

American Mathematical Association of Two-Year Colleges
DELEGATE ASSEMBLY MINUTES
November 17, 2018
3:53 – 4:23 pm.
Disney's Coronado Springs Resort
Orlando, Florida

I. Call to Order

President Jim Ham called the meeting to order at 3:53 pm.

II. Welcome and Introductions

President Ham welcomed the delegates and announced that Chuck Nolan was appointed as Parliamentarian and Timekeeper. President Ham also introduced the members of the 2018-2019 Executive Board.

Jim Ham – President
Kathryn Kozak – President Elect
Jane Tanner – Past President
David Tannor – Treasurer
Behnaz Rouhani – Secretary
Sophia Georgiakaki – Northeast VP
Dan Fahringer – Mid-Atlantic VP
Nancy Rivers – Southeast VP
Jon Oaks – Midwest VP
Rochelle Beatty – Central VP
April Strom – Southwest VP
Sarah Pauley – Northwest VP
Eric Matsuoka – West VP

III. Announcement of Quorum

Secretary Behnaz Rouhani announced a delegate count of 159 out of 205 delegates and stated that there was a quorum. The final breakdown of the delegate count is as follows:

22 from the Northeast Region, 14 from the Mid-Atlantic Region, 29 from the Southeast Region, 31 from the Midwest Region, 22 from the Central Region, 14 from the Southwest Region, 11 from the Northwest Region, and 16 from the West Region.

IV. Approval of the Rules of Conduct

MOTION to approve the rules of conduct.

Motion made by Stefan Baratto, chair, Mathematics and its Application for Careers, Northwest Region.

Motion was seconded by James Adair, state delegate, Tennessee, Southeast Region.

Motion approved

V. Approval of the Agenda

MOTION to approve the agenda.

Motion made by Christine Mirbaha, state delegate, Maryland, Mid-Atlantic Region. Motion was seconded by Lawrence Danforth, affiliate delegate, NYSMATYC, Northeast Region.

Motion approved

VI. Minutes Review Committee Report

President Ham reported that the minutes from the 2017 Delegate Assembly held in San Diego were reviewed, revised, and approved by the 2017 Delegate Assembly Minutes Review Committee, chaired by Nancy Rivers, Vice-President, Southeast.

The report was received in the Delegate Assembly packet.

VII. Minutes Approval Committee

MOTION to approve the Minutes Approval Committee for the 2018 Delegate Assembly. The committee consists of Sophia Georgiakaki, Northeast Vice-President, chair; Marty Kellum, state delegate, Alabama, Southeast Region; Hieu Do, affiliate delegate, NevMATYC; Pat Barrientos, affiliate president, NMMATYC; and Rikki Blair, AMATYC Past President. Behnaz Rouhani, 2018-2019 AMATYC Board Secretary, Southeast Region, is an ex officio member of the committee.

Motion made by Stefan Baratto, chair, Mathematics and its Application for Careers, Northwest Region. Motion was seconded Brandon Bartley, affiliate president, KYMATYC.

Motion approved

VIII. Reports**A. President's Report**

The report was received in the Delegate Assembly packet.

Additional items to include:

- There were 1312 registrants for the conference. Total attendance, including 196 guests, was 1508.

B. Treasurer's Report

The report was received in the Delegate Assembly packet.

C. AMATYC Foundation

The report was received in the Delegate Assembly packet.

D. Strategic Planning

The 2018 -2023 Plan was received in the Delegate Assembly packet.

E. Conference Site Selection

Omaha, Nebraska, was announced as the site of the 2023, Atlanta, Georgia, as the site for the 2024, and Orlando, Florida, as the site for the 2026 AMATYC Annual Conferences.

F. Report on AMATYC Project ACCESS

The report was received in the Delegate Assembly packet.

This year, Cohort 14 (in their second year) and Cohort 15 (in their first year) were welcomed. This year's cohort is the first with 30 ACCESS fellows. Before this year, there were only 24 fellows selected each year. President Ham thanked Christy Hediger, AMATYC Project ACCESS Coordinator, and her team.

G. IMPACT

The report was received in the Delegate Assembly packet.

AMATYC IMPACT was released this year, and hard copies were available at the conference. The report contains the names of the scores of AMATYC members, leaders, and friends who played a role in leading, writing, editing, or contributing in some other way to this AMATYC publication. President Ham thanked all who were involved in ways big and small. Special thanks went to the Steering Committee chairs, Nancy Sattler and Mary Beth Orrange, and to current members leading the post-publication efforts, Julie Phelps and Evan Evans.

IX. New Business

A. Position Statement on *Fostering Learning*: Paula Wilhite

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Fostering Learning*. (Attachment A)

Motion made by Paula Wilhite, chair, Developmental Math Committee.

Motion approved

B. Position Statement on *Addressing Factors Critical to Student Success*: Paula Wilhite

Motion: That the AMATYC Delegate Assembly approve the attached position statement (resolution) entitled *Addressing Factors Critical to Student Success*. (Attachment B)

Motion made by Paula Wilhite, chair, Developmental Math Committee.

Motion approved

C. Position Statement on *Best Practices in Employment of Adjunct Faculty*: Judy King

Motion: That the AMATYC Delegate Assembly approve the attached position statement (resolution) entitled *Best Practices in Employment of Adjunct Faculty*. (Attachment C)

Motion made by Judy King, chair, Adjunct Faculty Issues ANet.

Motion approved

D. By-laws Change to Delegate Assembly Composition: Nancy Rivers

Motion: That the amendments to the AMATYC By-laws as listed in the attachment be approved. The revised by-laws would take effect January 1, 2019. (Attachment D)

Motion made by Nancy Rivers, Southeast Vice-President.

Motion withdrawn

X. Items for Discussion - Open Microphone

Issues raised:

- Steven Krevisky, state delegate, Connecticut, Northeast Region. Steve asked about the rationale for withdrawal of the By-laws motion. He mentioned that, by next year, planning will be underway for International Congress on Mathematical Education (ICME), July 12-19, 2020 in Shanghai, China and hoped for the availability of funds to attend this conference. In addition, he brought to the attention of the Delegate Assembly the 15th International Conference of The Mathematics Education for the Future Project, Theory and Practice: An Interface or A Great Divide? August 4 – 9, 2019, in Ireland.
- Rhea Becke, state delegate, Washington, Northwest Region. Rhea mentioned that the male, female, and undeclared options noted on the SML form and asked if some rewording of the “undeclared” can be done.
- Dorota Zak, chair, Equity Committee, Midwest Region. Dorota reiterated the gender question and mentioned that this is an equity issue.
- Steve Blasberg, state delegate, California. As a follow up to the previous points, Steve added that the “female” option on the SML form is an historical artifact, and it is there to encourage women to take part in this contest.
- Pat Barrientos, affiliate president, NMMATYC. Pat expressed her desire for removal of financial barriers for adjuncts so that they can take part in the elected offices of AMATYC.

XI. Announcements**A. The 2018 Mathematics Excellence award:**

- Michelle Younker received the 2018 Mathematics Excellence award.

B. The 2020 Mathematics Excellence Committee was selected:

- Jane Tanner (Chair), Immediate Past President
- Patty Zabel, Northeast
- Lisa Feinman, Mid-Atlantic
- Anne Magnuson, Southeast
- Paul McCombs, Midwest
- Mike Lueke, Central

- Anne Reynolds-Garza, Southwest
- Peter Wildman, Northwest
- Reina Ojiri, West

C. Foundation

- The Midwest Region had the highest participation rate (73.20%) and the Midwest Region contributed the highest total dollar amount (\$8920). Diane Koenig, from Illinois, won a two-year AMATYC membership. Steve Kifowit, from Illinois, won a one-year AMATYC membership.

XII. Adjournment

President Ham thanked the Local Events Coordinator, Penny Morris, and her local team for hosting this outstanding annual conference. He also thanked Keven Dockter, Judy Williams, and the rest of the conference committee for their year-long commitment and great work in bringing this wonderful conference to Orlando. He also thanked Parliamentarian Chuck Nolan and all the delegates to the assembly.

The meeting adjourned at 4:23 pm.

ATTACHMENT A

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Fostering Learning**

Learning is an active, contextualized process of building concepts in addition to acquiring knowledge;

Learners can improve their ability to learn regardless of their current level of achievement;

All educators of mathematics have a responsibility to create and implement high-quality learning environments, design understandable and coherent curriculum, build learning skills, and facilitate learning;

A quality learning environment is characterized by respect, trust, openness, high expectations, support for risk-taking, a willingness to challenge performance, continuous assessment, and a growth-oriented mindset for everyone;

Therefore, it is the position of AMATYC that the following should be endorsed as standard best practices:

- Learners should work in communities or teams to increase their knowledge and/or learning skills through collaborative and cooperative activities;^{1, 2, 3}
- Educators should be provided with opportunities for professional growth and development to aid them in implementing and maintaining instructional strategies that produce a growth mindset, promote critical thinking, and nurture continuous improvement;^{4, 5, 6}
- Institutions of education that promote exemplary learning experiences require a culture of higher expectations and standards, greatly-increased student effort, and extensive learning assessment that is timely, formative, summative, standards-based, and transparent.^{7, 8}

Learning and teaching practices continue to evolve through action research by educational innovators who test and share their best practices.

¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 34-37.

² *IMPACT*, 44-47.

³ *IMPACT*, 56-57.

⁴ *IMPACT*, 48-50.

⁵ *IMPACT*, 58.

⁶ *IMPACT*, 91-94.

⁷ *IMPACT*, 34-37.

⁸ Academy of Process Educators, "Culture of Success," *International Journal of Process Education* Volume 8, Issue 1 (February 2016): 49-58.

ATTACHMENT B

Resolution of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Addressing Factors Critical to Student Success**

The primary emphasis of most developmental mathematics programs is to expand conceptual best practices that are prerequisite to college mathematics. However, there are other factors that often interfere with a student's ability to learn mathematics.

One of the goals of a developmental mathematics program should be to improve the ability of students to learn mathematics; therefore, factors that interfere with learning should be addressed.

Therefore, AMATYC recommends the following should be endorsed as standard best practices in a developmental mathematics program:

- Minimize the time lapse between mathematics courses in college studies and emphasize an early start to these studies.
- Emphasize the importance of number sense and computational fluency, especially with rational numbers.
- Stress the benefits of review and implement review modules prior to placement assessment.
- Implement instruction of the attributes of study skills, such as time management and motivation.
- Increase mathematics self-efficacy to reduce mathematics anxiety.
- Offer support systems to students to create social relationships, clarify goals, increase commitment, promote college know-how, and make college life feasible.⁹
- Prioritize the ability to solve problems and read mathematics in the curriculum.
- Emphasize and assess a balance of both conceptual understanding and procedural skills.
- Support risk-taking so students learn that failure can lead to successful problem solving.
- Give frequent assessments and encourage self-assessment and reflection.
- Create a classroom environment that fosters a growth-oriented mindset.
- Accentuate the value of class attendance in maximizing student achievement.
- Bridge the gap for under-represented student populations by acknowledging and addressing the disparity in privilege and the inequitable access to resources required for mastery in mathematics.¹⁰

Faculty should receive full institutional support for implementing the above best practices. The goal of maximizing students' successful attainment of skills^{11, 12} critical to expand career options and to promote good citizenship can be realized with enhanced basic mathematics skills, greater self-efficacy, improved self-regulated learning, and increased persistence.^{13, 14}

⁹ M. Karp, "A Holistic Conception of Nonacademic Support: How Four Mechanisms Combine to Encourage Positive Student Outcomes in the Community College," *New Directions for Community Colleges*, no. 175; Wiley Periodicals Inc. (Fall 2016): 33-42.

¹⁰ *IMPACT*, 10-14.

¹¹ *IMPACT*, 53.

¹² *IMPACT*, 89-90.

¹³ *IMPACT*, 20-26.

¹⁴ *IMPACT*, 31-34.

ATTACHMENT C

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Best Practices in Employment of Adjunct Faculty**

Adjunct faculty, sometimes called part-time or contingent faculty, are employed by institutions of higher learning for a variety of reasons. Many adjunct faculty bring special expertise or real-world experience to the classroom, making the content relevant to students. Adjunct faculty also provide students with options for instructional methodology and content perspectives. Institutionally, the use of adjunct faculty reduces the cost of instruction per credit hour while giving flexibility in hiring to meet the unpredictability in student enrollment, budgets, and course demands.

The advantages an institution receives from the use of adjunct mathematics faculty can be increased when adjunct faculty are given adequate departmental and institutional support. In order for colleges who employ adjunct faculty to reach the ultimate goal of student success, AMATYC recommends the following best practices:

- Integrate adjunct faculty by inviting and encouraging them to participate in the department and its functions.
- Foster mutual respect between full-time faculty and adjunct faculty.
- Foster networking and open communication between adjunct faculty, their peers, and their supervisors with regard to workload, courses taught, and schedule.
- Provide sufficient office support services, such as supplies, desks, filing cabinets, phones, computer access, and adequate office space; ideally this should include confidential meeting space.
- Provide in-house professional development opportunities for adjunct faculty in order to properly institute curricular change and improve methodology.
- Encourage participation in and provide adequate funds for professional development to adjunct faculty, including opportunities through AMATYC and its affiliates.
- Solicit input from adjunct faculty relative to issues within the department.
- Supervise adjunct faculty, including observation of new adjunct faculty at least once during their first term of employment.
- Conduct student, peer, and administrative evaluations regularly.
- Provide mentoring opportunities for adjunct faculty in the first term of employment and on a continuing basis.
- Regularly recognize outstanding teaching by adjunct faculty.

Coupled with these best practices, and in partnership with the college, AMATYC recommends that adjunct faculty strive to reach the ultimate goal of student success by meeting the following expectations:

- Become actively involved in the department by attending meetings and participating in committees that deal with topics such as course materials, curricular changes, and more.
- Seek to improve teaching skills through continued professional development funded by the college, including opportunities through AMATYC and its affiliates.
- Be available and accessible on campus or electronically.
- Be an active and contributing colleague.

ATTACHMENT D

Proposed By-laws Amendment – Clean Copy

Article VII Delegate Assembly

Section 1 The association shall have an annual business meeting (Delegate Assembly) in conjunction with its annual conference. Notice of the Delegate Assembly meeting shall be publicized in writing or electronically at least one month in advance.

Section 2 The Delegate Assembly shall be composed of delegates who are regular members of AMATYC as follows:

A. State/Province Delegates

1. There should be two state/province delegates from each state and province, appointed for a term of two years by the appropriate Regional Vice-President. Terms of state/province delegates shall commence on April 1, or date of appointment, whichever is later, and terminate on March 31, in odd numbered years.

2. An alternate delegate from the same state/province may be appointed to serve as delegate in place of a state/province delegate who is unable to attend the Delegate Assembly.

B. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization.

C. Affiliate Delegates

1. Each affiliate organization may appoint one additional affiliate delegate for each 50 AMATYC members or fraction thereof who are residents of the geographical area represented by the affiliate. Term of appointment will be determined by the affiliate.

2. An alternate delegate from the same affiliate may be appointed to serve as delegate in place of an affiliate delegate who is unable to attend the Delegate Assembly.

D. Each Executive Board officer is a delegate.

E. Each AMATYC Past President is a delegate.

F. Each AMATYC academic committee chair is a delegate.

- G. Additional delegates to represent countries not specified in Section XI may be appointed by the Executive Board.
- H. An official listing of names and numbers of AMATYC members who are residents of the geographical area represented by each affiliate on June 30 in even-numbered years is prepared by the AMATYC office and approved at the fall board meeting in even-numbered years. This listing is used for two years, takes effect after the fall meeting in even-numbered years, and is maintained by the AMATYC office.
- I. No delegate at the Delegate Assembly is entitled to more than one vote.
- J. Regional Vice-Presidents shall submit a list of affiliate and state/province delegates to the AMATYC Secretary no later than thirty (30) days prior to the start of the Delegate Assembly.
- K. Alternate Delegates may be named by the Regional Vice-President as the delegate replacing an affiliate or state/province delegate at the Delegate Assembly, by notifying the AMATYC Secretary in writing and providing appropriate credentials in writing no later than 6 pm of the day prior to the start of the Delegate Assembly.