

13:13:03 From Laura Watkins to All panelists : Just a thought...how do these qualifications relate to those from accrediting bodies?

13:13:20 From Chris Sabino : In the creation of this document, was there any surveying/research on the current credentialing practices across CCs? For example, what percent of CCs are accepting Math ed. advanced degrees as sufficiently for teaching courses. At my college, a colleague has a degree in math ed. and can teach anything other than the calc. seq. and beyond.

13:14:32 From Laura Watkins to All panelists : @Chris, in my district if someone meets the requirements from accrediting bodies they can teach any course.

13:15:08 From Pat Riley - Webinar Coordinator to Kate Kozak and all panelists : Did you want to speak? I thought I saw you raise your hand.

13:15:20 From Kate Kozak to All panelists : No. I hit it by accident.

13:15:58 From James Sheldon to All panelists : I was thinking that maybe we could say something like, for example, 9 units out of the 30 can be from mathematics education.

13:16:35 From Chris Sabino : No. I was just curious.

13:17:08 From Laura Watkins to All panelists : I would suggest avoiding contradicting accrediting bodies but 9 cr out of math ed seems reasonable to me

13:17:24 From Anne Dudley : We use the phrases Minimal Preparation and Desired Preparation when hiring.

13:17:51 From Laura Watkins to All panelists : I like "minimal" and "desired"!

13:18:03 From Jeremy McClure to All panelists : I like minimal and desired as well

13:18:22 From Jeremy McClure to All panelists : I'm ok with 9 out of 30 for the desired qualifications

13:19:04 From Laura Watkins to All panelists : I think we are speaking about qualifications...

13:19:11 From Anne Dudley : Please adjust your To: field to say panelists and attendees.

13:19:20 From Jim Ham : I like preparations

13:19:27 From Roxanne Tisch : Required Preparation and Desired Preparation...I agree with previous speaker minimal can be misinterpreted

13:19:28 From Jeremy McClure to All panelists : I'm ok with qualifications or preparations

13:19:39 From James Sheldon to All panelists : I like desired instead of standard.

13:19:51 From Jim Ham : The position statement is titled "preparations

13:20:28 From James Sheldon : When you are changed to panelist, it resets to "all panelists", apparently.

13:20:31 From Kate Kozak : I agree with preparation too.

13:20:42 From Eddie Tchertchian : I am also in support of "preparation"

13:20:53 From James Sheldon : I like preparation, too.

13:20:58 From Jim Ham : Do we need two levels of preparation?

13:21:06 From Laura Watkins : Given the title of the statement is preparation then we should use that language.

13:21:12 From Chris Sabino : preparation makes more sense since qualification would include more than coursework

13:22:34 From Kate Kozak : I don't understand what the two levels would be and it seems that it sets up a higharchy.

13:22:44 From Roxanne Tisch : In CT dual enrollment instructors do fall under the same guidelines as adjuncts

13:22:55 From Chris Sabino : For us, DC instructors must go through the same credentialing requirements as our PT and FT faculty.

13:23:02 From Laura Watkins : @ChrisWard our local colleges must follow same guidelines as adjuncts.

13:23:07 From Michelle Younker : Our dual credit instructors must meet the same requirements as our adjunct faculty

13:23:15 From Chris Sabino : If we call DC faculty, adjuncts at another location, then they would be folded into this without extra work.

13:23:30 From Dale Johanson : In Nebraska, dual credit instructors need to have the same qualifications as community college math faculty

13:23:39 From Laura Watkins : @ChrisWard local math depts. at CC's oversee these instructors in our district.

13:23:52 From Kate Kozak : Our dual credit instructors need to have the same qualifications in Arizona.

13:24:02 From Jeremy McClure to All panelists : We also have to have the same minimum qualifications for all faculty for a given course (Illinois)

13:24:37 From Eddie Tchertchian : In CA, same qualifications are needed

13:25:05 From Chris Sabino : I agree. DC should be it's own statement...and I think that there are some in the works nationally. I'm not sure who is developing them though (beyond individual colleges or CC systems).

13:25:08 From James Sheldon : I think it would be prudent to consult with dual-credit instructors in writing a statement in that area.

13:25:36 From Michelle Younker : It should be clear what standards are needed for the DC faculty

13:25:48 From Stewart Mitchell : From personal experience as a student in Michigan who did Dual Credit/"Early College," high school students take classes on CC campuses with no distinct Dual Credit instructors.

13:30:00 From James Sheldon : I was thinking that it might be worthwhile to add TODOS: Mathematics for All and the Benjamin Banneker Association to the list, particular given the current focus on racial justice and equity within AMATYC.

13:30:55 From James Sheldon : That's an excellent point about the "they" being unclear!

13:34:01 From Jeremy McClure to All panelists : Part of an associate's degree, and/or typically taught in the first two years of college??

13:34:01 From James Sheldon : I've definitely had 4-year students enroll in my community college courses who are in the last semester of their 4-year program and now suddenly realized they need college algebra or something.

13:34:06 From Laura Watkins : Maybe refer to the first two years of the program? Doesn't tie them to actually taking the courses in their first two years

13:34:23 From Anne Dudley to All panelists : How about normally taken in the first two years

13:35:32 From Eddie Tchertchian : In CA, state funding is tied to students completing transfer-level math and English in their FIRST YEAR of community college

13:36:00 From Eddie Tchertchian : Agreed with Kate - leave title as is

13:36:09 From Laura Watkins : Leave title. :)

13:36:22 From James Sheldon : Title looks great to me as is.

13:36:28 From Jackie Murawska : I have a question about the omission of the section on Pedagogical Content that was taken off from the last draft. I apologize if you covered this at the beginning of the meeting when I was unable to attend.

13:36:31 From Roxanne Tisch : if a change is made, could we use usually instead of normally so students are not alienated and thinking as abnormal

13:37:06 From Laura Watkins : Agree with @Roxanne

13:37:55 From James Sheldon : Yes, "usually" makes sense, or perhaps "traditionally"

13:38:27 From Jeremy McClure to All panelists : Or typically

13:38:44 From Jim Ham to All panelists : Pat. I would like to speak.

13:44:27 From Dennis Ebersole : I agree with Jim. At my college we have a requirement for new hires that has them explain how they are prepared to deal with a diverse student body.

13:44:37 From Anne Dudley : We have a dual enrollment PS. Be sure to look at it. Also, we have a very old Guidelines for Math Depts. where some of this could be moved.

13:47:25 From Laura Watkins : I agree with Jim. I think some of this could be moved other places.

13:48:54 From Laura Watkins : I'm wondering if we would be contradicting accrediting bodies with this....

13:49:39 From Kate Kozak to All panelists : I agree, we need to make sure it doesn't contradict accrediting agencies.

13:49:55 From Laura Watkins : tested experience...

13:50:13 From Jim Ham to All panelists : I agree that preparation in pedagogy, e.g. SOTL, should have a larger presence. AMATYC should recommend preparation in mathematics AND how to help students learn maths.

13:50:16 From James Sheldon : I'd like to imagine that the accrediting bodies would look to this statement to help set THEIR policies :-)

13:51:40 From Laura Watkins : That would be nice! However, I don't see that happening any time soon. :(

13:52:58 From Jackie Murawska : To I agree with Jim's point that AMATYC can and should be bold and idealistic in what we know makes an effective mathematics instructor.

13:54:05 From Chris Sabino : Unrelated to Jim...Something that came up last week for that position statement, but could some references be added to support the guiding principles section. That would allow the readers to further verify and believe what we are promoting as effective teaching. Simply having a bibliography at the end would serve this purpose...unless this isn't the precedent for other position statements.

13:55:02 From Laura Watkins : I like this suggestion. When we are making recommendations we should be able to substantiate from the literature.

13:55:18 From James Sheldon : I need to step out, it was great meeting you all today.

13:57:11 From Jeremy McClure to All panelists : Reference to HLC requirements http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

13:57:55 From Jim Ham to All panelists : Thanks, Christine and Pat.

13:58:51 From Michael Lanstrum : Thank you!

13:58:53 From Jeremy McClure to All panelists : Thank you!!!

13:58:55 From Michelle Younker : Thank you!
13:58:57 From Anne Dudley : Thanks!
13:59:00 From Roxanne Tisch to All panelists : Thank you!
13:59:04 From Phil MacLean : Thanks!!
13:59:05 From Sarah Pauley : Thank you!
13:59:11 From Laura Watkins : Thanks!
13:59:51 From Christine Mirbaha : Thank you, everyone!
14:00:04 From Michael Lanstrum : Could I get the link for the last
position statement webinar?
14:00:28 From Michael Lanstrum : okay