**AMATYC 2019 Summer Executive Board Meeting**
**Zoom Conference Call**

The meeting was called to order at 3:06 pm by President Jim Ham. The following members of the Executive Board were present:

| | | | |
|---|---|---|---|
| Jim Ham | President | Nancy J. Rivers | Southeast Vice President |
| Jane Tanner | Past President | Jon Oaks | Midwest Vice President |
| Kate Kozak | President-Elect | Rochelle Beatty | Central Vice President |
| David Tannor | Treasurer | April Ström | Southwest Vice President |
| Sophia Georgiakaki | Northeast Vice President | Sarah Pauley | Northwest Vice President |
| Dan Fahringer | Mid-Atlantic Vice President | Eric Matsuoka | West Vice President |

Also present were: Anne Dudley, Executive Director; Keven Dockter, Conference Coordinator; and Turi Suski, Incoming Conference Coordinator. Beverly Vance, AMATYC Office Director, recorded the minutes for this meeting.

**Motion:** Approve the meeting's Rules of Conduct. (Attachment A)
Made by Ham and seconded by Rivers

**Motion Approved**

**Motion:** Approve the Agenda provided on the previous pages as revised. (Attachment B)
Made by Ham and seconded by Fahringer

**Motion Approved**

**EXECUTIVE SESSION**

**The Board went into Executive Session.** Keven Dockter, Anne Dudley, and Turi Suski were asked to stay for the Executive Session.

**The Board exited the Executive Session.** At that time, President Ham reported out the following:

- The Board reviewed the 2025 Site Selection Report and ranked three potential 2025 conference sites.

- The Board made the following appointments pending membership verification:
  - Jonathan Benefiel (benefielj36@macomb.edu) of Macomb Community College, Adjunct Faculty Issues ANet Leader effective January 1, 2020, through the end of December 2021.

  - Lisa Feinman (lfeinman@ccbcmd.edu) of the Community College of Baltimore County, AMATYC Project ACCCESS Coordinator with a starting term of January 1, 2020 to 12/31/2022.

**Motion:** That the following statement be endorsed to be published in the statement: Revised Math Prerequisite for Success in Intro Statistics.pdf by Peck, et al.

*"The authors have compiled a dependable reference that identifies the mathematical knowledge and skills employed in college-level Introductory Statistics courses. This document includes an emphasis on the development of the critical thinking ability our students will need as the changing landscape of the statistics profession continues to impact the requirements for statistical literacy." Professor Mary DeHart, Chair, AMATYC/ASA Joint Committee*

Made by Kozak and seconded by Rivers

**Motion Approved**

**Motion:** That the attached changes to AMATYC Grants Policy (PPM 10.2) be approved as amended effective immediately. (Attachment C)
Made by Tanner and seconded by Fahringer

**Motion Approved**

**Motion:** That the changes to PPM 2.7.3, Assumptions about Course Release, be accepted.
**(**Attachment D)
Made by Kozak and seconded by Georgiakaki

**Motion Approved**

**Motion:** That the changes to PPM 6.8.1 Reassigned Time, be accepted.
Made by Kozak and seconded by Fahringer
**Motion:** Withdrawn

**Motion:** Rescind motion about changes to PPM 2.7.3 and refer back for further consideration.
Made by Georgiakaki and seconded by Matsuoka

**Motion Approved**

Meeting suspended at 5:11 pm.

Meeting resumed on Tuesday, July 23, 2019.

The meeting was called to order at 12:02 pm by President Jim Ham. The following members of the Executive Board were present:

| | | | |
|---|---|---|---|
| Jim Ham | President | Nancy J. Rivers | Southeast Vice President |
| Jane Tanner | Past President | Jon Oaks | Midwest Vice President |
| Kate Kozak | President-Elect | Rochelle Beatty | Central Vice President |
| David Tannor | Treasurer | April Ström | Southwest Vice President |
| Sophia Georgiakaki | Northeast Vice President | Sarah Pauley | Northwest Vice President |
| Dan Fahringer | Mid-Atlantic Vice President | Eric Matsuoka | West Vice President |

Also present were: Anne Dudley, Executive Director and Keven Dockter, Conference Coordinator.

A committee report regarding proposed ICME-14 Award criteria was received. Finalizing the award criteria will be deferred until after additional Budget discussion.

Updates on Position Statements for Distance Education and Mathematics for Liberal Arts were given. Any comments need to be sent to the committee liaison within the next week in order to be communicated to the appropriate committee chairs.

**Motion:** The AMATYC Exec Board will provide Level I Support for the Connecting Industry to Math Instruction (CIMI) Grant. **(**Attachment E)
Made by Rivers and seconded by Georgiakaki

**Motion Approved**

**Motion:** That PPM 3.1.1 and 6.10.1 be revised as indicted in the attachment. (Attachment F)
Made by Tannor and seconded by Matsuoka

**Motion Approved**

Revisions to the draft position statement for Mathematics and Global Learning were suggested. Additional comments were requested to be sent to the committee liaison within the next week in order to be communicated to the appropriate leader.

The remaining time was dedicated to discussing the following items:

- Higher Logic Proposal
- 2020 Draft Budget dated 7/16/2019
- Possible Budget Cuts

A task force committee was formed to review two other community platform proposals to compare with Higher Logic. Members of the Committee are: Anne Dudley, Chair; April Strom, Beverly Vance, Jim Ham (ex-officio). Jim Ham will contact someone from IMPACT Live! as well as George Hurlburt, AMATYC's webmaster to see if they will serve on the task force.

**Motion:** To adjourn the 2019 AMATYC Executive Board Meeting at the Summer Conference Call.
Made by Fahringer and seconded by Georgiakaki

Meeting adjourned at 2:05 pm.

**Beverly S. Vance, Office Director**
**Date: July 23, 2019**

**Jim Ham, President 2018-2019**
**Date: July 23, 2019**

**ATTACHMENT A**

**AMATYC Summer Conference Call**
**(ZOOM) A Meeting of the Executive Board**
**Tuesday, July 16, 2019**
**3-5 pm (EDT)**

**RULES OF CONDUCT**

A. Robert's Rules of Order are used. The parliamentarian is **Dan Fahringer**.

B. Additions or deviations to Robert's Rules:
- Motions submitted after the deadline (June 27th) must have at least one co-sponsor.
- Motions related to extended time will not be recorded in the minutes.
- Motions that do not make it to the floor will not be noted in the minutes.
- Motions that were discussed but withdrawn will be noted in the minutes.
- Instances when gavel is passed back and forth are not mentioned in the minutes.
- Attachments to the motions that are approved by the Board, but require slight modifications, will be edited by the person who wrote the motion and he/she will send the clean copy as well as one with track changes to the secretary after the board meeting.
- Attachments of withdrawn motions will not be included in the minutes.

C. The following time limits will be applied unless otherwise noted: Reports (R) - 5 minutes
Discussion items (D) – 10 minutes
Motions involving discussion (M) – 15 minutes

Times on individual items may be extended by a majority vote of the Board. Some items in the agenda may have different values assigned than listed here. The timekeeper is **Sarah Pauley.**

D. No speaker may speak on a motion more than two times, and this will be monitored by the Parliamentarian. Members are encouraged to display the "thumbs up" or "thumbs down" signs rather than to use their speaking times to echo comments previously expressed. Order of speakers is not guaranteed and may be changed at the option of the Chair.

E. Professional decorum is expected at all times during the board meeting. The chair shall interrupt and rule a speaker out of order, if appropriate. **Please mute your microphone if there is background noise.** Refrain from computer use other than board business.

F. Draft minutes will be available electronically soon after the call. Everyone is encouraged to review the minutes and send suggested edits to Behnaz. An email motion to approve the minutes will be initiated after the minutes have been reviewed and revised.

**ATTACHMENT B**

**Order of Business – Meeting Agenda**
**AMATYC Executive Board**
**Summer Conference Call, 2019**
**Tuesday, July 16, 2019, 3-5 pm (EDT)**

| Page | Agenda Item | Who? | Notes |
|---|---|---|---|
| | Call to Order | Ham | |
| **1** | Rules of Conduct | Ham | |
| **2** | **(M) Adopt Rules of Conduct** | Ham | |
| **3** | Order of Business | Ham | |
| **4** | **(M) Adopt Order of Business** | Ham | |
| **Executive Session** | | | |
| **5-30** | (R) 2025 Site Selection Report | Kozak, Dockter, Suski | *Peppermill Resort Area Development |
| **31** | **(M) Conference Site Ranking (PPM 8.1.1)** | Kozak, Dockter, Suski | |
| **32** | **(M) Appointment: Adjunct Faculty Issues ANet Leader** | Oaks | |
| **33** | **(M) Appointment: AMATYC Project ACCCESS Coordinator** | Pauley | |
| **New Business:** | | | |
| **34** | **(M) Endorse quote by Mary Dehart** | Kozak | *Revised Math Prerequisites for Success in Intro Statistics |
| **35-42** | **(M) Grants Policy (PPM 10.2)** | Tanner, Strom | |
| **43-44** | **(M) Course Release Policy (PPM 2.7.3)** | Kozak | |
| **45-49** | **(M) Email Motions Policy (PPM 5.1.3)** | Kozak | |
| **50-52*** | **(M) Reassigned Time Policy (PPM 6.8.1)** | Kozak | |
| **53-55** | (R) 2020 ICME Awards Ad Hoc Committee | Rouhani | |
| **56-58** | (D) Distance Education Position Statement, ITLC | Georgiakaki, Rivers | |
| **59-60** | (D) MLA Position Statement, MLA ANet | Ham | |
| **Discussion Items** | | | |
| **61** | (D) Parking Lot | All | *Higher Logic Proposal 062719 *2020 Draft Budget SBM 61519 |
| **Motion to Adjourn** | | | |
| **62** | **(M) Motion to Adjourn** | Fahringer | |

*Related document available in Dropbox
*Move to discuss after (M) Course Release Policy

**ATTACHMENT C**

## 10.2 Externally-Funded Grants

### 10.2.1 AMATYC Support for Grant Proposals

AMATYC will carefully consider all grant-related activity in light of the cost versus benefit, and ensure that all AMATYC parties who will be significantly affected have had significant input regarding their involvement, and that there is mutual agreement among all parties concerning that involvement. AMATYC provides two levels of support for externally-funded grant projects: Level 1 (Request for Support/Commitment) and Level 2 (AMATYC as Grant Administrator).

**Level 1 - Request for Support/Commitment of a non-AMATYC Grant Proposal**

For grant projects requesting Level 1 support from AMATYC, the Principal Investigator can request the President to provide a letter of support/commitment on behalf of AMATYC. The President, in consultation with the Executive Director, has the authority to write the letter or bring the request to the Board for consideration.

The following criteria must be met before providing a letter of support/commitment for grant projects:

1. The proposal supports the AMATYC Mission.
2. The proposal provides benefits to AMATYC members.
3. The proposal does not directly compete with an AMATYC proposal or activity.
4. The project Principal Investigator/Co-Principal Investigator team will include at least one person who is a member of AMATYC.

If a letter of support/commitment is provided by AMATYC, the Principal Investigator should notify the Grants Coordinator.

**Level 2 - AMATYC is the Grant Administrator**

For grant projects requesting Level 2 support from AMATYC, the project will first meet the Level 1 criteria. Level 2 support allows for AMATYC to be the administrator for the grant project. The AMATYC Office is responsible for the administration of the award, as well as for financial accounting and may be called on to help with communication, meeting arrangements, publications, and/or other tasks central to the mission of the project. Level 2 support requires Board approval of both project concept and preliminary budget. Furthermore, the project should reflect at least one objective of the AMATYC strategic plan and provide a clear benefit to the organization to justify the effort and commitment of AMATYC personnel, time, and resources.

The following steps must be followed for projects requesting Level 2 support:

1. The Principal Investigator and Co-Principal Investigators will contact the President, Executive Director, and Grants Coordinator during the early stages of the grant planning, including the concept of the project and AMATYC budgetary commitments. In collaboration with the President, the Executive Director, and Grants Coordinator, the Principal Investigator will be responsible for ensuring that the proposed project meets the needs, mission, goals, and strategic plan of the organization and its members. The President and Executive Director will be responsible for advising the Principal Investigator on appropriate budget requirements to carry out project activities related to AMATYC. The President will provide approval to proceed towards next steps for Level 2 support.
2. The Principal Investigator will collaborate with the President, Executive Director, and Grants Coordinator to develop the project, budget, project activities, and motion to the Board for Level 2 support.

3. At least six weeks before the grant submission date, the Principal Investigator will provide to the President, Executive Director, and Grants Coordinator a motion to the Board with the following draft grant documents:
    - Project Summary/Abstract
    - Project Budget
    - Outline of Project Activities
4. The President will submit the motion and supporting grant documents to the Board for consideration of Level 2 support. The Board will respond with their decision and any suggested revisions within two weeks of submission of the motion.

Upon approval of Level 2 support, the Principal Investigator will work with the Executive Director to submit the grant proposal and budget to the funding agency.

Once the project is funded, the following are recommended:

1. An AMATYC Board member be assigned as a liaison to the project.
2. The Principal Investigator submit a Board report to the Board Liaison for the Spring or Fall Board meetings.
3. Use the *AMATYC News* and IMPACT Live! as a vehicle for providing members with information about the grant and disseminating results.

### 10.2.2 Externally-Funded Grant Management Policy for Level 2 Projects

All Principal Investigators on externally-funded grants, where AMATYC is an awardee, are responsible to the AMATYC President for all aspects of the grant, including grant activities and budget management. The President may appoint a Board Liaison to a grant.

When a grant is awarded for which AMATYC is the fiscal agent, the Executive Director, Accounting Director, and Treasurer should provide an orientation for the Principal Investigator and Co-Principal Investigators on AMATYC's financial procedures and accounts associated with the award. The Executive Director will also support the Principal Investigator in grant administration tasks, such as setting up subawards and coordinating invoicing. Throughout the grant period, the Principal Investigator is responsible for submitting all project's annual/interim reports (including the implementation plan for the upcoming year) and final report to the President, Executive Director, Board Liaison, Treasurer, Grants Coordinator, and Office.

### 10.2.3 Grants Coordinator

The Grants Coordinator works and consults with the President and other AMATYC leaders and members on AMATYC grant activities. The Grants Coordinator should have a successful track record of awarded grants and be knowledgeable of current issues in mathematics education.

**Appointment Process**

The Grants Coordinator is recommended by the President and appointed by the Executive Board. This position reports to the President or appointed designee, such as the Board Liaison.

**Term of Office**

The term length is three years. The starting date of each term is January 1. The term limit is two consecutive terms; exceptions may be granted by the board to waive the term limit for extenuating circumstances by a 2/3 vote of the entire Board, or 9 votes.

**Duties**

1. Identify and notify the AMATYC President of appropriate grant opportunities.
2. Provide expertise and consultation for AMATYC leaders and members on grant-related matters.
3. Attend conferences and training opportunities as directed by the President.
4. Meet with funding agency representatives at the conference.
5. Stay current with National Science Foundation (NSF) personnel and other appropriate leaders.
6. Network with people doing research that focuses on community colleges (e.g., AMATYC's research committee (RMETYC), researchers connected to the Council for the Study of Community Colleges, and the Community College Research Center).
7. Update Board Liaison and Executive Director on grant-related work and discussions.

**10.2.4 Glossary of Terms for Grants**

1. Board Liaison - An AMATYC Executive Board member, who serves as the communication link between the Principal Investigator and Co-Principal Investigator and the Executive Board. This person may serve on the grant's advisory board, but is not required to do so.
2. Advisory Board - A group of individuals outside of the project who provide additional levels of expertise and experience to help guide the project and disseminate the project findings.
3. AMATYC - The organization in the broadest sense of the word.
4. Conference - The AMATYC Annual Conference, traditionally held in November.
5. Executive Board - The Executive Board of AMATYC, charged with creating and administering AMATYC's budget and policies.
6. Executive Director - A paid position within AMATYC charged with overseeing the operation of the organization, including the operation of the AMATYC Office. This position also represents the organization at events throughout the country as designated by the President, and serves in an advisory capacity to the Executive Board.
7. Grants Coordinator - An appointed volunteer position within AMATYC, working with and consulting with the President on AMATYC grant activities.
8. Indirect Costs - A percentage of the grant request that covers the normally accepted clerical and administrative tasks or materials required for the administration of a grant.
9. Letter of Support/Commitment - A letter from the President of AMATYC, acknowledging project support/commitment. Any Letter of Support/Commitment is copied to the members of the AMATYC Executive Board and the Grants Coordinator. This is usually written to the funding agency on behalf of the proposers.
10. Office - The paid staff in the AMATYC Office.
11. President - The President of AMATYC.
12. Principal Investigator - The person primarily responsible for the grant project and serves as the primary communicator with the funding agency.
13. Support from AMATYC - The type of support can vary from providing basic administrative tasks to being the administrator and fiscal agent for the grant. All support requires approval by the AMATYC Executive Board.
14. Treasurer - The Treasurer of AMATYC.

**ATTACHMENT D**

### 2.7.3 Course Release

This PPM entry has been removed. *Details about course release time can be found in PPM 6.8.1*

**ATTACHMENT E**

**Project Summary: Connecting Industry to Math Instruction**

Wake Technical Community College (WTCC), the Wake County Public School System (WCPSS), and WakeEd Partnership in Raleigh, NC, are requesting funds from the National Science Foundation to improve math skills of high school and community college students to prepare them for in-demand technical careers by **Connecting Industry to Math Instruction**.

Our goals are to

- Change classroom practice of at least 48 high school math teachers and 12 community college math instructors by increasing their use of industry-inspired activities to teach math concepts within the context of technical STEM fields;
- Develop a Contextualized Math Activities Resource (CMAR) – an online catalog of self-contained, validated activities to improve student skills in mathematics, critical thinking, and communication using authentic, STEM industry-inspired scenarios – to affect the learning environment, course content, and experience of instruction for students preparing to be science and engineering technicians and for their teachers;
- Better align applicable high school and community college math courses by collaboratively incorporating STEM-based, career-aligned contextualized math activities into sustainable classroom practice; and
- Support student recruitment into STEM fields, particularly focusing on five Applied Engineering Technologies programs at Wake Tech identified as high industry demand, Mechanical Engineering Technologies, Civil Engineering Technologies, Architectural Technologies, and Geomatics.

In this project, three cohorts of high school math teachers and community college math instructors will receive training to integrate contextualized (real-world) activities into math lessons to help approximately 8,448 students see the relevance of math in a future career. During each summer, we project 16 high school math teachers and four community college math instructors will develop 10-20 contextualized math activities over a ten-day period to use in their NC Math 4 classrooms at WCPSS and Math 110 and 121 courses at WTCC. The summer session will also allow math teachers and instructors to interact with subject matter experts – WTCC's Applied Engineering Technologies (AET) faculty, WCPSS's Career and Technical Education instructors, and local industry representatives – to experience first-hand the application of math concepts in advanced technology careers. Teachers and instructors will reconvene through four continuous improvement sessions during the school year to refine activities and receive feedback from subject matter experts.

The project targets students in high schools that have higher percentages of graduates who do not identify plans for post-secondary education, with an emphasis on underrepresented and first generation college-bound students. The project also creates a foundation for vertical alignment of math concepts from high school to community college. While all students of participating high school teachers will experience contextualized math activities in the classroom at least once each quarter, the project provides the opportunity for approximately 32 student participants who demonstrate particular interest in advanced technological careers to engage in further enrichment activities, such as industry engagement and visits to WTCC classrooms and laboratories annually.

By piloting activities and recommending improvements during the quarterly follow-up sessions, all activities will be vetted prior to being included in the CMAR. In the second and third years of the project, previous participants will mentor current participants, and the WTCC project team will add activities to the CMAR and will disseminate the information about the project to community college and high school audiences at regional and national conferences. By the second year, WCPSS will incorporate a train-the-trainer model locally to disseminate activities, and the full CMAR will be available on the project web site as well as the American Mathematical Association of Two-Year Colleges (AMATYC) IMPACT Live web site.

This project has the potential to improve student understanding of technician-level math concepts locally, and by disseminating the CMAR, could impact high schools and community colleges across the country. It may also broaden participation of underrepresented groups and first-generation college students in STEM fields by exposing students to college and local industry sites that inspired the contextualized activities. Success in high school math may also help students see themselves in college and in career fields they did not previously consider. If pre- and post-assessments of NC Math 4 students show significant change in student perceptions (in math abilities, relevance of math to future careers, and post-secondary aspirations), this project could lead to further, more in-depth study.

WTCC is the largest community college in North Carolina, serving more than 73,000 students annually across six campuses, three centers, and multiple community sites. WCPSS is the largest school district in the state, 15th largest in the U.S., serving 160,000 students (54.2% non-white; 45.8% white) across 187 schools in 12 municipalities. Wake Ed Partnership is a nonprofit public-private partnership focused exclusively on transforming teaching and leadership modeling in Wake County Public Schools to provide graduating students with the content knowledge and skills they need to succeed in a complex and changing workplace. The project concept is based in part on Wake Tech's recent summer math workshops, which provided high school teachers an introduction to teaching math concepts in the context of today's industry challenges, and in part on Wake Ed Partnership's nationally recognized SummerSTEM teacher training program, which provides educators with industry immersion experiences to stimulate authentic, relevant instruction aligned to in-demand careers.

**Goals, Objectives, Deliverables, and Activities**

| *Goal 1:* **To change classroom practice of at least 48 high school math teachers and 12 community college math instructors by increasing their use of industry-inspired activities to teach math concepts within the context of technical STEM fields.** | | |
|---|---|---|
| Objectives | Deliverables | Activities |
| *Objective 1.1:* Provide professional development for current high school and community college math faculty to learn first-hand how and what math is used by local STEM industries and by CC programs training students for these industries. | Three intensive summer workshops (over three years) and four professional development days per academic year. | PD and Co-PD will conduct a pre-participation survey to assess teacher/instructor current use of contextual math in the classroom, understanding of current technologies and practices related to math in STEM fields, and knowledge of industry math needs. |
| | | Using the Launch, Explore, Discuss methodology (currently used by WCPSS), the project team will train math teachers/instructors on how teaching math within the context of industry can inspire students and solidify concepts. |
| | | While collaboratively designing, refining, and validating contextualized math activities, high school math teachers and community college math instructors will develop professional relationships with subject matter experts (local industry professionals, high school Career and Technical Education teachers, community college Applied Engineering Technologies instructors, and ATE project directors at WTCC) which will provide ongoing support for continued professional growth and will encourage sustainability of changes in professional practice. |
| *Goal 2:* **To develop a Contextualized Math Activities Resource (CMAR) – an online catalog of self-contained, validated activities to improve student skills in mathematics, critical thinking, and communication using authentic, STEM industry-inspired scenarios – to affect the learning environment, course content, and experience of instruction for students preparing to be science and engineering technicians and for their teachers.** | | |
| Objectives | Deliverables | Activities |
| *Objective 2.2:* Train math teachers and instructors how to design and **develop math activities** in the context of real-world scenarios in collaboration with subject matter experts to ultimately improve students' understanding of basic math principles and the modern workplace. | Contextualized Math Activities Resource (CMAR) online catalog with at least 60 authentic, STEM industry-inspired, validated classroom activities. | The project team will conduct three 10-day summer professional development workshops for approximately 48 high school teachers and 12 community college instructors (total across three summer cohorts) who will gather input and insight on industry needs from industry partners, high school Career and Technical Education teachers, and community college Applied Engineering and Technologies instructors to design classroom activities. |
| | | Teachers and instructors will develop at least one contextualized math activity per person that contains:<br>1. A video script or storyboard introducing the context and industry problem to be solved along with statements about the industry, industry-valued soft skills, and educational pathways to industry employment.<br>2. A student task sheet that contains the student requirements of the activity.<br>3. A teacher notes sheet that contains introductory statements about the industry and the activity, subject matter expert contact (industry partner, WTCC AET instructor, and/or a WCPSS CTE teacher), and a potential solution process and answers. |
| | | During the school year, teachers and instructors will incorporate at least three contextualized math activities into their classrooms per semester (six annually), field testing |

| | | | |
|---|---|---|---|
| | | activities both at the community college and in multiple high schools and validating their effectiveness at meeting learning goals. | |
| | | Twice each semester (four times each year), the cohort will gather for a professional development day to assess and refine the tested activities and get subject matter expert feedback (validating the activities' applicability to industry needs). | |
| | | In Years 2 and 3, past participants will mentor and advise first-time participants. | |
| *Objective 2.2:* Disseminate activities developed and validated in Objective 1.1. for wide use by high school math teachers and community college math instructors across the country, as well as disseminate the process by which the activities were created, evaluated, and validated. | Conference presentations | The PD, co-PD, and project collaborators will present the project at appropriate conferences such as the NC Council of Teachers of Mathematics and the National Council of Teachers of Mathematics (high school conferences), as well as the American Mathematical Association of Two-Year Colleges (AMATYC), NC Association of Two-Year Colleges (NCMATYC), and the National Institute for Staff and Organizational Development (NISOD) (community college conferences). | |
| | Publicly available CMAR activities | All activities will be freely available on the project web site and the PD will provide materials to AMATYC IMPACT Live to provide public access to the catalog of validated activities, including the videos and associated written resources per the included letter or collaboration. | |
| *Goal 3:* **To better align applicable high school and community college math courses by collaboratively incorporating STEM-based, career-aligned contextualized math activities into sustainable classroom practice.** | | | |
| Objectives | Deliverables | Activities | |
| *Objective 3.1:* **Impact the math curriculum in the new high school NCMATH 4 course currently being developed by the state** | Contextualized math activities incorporated into high school courses. | Wake County Public School System Senior Administrator, High School Math, will champion the use of contextualized math activities across the WCPSS and encourage implementation at the state level. | The project team, in collaboration with external evaluators and internal data teams at both the college and the school system document changes in student learning outcomes. |
| | | Participating high school math teachers will conduct peer-to-peer training and mentoring to further expand and institutionalize the use of contextualized math activities in Wake County schools, creating additional evidence of effectiveness. | |
| *Objective 3.2:* **Impact the Math 110 and 121 courses at WTCC that are required by students in the ATE programs.** | Contextualized math activities incorporated into community college courses. | PD, Co-PD, and Administrative Department Head, Mathematics and Physics champion the use of contextualized math activities across Wake Tech math courses. | |

| Goal 4: **To support student recruitment into STEM fields, particularly focusing on five Applied Engineering Technologies programs at Wake Tech identified as high industry demand.** | | |
|---|---|---|
| Objectives | Deliverables | Activities |
| *Objective 4.1:* Expose high school Math 4 students to advanced technological career pathways, college classrooms and labs, and industry settings/industry representatives, specifically local industries that need students with two-year degrees or related certifications. | Approximately 32 high school students participating in on-site tours and STEM experiences at Wake Tech. | Students who demonstrate particular interest in advanced technological careers after exposure to contextualized math activities will participate in further STEM enrichment activities, such as industry engagement and visits to WTCC classrooms and laboratories. This activity will coincide with the fourth teacher professional development session each year. |
| | | The project team, in collaboration with external evaluators and internal data teams at both the college and the school system, will document changes in students' perceptions of technical careers through pre- and post-activity surveys. |
| *Objective 4.2:* Recruit high school Math 4 students (especially underrepresented and first-generation college students) into the targeted high industry demand programs. | Increased number and increased diversity of WCPSS students enrolled in the targeted programs. | Coordinate industry tours, internships, and classroom visits, particularly focusing on enlisting industry representatives from under-represented minorities. |
| | | Train community college instructors who participate in the summer workshops on mentoring and faculty advising to further support transition and success of students recruited to Wake Tech AET programs through this project. |

The project planning team will incorporate recommendations from EvaluATE, and the project proposal will include funds for an external evaluator to collect qualitative and quantitative data to ensure project integrity and provide formative and summative evaluation. Possible data to be collected include: comparison of student success in NC Math 4 classes and Math 110 and 121 courses with and without contextualized activities; high school student perceptions (math abilities, relevance of math activities and future careers, college aspirations); diversity of student enrollment in WTCC applied technologies programs; and high school teacher and community college instructor perceptions (integrating contextualized math activities into their instruction, satisfaction with mentoring and advising training, and overall teaching fulfillment).

**ATTACHMENT F**

### 3.1.1 Individual Membership Rates

| **Membership Type** | **Formula** |
|---|---|
| Regular* | Established per Article III, section 4 of the Bylaws<br>2-year membership rate: is two times the one-year membership rate minus $5. The 3-year membership rate is three times the one-year membership rate minus $15. |
| Student (Associate) | $10 |
| Life | Twenty times one-year membership rate |
| Adjunct | One-half (1/2) of one-year regular membership rate rounded up to the nearest dollar |
| Retired | One-half (1/2) of one-year regular membership rate rounded up to the nearest dollar |

*****All other types of membership dues derived from Regular AMATYC Membership dues shall be rounded up to the nearest dollar.

The following specific methodology be used to calculate the dues increase for regular AMATYC membership:

1. The "Historical Consumer Price Index for All Urban Consumers (CPI-U): U.S. City average, all items" that is provided by the U.S. Bureau of Labor Statistics (BLS) be used for the calculations.

2. The numbers from this table that are used shall be the "Annual average" column.

3. The calculations be made after the CPI-U is posted for the previous even- numbered year at the BLS website (usually in late February of the odd- numbered year in which the dues motion is submitted at the SBM)

4. The annual averages used shall be from the two previous even-numbered years. The average for the earliest even-numbered year shall be used as the base year average and the average for the most recent even-numbered year be used as the "new amount."

5. The difference of the two CPI-U averages shall be divided by the CPI-U for the base year average.

6. The quotient from step 5 shall be increased by one then multiplied by the current dues amount to get the unrounded dues amount.

7. Per policy, the unrounded amount shall be rounded up to the next dollar to determine the dues for the upcoming dues period.

EXAMPLE:

Calculating the dues for 2016 based on the 2012 and 2014 CPI-U numbers and dues of $85:

| | |
|---|---|
| CPI-U Annual Average 2012 | 229.594 |
| CPI-U Annual Average 2014 | 236.736 |
| Difference: | 7.142 |

Rate of increase: 7.142 divided by 229.594 = 0.031107084

Increase Amount: 1.031107084 times $85 = $87.6441022

The dues in this case would be $88 (rounded to nearest dollar

### 6.10.1 Membership Dues

Effective July 1, 2018 through June 30, 2020.

| | |
|---|---|
| Regular | $90 for 1 year<br>$175 for 2 year<br>$255 for 3 years |
| Student (Associate) | $10 |
| Life | $1,800 |
| Institutional | $510 |
| Adjunct | $45 |
| Retired | $45 |
| Library | $90 |

Effective July 1, 2020 through June 30, 2022. <SBM 2019>

| | |
|---|---|
| Regular | $95 for 1 year<br>$185 for 2 year<br>$270 for 3 years |
| Student (Associate) | $10 |
| Life | $1,900 |
| Institutional | $530 |
| Adjunct | $48 |
| Retired | $48 |
| Library | $95 |