

AMATYC NEWS

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It's Time to Plan for Denver!

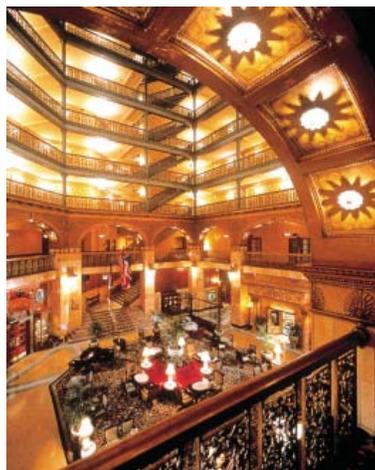
by Erica Marlys Hastert, Denver Local Events Coordinator



One Mile Above Sea Level
(Dave Falconer/VISIT DENVER)

There are fewer than 5,280 hours, and more importantly, 5,280 feet in elevation separating you from the 2016 AMATYC Conference in Denver, Colorado! Please join us in calculating mile high math November 17 - 20. From the 13th step at the Denver Capitol building that is exactly one-mile-high (5,280 feet), to the 16th Street Mall (located just three steps away from the conference), you'll find no shortage of numbers of ways to enjoy yourself in Denver. There are at least three major shopping venues within walking distance of the conference hotel, innumerable restaurants for all tastes and budgets, and more than 40 museums and cultural sites to enjoy. The area's favorite museums include the Denver Art Museum (DAM), located close to the Clyfford Still Museum (not to be missed!). Other favorites include the History Colorado Center, a hands-on museum of the state's history. If you're willing to travel a few miles outside of downtown Denver, don't miss the Denver City Park, which includes the Denver Museum of Nature and Science and the Denver Zoo (considered one of the "greenest zoos" in the U.S.). The Denver Center for Performing Arts itself showcases multiple shows and musicals at all times of the year. This November, *An Act of God* is featured, in which "He arrives to set the record straight, and He's not holding back!" For more details on this and other musical and theatrical masterpieces, visit www.denvercenter.org/shows. If you're interested in Denver history and cuisine, and the lifestyles of the rich and famous of the days of yore, be sure to

visit the Brown Palace Hotel (established in 1892) and enjoy their afternoon English high tea, or indulge in your favorite refreshments at the Ship Tavern in a 19th century pub atmosphere or the Palace Arms for exquisite fine dining. If you're more interested in lovely weather, Denver boasts more than 300 out of 365 days of sunshine each year (and yes,



Brown Palace Hotel
(Rich Grant/VISIT DENVER)



Driving Into The Rockies (VISIT DENVER)

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➤ *Continued on page 3*

AMATYC's New Mission and Vision Statements

by Jim Ham, AMATYC President-Elect

Plan your work, and work your plan. This is the mantra for the strategic planning process. The AMATYC strategic planning package includes a mission, a vision, core values, and a strategic plan. The AMATYC Executive Board spends a significant amount of time at each board meeting and in committee work throughout the year working the plan, that is, identifying and implementing action items related to the strategic plan's goals.

Every six years the plan is reevaluated as the world around us changes. The end result is the creation of a new plan that will determine the direction of AMATYC over the next six years. This periodic review process also requires reaffirming or revising the mission and vision statements. The mission and vision should be in place before the strategic plan can be drafted.

During last fall's annual conference, focus groups were conducted to obtain feedback from AMATYC members on the strategic planning package. Using this feedback, the Board drafted new mission and vision statements. The Board is appreciative of the willingness of academic committee chairs, the affiliate presidents, former Board members, and several at-large members for their very valuable input into the process.

A vision is a statement of the ideal future state of the organization; what AMATYC would look like if all the goals of the strategic plan were achieved. A new vision statement was adopted at the 2016 Spring Board meeting.

Vision Statement

To be the leading voice and resource for excellence in mathematics education in the first two years of college.

➤ *Continued on page 7*



Are You Going to AMATYC?

Jane Tanner

Onondaga CC • Syracuse, NY

OK. I am guilty. I have said "Are you going to AMATYC?" many times over the past 25 years. We all know what it means. To be more correct, the question should be phrased "Are you going to the AMATYC conference?" But, everyone knows what you are asking when THE question is asked... Are you going to AMATYC?

AMATYC has a fantastic conference every year. Keven Dockter, AMATYC's Conference Coordinator, and his program committee, go above and beyond our expectations and produce a conference that meets everyone's needs. You know that the conference is good when every year well over half of our membership attends the conference.

But, when you ask "Are you going to AMATYC?," you are really asking if someone is going to an organization not a conference. Of course, the word "conference" is implied in that sentence. But, are you REALLY going to AMATYC? In other words, are you aware of all of the other benefits that AMATYC has to offer besides the conference? (Don't take me wrong, again, I am thrilled that everyone is going to the conference!)

Besides the conference, what opportunities have you taken advantage of as an AMATYC member? On our website, there are nine possibilities listed under Member Benefits:

- *AMATYC News* - Read our newsletter four times a year to stay current on items of national and regional interest.
- *MathAMATYC Educator* - There are three issues a year of our peer-reviewed journal which contains articles pertinent to teaching mathematics in the first two years of college.
- *Academic Committees* - You can choose from eight academic committees (and four new ANets). Participate during the AMATYC conference as well as throughout the year in discussion groups and newsletters.

- *National and Regional Conferences* - If you haven't attended a national conference, this is something to put on your bucket list. Regional conferences are also sometimes available.
- *AMATYC Affiliates* - AMATYC members are encouraged to join an affiliate organization closer to their home. The affiliates and AMATYC work closely together to accomplish our mission and goals.
- *Traveling Workshops* - AMATYC will be funding several grants for traveling workshops. The grant application is available on the Traveling Workshop section at www.amatyc.org.
- *Student Mathematics League* - Encourage your college to sponsor a Student Mathematics League team. Over 8,000 students are already participating - are yours?
- *AMATYC Webinars* - Live webinars are scheduled throughout the year. Also previous webinars are archived on our website.
- *Job Board* - Do you want a new job? View openings for faculty and administrator positions on AMATYC's job board.

There are other benefits of being an AMATYC member. Project ACCCESS is a mentoring and professional development initiative for two-year college mathematics faculty who are new to the profession. Grants for projects are available through AMATYC's Foundation. AMATYC members also have a voice in the mathematics community through participation in the Conference Board of the Mathematical Sciences (CBMS) and other professional and policy organizations.

Are you convinced that being an AMATYC member has many benefits and opportunities including the conference? The next time you say "Are you going to AMATYC?", please think about all the opportunities that are available to you in addition to our conference. Better yet, ask your colleagues if they are an AMATYC member!

One thing that is extremely important for AMATYC is collaborating with other organizations. Working together with our sister organizations benefits all of our students and members alike. You may have seen the NCTM president give a session at our AMATYC conference. Did you know that the AMATYC president also gets invited to speak at NCTM's conference?

In this issue of the *AMATYC News*, I would like to begin "Collaboration Corner," a short description of an organization that shares common interests with AMATYC and, therefore, its members.

..... Collaboration Corner

Late in January, the Association of Mathematics Teacher Educators (AMTE) had their 20th Annual Conference. AMTE is recognized as the lead organization that is devoted to the improvement of mathematics teacher education. Francis (Skip) Fennell gave the Judith E. Jacobs Lecture and in it he noted that two-year colleges are important in preparing today's teachers. He said that more than 50% of our nation's current classroom teachers attended a community college for at least a part of their education. Community colleges often provide most of the general content area courses future teachers receive. He continued by saying that it is estimated that 4 out of 10 teachers complete some of their math and science courses at a community college. (These remarks can be found at <https://sites.google.com/site/ffennellonline/> and click on recent presentations). AMATYC was mentioned as a collaborator with AMTE twice during this presentation.

How can we collaborate with AMTE? Currently AMTE is working on a standards document for initial preparation of mathematics teachers in grades Pre K-12. They are interested in input to their document and AMATYC's Teacher Preparation Committee is ready to share their expertise as this document is developed. If teacher prep is your thing, be sure to visit AMTE's website at www.amte.net.

Interested in Running for Office?

by Nancy Sattler, AMATYC Past President

Although the 2016 AMATYC Executive Board has just started its term, the process has begun to select AMATYC officers for 2018-2019. At the 2015 Delegate Assembly the names of the Nominating Committee were announced. The Nominating Committee includes twelve AMATYC members who represent a cross-section of AMATYC's delegates, members, and leadership, with at least one member from each region. These members will recommend a slate of officers to the current Executive Board one year from now. The committee will meet in Denver in November to discuss possible nominees.

This is the first of a series of articles prior to the 2017 elections when the president-elect, secretary and eight regional vice presidents will be elected. The next newsletter will focus on the duties of regional vice presidents. If you have questions, or wish to recommend yourself or someone else for an office, contact one of the members of the Nominating Committee listed below.

Nominating Committee Chair

Nancy Sattler (nsattler@amatyc.org) AMATYC Past President

Nominating Committee Members

Members at-large:

Rachel Bates (Rachel.Bates@redlandsc.edu)

Jen Gorman (jennifer.gorman@csn.edu)

Mary Beth Orrange (Orrange@ecc.edu)

Regional representatives:

Northeast - Ray LaBounty (labounty@corning-cc.edu)

Mid-Atlantic - Evan Evans (eevans@frederick.edu)

Southeast - Penny Morris (pmorris@polk.edu)

Midwest - Jason "Andy" Geary (jgeary@harpercollege.edu)

Central - Patricia Suess (psuess@stlcc.edu)

Southwest - Greg Slayton (Gregory_slayton@asun.edu)

Northwest - Pete Wildman (Peter.Wildman@sfcc.spokane.edu)

West - Tricia Sanford (tricias@cos.edu)

➤ *Denver, Continued from page 1*

you might calculate the odds of a sunny trip out here using the binomial distribution!). While all sunny days can't be guaranteed, temperature swings from the low 20s to possibly the high 60s can be promised. Be



Clyfford Still Museum (Ted Stedman/VISIT DENVER)

sure to check the weather at www.noaa.gov before you pack! And, while Denver may sit at a measly 5,280 feet, many of the beautiful mountain peaks you'll see from our conference hotel rise more than 14,000 feet above last year's conference site (New Orleans). Be on the look-out for Mount Evans, Longs Peak, and Pikes Peak. You may not see them all (depending on fog and cloud cover), but you will most definitely see a beautiful vista of our front-range mountain peaks. But, more important than any of the fabulous and unforgettable Denver sites, you'll enjoy the mile-high experience of connecting and collaborating with 1,300 of your closest friends and colleagues. Elevate your mathematical experience and come do "Math at a Mile High!"

Teaching Excellence: Why AMATYC Honors Our Colleagues

by Jim Ham, AMATYC President-Elect

Every two years AMATYC presents awards at the AMATYC Annual Conference to celebrate teaching excellence. Since 1997 AMATYC has recognized 60 excellent teachers at 10 different awards ceremonies.



Honoring our teaching colleagues is important for several reasons:

- Teachers are under recognized. They have chosen a career in the service of others. They teach hundreds of students each year and will touch the lives of many over the course of a career. Teachers make a difference and deserve the recognition. Each nomination says thank you for a job well done.
- Teachers are under appreciated. They are regularly asked to do more with less: less pay, fewer resources, fewer professional development funds or opportunities, less autonomy. Good teachers thrive despite being undervalued and not recognized or rewarded commensurate with the importance of their work.
- AMATYC is committed to publicizing and celebrating the craft of teaching. National awards draw positive attention to teaching and to the awardees' colleges. It is important to celebrate the best in the mathematics teaching profession by honoring a subset of our excellent member teachers every two years.
- Teaching excellence is one of AMATYC's core values. Effective teaching is one of the most important influences on student learning.

AMATYC's 2017 Teaching Excellence Committee was elected in 2015 and is eager to begin reviewing nominations. All we need now is help from you to submit a nomination.

The nomination process could begin with a simple statement from you to a full or part time colleague: "I would like to nominate you for the AMATYC Teaching Excellence Award." Try it out; wait for the smile.

AMATYC also recognizes the diversity of teaching professors and departments. As such, self-nominations are also welcomed.

Eligibility criteria, application materials, and details about the AMATYC Teaching Excellence Award can be found on the AMATYC website at www.amatyc.org/?page=TeachExAward. **The deadline for the 2017 TE Award nominations is December 9, 2016.**

Updating *Beyond Crossroads*: Focus on the Second Standard

by Mary Beth Orrange and Nancy Sattler, Co-chairs of the
Beyond Crossroads Revision Project

The Steering Committee for the *Beyond Crossroads* Revision (BCR) project continues to work on revising and updating AMATYC's signature standards documents, *Crossroads in Mathematics* and *Beyond Crossroads*. This article is the second in a series focusing on the individual standards.

The original standards fit into three categories: Intellectual Development, Content, and Pedagogy. The standards for content are in seven specific areas: number sense, symbolism and algebra, geometry, functions, discrete mathematics, probability and statistics, and deductive proof.

These content standards are not meant to outline a set of courses. Rather, they are strands to be included in an introductory mathematics program in whatever structural form it may take. These specific themes were selected so that the adult students can develop the knowledge and skills needed to function as productive workers and citizens as well as be equipped to pursue more advanced study in mathematics and other disciplines (AMATYC, 1995, p.12).

The Council of Chief State School Officers and National Governors Association (CCSSO & NGA, 2010) determined the following content for high school mathematics curriculum should include the following: Number and quantity, algebra, functions, modeling, geometry, and statistics & probability. Note the similarity between AMATYC's content standards and the content for high school standards created by CCSSO & NGA.

The writing team for the BCR project is examining the content standards of 1995 and will update them to include content that is taught during the first two years of college. They will be seeking input from AMATYC members at a special forum to be held Thursday evening at the AMATYC Annual Conference in Denver in November 2016. You are invited to attend.

The *Crossroads* document emphasized techniques such as: increased attention to drawing inferences, estimation, making connections between mathematics and other disciplines, and visual representations of concepts. Many teachers of mathematics in the first two years of college have implemented these recommendations into their classroom. To learn more about guidelines for content, visit the AMATYC website www.amatyc.org/resource/resmgr/crossroads/chapter2.pdf and make plans to implement them into your teaching.

If you would like to be involved in the revision project, please contact Mary Beth Orrange (Orrange@ecc.edu) or Nancy Sattler (nsattler@terra.edu).

References

- The American Mathematical Association of Two-Year Colleges. (1995). *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus*. Memphis, TN: Author.
- Council of Chief State School Officers and National Governors Association. (2010). *Mathematics Standards*. www.corestandards.org/Math/

Climb Every Mountain – With Social Media

by Judy Williams, Program Coordinator, and
Keven Dockter, Conference Coordinator

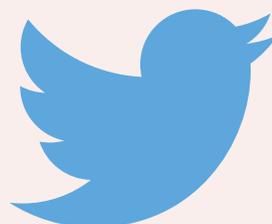
Install the free conference app on your phone or other device to create your personal conference schedule and to access information about local restaurants and other things to do in the Mile High City. The app, which should be available in October, is also the simplest way to evaluate the sessions you attend, providing valuable planning information and feedback to the presenters. Keep those mobile devices handy because numerous presenters indicated that they want to use them for some portion of their session; it is not a mandatory item but one that will enhance participation. Best news of all is that Wi-Fi will be available for attendees in every session room this year.

Share selfies of the great time you are having at the conference on Instagram and post them on the conference app.

When you get so excited about a topic that you want to keep on discussing it, let everyone know via Twitter (#amatyc). Then sign up for a slot for Friday or Saturday in the Impromptu Room. An easel displaying times available and topics to be discussed will be in the registration area on Wednesday evening and then be moved outside Governor's Square 15 starting Thursday morning. Sign up and list your favorite topic, then meet new friends with similar interests.

Also use Twitter (#amatyc), as you prepare for the conference, to share your excitement and plans. If you are speaking or presenting a poster, advertise yourself. Make sure everyone is aware of the mountain of opportunities not to be missed in Denver, November 17 - 20.

Look for more information on the conference app in the October AMATYC News.



Do You Know...

how to find your member ID or membership expiration date? A new look-up feature has been added recently to the database profile to quickly see this information. Follow these steps:

1. Go to www.amatyc.org
2. Sign in using your username and password
3. Select MANAGE PROFILE from the right side menu
4. Select the Membership Card icon from the left column in the center of the screen

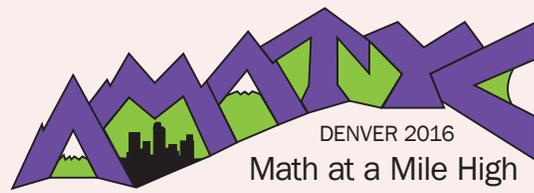
A new screen will appear that shows the member ID, member type, and expiration date. A print option is also available for a paper or pdf copy.

New Peaks for Denver: Conference Highlights

by Judy Williams, Program Coordinator

Prepare to view mathematics from new heights November 17 - 20, 2016, in Denver, Colorado.

If you are a **first-time attendee**, check that box on your registration form for the First-time Attendee discount and take advantage of AMATYC 101 on Thursday morning. AMATYC also appreciates those loyal attendees who return year after year. Also, everyone should attend their **Regional Meeting & Continental Breakfast** on Friday. For those who were in New Orleans last year, we have a ribbon for your badge so we can recognize and thank you for your support.



Shirley Malcom delivering her presentation during the AMATYC Annual Conference in New Orleans

Be sure to look for the invited speakers and other special sessions on the conference program, many on Saturday. Remember that there are also worthwhile talks on Sunday morning followed by the Closing Session which becomes very special when attendees share their favorite moments of the conference.

This year's program contains many sessions on current trends such as multiple measures for placement, corequisite courses, quantitative reasoning courses, statistical literacy pathway courses, courses based on specific occupational/technical/math for careers needs, and guided pathways into meta-majors to move students in a successful direction sooner.

On Thursday, **"GAISE into the Future"** when the new Guidelines for Assessment and Instruction in Statistics Education (GAISE), endorsed by the American Statistical Association, are introduced in a session led by Allan Rossman. Following this introduction, Roxy Peck, Robert Gould, and Michael Posner will lead a **workshop to share ways to incorporate the new guidelines** into your courses.

Also Thursday morning, choose from multiple mountain peaks clustered in two Themed Sessions. The Placement and Assessment Committee will show you **"What's Up in the Placement & Assessment Corner"** in the areas of multiple measures for placement, including **how GPAs work as a predictor of success**. Hear what one department learned about its general education math course through placement and share data about the

Common Core's relationship to placement results.

The Mathematics Intensive/College Mathematics Committee returns with their popular Themed Session **"Teaching and Learning in Precalculus, Calculus, and Beyond."** This year's topics vary from a precalculus investigation of compound interest for pension plans to developing intuition in multivariable calculus students with physical models, with stops along the way to discuss activities for differentiation in business calculus, assisting under-prepared calculus students, and involving STEM students in service learning.

On Friday, broaden your horizon with two presentations endorsed by the **Joint Committee on Women in the Mathematical Sciences**. Jessica Rockswold's session **"The New Brand of Powerful"** will include information on leadership in today's world and how STEM education can enliven the talents and motivation of women to assume these leadership roles. Marilyn Mays and Wade Ellis bring a background of AMATYC leadership and participation to **"Going Forward: Increasing Diversity in AMATYC and Its Leadership"** in which they share data on women and underrepresented minorities in mathematical education and discuss ways to increase the involvement of these groups.

This is just a quick glance at Denver program attractions. See more opportunities to rise to new heights in your classroom when the miniprogram arrives any day now in your mailbox. Or, find it online at www.amatyc.org. Get ready to begin the ascent!



Patrick DeFazio (NY) references materials from the AMATYC Annual Conference in New Orleans



Instead of trying to remember when your AMATYC membership expires, sign up for auto-renew. It's easy! Select the "renew my membership link" and click on the drop-down menu to see the "with auto renewal" options. Auto-renew is available for each member type - individual, adjunct, or retired - and applies to the multi-year option for individual members.

If you have questions, contact the AMATYC Office at 901.333.5643 or amatyc@amatyc.org.

Future AMATYC Conferences

2016	Denver, CO	November 17-20
2017	San Diego, CA	November 9-12
2018	Orlando, FL	November 15-18
2019	Milwaukee, WI	November 14-17
2020	Spokane, WA	November 12-15
2021	Phoenix, AZ	November 4-7

For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.5643.

Bridging the Gap from High School to College

by Leah Rineck; Kelly Kohlmetz; and Behnaz Rouhani, Chair, AMATYC Placement and Assessment Committee

Many students enter college underprepared in mathematics. Does your institution employ techniques that can improve the math placement of students? In this issue, Leah Rineck and Kelly Kohlmetz, senior lecturers at the University of Wisconsin - Milwaukee, explain how different summer bridge programs help prepare and place students.

The University of Wisconsin - Milwaukee (UWM) uses a UW-System math placement test. For students who do not place where they wish to be, there are a number of summer bridge programs. The programs include: Panther Math Prep (PMP), two programs for alternate admission students, and an Engineering Bridge program. At the end of each program, students retake the math placement test to find out if they have the skills necessary to be successful in a higher-level math course in the fall.

PMP is open to any student who places into one of the developmental mathematics courses. There are three different options for the students: in-class, online, or a MOOC offered through UW-LaCrosse. The in-class version meets twice per week for two hours at a time over a four week period. Students have lab time where they work at their own pace using a computer adaptive software program. They also have classroom time where students work in groups on common problems, discuss real-life situations (such as how much money they will need for textbooks in the fall) and learn how to communicate correctly with mathematics. The instructors also spend a small amount of time talking about what to expect as a first-year student in the fall (such as the parking situation on campus, where to go for tutoring, how much time to expect to spend on homework, email etiquette, etc.). In the online version students have access to an online software program and can work at their own pace. They are able to email the instructor and attend online tutoring, but do not spend time face-to-face in a classroom. The MOOC is also an online program where students work through a module of materials and then take a quiz on the material. They work on their own, emailing the instructor and attending online tutoring as needed. The number of students in each option are as follows: 60 in-class, 70 online, and 90 MOOC.

The Academic Opportunity Center and Student Support Services offer two programs designed for underrepresented students, including students who do not meet the regular admissions requirements, low-income, first generation, or students with disabilities. The students meet five days per week over a four week period. They attend classes in several different subjects but spend 50 minutes per day on math. They have lab time to work at their own pace and classroom time to work in groups. These students have also placed into developmental mathematics, so instructors work to align these programs with the PMP program. There is no online version of these programs. There are approximately 50 students in each of these two programs.

Last, the School of Engineering offers a bridge program for students who were admitted and did not place into calculus (about 25% of the students admitted into the School of Engineering). For six years there was a comprehensive program where the students stayed on campus, attended math class in the morning, and had engineering activities in the afternoon. The program lasted for four weeks and was funded by an NSF grant. The students worked in a computer lab in the morning for about three hours then attended a short lecture covering math topics that were difficult for them. After lunch students participated in four different engineering activities such as building a popsicle-stick bridge, constructing a sound board, computer programming, and constructing a remote control car. They also had field trips to area businesses to see engineering at work. At the conclusion, students earned a \$1,000 scholarship if they increased their placement score. They could also earn up to \$500 in additional scholarships depending on the engineering activities.

Last summer the Engineering Bridge program changed to include only the math portion. The students chose from an in-class version or an online version. The in-class version was four hours each day for two days per week over a four week period. Students worked in a computer lab on math topics and an instructor was able to provide help. The online version lasted for six weeks, and the students worked at home at their own pace, contacting the instructor if they had questions. The number of students in the Engineering Bridge program averaged 45 students per semester.



The three developmental math programs had a success rate varying from 30%-60% placing in a college-level math course at the end of the summer. The engineering program under the grant had an 80%-90% success rate of students placing at least one level up. The engineering program last summer had a 73% success rate for the in-class students and a 63% success rate for the online students.

Committee participation is open to all AMATYC members. To learn more about the Placement and Assessment Committee or to be involved throughout the year, email Behnaz Rouhani brouhani@gsu.edu. To find out more about AMATYC's Committees, visit the AMATYC website at www.amatyc.org.

➤ *Mission and Vision Statements, Continued from page 1*

A mission statement defines the purpose of an organization; it describes the niche that AMATYC fills. A new mission statement also was adopted at the Spring Board meeting.

Mission Statement

To provide high quality professional development, to advocate and collaborate at all levels, and to build communities of learners for all involved in mathematics education in the first two years of college.

One important change in the mission and vision statements is the move away from a focus on two-year colleges toward a focus on mathematics in the first two years of college. This change comes after a realization that AMATYC advocates for and can benefit from the contributions of all involved in mathematics education in the first two years of college, regardless of their institution type. In addition, it promotes inclusiveness in response to changes in some states in which traditional two-year colleges are merging with university systems.

Other features of the new mission statement include the following:

- A focus on professional development. From hosting an excellent annual conference, to hosting a year-long webinar series, to sharing our members' work in our publications, professional development is what we do best and is a critical feature of our mission.
- A focus on advocacy and collaboration. From our position statements and the *Crossroads* series, to our collaborations with other national organizations with similar interests, we advocate for excellence in teaching practices, curriculum, assessment, placement, technology use, and environments where mathematics students and teachers can excel.
- A focus on connecting members with one another. From our support of and close connection with the 44 AMATYC affiliates, to our academic committees, to our mentoring and leadership program (Project ACCCESS), we understand that great things can happen by linking members who share a common interest.

The final piece of the strategic planning package is the strategic plan itself -- the plan that takes us from our mission to our vision. A new strategic plan has been drafted to help us achieve our vision. The strategic plan is critical since it will plan our work over the next six years. Working this plan will operationalize our mission and help us to achieve our vision.

An improved draft of this new strategic plan will be presented at a forum at the AMATYC Annual Conference in Denver. You can download the most current draft of the 2018-2023 Strategic Plan at the following link: www.amatyc.org/page/StrategicPlan2018. **We would greatly appreciate your feedback on the current draft.**

Exhibits and Commercial Presentations Rise to New Heights in Denver

by Judy Williams, Frank Goulard, and Nathalie Vega-Rhodes

For many conference attendees, the Grand Opening of the Exhibit Hall is a must-do event. Be part of the Grand Opening Thursday at 4:30 pm on the Concourse level of the Sheraton Denver Downtown hotel when Exhibits Chair Frank Goulard and Local Events Coordinator Erica Hastert will cut the ribbon to allow entry to publisher and other exhibitor booths. Then go meet the exhibitors and find the answers about their products for a chance to win the trivia hunt prizes. Also see which exhibitors have the best treats at their booth!

Although the exhibitors will be available for all attendees Friday 9:15 am - 5:00 pm, with a 45 minute break at 1:00 pm for their lunch, and Saturday 9:45 am - 1:00 pm, you can get information about textbook updates and technology innovations without missing any conference sessions. Use the dedicated exhibit times Friday 9:15 am - 10:15 am after the Regional Breakfast Meetings and Saturday 10:00 am - 10:45 am following the keynote speaker at the Awards Breakfast.

Check the schedule posted in the exhibit area for Exhibit Hall product demonstrations to be held Friday; those hosting these demonstrations often offer a drawing for one of their products.

The Exhibit Hall is a great place to meet many of the authors of your course materials. Check publishers' booths for announcements about this. Also, some of these authors will be participating in commercial presentations during the conference. Check the miniprogram for a list of these sessions which explain best practices for use of specific products. Pearson Education will again offer Continuing Education Units (CEUs) for some of its sessions. Look for more details on this in the miniprogram, too.

Whenever you visit the Exhibit Hall, be sure to thank those who are providing extra support to AMATYC in so many ways - funding an item distributed at the conference, or hosting a reception or event. Please let them know how much they are appreciated. Thank you and see you in Denver!



Exhibit Hall Grand Opening in New Orleans

Committee News

Developmental Mathematics Committee

by Paula Wilhite, DMC Chair

The **National Developmental Mathematics Summit** was held in Anaheim on March 15-16, 2016, as a preconference to the National Association for Development Education (NADE) 2016 annual conference. A total of 300 participants registered for the summit, which was a follow-up to the 2013 summit held just prior to the AMATYC Annual Conference. Of the 27 sessions included in the program, AMATYC was well represented. The presenters had all been in prominent roles of leadership as advocates for effective and sustainable change in developmental mathematics. The overall focus was on national models and interventions including the most current research, assessment, and status of each one.

On June 21, the DMC and the other AMATYC academic committees joined with the MAA to co-sponsor the **“Common Vision 2025” webinar**. The speaker was Linda Braddy who, as former Deputy Executive Director of the MAA, led the Common Vision project. Five professional associations (MAA, AMATYC, AMS, ASA, and SIAM) who all share common goals in undergraduate mathematics education contributed to this report with a purpose of improving student success, primarily in the first two years of college. A recording of this webinar is available on the AMATYC website.

Thank you to the 2016 - 2018 DMC Regional Reps for your commitment and service!

Northeast Region	Geoffrey Akst
Mid-Atlantic Region	Lisa Feinman
Southeast Region	Richard Leedy
Midwest Region	Vasu Iyengar
Central Region	Kim Granger
Southwest Region	Mel Griffin
Northwest Region	Jessica Bernards
West Region	Kathryn Van Wagoner
Member At-Large	Kathleen Almy
Member At-Large	Sharon Sledge
Member At-Large	Linda Zientek

DMC Projects

- **Update of DMC website:** <https://sites.google.com/site/amatycdmc/>
All DMC members are asked to join this Google Group and/or to check for accurate personal information on the website.
- **Proposals approved for new and modified position statements:**
 1. Draft a revision of the position statement on “Student Learning Problems”
 2. Create a first draft for a new position statement concerning the “Science of Learning”

Both of these drafts will be reviewed during the DMC meeting at the 2016 AMATYC Conference in Denver.

Professional Development

by Lisa Feinman, Asst. Coordinator

This spring and summer, the AMATYC 2015-2016 Webinar Series presented the following webinars:

- “More than a Decade of Mandatory Placement at Iowa Central CC” by John Hansen
- “Teaching Introductory Statistics with Simulation-Based Inference” by Allan Rossman and Beth Chance
- “The AMATYC Website” by George Hurlburt
- “Common Vision 2025” by Linda Braddy
- “The PARCC Mathematics Assessment” by Linda Kaniecki
- “So, You’re Teaching Statistics for the First Time” by Jon Oaks

Special thanks is given to WebAssign for supporting the webinars.

Registration and detailed information about future webinars, as well as recordings of past webinars, can be found at www.amatyc.org/?page=Webinars.

Interested in having a Traveling Workshop come to your college or yearly affiliate conference? Explore your options and start the process of planning a workshop by visiting www.amatyc.org/?page=travelingWorkshops.

Looking for other professional development opportunities? Visit the Professional Development webpage at www.amatyc.org/?page=EventsConferences. On this page is AMATYC’s Position Statement on Professional Development and information on Conferences, Publications, Project ACCESS and more.

To send comments or suggestions for Professional Development, please complete the form located at www.amatyc.org/?page=ProfDevForm.

Student Scholarship Available

Do you know a sophomore who wants to become a secondary math teacher? The Mathematics Education Trust (MET) of the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics. One scholarship in particular is for prospective 7-12 secondary teacher course work and is supported by the Texas Instruments Demana-Waits Fund. Scholarships of up to \$10,000 are available for full-time college or university sophomores. More information is available at www.nctm.org/Grants-and-Awards/Grants/Prospective-7-12-Secondary-Teacher-Course-Work-Scholarships/.

Student Mathematics League

by Steve Hundert, Coordinator

Both rounds of the Student Mathematics League (SML) competition have been completed and the final results are in.

Final Team Results:

1. West Valley College, CA	300.5 points
2. Brookdale CC, NJ	260.0 points
3. Los Angeles City College, CA	257.0 points
4. Schoolcraft College, MI	232.0 points
5. East Los Angeles College, CA	229.0 points
6. De Anza College, CA	225.5 points
7. Pasadena City College, CA	223.0 points
8. El Camino College, CA	221.0 points
9. Macomb CC, MI	219.5 points
10. Santa Monica College, CA	218.0 points

Final Individual Results:

1. Zachary Obsniuk, Macomb CC, MI	70.5 points
2. (tie) Nikhil Marda, Rochester CTC, MN	68.5 points
Zilong Wang, Berkeley City College, CA	68.5 points
4. Maciej Wlodek, Suffolk County CC, NY	64.5 points
5. (tie) Ajay Arora, Schoolcraft College, MI	64.0 points
Mathew Hase-Liu, West Valley College, CA	64.0 points
Geoffery Zheng, Indian River State College, FL	64.0 points
8. Brendan Brzycki, Los Angeles City College, CA	63.0 points
9. Lin Li, Los Angeles City College, CA	60.5 points
10. Eva Quittman, Montgomery College, MD	58.5 points

Top Schools and Students by Region:

Northeast:	Suffolk County CC, NY Maciej Wlodek (Suffolk County CC, NY)
Mid-Atlantic:	Brookdale CC, NJ Eva Quittman (Montgomery College, MD)
Southeast:	Indian River State College, FL Geoffrey Zheng (Indian River State College, FL)
Midwest:	Schoolcraft College, MI Zachary Obsniuk (Macomb CC, MI)

Central:	Normandale CC, MN Nikhil Marda (Rochester CTC, MN)
Southwest:	Tarrant County College, TX Ryan Alderink (Tarrant County College, TX)
Northwest:	Edmonds CC, WA Xiangyi Gong (Edmonds CC, WA)
West:	West Valley College, CA Zilong Wang (Berkeley City College, CA)

A very grateful thanks to all of the moderators who give the exams, grade them, and post the grades on the scoreboard. Also thanks to George Hurlburt for his work on the website and scoreboard, Steve Blasberg and the test development team, Randy Schwartz for supplying the short answers posted on the website, and the AMATYC Office.

If your school does not currently participate in the SML, why not? You can read about the SML on the webpage at www.amatyc.org/?StudentMathLeague or email stevenh@csm.edu with any questions. Don't forget to register your school for next year's competition in August through the AMATYC SML website.

See you in Denver! Don't forget to look for the time and place for the ultra competitive Faculty Mathematics League Contest during the AMATYC Annual Conference in Denver.

AMATYC Statistics Committee

by Julie Hanson, Chair

The 2016 AMATYC Annual Conference to be held in Denver, CO, will include several professional development opportunities for teachers of statistics.

In collaboration with the ASA/AMATYC Joint Committee (AMATYC's Joint Committee with the American Statistical Association), the AMATYC Statistics Committee is sponsoring back-to-back sessions on the updated GAISE (Guidelines for Assessment and Instruction in Statistics Education) on Friday, November 18. The first session will be a presentation by Allan Rossman, a member of the committee that updated the GAISE College Report. The second session will be a workshop on introductory statistics activities centered around the updated GAISE recommendations. The workshop will include three presenters. Each will present one of three new themes included in the updated GAISE. Roxy Peck will present the multivariable thinking theme; Rob Gould will present the data science theme; and Michael Posner will present the statistical investigative process theme.

There will be a pre-conference workshop held on Wednesday, November 16, from 8:30 am to 5:00 pm. The title of the workshop is "Teaching Introductory Statistics with Simulation-Based Inference." The presenters will be Allan Rossman, Beth Chance, and Rob Gould. The workshop will present hands-on activities that introduce students to concepts of statistical inference using simulation-based methods and emphasize the statistical investigative process. The pre-conference workshop is free, but space is limited and advance registration is required. For more information and a registration form, see www.causeweb.org/cause/workshop/amatyc16. Questions about the workshop can be directed to Allan Rossman at arossman@calpoly.edu.

The AMATYC Statistics Committee meeting will be held at 4:00 pm Friday. All interested AMATYC members are welcome to attend.

If you teach statistics, please consider joining the AMATYC Statistics Committee. To join or to learn more about the committee, contact Julie Hanson at julie.hanson@clinton.edu.

Highlights of the 2016 AMATYC

Spring Board Meeting

by Michelle Duda, AMATYC Secretary

The AMATYC Executive Board met at Southwest Tennessee CC in Memphis on April 1 - 4, 2016. Highlights of the meeting included:

- New AMATYC mission and vision statements were approved and will replace the current mission and vision statements*.
- Institutional member dues were set at \$508, effective July 1, 2017 through June 30, 2018.
- The discount registration rate was set at \$360 for the 2017 annual conference.
- The reduced retiree conference registration rate will be continued for a third year at the 2016 AMATYC Conference in Denver.

Pending membership verification, the following appointments were approved:

- Robert (Bob) Capetta, Ryan Kasha, Margaret (Maggie) Ehrlich, Ann DeBoever, Paula Wilhite, Joshua Hammond to the Delegate Assembly Task Force chaired by Nancy Rivers
- Darlene Winnington as Presider Chair to a three-year term effective January 1, 2017
- Julie Phelps as the Orlando regional representative on the AMATYC Program Committee beginning at the conclusion of the 2016 conference and ending at the conclusion of the 2019 conference

Full minutes of the meeting may be found on the AMATYC website at www.amatyc.org/?page=BoardMinutesMotions.

*Although AMATYC now has a new vision statement, the Board decided to retain the previous vision statement, "Opening Doors Through Mathematics," as a tag line. Since this statement is relevant, it will continue to be published on many of the organization's publications and on the website.



The *AMATYC News* is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in January, April, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by November 25, February 25, June 1, and August 15 for the respective issues.

Address changes should be sent to:

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BIG Math Network

BIG Math Network is a national initiative to connect mathematical sciences students to Business, Industry, and Government, hence the name BIG Math Network. This Network will facilitate training for undergraduate and graduate mathematics students, which is complementary to the disciplinary training that already flourishes in mathematics departments. The goal is to enhance mathematical training, broaden mathematical experience, and create opportunities for careers.

This national initiative will provide mathematics-focused infrastructure connecting mathematics graduate and undergraduate students (and perhaps even some faculty) to BIG internships. Internship experiences provide STEM workforce skills and training that mathematics students may not get in the classroom alone. Students will gain information necessary to choose career paths and enhance their training for careers in BIG. Companies will gain opportunities to recruit talent and ideas.

The key components of the BIG Math Network are:

1. Materials communicating the value of mathematics internships to students, faculty, and BIG executives through videos, pamphlets, and presentations.
2. Suggestions about models of best practice for internship mentoring, timing, financial support, intellectual property, and other logistical issues.
3. Information for students about the hard and soft skills valuable to BIG employers.
4. (Possible future plan) A mathematical sciences-focused internship posting and application site.

For more information, please contact Rachel Levy at bigmathnetwork@siam.org. Ideally at least one faculty ambassador at each two-year college (as well as four-year colleges and universities) is requested. Rachel is collecting first name, last name, institution, email address, and area of expertise or interest in the network.

AMATYC CALENDAR OF EVENTS

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

September 24, 2016 LaMsMATYC Conference, Delgado CC, New Orleans, LA. Website: <http://lamsmatyc.wix.com/home>

September 24, 2016 WisMATYC Fall Conference, Univ of Wisconsin-Sheboygan, Sheboygan, WI. Website: www.wis.matyc.org

October 14, 2016 ArizMATYC Fall Meeting, Glendale CC, Glendale, AZ. Website: <http://arizmatyc.org/wp/>

October 14-15, 2016 MichMATYC Annual Conference, Delta College, University Center, MI. Website: www.michmatyc.org

November 17-20, 2016 42nd Annual AMATYC Conference, Denver, CO. Contact: AMATYC Office, amatyc@amatyc.org

December 9-10, 2016 CMC³ 44th Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, harbism@scc.losrios.edu. Website: www.cmc3.org

February 17-18, 2017 FTYCMA Joint Conference with MAA, State College of Florida-Bradenton, Bradenton, FL. Website: <http://sections.maa.org/florida/newsletter/callsafb.htm>

February 23-25, 2017 TexMATYC 70th Annual Conference, Renaissance Austin Hotel, Austin, TX. Website: www.texmatyc.org

April 7-9, 2017 50th Annual NYSMATYC Conference, Syracuse, NY. Website: www.nysmatyc.org

November 9-12, 2017 43rd Annual AMATYC Conference, San Diego, CA. Contact: AMATYC Office, amatyc@amatyc.org

December 8-9, 2017 CMC³ 45th Annual Fall Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Contact: Mark Harbison, harbism@scc.losrios.edu. Website: www.cmc3.org

November 15-18, 2018 44th Annual AMATYC Conference, Orlando, FL. Contact: AMATYC Office, amatyc@amatyc.org

A form is available at www.amatyc.org/?page=AffiliateConferences to update or add affiliate conference information.

Four AMATYC Members Receive Support to Attend ICME-13

by Nancy Sattler, AMATYC Foundation Chair

Four AMATYC members each received a \$375 award from the AMATYC Foundation to help pay part of their expenses to attend the 13th International Congress on Mathematics

Education (ICME) held July 24 through July 31 in Hamburg, the second largest city in Germany. ICME is held every four years, and this is the second time the Foundation has offered awards to attendees. During the AMATYC Spring Board



Meeting in Memphis, the winners were selected by random draw from the 15 members who applied. The winners were Steve Blasberg (West Valley College, CA), Patrick Kimani (Glendale CC, AZ), Victor Odafe (BGSU-Firelands, OH), and Laura Watkins (Glendale CC, AZ). Each recipient will write a short summary of what they gained by attending the conference. Educators from all over the world attended the scientific program which consisted of plenary activities, regular lectures, survey teams, topic study groups, discussion groups, workshops, poster presentations, and national presentations.



Get Geared Up for Denver

www.fieldhouse.com/AMATYC

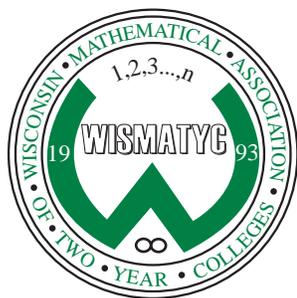


Show your AMATYC "spirit" by wearing a shirt with the AMATYC logo during the conference in Denver. Go to the Fieldhouse website listed above to find the shirts pictured, plus more options.

Diane Koenig, Editor
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Focus on Affiliates: WisMATYC

by Turi Suski, WisMATYC Vice President



Wisconsin has a unique structure for two-year colleges. Rather than having a single community college system, Wisconsin has two distinct types of schools. The University of Wisconsin Colleges is the UW System's network of fourteen freshman/sophomore campuses. The UW Colleges serve more than 14,000 students a year, offering AAS degrees and preparing students to transfer into baccalaureate and professional programs. The Wisconsin Technical College System (WTCS) consists of sixteen two-year colleges around the state whose purpose is to prepare individuals at every stage of their academic and work careers to make an immediate, local economic impact. The WTCS offers programs leading to certificates, technical diplomas, and associate degrees, and serves more than 70,000 students a year.

WisMATYC is the organization that brings the math faculty of these two systems together. This includes involvement from faculty at a number of four-year colleges and universities in Wisconsin.

WisMATYC is part of the Midwest Region of AMATYC.

WisMATYC was founded in 1993 under the leadership of Connie Hemr (UW Marinette County). Our current officers include President Khaled Hussein (UW Fond du Lac), Vice President Turi Suski (Fox Valley Technical College), Secretary Clare Hemenway (UW Marathon County), Treasurer Meg Onoda (UW Manitowoc), and Past President Brian Murphy (UW Manitowoc).

WisMATYC is proud to be the home affiliate of George Alexander (Madison College), Editor of AMATYC's journal, *MathAMATYC Educator*. It is also an honor to have four Project ACCESS fellows: Charlotte Schulze-Hewett (Cohort 2), Ian Falu (Cohort 10), Turi Suski (Cohort 12), and Xiaoying Lin (Cohort 12). WisMATYC has a very active Math Club at Madison College which was profiled in the October 2013 *AMATYC News*.

The annual conference is held near the end of September and alternates between locations at UW colleges and technical colleges; campuses in many parts of the state are visited. For the 20th WisMATYC Annual Conference, it was an honor to have featured speaker David Bressoud. The 2016 conference will be held on Saturday, September 24, 2016, at UW Sheboygan, about an hour north of Milwaukee. Colleagues from Illinois, Indiana, and the entire Midwest Region are invited to attend! More information is available on the WisMATYC website at www.wis.matyc.org.

The exciting project right now is preparing for the 2019 AMATYC Annual Conference in Milwaukee, November 14-17, 2019. Please consider attending and experiencing the awesome state of Wisconsin.

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