and will be included in the summer institute flyer, which will be mailed to all AMATYC members. A MAC<sup>3</sup> sharing session has been scheduled for the upcoming AMATYC conference in Washington, DC.



Sophia Georgiakaki and Susan Cerretani from Tompkins Cortland CC in Dryden NY

## AMATYC Needs YOU!

Are you a highly-organized person who is good with details and with juggling lots of balls at the same time? If so, then AMATYC may have the right volunteer position for you! Margie Hobbs, AMATYC's current Conference Coordinator, has announced her wish to complete her term as Conference Coordinator as soon as the position can be filled and a transition plan developed. It is anticipated that if the position is filled this spring, that the new appointee could be involved in the 2008 and 2009 conferences, in collaboration with Margie Hobbs. While this seems like a long way off, the AMATYC board would like to have a person in place as soon as possible to ensure a smooth and systematic transition with no loss of continuity.

The duties of the conference coordinator are generally as follows:

- Oversee all AMATYC conference planning
- Serve as budget manager for the annual conference
- Serve as AMATYC's contact with the professional conference planning company, conference meeting facility, and assorted vendors related to the conference.
- Serve as advisor to the Local Events Coordinators, Program Coordinator, and all conference committee chairs

For more details, visit [www.amatyc.org](http://www.amatyc.org).

This position promises to be a worthwhile and challenging opportunity for you! It will allow for significant professional growth as well as the opportunity to foster the building of communities of professional support.

The deadline for applications is **April 11, 2008**, or until the position is filled. Applicants should email a letter of interest, a current resume, and letter of support from their immediate supervisor to Rob Farinelli, [rfarinelli@csm.edu](mailto:rfarinelli@csm.edu). Please contact Rob if you have any other questions regarding this important position.

## AMATYC Position Statements

Almost every year delegates are asked to attend a forum at the conference to discuss a proposed position statement. After two hearings at forums, the Delegate Assembly is asked to approve the position statement. Position statements reflect current topics of interest in mathematics education, such as the recently approved statement on dual enrollment. Often academic committees return existing position statements to the Delegate Assembly for revision, retirement, or reaffirmation due to changes in mathematics education.

Faculty report that they use AMATYC position statements to support their needs at their colleges. All of the AMATYC position statements are available for your review at [ww.amatyc.org/documents/Guidelines-Position/index.htm](http://ww.amatyc.org/documents/Guidelines-Position/index.htm) or from the home page by looking under Publications.

There was interest expressed at the 2007 Delegate Assembly for a position statement on selling textbooks. At the 1989 AMATYC Conference in Baltimore, the Delegate Assembly approved the following resolution. It is reprinted here for your information.

### Resolution Regarding Textbooks

AMATYC does not endorse the buying or selling of desk and/or examination copies of textbooks, AMATYC denounces the practice of offering inducements such as cash or gratuities (including equipment) in exchange for textbook adoption, and AMATYC denounces the acceptance of cash or gratuities (including equipment) by instructors, departments, or institutions in exchange for textbook adoption.

## Developmental Mathematics

by Jack Rotman

The Developmental Mathematics Committee (DMC) is here to help each AMATYC member and to improve the profession. If you (or another AMATYC member) wishes to join the DMC, just go to the committee's website, [devmath.amatyc.org](http://devmath.amatyc.org).

The committee's largest current project involves creating an AMATYC Traveling Workshop for developmental mathematics. A group is working on identifying possible topics for the workshops, and will begin the process of making these a reality. If you would like to help, first join the DMC ... and then let me know of your interest!

Other DMC projects include a possible "Network & Sharing Session" for developmental mathematics at the Washington conference (November 2008) and a Themed Session at the 2009 Conference. More about these projects will appear in the DMC newsletters.

One of the most common questions I receive is "do you have an email list for developmental mathematics?" The committee does not have an email list; however, four newsletters are sent each year by email to all members of the DMC. To receive these newsletters automatically, join the DMC. The newsletters are the means for accomplishing our work between conferences.

For other news from the DMC, visit the website ([devmath.amatyc.org](http://devmath.amatyc.org)) and read the past newsletters.

## Mathematics Intensive/ College Mathematics

by Klement Teixeira

The Mathematics Intensive/College Mathematics Committee was formed at the end of the 2007 AMATYC Conference in Minneapolis. This new committee will concentrate on credit-bearing college-level mathematics courses. Such courses may lead to AS or AA degrees, be used as transfer credit, or be taken for student enrichment. Possible sub-committees may include: College Algebra, Statistics, Pre-Calculus, Calculus, Differential Equations, and Linear Algebra.

The first subcommittee of the Mathematics Intensive/College Mathematics Committee is the Statistics subcommittee,

chaired by John Climent. If you would like to join this subcommittee or suggest additional subcommittees, please contact Klement at [kteixeira@bmcc.cuny.edu](mailto:kteixeira@bmcc.cuny.edu).

## Placement and Assessment

by Connie Buller

It seems impossible that people can commit already in January to attend a conference in Washington, DC this November, but it is true! There are presenters for the Themed Session on Placement and Assessment from Ohio, Texas, Pennsylvania, West Virginia, Kentucky, Maryland, Idaho, Indiana, and North Carolina lined up. These presenters have some ideas that they have put into practice, and are willing to share with the rest of us.

There were so many excellent proposals submitted for this year's Themed Session, that the committee is planning another one for the 2009 AMATYC conference in Las Vegas.

Good conversations were started in committee meetings in Minneapolis, and there is evidence that some solutions are being found, often with help from people from far-off states who addressed the same issues in their own schools.

If you would like to see what others have shared, please go to [www.amatyc.org](http://www.amatyc.org), look under Publications and then Electronic Proceedings. Handouts from the Minneapolis conference are posted there. For instance, Bill Worpenberg's handout on informed self-placement has some intriguing ideas plus analysis of how they work.

Many of you are active in your affiliate organizations, and I would encourage you to host a session on Placement and Assessment there too!

Enjoy your teaching, and let's see what we can do to have great placement and assessment in our math classes and programs!

## Teacher Preparation

by Darlene Winnington

The Teacher Preparation Committee was formed at the end of the 2007 AMATYC Conference in Minneapolis and all are welcome to join. Please contact either Darlene Winnington at [dwinning@dtcc.edu](mailto:dwinning@dtcc.edu) or your regional representative:

Northeast	Michelle Doucette <a href="mailto:douetm@sunyocc.edu">douetm@sunyocc.edu</a> ;
Mid-Atlantic	Jon Wilkin <a href="mailto:johnwilkin@mindspring.com">johnwilkin@mindspring.com</a> ;
Midwest	Darlene Whitkanack <a href="mailto:darlene155@aol.com">darlene155@aol.com</a> ;
Central	Sally Edwards <a href="mailto:sedwards01@jccc.edu">sedwards01@jccc.edu</a> ;
Southwest	Clyde Greeno <a href="mailto:clydegreeno@cox.net">clydegreeno@cox.net</a> ;
Northwest	Barbara Herzberg <a href="mailto:bherzber@nwcc.edu">bherzber@nwcc.edu</a> ;
West	Debora Justeson <a href="mailto:debora.justeson@gcccd.edu">debora.justeson@gcccd.edu</a> .

The committee is discussing three issues. There is concern in some states with transfer of credits to four-year institutions. The committee would like to examine the issue. If your institution is experiencing transfer credit issues in the realm of teacher prep, please contact your regional representative to bring your issues to our attention.

The committee is also considering guidelines for mathematics for teachers courses and suggestions for minimum requirements for faculty who teach these courses. The first step is collecting syllabi and transfer requirements. Data is also needed concerning minimum hiring/teaching requirements at your institution for mathematics for teachers' courses. Please send your syllabi or transfer agreements to Darlene Winnington.

Lastly, the committee wants to publish a quarterly newsletter. The content of the newsletter is intended to give ideas for lessons and successful activities to be utilized in your classroom. If you want to receive this newsletter, please e-mail Darlene Winnington at [dwinning@dtcc.edu](mailto:dwinning@dtcc.edu) to be included in the mailing. Ideally, we want submissions from every region. Submit your ideas to your regional representative to have your activity/lesson published in the first newsletter. Suggestions for the newsletter title are also appreciated!

Become involved in AMATYC. Join a committee. For a complete listing of committees and contact information visit [www.amatyc.org](http://www.amatyc.org) and then click on the Get Involved button and choose Committee.

## Wikis and Clickers and Tweets, Oh My!

### Think about AMATYC Traveling Workshops by Patrick Averbeck

At Edmonds CC, the faculty offices are not grouped by departments, but rather with faculty members from different disciplines in adjacent offices. This proximity lends itself to interesting conversations, different perspectives, and an expanded vocabulary. During a recent hallway conversation between an English instructor and a computer information systems instructor, words like blog, wiki, Web 2.0, tweets, clickers, PDA, plog, sims, avatars, boards, social networking, twittering, course management systems, RSS, podcasts, dropbox, and file sharing systems were being thrown around. If you are up on your technology, you may be already familiar with these terms. But, what about the faculty members who have not heard of these terms before and feel like they've been dumped in a new land?

Advances in technology are changing the ways that students communicate with each other. Just think of how text messaging has become so prevalent in such a short time. For example, Pete (the author's friend) communicates with his thirteen year-old daughter more through text messaging than in person. Will instructors someday be text-messaging with their students the way they currently email students?

Possibly, you've encountered these technologies and wondered how it could be used in the classroom or how the new technologies could be used to communicate with students. Maybe you've already experienced them and want to explore ways to use the new technologies to reach your students. Or, is your college asking you to increase online availability of mathematics courses? Perhaps you want to be introduced to some new technology, but talking with a publisher representative or technology representative makes you feel as uncomfortable as a walk in a dark forest. And, perhaps your college does not have the money to send you to a technology conference.

If these scenarios describe you or your college, consider hosting a Traveling Workshop in Technology at your institution. A Technology Traveling Workshop may be a way for you and your colleagues to engage in the exploration of the uses of technology to provide alternative means of communicating with students and colleagues. But, be careful -- by the end of a half- or full-day workshop, someone may overhear you say "Excuse me, I just got a tweet and I have to go twitter."

For more information about AMATYC Traveling Workshops, contact Patrick Averbeck, the Traveling Workshop Coordinator, at [patrick.averbeck@edcc.edu](mailto:patrick.averbeck@edcc.edu) or 425.640.1093.

## Call for Papers

Articles are being sought for a planned MAA Notes volume to be titled *College Algebra and Precalculus: Today's Students, Tomorrow's Courses*.

The volume will be co-edited by Sheldon Gordon ([gordonsp@farmingdale.edu](mailto:gordonsp@farmingdale.edu)), Florence Gordon ([fgordon@nyit.edu](mailto:fgordon@nyit.edu)), Barbara Edwards ([edwards@math.oregonstate.edu](mailto:edwards@math.oregonstate.edu)), and Sharon Cutler Ross ([sross@gpc.edu](mailto:sross@gpc.edu)) and is being developed on behalf of the MAA committee on Curriculum Renewal Across the First Two Years (CRAFTY).

Most College Algebra and Precalculus courses were originally developed to prepare students for mainstream calculus and many are still offered in that spirit. The few available studies suggest that only an extremely small number of the students taking College Algebra ever start Calculus I. A series of articles is being collected that will provide the mathematics community with a much clearer picture of who the students actually are who take these courses and how well they are served by the courses. This information will be useful to departments that wish to change the focus of these courses to better meet the needs of their students.

Papers are sought that report on both quantitative and qualitative studies examining various aspects of the student populations in these courses, including:

- How did they come to these courses? Did they take the prerequisite classes in high school or in college? Are there any differences in performance based on where they took the prerequisites?
- Why are they taking these courses? What are their majors? How well do they perform in these courses?
- What subsequent courses do they take (either in mathematics or in other quantitative disciplines)? What percentages go on to successor courses and how well do they perform?
- How well prepared are these students for the mathematical needs of today's quantitative workplace?
- For departments that offer different tracks/emphases for different student populations, are there any differences in enrollment, retention, performance, or attitudes based on the nature of the College Algebra or Precalculus experience?

If you are interested in being considered as a contributor to this volume, please send a brief description of your ideas to one of the co-editors. Additional details can be found at [farmingdale.edu/~gordonsp/CurrentProjects.htm](http://farmingdale.edu/~gordonsp/CurrentProjects.htm). **Deadline for initial communication: April 30, 2008.**

## Grants Corner

Two items of interest are listed below for those of you who are working on a grant or just thinking about grant opportunities:

1. There will be a Poster Session in Washington, DC, November, 2008. Please come and share your wonderful ideas about an innovative program. Contact Mary Kay Abbey at [marykay.abbey@montgomerycollege.edu](mailto:marykay.abbey@montgomerycollege.edu) for an application. Feel free to send names of colleagues who are ready to join a poster session.
2. By the time you read this newsletter, the deadline for students to apply for summer research opportunities will have passed. But it is never too early to start thinking about next year. Have your students check out the website [www.nsf.gov/crssprgm/reu/](http://www.nsf.gov/crssprgm/reu/). The students and you will then have ample time to put together a great application for summer 2009.

## Crossroads Corner Beyond Crossroads Summer Workshops in 2008:

### Colorado Springs and San Diego

by Bruce Yoshiwara

Jump start your plans for improving mathematics instruction (and visit a great tourist location) by attending one of the three *Beyond Crossroads* Summer Workshops!

The first two *Beyond Crossroads* workshops will be June 6-7, 2008, (please note the date change!) in Colorado Springs, CO, and July 10-11, 2008, in San Diego, CA. A third *Beyond Crossroads* workshop is planned for summer 2009 on Cape Cod, MA.

The Colorado Springs workshop will be held on the Centennial Campus of Pikes Peak CC. Participants will want to bring cameras to capture the view of Cheyenne Mountain from the campus! The San Diego workshop will be held at the Town and Country Resort and Convention Center in Mission Valley, a short taxi ride from the San Diego Airport. The hotel website ([www.towncountry.com/](http://www.towncountry.com/)) lists many local attractions.

The attendees of these workshops will use the *Beyond Crossroads* Implementation Cycle to develop, assess, and improve projects of their choice. Teams of participants are especially encouraged to attend.

Each two-day workshop/conference will offer common plenary sessions, concurrent break-out sessions, and opportunities to work on specific projects and/or to focus on specific aspects of *Beyond Crossroads* standards and recommendations.

Visit the *Beyond Crossroads* Summer Workshop information page [www.amatyc.org/BC/BCSummerWorkshopHome.htm](http://www.amatyc.org/BC/BCSummerWorkshopHome.htm) for details and the latest information about registration, housing, and activities. Deadline for both workshops is April 18, 2008.

The *Beyond Crossroads* Summer Workshops are partially funded by NSF Grant DUE7428-0410842.



## AMATYC Mathematics Across the Community College Curriculum Summer Institute

Lowell, Massachusetts, July 15-18, 2008

by Carol Hay

Applications are now being accepted for the 2008 "Mathematics Across the Community College Curriculum" (MAC<sup>3</sup>) Summer Institute. The Institute will be held July 15-18, 2008, at Middlesex CC, Lowell, Massachusetts

The goal of this Institute is to provide faculty with the time and assistance to develop mathematics across the curriculum activities and assessments. Faculty teams from all disciplines can attend. Teams should be comprised of at least one mathematics instructor and at least one non-mathematics instructor. The institute will feature workshops on interdisciplinary teaching, a computer lab with Internet access, experienced consultants, and valuable time to work on your specific project. We invite interdisciplinary groups of faculty from high schools and two- or four-year institutions to apply.

What are some of topics to be covered at the Summer 2008 Institute? The Institute, modeled after other national MAC<sup>3</sup> programs, offers sessions on the following topics: Service Learning and Community Engagement, Learning Communities Models, Developing Learning Outcomes and Pre/Post Assessment, and Spreading the MAC Word through Changing the Culture. In addition, the Institute will provide extensive time for faculty teams to share ideas with one another, plan together, and work with the Facilitator, Caren Diefenderfer, Ph.D., Professor of Mathematics at Hollins University and a member of the steering committee for the NSF-AMATYC MAC<sup>3</sup> project.

What size of project is suitable? MAC<sup>3</sup> projects can be as small as single assignments or they can be very big (creation of entirely new courses or campus-wide initiatives). Projects from previous participants have incorporated mathematics or quantitative reasoning into disciplines such as anthropology, art history, biology, business, chemistry, economics, English, environmental science, ESL, health, labor studies, and physics. See the AMATYC website at [www.amatyc.org](http://www.amatyc.org) for a complete list of Math Across the Curriculum past projects

The cost to attend the Institute is \$325 per person for AMATYC members and \$400 for non-members. This fee includes the conference registration, breakfasts, lunches, and two dinners. Registrants must cover hotel and travel costs.

You can find the application form and information online at [www.amatyc.org/Events/summer-institutes.htm](http://www.amatyc.org/Events/summer-institutes.htm). Applications are due by June 3, 2008.

For additional information about the Institute Program, please contact: Carol Hay, Math Division Chair at 978.656.3162, ([hayc@middlesex.mass.edu](mailto:hayc@middlesex.mass.edu)) or Jessie Klein, Associate Dean at 781.280.3862 ([kleinj@middlesex.mass.edu](mailto:kleinj@middlesex.mass.edu)).

For questions about the registration process, payment, lodging, transportation and the cancellation policy contact

>>>Continued on page 11

### The Right Stuff - Appropriate Mathematics for All Students

Check the website for  
updates on this NSF-  
funded project

<http://therightstuff.amatyc.org/>

Curriculum Reform  
starts with you



### Online Store!

Visit the AMATYC Online Store and see interesting items and apparel with the AMATYC logo by following the link on the AMATYC webpage.

# Meaningful Mathematics for Future Teachers

Enumclaw, WA, June 19-23, 2008

Do you teach mathematics for elementary education or mathematics for liberal arts? Do you need some new activities or ideas for these courses? If you do, consider attending AMATYC's Teacher Preparation Summer Institute "Meaningful Mathematics for Future Teachers."

The Institute at the Green River CC campus in beautiful Enumclaw, WA, will start Thursday evening June 19, 2008, and finish on Monday, June 23, 2008. The Institute will focus on activities with measurement, geometry and integrated activities involving both mathematics and science or children's literature. Participants will leave the institute with a notebook full of activities (both in paper and electronic form), and will be given time to develop some of their own activities.

After a sumptuous dinner on Thursday evening, you will be entertained and amused by the world premiere of the new mathematical play "Simeon Poisson's Excellent Mathematical Day!" Friday will include investigating a measurement activity that integrates children's literature, additional measurement activities, and activities that integrate science and math. Participants will be encouraged to develop their own "scientific questions" that they will investigate on Saturday at Mount Rainer. The day will end with an optional trip to the beautiful Seattle waterfront, which you will not want to miss.

Saturday morning's activities will focus on activities involving geometry, measurement and data analysis, including an activity motivated by children's literature. After lunch, we will take a "working" field trip to Mount Rainer. Participants will gather data at this beautiful site that they will use to develop integrated science/math activities on Sunday. The day will end with a delicious dinner at a site on Mount Rainer.

On Sunday participants will have the opportunity to further develop their Mount Rainer data collection activities and will have an opportunity to share these activities with the whole group. We will spend some time discussing the use of service learning in these courses and provide some effective methods of assessment for these types of activities. The institute will end on Monday morning with some additional activities and a farewell brunch.

The cost of the institute is \$290 for AMATYC members and \$365 for nonmembers. Lodging is available at the Park Center Hotel in Enumclaw at \$70 per night. The Institute cost includes lunches each day, the welcome dinner and the farewell brunch. Shuttle transportation from Seattle Tacoma Airport will be available.

The Summer Institute will be held only if the minimum enrollment is received by May 15, 2008. If the minimum enrollment is not met then the institute will be cancelled and all registration fees will be returned. AMATYC takes no responsibility for any expenses an individual may incur and will not be liable for those out of pocket costs. If you want additional information please contact Pete Wildman, institute facilitator, at [pwildman@caspercollege.edu](mailto:pwildman@caspercollege.edu) or Shelley Leavens, institute director, at [sleavens@greenriver.edu](mailto:sleavens@greenriver.edu). We hope to see you all in Enumclaw in June!

# Statistics Summer Institute at Cape Cod CC

## 'GAISEing Beyond the Crossroads: Improving Instruction in Introductory Statistics'

West Barnstable, MA, June 15-20, 2008

by Bob delMas

Applications are now being accepted for the 2008 Statistics Summer Institute, 'GAISEing Beyond the Crossroads: Improving Instruction in Introductory Statistics.' The institute will be held June 15-20 at Cape Cod CC in West Barnstable, MA, with lodging 10 minutes away at the Corsair and Cross Rip Resort in Dennisport, MA. Funding for the institute is provided by the NSF-sponsored CAUSEway project out of The Ohio State University.

Why attend this Institute? The Guidelines for Assessment and Instruction in Statistics Education (GAISE) present a reform-based approach to teaching statistics that emphasizes active learning, the use of technology to foster conceptual understanding, and working with real data. Recommendations presented in the GAISE guidelines align well with guidelines in *Beyond Crossroads*. The GAISE approach to statistics instruction emphasizes a conceptual, application-oriented methodology that employs a variety of well-proven techniques for teaching statistical subject matter. The AMATYC Cape Cod Summer Institute will present specific, readily implementable techniques for teaching an effective introductory statistics course with GAISE. Participants will gain hands-on experience with using real data sets to provide students with practical experience in the application of statistics. Examples of effective assessment items and instruments will also be provided. Participants will work in teams of three to four people to develop a lesson for a statistical topic that students find difficult. All materials produced by participants will be posted on the CAUSE website.

Any AMATYC member who teaches or plans to teach introductory statistics at a two-year institution is eligible to attend the institute.

There is no registration fee to participate other than all participants must be members of AMATYC and provide their AMATYC membership number as part of the application. The institute will be limited to 30 participants. Participants are responsible for the cost of their transportation to attend the institute. Lodging, breakfast, and lunch are provided by funding from the CAUSEway project. Participants are responsible for dinner each day. More details can be found at [www.causeweb.org/workshop/capecod/](http://www.causeweb.org/workshop/capecod/).

Participants must register by April 15, 2008. To register online, and to find out more about the institute, the GAISE guidelines, the instructors, the Cape Cod area, the resort, and Cape Cod CC, please go to [www.causeweb.org/workshop/capecod/](http://www.causeweb.org/workshop/capecod/). If you still have questions, contact the institute organizer, Bob delMas, at [delma001@umn.edu](mailto:delma001@umn.edu).

**Cancellation Policy:** This Summer Institute will be cancelled if there are not enough participants by the April 15 deadline. Applicants who have been accepted for the Summer Institute will be notified by email shortly after April 15 if there is a cancellation. Participants are responsible for taking care of any individual arrangements that they made with the resort if there is a cancellation.

## California

The California Math Council of Community Colleges-South (CMC<sup>3</sup> South) held its 23<sup>rd</sup> Annual Conference February 29-March 1, 2008, at the Doubletree Hotel, Anaheim/Orange County. At the conference, leadership passed from outgoing president, **Rich Zucker** of Irvine Valley College to **Carol Murphy** of San Diego Miramar College. Carol can be reached at [cmurphy@sdccd.edu](mailto:cmurphy@sdccd.edu). **Mike Hardie**, AMATYC West VP, worked with **Tammi Marshall**, exhibits coordinator, to staff a booth at the event for AMATYC. On Friday evening, **John Hornsby**, retired from the Univ of New Orleans, presented a talk on "Mathematics goes to Anaheim." The keynote speaker at the Saturday luncheon was **Bill Leonard**, Professor Emeritus from California State Univ in Fullerton. He spoke on "23...It's a Remarkable Number." Approximately 300 math educators attended the conference. For more information visit the website for CMC<sup>3</sup> South, [www.cmc3s.org](http://www.cmc3s.org).

## Florida

The joint MAA/FTYCMA Spring Meeting was held at Florida Southern College in Lakeland, Florida, on February 15 and 16, 2008. The meeting began with the Governor's Session and was followed by the FTYCMA business meeting and luncheon at 11:00 am. There were presidential welcomes from **Lubomir Markov**, President, MAA, Florida Section; **Byron Dyce**, President, FTYCMA; and **Anne B. Kerr**, President, Florida Southern College. There were three plenary sessions with outstanding speakers including **Tom Banchoff** from Brown Univ, **Deanna Haunsperger** from Carleton College, and **Patrick McDonald** from New College of Florida. In addition, numerous contributed papers presented in parallel sessions on both Friday and Saturday. For more information, go to [http://mcc1.mccfl.edu/fl\\_maa/newsletter/default.htm](http://mcc1.mccfl.edu/fl_maa/newsletter/default.htm).

## Georgia

The 21<sup>st</sup> Annual Georgia Perimeter College Mathematics Conference, held on February 15 and 16, 2008, was a big success thanks to **Andrea Hendricks**, this year's conference chair. This year the conference was held at the Clarkston campus of GPC in their beautiful new Student Center. **Joe Gerda**, from College of the Canyons, was the keynote

speaker. He spoke on "Getting Results in the Mathematics Classroom," the theme of our conference this year. There were also four well attended workshops. These workshops were presented by **Bruce Wahl** from Northern Virginia CC, Alexandria Campus, **Queen Harris** from Georgia Perimeter College, Dunwoody Campus, **Frank C. Wilson** from Chandler-Gilbert CC, and **Leonid Khazanov** and **Fred Peskoff** from Borough of Manhattan CC. In addition there were 24 parallel sessions. For more information about the conference, go to [www.gpc.edu/~gpcmathc](http://www.gpc.edu/~gpcmathc).

## Hawai`i

$\pi$ MATYC held its spring meeting on March 8, 2008, at Kapiolani CC on Oahu. **Mike Hardie**, West VP, facilitated a session on the assessment recommendations in *Beyond Crossroads*. The conference was coordinated by **Jiajia Seffrood** at Leeward CC. For more information about  $\pi$ MATYC, contact the president of  $\pi$ MATYC, **Eric Matsuoka**, at [ematsuok@hawaii.edu](mailto:ematsuok@hawaii.edu)

## Idaho

Math faculty in Idaho are looking into the creation of an AMATYC affiliate, perhaps in conjunction with Montana faculty.

## Tennessee

**Bobby Whitten** of the Oak Ridge National Laboratory will be the keynote speaker at the 2008 TMAATYC conference to be held April 18-19 at Northeast State Technical CC. He will discuss the Oak Ridge super computer.

The winners of the annual TMAATYC Math Contest, open to Tennessee two-year colleges, will be recognized at the conference, as will the winner of the bi-annual Teaching Excellence Award.

Business at this year's meeting will address: 1) methods to engage Alabama members of AMATYC who do not now have an organized affiliate, 2) our 2009 conference tentatively planned for Columbia State CC, and 3) lessons learned from colleges that are engaged in course redesign through the National Center for Academic Transformation (NCAT). In addition, new members of the TMAATYC Executive Board will be introduced at the meeting.

Little Boy: "My math teacher is crazy."  
 Mother: "Why?"  
 Little Boy: "Yesterday she told us that five was 4 + 1; today she is telling us that five is 3 + 2."

## 2008 Summer Opportunities for Professional Development

June 6-7, 2008 **The BC Way: Embracing Change for Continuous Improvement**, Colorado Springs, CO. Website: [www.amatyc.org](http://www.amatyc.org)

June 15-20, 2008 **GAISEing Beyond the Crossroads: Improving Instruction in Introductory Statistics**, Cape Cod CC, West Barnstable, MA. Website: [www.causeweb.org/workshop/capecod](http://www.causeweb.org/workshop/capecod)

June 19-23, 2008 **Meaningful Mathematics for Future Teachers**, Green River CC, Enumclaw, WA. Website: [www.amatyc.org](http://www.amatyc.org)

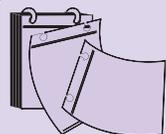
July 10-11, 2008 **The BC Way: Embracing Change for Continuous Improvement**, San Diego, CA. Website: [www.amatyc.org](http://www.amatyc.org)

July 15-18, 2008 **Mathematics Across the Community College Curriculum (MAC<sup>3</sup>)**, Middlesex CC, Lowell, MA. Website: [www.amatyc.org](http://www.amatyc.org)

## In Memory of

Constance Mary Ranard-Chandler, Omaha, Nebraska, passed away September 1, 2007. Connie Ranard-Chandler joined NEBMATYC at its inception, and served on its board for several years. She was also active nationally in the honorary fraternity Phi Theta Kappa, being a district coordinator. She taught at Metropolitan CC in Omaha, NE.





# AMATYC Calendar of Events

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

**April 3-5, 2008 MOMATYC Meeting**, Resort at Point Arrowhead in Lake Ozark, Lake of the Ozarks, MO. Contact: Russell Murray, [rhmurray@stlcc.edu](mailto:rhmurray@stlcc.edu)

**April 4-5, 2008 VMATYC Annual Conference**, Piedmont Virginia CC, Charlottesville, VA. Website: <http://virginia.matyc.org/>. Contact: Ann Loving, [aloving@reynolds.edu](mailto:aloving@reynolds.edu)

**April 4-6, 2008 NYSMATYC Annual Conference**, Holiday Inn, Suffern, NY. Contact: Sue Kutryb, [kutrysus@hvcc.edu](mailto:kutrysus@hvcc.edu)

**April 5, 2008 WVMATYC Annual Meeting**, Caperton Center of Fairmont State University, Clarksburg, WV. Contact: Robin Hensel, [robin.hensel@mail.wvu.edu](mailto:robin.hensel@mail.wvu.edu)

**April 10-12, 2008 IMACC Annual Meeting**, Allerton Park Conference Center, Monticello, IL. Website: [www.imacc.org](http://www.imacc.org).

**April 11, 2008 NEBMATYC Meeting**, Southeast CC, Lincoln, NE. Contact: Dale Johanson, [dale@northeastcollege.com](mailto:dale@northeastcollege.com)

**April 11-12, 2008 NEMATYC Conference**, Springfield Technical CC, Springfield, MA. Contact: Carol Henry, [henryc@middlesex.mass.edu](mailto:henryc@middlesex.mass.edu)

**April 18-19, 2008 ArizMATYC/MAA Spring Meeting**, Arizona State Univ, Tempe, AZ. Website: [www.arizmatyc.org](http://www.arizmatyc.org)

**April 18-19, 2008 OhioMATYC Spring Meeting**, Hueston Woods State Park, OH. Website: [www.terra.edu/ohiomatyc/](http://www.terra.edu/ohiomatyc/)

**April 18-19, 2008 TMATYC Annual Conference**, Northeast State CC, Blountville, TN. Contact: Maggie Flint, [mrlint@northeaststate.edu](mailto:mrlint@northeaststate.edu)

**April 19, 2008 NevMATYC Spring Meeting**, Great Basin College, Elko, NV. Contact: Jeff Downs, [jeffdowns@wnc.edu](mailto:jeffdowns@wnc.edu)

**April 24-26, 2008 MinnMATYC/MCTM Meeting**, Duluth Convention Center, Duluth, MN. Contact: Nicole Lang, [nicole.lang@nhcc.edu](mailto:nicole.lang@nhcc.edu)

**April 24-26, 2008 ORMATYC Conference**, Inn at Spanish Head, Lincoln City, OR. Website: <http://ormatyc.org/conferences/>. Contact: Pat Rhodes, [president@ormatyc.org](mailto:president@ormatyc.org)

**April 26, 2008 CMC<sup>3</sup> Conference**, Horizon Hotel, South Lake Tahoe, CA. Contact: Larry Green, [green@ltcc.edu](mailto:green@ltcc.edu)

**April 26, 2008 MATYC NJ Spring Meeting**, Middlesex County College, Edison, NJ. Contact: Kaat Higham, [khigham@bergen.edu](mailto:khigham@bergen.edu)

**May 1-3, 2008 WAMATYC Conference**, Campbell's Resort on Lake Chelan, WA. Contact: Pam Lippert, [plippert@scdd.ctc.edu](mailto:plippert@scdd.ctc.edu)

**May 2-3, 2008 MichMATYC and Michigan MAA Spring Meeting**, Grand Valley State Univ. Website: [www.gvsu.edu/math/michmaa2008](http://www.gvsu.edu/math/michmaa2008)

**May 20, 2008 MMATYC Spring Meeting**, Howard CC, Columbia, MD. Website: [www.itc.csmd.edu/mmatyc2/](http://www.itc.csmd.edu/mmatyc2/)

**May 21-23, 2008 OCMA Conference**, Fern Resort, Orillia, Ontario, Canada. Contact: Paul Balog, [pbalog@georgebrown.ca](mailto:pbalog@georgebrown.ca)

**September 26-27, 2008 NDMATYC Meeting**, Chieftain Conference Center, Carrington, ND. Contact: Art Rude, [arthur.rude@bsc.nodak.edu](mailto:arthur.rude@bsc.nodak.edu)

**September 27, 2008 LaMsMATYC Meeting**, Eunice, LA. Contact: Lorrie Joubert, [Lrandall@lsue.edu](mailto:Lrandall@lsue.edu)

**October 10-11, 2008 MichMATYC Fall Conference**, Delta College. Website: [www.michmatyc.org/conferences.html](http://www.michmatyc.org/conferences.html)

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

**November 12-15, 2009 35<sup>th</sup> Annual AMATYC Conference**, Las Vegas, NV. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 11-14, 2010 36<sup>th</sup> Annual AMATYC Conference**, Boston, MA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 10-13, 2011 37<sup>th</sup> Annual AMATYC Conference**, Austin, TX. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 8-11, 2012 38<sup>th</sup> Annual AMATYC Conference**, Jacksonville, FL. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**October 31-November 3, 2013 39<sup>th</sup> Annual AMATYC Conference**, Anaheim, CA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

AMATYC MAC<sup>3</sup>,  
Continued from page 8

Phyllis Worth, Administrative Assistant at 781.280.3661 ([worthp@middlesex.mass.edu](mailto:worthp@middlesex.mass.edu)).

Don't miss this opportunity to work with your colleagues while enjoying historic Lowell, Massachusetts, a one-hour drive from Boston. Lowell has many attractions located close to the college, such as Lowell National Historical Park, where you can experience the early story of America's Industrial Revolution or explore the Merrimack River on canal boat tours (weather permitting). Other Lowell attractions include the New England Quilt Museum, Whistler House Museum of Art, and Brush Art Gallery and Studios, as well as numerous delightful ethnic restaurants. There's a lot to like about Lowell!

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

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 November 27, February 1, April 1, June 1, and September 1 for the respective issues.

**Address changes should be sent to:**

**AMATYC Office**  
Southwest Tennessee Community College  
5983 Macon Cove  
Memphis, TN 38134  
Phone 901.333.4643 Fax 901.333.4651  
[amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**All other correspondence should be directed to:**

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**AMATYC News Editor**  
Coconino CC  
2800 S. Lone Tree Rd.  
Flagstaff, AZ 86001  
Phone 928.226.4277 Fax 928.226.4118  
[AMATYCNews@amatyc.org](mailto:AMATYCNews@amatyc.org)

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

## Honor a Colleague Through the AMATYC Foundation

by Kathy Mowers

The recent CBMS report demonstrates that two-year colleges lay the mathematics foundation for more than a million students enabling them to enter the workforce and/or continue their education. Shouldn't we financially support the only association that is solely dedicated to two-year college mathematics education? Certainly from the Foundation's perspective, the answer is yes.



While supporting AMATYC, you can honor a colleague's special achievement or honor the memory of a colleague by contributing to the Foundation. Notification of such donations is sent to those being honored or to the family of those being remembered. All contributions, including these, may be designated to one of the following funds: General Development, AMATYC Project ACCCESS, or *Beyond Crossroads*.

## We Need Your Help!!!!

Manuscripts are needed for AMATYC's new journal that will debut in Spring 2009. Get in on the ground floor by submitting educational articles of particular interest to two-year college faculty.

### Potential topics include:

- Developmental Math
- Placement and Assessment
- Mathematics Intensive
- Teacher Prep
- Innovative Pedagogical Strategies
- Division/Department Issues
- Math for AAS programs

### Submit articles to:

Beverly Vance  
AMATYC  
5983 Macon Cove  
Memphis, TN 38134  
amatyc@amatyc.org

Current author guidelines can be found at [www.amatyc.org](http://www.amatyc.org).

## Dates To Remember!

Professional Development  
Opportunities-  
Registration Deadlines:

<i>Beyond Crossroads</i>	April 18, 2008
Statistics	April 15, 2008
Teacher Prep	May 15, 2008
MAC <sup>3</sup>	June 3, 2008

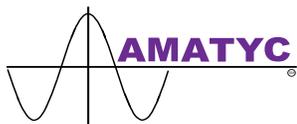
AMATYC Project ACCCESS  
Application Deadline:  
May 1, 2008

Teaching Excellence Award  
Nominations Deadline:  
December 8, 2008

Call for Nominations for  
AMATYC Office  
Deadline:  
February 1, 2009

Application to Host a Refocused  
College Algebra Traveling Workshop:  
As Soon As Possible  
[www.TheRightStuff.AMATYC.org/](http://www.TheRightStuff.AMATYC.org/)

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



Kathryn Kozak, Editor  
AMATYC News  
Coconino CC  
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