The AMATYC Mathematics Excellence (ME) Award is given every two years to an educator who has made outstanding contributions to mathematics or mathematics education at the two-year college. Susan S. Wood was presented with this prestigious award at the 34th AMATYC annual conference in Washington, DC. She was nominated for the award by VMATYC (Virginia Mathematical Association of Two-Year Colleges).

Susan’s professional career includes 26 years in the classroom at J. Sargent Reynolds CC, multiple administrative assignments, activities to promote teacher preparation in two-year colleges, President of National Association of Community College Teacher Programs (NACCTEP), and currently as Associate Vice Chancellor for Institutional Effectiveness at the Virginia Community College System. The list of her professional activities is extensive, including service to VMATYC and to AMATYC, as Mid-Atlantic Vice President, President, and Project Director of the Beyond Crossroads initiative.

In the nomination materials for Susan, it was stated that she is a “TRUE EDUCATOR.” The true educator is one who draws forward what is within reach of those he/she teaches and inspires. One student said “Susan does not view education as a job. It is a WAY OF LIFE.” She has inspired others to be innovative and resourceful, to improve the education of mathematics students, teachers of mathematics students, and faculty in general.

This 2008 ME Award Committee was chaired by Judy Ackerman and included a representative from each of the 8 AMATYC regions (Kit Arbuckle, Jodi Cotten, Gregory Daubenmire, Martha Goshaw, Linda Hoppe, Louise Olshan, Joanne Peeples, and Larisa Russell). The applications were received in late 2007 and ranked according to national reputation, leadership, presentations, awards and grants, publications, local and state professional activities, teaching expertise, and other contributions.

Susan Wood (right) is honored by President Rikki Blair with the Mathematics Excellence Award. Photo taken by Robert Allen Strawn.

Any of you are probably still reveling in the memories of the 34th AMATYC Conference. Washington, DC is truly a unique location, and Judy Williams and her team helped make the experience absolutely fabulous. Fabulous was a word heard several times in the description of the 2008 Conference. Thus, it is only fitting that the venue and attentions now shift to a city with that description on its landmark sign.

AMATYC’s West Region and NevMATYC will be happy to welcome you to Las Vegas for the 35th Annual AMATYC Conference, November 12-15, 2009. Undoubtedly, more than a few of you will want to get your picture taken in front of world-famous “Welcome to Fabulous Las Vegas” sign, which is located at the south end of the Strip. Beyond that, most of you are aware of the gaming industry, world-class shopping, heart-pounding shows and entertainment, and the wide variety of gourmet, casual and themed restaurant fare Vegas offers. What you may not be aware of are some of the exhilarating and even relaxing attractions that await those who dare to venture away from the world of pulsating neon lights, erupting volcanoes, and soaring fountains.

The Fremont Street Experience: Vegas past and Vegas future live side by side downtown, where the Fremont Street Experience, a spectacular $70-million canopy of light and sound, envelopes the historic hotels and casinos along four blocks of Fremont Street. Like most things Vegas, downtown shows best at night, when the Fremont Street Experience lights up and street performers entertain the crowds.

Grand Canyon: Located 300 miles southeast of Las Vegas, the Grand Canyon offers breathtaking views of its towering, colorful cliffs and the ultimate escape from the city life. If that is too long of a drive to make in one afternoon, there are helicopter tours leaving Las Vegas a few times each day.

Lake Mead: The largest man-made lake in the United States, Lake Mead is a short drive from Las Vegas. Of course, Lake Mead would not be there Continued on page 3.
Reflecting on AMATYC’s accomplishments in 2008 includes thoughts of a great annual conference in November, terrific summer workshops and institutes, planning for the first AMATYC webinar in February 2009, institutionalization of AMATYC Project ACCCESS, a new academic committee focusing on research in two-year college mathematics, and other successful initiatives. It has indeed been a very busy and productive year.

Even after a successful year, it is essential that an organization looks to the future. In an effort to put the messages from Beyond Crossroads of ongoing assessment and continuous improvement into action, an online AMATYC Climate Survey was sent to current and lapsed AMATYC members in October 2008. The survey included questions about current and potential projects, publications, services, and operations. The responses have and will be used by the AMATYC Board and other leaders to guide the development of new projects, improve current ones, and help chart the direction for AMATYC in 2009.

The preliminary report of the survey responses was discussed at the 2008 Fall Board meeting. Almost 800 responders completed the AMATYC Climate Survey (72% members, 21.8% non-members, and rest were not sure). Of the members, 40.7% have been members from 1-5 years and 21.8% have been members from 6-10 years. Of the nonmembers, 58% had been members from 1-5 years and 20.3% had been members from 6-10 years.

Several activities suggested in the survey responses are already underway or put into place after review of the report. A committee has been formed to explore the possibility of offering non-credit courses, credit courses, and additional webinars to our members. If the pilot AMATYC webinar in Statistics to be held February 26, 2009, is successful, additional webinars will be considered and planned.

With the recommendations of an AMATYC Journal Task Force and the responses of the Climate Survey, plans to retire The AMATYC Review and move forward with the new AMATYC journal are in place. The new journal will have a colorful, magazine format and content will focus on classroom instruction. The “Name the Journal Contest” had over 100 entries and a committee will soon put into place after review of the report. A committee has been formed to explore the possibility of offering non-credit courses, credit courses, and additional webinars to our members. If the pilot AMATYC webinar in Statistics to be held February 26, 2009, is successful, additional webinars will be considered and planned.

The following is a brief summary of some of the other responses of the Climate Survey:

- Of the 762 responders who answered the question, 43.2% strongly agreed and 40% agreed that AMATYC helps them meet other faculty.
- Of the 761 responders who answered the question, 53.1% agreed and 23.7% were neutral on whether AMATYC improves their classroom performance.
- Of the 755 responders who answered the question, 42.1% agreed and 31.3% strongly agreed that AMATYC is a well-run organization.
- 83.9% of the 663 responders answered that AMATYC should offer web seminars.
- 63.5% of the 707 responders answered that AMATYC should offer credit coursework through accredited universities. The topics favored were as follows: Integrating active learning into the classroom (77.2%); Teaching online courses effectively (72.1%); Teaching developmental mathematics (67.4%); Mathematics software (67.4%); History of Mathematics (58.2%); and Teaching in context (56.2%).
- Of the 707 respondents who answered that AMATYC should offer credit coursework through accredited universities. The topics favored were as follows: Integrating active learning into the classroom (77.2%); Teaching online courses effectively (72.1%); Teaching developmental mathematics (67.4%); Mathematics software (67.4%); History of Mathematics (58.2%); and Teaching in context (56.2%).
- 78.1% of 722 responders answered that they have not been an AMATYC academic committee member. 70.3% of 677 responders answered that they do not attend academic committee meetings at the AMATYC conference.
- Topics favored for the new journal publication replacing The AMATYC Review were as follows: General topics on pedagogy and classroom structure (73.4%); Column on websites and publications of interest (71%); Developmental mathematics courses (61.8%); Column on math problems or tasks (60.3%).

In addition to specific questions and answers, the responses to the free response questions at the end of the survey that were answered by 146 to 234 responders will be summarized in the online survey report. The online report will also categorize the 720 responses for joining AMATYC, as well as the 536 responses to AMATYC’s greatest strengths and the 441 responses to AMATYC’s greatest weaknesses.


AMATYC is YOUR organization and the leadership is always interested in hearing from YOU! Don’t hesitate to contact Rikki Blair, richelle.blair@sbcglobal.net, or any other AMATYC officer or leader to share your ideas and suggestions for new or revised activities. We look forward to hearing from you and seeing you in Las Vegas in November 2009.
AMATYC Affiliate Website Director Appointed

Joyce Friske was recently appointed AMATYC Affiliate Website Director by the AMATYC Board. Friske teaches at Tulsa CC and has been active in OkMATYC, serving as OkMATYC Website Designer and Manager. She also designed and maintained the 2007 Southwest Regional Conference website. In AMATYC, Joyce has served in many positions including delegate, nominating committee member, and Southwest VP. She has extensive experience training teachers to use technology and looks forward to assisting the affiliates with their websites. One of her first goals is to design a template that interested affiliates may use for their site. Joyce looks forward to hearing from affiliates at JFriske@tulsacc.edu.

New Vice President for the Central Region Appointed

Joe Gallegos is the new VP for the Central Region. Joe has a Masters in Mathematics from the University of Utah and one year of a Ph.D. program from Arizona State University. He took a job teaching at San Antonio College after his son was born. He has been at Salt Lake CC since 1996 and is currently serving as Math Department Chair. Joe has been involved in AMATYC for many years, including being the Local Events Coordinator for the 2003 Salt Lake City conference. Joe is excited about being the VP for the Central Region.

Editor for New AMATYC Journal Appointed

At the 2008 Fall Board Meeting Pete Wildman was appointed editor of the new AMATYC journal. Pete is currently an instructor of mathematics at Spokane Falls CC in Spokane, WA. Prior to moving to Spokane, Pete spent 16 years as an instructor of mathematics and department head at Casper College in Casper, WY. He has served AMATYC in a number of capacities, most recently as Central Region Vice President from 2005 to 2008. Pete has been married to Karen Wildman for the past 24 years and has three wonderful sons, Daniel, Andrew and Matthew. He and his family enjoy the many outdoor opportunities available in the great Pacific Northwest.

He is particularly excited to work on the new journal and hopes that it can be a very valuable resource for all AMATYC members. But in order to make this happen he needs your help! The editor and the editorial panel of the new journal are looking for articles. They are especially interested in articles that involve useful activities in developmental mathematics, teacher preparation, and technical mathematics. There will be a section in the new journal dedicated to great classroom-ready activities and your submissions are strongly encouraged. Did you present at the 2008 AMATYC Conference in Washington, DC? If you did, then why not share your expertise with everyone who was not able to attend by submitting an article. If you have never submitted an article before, do not worry; contact Pete and he will help you prepare your article for submission. Please submit your articles or direct any questions to Pete at petewildman@comcast.net or peterw@spokanefalls.edu. Together we can make the new AMATYC journal great!

Las Vegas, Continued from page 1

if it weren't for Hoover Dam, an incredible marvel of engineering.

Mount Charleston: Popular for its crisp, fresh breezes and various hiking trails, Mount Charleston is only a short 45-minute drive from the city. A part of the Spring Mountain Range, Mount Charleston rises as high as 12,000 feet in elevation. Wildflowers, waterfalls and a variety of trees can be seen here. Furthermore, while high above the city, you can even hit the slopes at the Las Vegas Ski & Snowboard Resort.

Red Rock Canyon: Located only 15 miles west of Las Vegas, Red Rock Canyon offers a quiet, secluded escape filled with greenery, unique plants, petroglyphs, wild animals and much more. Inside the Red Rock Canyon, the 520-acre Spring Mountain Ranch is a perfect place to have a picnic. The sprawling green pastures, quietness and fresh air make it a pleasant area to relax and have lunch. Inside the ranch house, tour guides are available to walk visitors through and share remarkable history of former residents including Howard Hughes.

Valley of Fire: Don't forget your camera! Valley of Fire offers radiant views of its fiery red sandstone rock formations. Visitors can climb and explore the 35,000-acre park and capture close-up views of this spectacular wonder. Valley of Fire is located about 50 miles north of Las Vegas.

According to statistics from the Las Vegas Convention and Visitors Authority, since Las Vegas is truly a 24-hour city, conferences in Las Vegas are actually better attended than in most other cities. So, whether coming to town for only the conference, planning to conduct some research in probability theory, or hoping to experience some of the activities away from the glitz and glamour, be sure to maintain HIGH EXPECTATIONS while visiting one of the greatest cities in the world.

Whether you are a seasoned presenter or have never presented before but have always wanted to, AMATYC is interested in your proposal. Please submit a proposal for the AMATYC annual conference in Las Vegas. The proposal form can be found at www.amatyc.org/Events/conferences/2009LV/. The deadline is February 1, 2009, so you haven't much time. Don't miss this opportunity.
Achieve, Inc. and the American Diploma Project
An Opinion by Rob Kimball

The following is Rob’s opinion and not necessarily that of AMATYC.
Promoting more mathematics for more high school students is a good thing!
Achieve, Inc., created in 1996 by the nation’s governors and corporate leaders,
hopes to raise academic standards and graduation requirements to narrow what has
been called the Expectations Gap - the perceived gap between what colleges and
industry expects from high school graduates and what high schools deliver.
In 2005, Achieve launched the American Diploma Project (ADP) Network. More
than 30 states are now part of ADP. The thrust in mathematics has been to promote
Algebra II for All. Studies have shown that those who took Algebra II were more pre-
pared for either work or college. There are a lot of reasons for that! However, the end
result, more students taking more mathematics, should be a good thing.
As a result, many states are now including Algebra II as a graduation require-
ment. ADP has created benchmarks for Algebra II and a national exam designed to
promote and measure those benchmarks. Promoting higher standards with nationally
accepted benchmarks is a good thing!
So, what is the problem?
The initial benchmarks for Algebra II were traditional, including many of the
more advanced algebraic topics customarily found in the course - as if every student
was going to take calculus. However, we know that most students in Algebra II do not
go on to take Calculus. (CBMS 2005) Mathematics faculty from universities helped
create those initial benchmarks so it is no wonder that they were traditional and
mostly skill-based, leading to Calculus.
Later, after the initial benchmarks were drafted, another consulting team sug-
gested that Algebra II for All should include other topics beyond algebra and that the
emphasis on advanced algebra be diminished. The hope is that non-STEM students
will take Algebra II for All and a fourth course in high school as well. The advice
given to ADP on many occasions has been to include topics in probability, statistics,
graph theory, and mathematics of finance, at the expense of many traditional topics
in algebra that belong more in pre-calculus than in Algebra II for All.
The end-of-course Algebra II test has been written and tested. ADP, partnering
with Pearson, has written items for an Algebra I end-of-course test as well. That test
was field-tested in 2008.
The items in the end-of-course tests cannot be only skill-based, they must reflect
the effort to promote reasoning and sense making endorsed by NCTM and AMATYC.
Whether the student goes to a two- or four-year school, courses at the post second-
ary level will require that the student use critical thinking skills to solve non-routine
problems. Solving problems within the context of a realistic scenario is expected at
the post-secondary level. (See the MAAs Guidelines for College Algebra and Voices of
the Partner Disciplines) Those skills should be developed in high school and hence
both Algebra I and Algebra II must include problems set in realistic contexts.
The content of Algebra II for All should not be the traditional pre-calculus-like
course most of us saw in high school. Rather, it should be a rich course that demon-
strates the many applications of mathematics; not just in engineering, but in pro-
gramming, business, the biological sciences, and in medical fields. All students need
to know more about statistics and the mathematics of finance and Algebra II for All
should include those important topics.
Finally, the CUPM Guide (MAA, 2004), the Curriculum Foundations Project
(MAA, 2003), and Beyond Crossroads (AMATYC, 2006) call for mathematics faculty to
utilize spreadsheets. This useful technology, seen much more in business and industry
than calculators, should be promoted in the benchmarks and tests.
As the Project Director for AMATYC’s Right Stuff, I have been around the country
talking to faculty about the most appropriate mathematics for all students. There is
clearly not consensus on a clear vision. That makes the direction taken by ADP even
more crucial.
Read the documents mentioned above. Know what is going on in your state. Be
a part of the discussion. That would be a good thing too.
Ohio Mathematics Association of Two-Year Colleges

As an advocate for mathematics educators at the two-year college level, OhioMATYC was founded in Columbus, Ohio on April 28, 1973.

The current organizational structure has an executive committee which consists of a President, Past-President, President-Elect, Treasurer, Secretary, Historian, and Newsletter Editor. The last two positions are appointed by the president. There is currently a proposal which will be voted on at the spring 2009 meeting to create a third appointed position of an Awards Coordinator.

Recent changes have established a schedule for OhioMATYC meetings as follows. Each fall, at the AMATYC annual conference, the Executive Committee will conduct a meeting open to the membership, to do organizational business. Each spring, OhioMATYC hosts a two-day conference for the entire membership. In even-numbered years this conference is held at one of Ohio’s state parks. This type of venue often encourages members to bring family and extend their stay beyond the conference. Themes for these conferences vary widely and represent an effort to appeal to the diverse interest of the membership. In odd years the conference is held at one of our college campuses and consists of a Teachers Teaching with Technology (T³) Regional Conference. Hosting these events is contingent upon grant funding from Texas Instruments and typically attracts a large number of attendees beyond just OhioMATYC members.

OhioMATYC publishes a semiannual newsletter that is mailed to all members, which currently totals approximately 150, as well as the mathematics department chairs of all of Ohio’s two-year colleges. Additional communications to the membership occur through emails or supplemental mailings.

For many years OhioMATYC has annually offered three student scholarships to qualified students. Currently these are a minimum of $300 each with some increased to $400 for a sponsored memorial scholarship. OhioMATYC biannually gives a distinguished service award and a distinguished teaching award. The organization is a regular contributor in dollars and participation to the Ohio Mathematics and Science Coalition (OMSC) and regularly contributes to AMATYC’s hospitality room for the annual conference.

More information can be found at www.terra.edu/ohiomaty/.  

Arizona Mathematical Association of Two-Year Colleges

ArizonaMATYC celebrated its twenty-fifth year in 2008. The organization grew out of the Arizona Mathematics Consortium. The Consortium began in the late sixties as an NSF funded group to discuss articulation among the three state universities and five community colleges. Articulation is still an important part of ArizonaMATYC’s semi-annual meetings, which now include five four-year schools and 10 community college districts.

After attending several AMATYC meetings, Ed Chandler, Betty Field and others organized and chartered the affiliate in 1983. Naming the organization presented some problems as it definitely did not want to be AZMATYC. The group who wanted to pronounce it a-RIZ-ma-tyc (as in arithmetic) lost out to the group promoting AR-iz-mat-yc. Because of the roots in the Consortium, meeting agendas often reflected just talking about improving post-secondary mathematics education in Arizona. The meetings are occasionally more highly structured now that every fourth meeting is held jointly with the Southwest Section of the MAA.

Perhaps the most unique feature of all the meetings is the “Campus Reports,” where colleges and universities share changes at their colleges both mathematically and culturally mentioning such things as new textbook adoptions, changes in the administration, or new construction on campus.

Among the highlights from the past, they had the privilege of organizing the second ArizonaMATYC Southwest Regional meeting on the campus of Northern Arizona University in 1997. The conference featured sleeping in the dorm, eating in the dining hall, and, as part of the registration fee, a bus trip to the Grand Canyon to watch the sunset. For the third ArizonaMATYC Southwest Regional Meeting in 2007 in San Antonio, their own Dan Russow served as the Exhibits Chair, but all really remember the celebration that night when the San Antonio Spurs won the NBA Championship.

The biggest point of pride is being the sponsoring affiliate for AMATYC’s Twentieth-Eighth “Perfect” Conference in Phoenix in 2002 under the leadership of Anne Dudley. Highlights included the Night with the Stars at the Arizona Science Center and the breakfast centerpieces made out of mugs from colleges throughout the Southwest Region.

Focus on Affiliates

Would you like your affiliate to be a part of the Focus on Affiliates series? This is your chance to tell other affiliates what innovative things you are doing or look for help on new things. If you are interested, please contact Kathryn Kozak, AMATYC News Editor, kathryn.kozak@coconino.edu.
AMATYC PROJECT ACCCESS
by Karen Gaines

Forty-six energetic Project ACCCESS Fellows attended special workshops at this year’s conference in Washington, DC. Cohort 4 Fellows were completing their ACCCESS activities, while Cohort 5 Fellows were just beginning their experience.

This year ACCCESS Alumni from Cohorts 1-3 served as presiders and presenters for the ACCCESS workshops. Special thanks go out to Barbie Steinhurst, Wendy O’Hanlon, Brigitte Martineau, Rob Eby, Amber Rust, Laura Watkins, Vera Hu-Hyneman, Jeff Downs, and Lalitha Subramanian.

As has been true in the past, the Fellows were treated to several wonderful workshops presented by AMATYC speakers. Special thanks go out to Ana Jimenez, Kendall Jacobs, Laura Watkins, Anne Dudley, Nancy Sattler, Mary Beth Orrange, Vera Hu-Hyneman, Pat McKeague, Diana Hestwood, Pete Wildman, Bill Thomas, Janet Teeguarden, Fred Peskoff, and Rob Eby for presenting.

Over this year the Cohort 5 Fellows will be working on special projects and attending a local AMATYC, MAA, or NCTM conference. They will complete their Fellowship year at the conference in Las Vegas this year. A new Cohort will join them and begin their activities at that conference. For details on how to apply, check out the AMATYC website early next year for details.

Because of Project ACCCESS...

...I value the opportunities and community that AMATYC and MAA offer as professional organizations, AND I know how to get involved. I also made great friends who continue to share teaching ideas and discussions related to our work via the list-serve. What an awesome program!
- Amy Adams (Project ACCCESS Cohort 3)

...I have a network of colleagues across the nation.
...I was able to meet and learn from some of the greatest educators in the country in the field of mathematics.
...I gained tremendous confidence and a renewed sense of purpose in my career, as well as my life.
- James Giumarra (Project ACCCESS Cohort 3)

...I have amazing colleagues around the nation that are excited to exchange ideas and to work to improve their students, themselves, and the entire mathematics community.
- Lauren Patson (Project ACCCESS Cohort 4)
Since I was the only person from my college at the gathering, each fellow had a connection with every other fellow. This bond made my first AMATYC experience with fellows from cohorts 1 through 3, another valuable benefit. ACCESS gives me a plethora of ideas, specific activities, and new techniques to incorporate. In fact, I have so much that I can be overwhelmed and difficult to know where to start. This is why the project portion of ACCESS is so important. Knowing we have a required project makes us focus on one specific area that we want to explore, relative to our own situation. How neat is that? Being “required” to do something we really want to do anyway. (Sounds like a good excuse to pursue that tangent you’ve been intrigued by.)

The other part of ACCESS that has me as fired up as the sunrise is the camaraderie we share. I feel that I can ask any cohort for a suggestion, an idea, or just a “how do you do this” and they will gladly answer. Knowing that I can just “click” and survey colleagues from across the country is empowering. I was also able to make acquaintance with fellows from cohorts 1 through 3, another valuable benefit. ACCESS gives each fellow a connection with every other fellow. This bond made my first AMATYC conference more enjoyable and helped me feel more a part of the big picture, especially since I was the only person from my college at the gathering.

Being a part of Cohort 5 of Project ACCESS has already proven to be the most valuable professional development experience in my 25 year career, and I’ve been through a lot of professional development! I spent most of these years teaching high school so that I could have the same school day and school calendar as my children. When they grew older, I applied for a full-time position at our local two-year college and I am now living my dream! I love it! Currently in my third year at the college level, I met the requirement for Project ACCESS fellowship and I could not be more grateful for the opportunity. I look forward to the next year of collaboration with my fellows, and many years of active participation and opportunities to grow professionally through AMATYC.

Special thanks go to Karen Gaines and those who have worked in past years to make Project ACCESS available. Your efforts are sincerely appreciated. As a fellow, I felt comfortable asking questions, making suggestions, and being completely honest in my evaluations of each session we attended. This is due to the professionalism and genuine interest of Karen and others. Experiencing this conference in DC, a city nationally known for its many acronyms, it became clear that ACCESS is more than a catch phrase. It is a program that produces monumental results.
Conference Highlights

Conference Highlights from the Local Events Committee
by Judy Williams

Thirty-five members of the Local Events Committee (LEC) spent three years preparing for your arrival in Washington. The LEC are grateful for the wise guidance of Conference Coordinator Margie Hobbs as well as the advice of Incoming Coordinator Keven Dockter. Ann Loving created a welcoming atmosphere in the Hospitality Room, where we were able to serve lots of beverages and fresh fruit, plus a few pastries, thanks to the generosity of our affiliates. VMATYC’s donation allowed us to budget for a continental breakfast in the Friends & Family Session and make all those red, white, and blue favor bags full of goodies.

Several families and individuals arrived

Freeman Hrabowski during his keynote speech about the changes in technology and demographics in the 21st century during the Thursday Opening Session. Photo taken by Robert Allen Strawn.

Thursday for Fuzzy Slippers Night where a spirited game of mathematical password ending the evening. Friday night viewers opted for several episodes of Season 1 of Numbers during which they laughed heartily at all the math and physics jokes.

The Friends & Family Session served information along with a light breakfast. Twenty-five guests learned about Mount Vernon from Judy Ackerman, the aquarium in the Commerce Building from Michael Ackerman, the shuttle to the addition to the Air and Space Museum near Dulles Airport from Sam Olshan, and Plaza Laurielle was so popular on Saturday that one AMATYC group chose to pass on the two and a half hour wait for a table and discovered Rosemary’s Thyme, a Mediterranean Bistro, on the other end of the block. Each evening many of you took advantage of all the dining spots within blocks of the Hilton. Breaking bread with friends, old and new, is always a conference highlight.

At the MAA Headquarters reception Friday evening, many looked at the brick donated by AMATYC. Photo taken by Sandie Dashiell.

Liz Teles, NSF liaison with two-year schools, chats with Southwest VP Jean Woody in the Professional Networking/Hospitality Room. The room, with its patriotic themed decorations, was a popular place to stop by for a cup of coffee or a chat with friends. Photo taken by Judy Williams.

Another popular place was the Internet Café, with computers furnished by The College of Southern Maryland. Thanks to Steve Hundert and his coworkers for setting up and maintain

Wanda Garner registers one of the presenters on the program of the conference. Photo taken by Judy Williams.

LEC members John Gallo and Charlotte Newsom visit with Tidewater CC colleagues Mike Kirby and Elsie Harris. Photo taken by Sandie Dashiell.

Rikki presents Presidential Awards to Sadie Bragg and Alice Kaseberg for their contributions to Project ACCCESS. Photo taken by Robert Allen Strawn.
ing the room. We also had a classroom of computers set up by Montgomery College where you were able to have some great hands-on sessions.

On Friday afternoon, many took a short walk down Connecticut Ave to attend the MAA reception. They were warmly welcomed to the lovely carriage house. Highlights of the tour were the winding staircase and the “AMATYC” brick in the walk. It was a nice opportunity to leave the hotel and spend time socializing with colleagues.

While the Local Events Committee provided the Washingtonian atmosphere for the conference, the Program Committee created a variety of mathematical opportunities. Keynote Speaker Freeman Hrabowski, President of The University of Maryland, Baltimore County, shared not only scholarly information but many personal stories that touched all of his listeners in Thursday’s opening session. On Friday, George Boggs, President of the American Association of Community Colleges discussed how we are meeting challenges to student success while Larry Faulkner shared findings from the National Mathematics Advisory Panel.

From Featured Speaker Abigail James attendees heard about the different ways females and males learn mathematics. John Adam showed us that we need to keep our eyes open for mathematical patterns in nature.

Michael Greenwich from Nevada and Sandie Dashiell from Virginia share a moment at the MAA reception on Friday night. Photo taken by Christy Hewett.

Steve Blasberg presents Ruth Collins with the Faculty Mathematics League award for the Mid-Atlantic region, which won the team competition. Photo taken by Robert Allen Strawn.

After David Wright finished his talk at the Saturday Awards Breakfast, we knew how a bed of nails and a leaf blower are related to mathematics as well as how the parts of that 7 in 1 survival tool can be used to teach mathematical concepts. Each of you learned much from the sessions you attended, from visiting the vendors in the exhibits area, and from studying the posters displayed Thursday afternoon, in addition to just sharing ideas with colleagues in informal conversations.

When you reflect on your time in Washington, DC, November 20-23, 2008, we hope that your memories are indeed monumental. And we have high expectations of seeing you again next year in the West!

David Wright demonstrating at the Saturday Breakfast talk one of the many uses of the 7 in 1 device that was part of the breakfast gifts. Photo taken by Ruth Collins.

Kudos...

As of December 7, of the 311 conference evaluations submitted, 89 attendees took the time to recognize those persons who were especially helpful to them either before or during the conference. Although there were too many persons mentioned to list, Judy Williams and all the committee members in the red vests who were available for directions and/or general conversation were mentioned frequently. If you submitted your conference evaluation, thank you for taking the time to help the conference team plan for next year’s conference.

John Adam, one of the featured speakers, during his talk on Saturday about mathematical patterns in nature. Photo taken by Sandie Dashiell.

Michael Ackerman, Judy Ackerman, and Anne Dudley together at the president’s reception on Wednesday night. Photo taken by Ruth Collins.
Highlights of the 2008 AMATYC Fall Board Meeting
by Irene Doo

The AMATYC Executive Board met at the Hilton Washington Hotel in Washington, DC from November 16–19, 2008. During the meeting, the Board took the following actions:

- Approved two summer institutes for 2009: “GAISEing Beyond the Crossroads” in Boulder, CO, and “Mathematics Across the Community College Curriculum” in Lander, WY.
- Approved the following events at the 2009 conference in Las Vegas:
  - Four themed sessions: “Math on the Web,” “Math for Biotechnology & the Life Sciences,” “Teacher Preparation,” and “Placement and Assessment.”
  - Developmental Mathematics Symposium.
  - Social event for first-time conference attendees.
- Established an emerging issue academic committee titled Research in Mathematics Education at Two-Year Colleges (RMETYC).
- Approved the concept of the theme and logo for the 2010 conference in Boston.
- Approved the establishment of an email mailing list to encourage electronic communication among delegates.
- Made the following appointments
  - 2010 Boston Local Arrangement Committee
  - April Strom as chair of the Research in Mathematics Education at Two-Year Colleges emerging issues academic committee
  - Pete Wildman as editor of the new journal
  - Maria Andersen as Traveling Workshop Director of the Technology strand
  - Joyce Friske as Affiliate Website Director
  - Linda Tonolli, Joe Browne, Barbara Illowsky, Jason Whitt, and Karen Watson as members of the journal review panel
- Reappointed Karen Gaines as AMATYC Project ACCCESS Coordinator.
- Approved a “Bring-a-Friend” membership campaign to reward AMATYC members who encourage new AMATYC members to join the organization.
- Approved a change in name of the Innovative Pedagogy Strategies Committee to the Innovative Teaching and Learning Committee.

Report on the Delegate Assembly 2008
by Irene Doo

The Delegate Assembly met on Saturday, November 22, 2008, at the Hilton Washington Hotel in Washington, DC. During the meeting, the delegates received reports from the President, Treasurer, Nominating Committee, AMATYC Foundation, Project ACCCESS, and AMATYC Project ACCCESS. President-Elect Rob Farinelli provided delegates with an update on strategic planning, and on the conference sites for 2009 through 2015. The delegates also heard reports on the Math Across the Community College Curriculum (MAC) grant, the grant for The Right Stuff: Appropriate Mathematics for All Students, the Beyond Crossroads summer workshops, and the Combining the Constitution and Bylaws Committee. Delegates voted to approve a motion to amend the Delegate Assembly Minutes Approval Procedure.

More Kudos...

The entire group from Washington, DC was very helpful in making the conference a great success for me. I have been impressed with how friendly the AMATYC officers and staff have been throughout my several years of attendance.

The people at the registration booth—they were wonderful and helpful the entire time. Thanks!

Project ACCCESS is a fabulous program and should be promoted more. Thank you to Sadie Bragg, Alice, Karen, and all the ACCCESS folks!

It is wonderful to renew friendships!

The opening session speaker was outstanding as were the featured speakers! Overall this was one of the best conferences I have been to. Every session was great and the city was fabulous.

It was my first time to attend and I loved it. All of my sessions were great.

Thank you for another great conference. The location was great. The sessions were very informational and helpful (and very interesting). I was inspired and very impressed! I am very glad to be a part of AMATYC.

The tote bags and all the freebies were awesome. This was my first conference and I definitely want to come back.

Thank you to Margie Hobbs for her 13 years as Conference Coordinator. But don’t worry about future conferences, Margie has passed her knowledge on to Keven Dockter, the new conference coordinator.
Research in Mathematics Education for Two-Year Colleges (RMETYC):
A New and Monumental Committee!
by April D. Strom

It’s official! The AMATYC Board approved a new emerging issues academic committee during the 2008 AMATYC Conference in Washington, DC. April Strom, Scottsdale CC, is pleased to serve as the Chair of this committee for 2008-2010.

The purpose of this committee is two-fold: 1) To foster research on learning and teaching mathematics at two-year colleges and 2) To provide support, mentorships and discussion forums for faculty interested in mathematics education research. It will also encourage the dissemination of findings and results emerging from research conducted with two-year colleges. Furthermore, RMETYC will provide organizational support to continuously develop and mentor faculty researchers as they enter the field of scholarship and teaching.

AMATYC’s Beyond Crossroads (2006) calls for infusing research into practice where curriculum and instruction are enhanced by research findings in mathematics education. Many two-year college faculty in mathematics across the nation are conducting and participating in research projects devoted to improving student learning and mathematics instruction. It is time to join together to take the next steps for implementing research as a way to improve student learning.

You have a chance to make a difference in the college classrooms by joining together to share research knowledge and create pathways for putting research into practice, specifically at the two-year college level. If classroom research is an interest of yours, you are encouraged to join the committee. For more committee information and to become an RMETYC member, please view the website at research.amatyc.org or contact April Strom, april.strom@sccmail.maricopa.edu.

Placement and Assessment Report from the Washington, DC Conference:
Working Together for Accreditation
by Connie Buller

Discussions were lively at the two committee meetings held during the Washington, DC conference. One topic was course and program assessment.

In the past, accreditation visits often required well-written papers, but little documentation of assessment. Today’s visits seem to need numbers. This can be challenging to colleges familiar with the old ways. Beyond Crossroads, a document found on the AMATYC website, provides many resources. Accreditation reports from individual colleges are public documents, but it would be helpful to have them together. In implementing good standards, a time of reflection is also part of the cycle, and colleges are asked to consider whether changes are needed in the work toward renewing accreditation. At the second meeting in Washington, DC, it was agreed to make the following request of our membership:

“If your school has recently gone through the accreditation process, it would be helpful to have the link to your review, particularly the chapter on assessment.”

Jim Ham, jaham@delta.edu, the website coordinator for the PAC committee, has agreed to post these links on the PAC website placement.amatyc.org.

In addition to helping colleagues new to the process, these links should make it easier for those doing broader community college research.

For colleagues who weren’t able to attend the Washington, DC conference, handouts from this and prior PAC themed sessions, with email contacts, are also posted on the PAC website.

AMATYC’s Online Resource
by George Alexander

The Online Resource is a collection of web links related to a variety of mathematical topics, brought to members as a service of the American Mathematical Association of Two-Year Colleges. The purpose of the site is to give educators and students a starting point in searching for resources on the Internet. The Online Resource site is hosted on a subdomain, or.amatyc.org, of the main AMATYC site. The web pages are maintained by George Alexander, the Online Resource Director for AMATYC.

The Online Resource pages were redesigned this past summer to remove outdated menu lists that referred to pages elsewhere on the AMATYC site. Following the redesign of the AMATYC site, many of these links were no longer valid, and it became clear that it was inefficient to have so much dependency on the format of the AMATYC home page. The new pages are now more self-sufficient and have their own menu of categories that shows in a frame on the left side of the page as you navigate through the links. So it is very easy to move from one link or category to another. The “A to Z Category List” also helps users to find what they are interested in.

Due to the rapidly changing nature of the Internet, the Online Resource is constantly seeking updates with new links and corrections as existing links change. To suggest new sites for inclusion, to report bad links, or to comment on any of the listings in this resource, please use the feedback form found on the Online Resource homepage. Anyone may submit suggestions.

Become involved in AMATYC. Join a committee. For a complete listing of committees and contact information visit www.amatyc.org and then click on the Get Involved button and choose Committee.
Webinar & Traveling Workshops: AMATYC Bringing Professional Development to You

During these economic times, are you being asked to do more with less? Is your college reducing the amount of money for professional training? The Corporate Leadership Council released results of a survey that asked CEOs which areas were to suffer the most in response to the economic situation. Professional development came out at the top with 38% of the organizations surveyed reporting they will stop investing in professional development for their employees. Yet, during these hard economic times, AMATYC is there for you by providing cost effective professional development activities.

Web-based training is becoming increasingly popular as a cost effective alternative to face-to-face training courses. AMATYC and American Statistical Association are working together to offer the program as a service to our membership. AMATYC is excited to collaborate with the ASA to offer the first-ever AMATYC webinar on February 26, 2009. Bob delMas will be facilitating an electronic workshop titled Emphasizing Conceptual Understanding of Statistics.

This two-hour web-based course will give an overview of the GAISE recommendations emphasizing conceptual understanding. In this session participants will work through examples that develop and enhance conceptual understanding for key topics such as variability and its relationship to the shape of a distribution.

Registration fee is only $45 for each webinar connection ($75 for nonmembers of AMATYC or ASA). Departments are encouraged to have multiple participants share a single connection (for example, by projecting the course in a conference room).

For more information about the web-based distance training program and to register for the February 26 course, visit www.amstat.org/education/amatyc_asa/.

Besides the webinar, AMATYC has provided other professional development opportunities to offer, some of which are at no cost to you. During the Annual Conference in Washington, DC, funded workshops were announced for the College Algebra, Statistics, and MAC3 strands of Traveling Workshops. The statistical organization, CAUSE, has sponsored six funded workshops and the Mathematics Across the CC Curriculum project has sponsored five funded workshops. Additionally, the Right Stuff NSF-funded project still has workshops available. The announcement of these funded workshops was well received at DC.

As travel funds dry up at colleges across the country and faculty look for affordable professional development activities, consider hosting an AMATYC Traveling Workshop or participating in the Webinar. For more information, contact Patrick Averbeck, the Traveling Workshop Coordinator, at patrick.averbeck@edcc.edu or 425.640.1093.

NEW: The project will support* up to three participants from any previous Right Stuff Traveling Workshop to attend the 2009 AMATYC Conference in Las Vegas. Participants must download the Support Request Form from the project website and submit it to Rob Kimball by March 1, 2009. The presentation in Las Vegas will focus on how the participant(s) implemented ideas from the traveling workshop in their classroom, course, and/or department.

Project Investigators: Kathy Mowers (Kathy.Mowers@kctcs.edu) and Rob Kimball (rlkimball@waketech.edu)

* The project will support travel expenses up to $800 for each participant. Travel must adhere to AMATYC policy and receipts will be required. Only workshop participants are eligible. The selection of participants will be made by a committee.

Future AMATYC Conferences

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<th>Year</th>
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<tr>
<td>2009</td>
<td>Las Vegas</td>
<td>November 12-15</td>
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<td>2010</td>
<td>Boston</td>
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<td>2011</td>
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<td>2013</td>
<td>Anaheim</td>
<td>October 31-November 3</td>
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AMATYC and NACCTEP Begin Joint Venture
at the National Math Panel Forum
by Darlene Winnington, Virginia Carson, and Rob Farinelli

For the first time in history, eighty organizations from across the county ranging from early childhood educators to higher education assembled as teams at the National Math Panel in Washington, DC, on October 6 and 7, 2008. This effort was sponsored by the Conference Board of Mathematical Sciences (CBMS) and the U.S. Department of Education and funded by the National Science Foundation and the ExxonMobil Foundation.

The purpose of the National Math Panel Forum was to put the 45 recommendations of the final report of the National Mathematics Advisory Panel, *Foundations for Success*, into action. The recommendations are grouped in seven sub-categories: Curriculum Content, Learning Processes, Instructional Practices, Instructional Materials, Teachers and Teacher Preparation, Standards of Evidence, and Assessment. The complete report can be viewed at www.ed.gov/about/bdscomm/list/mathpanel/index.html.

With reports from states that as many as 50% of prospective teachers begin their preparation at community colleges, a collaborative effort between AMATYC and the National Association of Community College Teacher Education Programs (NACCTEP) as representatives of community colleges in the area of teacher preparation was created. The team members were Rob Farinelli, AMATYC President-Elect; Darlene Winnington, Chair of AMATYC’s Teacher Preparation Committee; Virginia Carson, President of NACCTEP; and Susan Wood, Past President of both AMATYC and NACCTEP. The team chose to focus on recommendation #16, developing teacher effectiveness through teacher preparation programs, and #19, mathematics preparation of pre-service teachers, career support, professional development, and on-going research.

The team has designed a plan of implementation which includes dissemination of information about the report and the continued research and findings in the areas of teacher preparation through newsletters, presentations, and committee meetings. Both organizations will add links to their respective websites to the report and to ‘Doing What Works’ website. Both organizations will promote identified promising practices about effective K-12 teachers in pre-service teachers’ mathematics preparation. The AMATYC Teacher Preparation Committee will create a repertoire of lessons/activities in the pre-service teachers’ mathematics courses and identify strands which connect K-6 student preparation to readiness for Algebra. AMATYC and NACCTEP will consider informational workshops and/or themed sessions that address the findings of the report.

Long range plans include having the AMATYC and NACCTEP Boards of Directors consider future strategies to implement these findings within the organizations. The joint team hopes to continue the short term work as stated above and consider preparing policy/position statements with regard to content knowledge of pre-service teachers and the requisite preparation of those who teach pre-service teachers.

The AMATYC Teacher Preparation Committee began its work at the 2008 Conference by dedicating an entire meeting to reporting the findings of the Advisory Panel and introducing the website, Doing What Works, dww.ed.gov/, highlighting its uses in the pre-service mathematics classroom. The committee also discussed implementation at the AMATYC level as well as the possibility at local levels including the proposal of a themed session at the 2009 Conference on the Advisory Panel’s Report: Where do we go from here? The committee is also dedicated to compiling successful practices in the pre-service mathematics classroom and would consider a joint effort with NACCTEP in the groundwork of a policy/position statement on content knowledge of pre-service teachers and the requisite preparation of faculty who teach pre-service teachers mathematics courses.

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Crossroads Corner...

**Beyond Crossroads Summer Workshop on “the Cape”**
by Bruce Yoshiwara
Former Beyond Crossroads Implementation Coordinator

Would you like to reinvigorate yourself and colleagues in the goals of continuous improvement in instruction and enhancement of student learning while enjoying one of the most popular summer areas in the U.S.? Why not attend the *Beyond Crossroads* Summer Workshop on Cape Cod!

The workshop will run June 11-12, 2009, on scenic Cape Cod, Massachusetts. With its quaint small town atmosphere, long sandy beaches, scenic harbors, and fried clams and lobster specialties, “the Cape” is a world famous tourist destination.

Visit the workshop wiki at bc-capecod.wikidot.com/ for updated information for both participants and presenters. Also visit the *Beyond Crossroads* Live! website www.beyondcrossroads.com or the AMATYC website www.amatyc.org for more information about *Beyond Crossroads*.

The *Beyond Crossroads* Summer Workshops are partially funded by NSF Grant DUE7428-0410842.
ICME-11: An International Perspective on Mathematics Education by a Conference Attendee
by Laura Watkins

Every four years the International Commission on Mathematical Instruction convenes the International Congress on Mathematical Education (ICME) for the purpose of exploring problems of mathematics education and what is happening in mathematics education from the perspectives of research and teaching practices. The eleventh edition of ICME (ICME-11) was held July 6-13, 2008, in Monterrey, Mexico. I had the opportunity to attend this congress courtesy of a travel grant funded by the National Science Foundation, along with other two-year college faculty.

Participation in ICME-11 was quite different from other conferences in that it provided the opportunity to participate in group discussions about advances, trends, challenging issues or dilemmas and important work done in the last few years. There were groups discussing technology in mathematics education in which I participated. The discussions centered on issues such as: How has technology changed tasks assigned to students? How are teachers using technology in the classroom? What are the challenges in integrating technology in the classroom? How can technological advances be taken advantage of by teachers?

From these discussions it became quite clear the pedagogy of technology use continues to evolve; particularly as the tools evolve. My schema of ‘technology’ expanded and now includes: graphing calculators, computer algebra systems, dynamic geometry systems, iPods, cell phones, computers, blogs, web pages, Internet bulletin boards and even social networking sites such as Second Life.

My conception of uses of technology has expanded as well. When assessing current usages of technology and looking toward the future, it is clear cell phones are quickly becoming ubiquitous. There are approximately 2 billion cell phones worldwide; nearly double the number of computers. Since this trend is likely to continue, web pages and applications are being developed for cell phones and other mobile devices; increasing the utility of mobile technology. For example, you may not be aware software is currently available to facilitate usage of a cell phone as a student response system; taking the place of clickers. I freely admit that in the past I was annoyed by students having cell phones out during class. I may just start putting those students (and their cell phones) to work.

“Implementing the Beyond Crossroads standards requires involvement of a mathematics community, functionally purposefully as a whole to improve student learning in mathematics.” - Beyond Crossroads, p. 71
Mathematics Excellence Award—2010 Call for Nominations
by Kathy Mowers

Nominations are now open for the next Mathematics Excellence Award, which will be presented at the 2010 conference in Boston. The following information is requested for each nominee:

1) A résumé or vita, not to exceed 3 pages; and
2) Three letters in support of the nomination, which includes the letter of nomination. At least one letter of recommendation should be from outside the nominee’s AMATYC region.

Letters of support that elaborate on qualities mentioned in the résumé or that point out additional exemplary characteristics of the nominee are more helpful to the committee than letters that simply reiterate items mentioned in the résumé. In an effort to compare all candidates on the same basis, any additional materials submitted will not be considered.

Nominations close November 2, 2009.

The awardee will be selected by the committee based on the following ranking: national reputation (20 points); leadership and activities in professional organizations (20 points); professional talks and presentations (10 points); awards and grants received (10 points); publications (10 points); professional activities on a regional, state, and national scale (10 points); teaching expertise (15 points); and other contributions to mathematics and/or mathematics education (5 points).

Submit nomination materials to:
Kathy Mowers
AMATYC Past President
Owensboro CTC
4800 New Hartford Road
Owensboro, KY 42303-1899

The Mathematics Excellence Committee’s members were elected at regional meetings at the conference. You may contact one of them for more information.

Sean Simpson  Northeast  sean.simpson@sunywcc.edu
Ben Nicholson  Mid-Atlantic  ben.nicholson@montgomerycollege.edu
Suzanne Williams  Southeast  suzanne.williams@cpcc.edu
Brenda Alberico  Midwest  alberico@cod.edu
Kari Arnoldsen  Central  kari.arnoldsen@snow.edu
Chris Oehrlein  Southwest  coehrlein@occc.edu
Kit Arbuckle  Northwest  karbuckle@wvc.edu
Barbara Illowsky  West  illowskybarbara@deanza.edu

Student Mathematics League
by Susan R. Strickland

At the time of this writing, the results from Round 1 of the Student Mathematics League competition are still coming in. Round 2 will take place from Friday, February 13, 2009 (it could be good luck!) through Saturday, March 7. If your school is not already participating in the SML, please visit the website at www.amatyc.org/SML to learn more. You can contact the SML Coordinator by email at sml@amatyc.org if you have any questions about the competition or getting your school to participate.

The results of the Faculty Mathematics League test given at the annual AMATYC conference in Washington, DC are in. The exam was given to a crowded room of 52 participants. It has become quite a competitive endeavor, with only 2.5 points separating the top four teams! The fourth place winner was T. J. Duda who has the honor of being the only person to have competed in every Faculty Math League competition that has been given thus far. There was a tie for second place between Rick Armstrong from St. Louis CC in the Central region and Rick Penn from Montgomery College in the Mid-Atlantic region. The first place winner this year was Bruce Simmons from Clackamas CC in the Northwest region. The coveted acrylic statue for the winning regional team of three was won by the Mid-Atlantic region and the statue was presented to Ruth Collins, the vice president for that region, at the Saturday breakfast. Congratulations to all who participated! For those of you who missed the conference or the faculty competition, the test and answer key are posted on the SML website.

AMATYC Publications Advisory Committee

At the fall board meeting, the board approved the formation of an advisory committee to look at the purpose of all the different publications and web resources that AMATYC produces or maintains. This group will be working to determine how all of these resources are benefits for the members of AMATYC. In addition, the group will look at how to use these items to gain more members. Stay tuned for a report from this group in the near future. If you have any comments, please contact committee chair Kathryn Kozak, kathryn.kozak@coconino.edu. Committee members are George Alexander, Irene Doo, Joyce Friske, Dave Graser, Jim Ham, Kathy Mowers, Jane Tanner, and Pete Wildman.

Online Store!
Visit the AMATYC Online Store and see interesting items and apparel with the AMATYC logo by following the link on the AMATYC webpage.
Guest editorials and letters to the editor are invited. Submissions must be related to mathematics, mathematics education, or AMATYC. Suggestions for reprints must include the correct citation as well as permission from the original source. Send editorials and letters to Kathryn Kozak at AMATYCNews@amatyc.org.

You can’t live a perfect day without doing something for someone who will never be able to repay you.”
–John Wooden

This year at the AMATYC Conference members had the opportunity to have a perfect day. For each $20 donation made to the AMATYC Foundation during the conference, members honored or memorialized someone who had made a positive impact in their personal or professional life. The many names of those who were honored or memorialized along with the respective names of philanthropists will be published in the annual Foundation report in the August issue of the AMATYC News.

For each $20 donation, members also had their names entered in a drawing for four complimentary nights at the Riviera Hotel during the 2009 Annual AMATYC Conference in Las Vegas, NV. The recipient of the complimentary nights was Pat McKeague.

Kathryn Kozak, Editor
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