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Discover Jacksonville!

by Jerrett Dumouchel, Jacksonville Local Events Coordinator

Mark your calendars and start to make your plans to join AMATYC in Jacksonville, Florida, at the 38th AMATYC Annual Conference, November 8-11, 2012. While being surrounded by colleagues and old friends, you will have the opportunity to explore the amazing city of Jacksonville. As you explore, you will uncover some of this country's oldest and most interesting history. For example, did you know that Jacksonville was under the rule of five different countries? To fully appreciate all that this beautiful city has to offer it helps to know its history, and the history of the region known as the First Coast.

According to archeologists, the human history of the First Coast began over 2500 years ago. Around 500BC the Timucuan Indians inhabited the region. This large and powerful group of Indians was still in the area when European settlers began to arrive.

In April 1513, Spanish explorer Juan Ponce de Leon landed close to modern day St. Augustine, just south of Jacksonville, in search of the fountain of youth. Not to be outdone by the Spaniards, French Huguenots built a settlement in 1562 named Fort Caroline, located in modern day Jacksonville (today, the site is operated as Fort Caroline National Memorial). The French flag was the first to fly over what is now Jacksonville.

Then in 1565, Pedro Menéndez de Avilés founded the city of St. Augustine. St. Augustine is now the oldest continuously inhabited city in the United States. That same year, the Spaniards destroyed the French fort and built Fort San Mateo. For the next 200 years, the Spanish flag flew over what would become the city of Jacksonville.

At the end of the Seven Years War, Spain gave control of Florida to the British. The British flag was the third to fly over what was to become Jacksonville. Although the British only ruled the area for 20 years, the economy and the population of the area grew tremendously. In 1783, after the Revolutionary War, the British were forced to return control of the region to Spain.

Finally, in 1821, Florida became a U.S. territory. The flag of the United States of America was the fourth flag to fly over Jacksonville. Cowford, the first settlement in modern day Jacksonville, was established in 1822 but later renamed Jacksonville in honor of Andrew Jackson, the territory's first provisional governor. Jacksonville exported cotton, lumber, oranges, and vegetables and was considered the center of commercial activity when Florida became a state in 1845.

Nevertheless, during the Civil War, Florida seceded from the Union and the flag of the Confederacy was flown over the city of Jacksonville. However, during this period, the Union occupied the city four times and utilized it in its victory over the Confederacy.

After the war, Jacksonville, like most Southern cities, struggled to reclaim its prior standing until the 1880s when the city became a tourist attraction. Annually, the area began to draw 70,000 people from the north, who were in want of an escape from the cold winters.

In 1901 a fire destroyed over 2300 buildings downtown. Out of the ashes, Jacksonville was rebuilt as a modern city. From then on, it grew and prospered. In 1968, the city and Duval County merged and created the largest city in land area in the contiguous United States. In 1993 the city was awarded an NFL franchise and two years later, the Jacksonville Jaguars took the field at what is now EverBank Field. The stadium that houses the Jaguars is home to the annual Florida-Georgia football game and was the host of Super Bowl XXXIX.

Jacksonville is an amazing city with a rich history. Now that you know this history, it will make discovering the city all the more impressive. See you in November!



Courtesy of Visit Jacksonville, www.visitjacksonville.com

President's Message



Introductions



Jim Roznowski
Harper College
Palatine, IL

Have you ever read Dr. Seuss' 1954 book, *Horton Hears a Who!*? It is the story of Horton the elephant trying to protect the citizens of Who-ville who live on a speck of dust. The Whos down in Who-ville are so small and quiet that no one except Horton knows they are there.

Sometimes community college teachers have been very Who-like. We have been so small in numbers and quiet that other educators have had trouble seeing us. We were so focused on our mission to provide a great educational experience to our students that we tended to ignore the outside world. And they in turn ignored us. Almost forty years ago, a group of community college mathematics instructors began to change that. They came together in New York City and founded the American Mathematical Association of Two-Year Colleges (AMATYC) to let the educational community know we are here.

Today, AMATYC has taken on the role of spokesperson for what is happening in the first two years of college mathematics. As an example, AMATYC is a member of the Conference Board of Mathematical Sciences (CBMS). The CBMS is an umbrella organization of sixteen professional societies focused on the dissemination of knowledge in the mathematical sciences. Through CBMS, AMATYC has been involved in a number of initiatives related to mathematics education across the country, such as the Common Core State Standards for Mathematics (CCSSM) and the CBMS 2010 survey of undergraduate programs in the mathematical sciences in the United States.

Most of you also know of AMATYC's involvement in the *Quantway* and *Statway* projects through the Carnegie Foundation for the Advancement of Teaching. We are also working with the Dana Center at the University of Texas on their projects related to improving student success in mathematics during the first two years of college. The Center's director, Uri Treisman, is a frequent and popular speaker at AMATYC Annual Conferences.

This year, AMATYC will also have an international voice. I, along with President-Elect Nancy Sattler, International Mathematics Subcommittee Chair Steve Krevisky, and other two-year college mathematics educators will be attending the International Congress on Mathematics Education (ICME-12) in Seoul, Korea this July. Steve, AMATYC member Vilma Mesa, Low-Ee Hue (Singapore), Auxencia Limjap (Philippines), and I will be leading a discussion group at ICME on the issues of mathematics taught in tertiary,

non-university institutions. AMATYC is also planning to be part of the United States National Exhibit.

AMATYC has developed special relationships with many of our sister organizations. These relationships include an exchange of presentations by the organizations' presidents. I have had the opportunity to speak at the recent conferences of the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM). I ask you to watch for presentations at our fall Jacksonville conference by the presidents of the Mathematical Association of America (MAA) and the National Council of Supervisors of Mathematics (NCSM).

I had the opportunity to meet many AMATYC members at our exhibit at the recent conference of the National Association for Developmental Education (NADE) in Orlando. During the conference, I also met many community college mathematics teachers who were not members of AMATYC and (surprisingly) a few who had not heard of our organization. I had a similar experience while attending the most recent Joint Mathematics Meetings in Boston.

What new connections is AMATYC working on? At its spring board meeting, the AMATYC Executive Board is considering the re-establishment of a joint committee on statistics with the American Statistical Association. This joint committee will provide an opportunity for community colleges to be more involved in issues related to statistics taught during the first two years of college. We are also investigating ways to build a stronger relationship with the MAA such as a possible exchange of exhibit space at the AMATYC Annual Conference and MAA's MathFest.

While our national organization is doing what it can to make our voices heard, you also need to add your voice to the cause. Make your voice heard locally and within your state. Get involved in the discussions happening now in many of our states on the CCSSM. Learn more about *Quantway*, *Statway*, and the work of the Dana Center to improve the success of developmental mathematics students at your institution. Participate in professional development activities sponsored by AMATYC that will help improve your skills in the classroom and lead to greater success of your students. Simply put, become more involved.

How did the story of Horton and the Whos end? No matter how much noise they made, the Whos could not be heard. It was only when one of the smallest of the Whos, Jojo, who was just standing bouncing a yoyo, added his voice to the rest that the existence of the Whos became known by all.

*We've got to make noises
in greater amounts
So open your mouth lad
For every voice counts.*

Project ACCESS

by Laura Watkins

In 2004, AMATYC and the Mathematical Association of America (MAA), in a joint effort, established Project ACCESS with funding from the ExxonMobil Foundation and selected its first cohort. The acronym ACCESS stands for Advancing Community College Careers: Education, Scholarship, and Service. With the selection of the fourth cohort the program became known as AMATYC Project ACCESS and wholly administered by AMATYC. The goal of Project ACCESS is to facilitate professional growth and encourage leadership among new two-year college faculty while providing experiences that will help new faculty become more effective teachers and active members of the broader mathematical community.

The first cohort of Fellows consisted of 28 community college faculty who were within their first three years of teaching. Since that time there have been seven additional cohorts with each cohort consisting of approximately 24 Fellows. There are now over 170 alumni of this program with AMATYC's Project ACCESS soon selecting the members of its ninth cohort. Fellows indicate that their participation has led to accepting leadership opportunities, exploring new pedagogies, understanding how the brain works during the learning process, networking with colleagues in a variety of professional organizations, professional development, and increased job satisfaction.

AMATYC, as well as the broader mathematical community, and community colleges around the country continue to reap benefits from Project ACCESS as former fellows continue to demonstrate, in a variety of ways, the qualities that Project ACCESS nurtures. Former Fellows are currently exhibiting a dedication to service locally by organizing professional development opportunities within their departments, serving as the department head at their colleges, serving in leadership roles in local AMATYC and MAA affiliates as affiliate presidents, as well as nationally within AMATYC. You may not be aware but the Project ACCESS leadership is currently staffed entirely by former Fellows.

AMATYC Project ACCESS applications are currently available for Cohort 9 at the AMATYC website. Please encourage any new faculty who will be in the first three years of their first fulltime renewable position in fall 2012 to apply. Applications are due **May 1, 2012**.



In Memory of Lois A. Martin

On January 28, AMATYC lost a dear friend, colleague and member, Lois Martin. Lois was an outstanding mathematics educator. She taught mathematics fulltime at Massasoit CC from 1982 until retirement in 2010 but continued as an adjunct. She was awarded the AMATYC Teaching Excellence Award in 2007, and in 2009 was inducted into the Association of Teachers of Mathematics in Massachusetts Hall of Fame. Recently, she served on a Massachusetts Board of Higher Education committee.

Because she was the impetus and ongoing driver for the creation of its student mathematics league, the New England Mathematical Association of Two-Year Colleges named its top annual award the "Lois A. Martin NEMATYC Student Mathematics League Award." Lois served on local arrangements for both the 1993 and 2010 AMATYC Annual Conferences in Boston. She also served AMATYC for many years reviewing program proposals. Program Chair Wanda Garner greatly valued her commitment to this task, and her well-considered feedback.

Lois was also active in her statewide union, serving on its Board of Directors and Executive Committee. Through her hard work and follow-ups, she succeeded in getting many thousands of dollars for union members in separation and other pay which had been miscalculated prior to her involvement. In 2011, she received that union's prestigious award for statewide service.

Lois touched and changed many lives-former students of hers are math educators at Massasoit CC and Bristol CC. She will be missed by many across the state and the country, but as her husband Cliff, an accomplished mathematics educator said, "Lois' wonderful spirit will be carried on in each and every one of us who has had the privilege of knowing her."

Conference Corner

Themed Sessions in Jacksonville

by Wanda Garner, Program Coordinator



Be sure to take advantage of the opportunity to learn about your favorite topic by attending one or more of the four themed sessions that will be available during the 2012 AMATYC Annual Conference in Jacksonville.

On Thursday, *Aspects of Placement and Assessment* will present an overview of a variety of current issues, ideas, and tools in the areas of placement and assessment. Topics include using portfolios in assessment, assessment in online courses, redesigning assessment in developmental mathematics, the effects of poverty on assessment, and increasing placement scores. Also on Thursday, *Research to Spice Up Your Classroom*, presented by the Research in Mathematics Education in the Two-Year College Committee, will focus on research findings and theory that faculty can use to spice up their teaching. Come learn how to develop and investigate research questions from such diverse areas as developmental mathematics, mathematics education, and differential equations.

Join members of the Developmental Mathematics Committee on Friday for *Evidence-based Developmental Math Redesigns*. Redesign and reform are popular movements in developmental mathematics education. This themed session will share lessons learned from six college- or state-wide developmental mathematics redesigns. Descriptions of a variety of redesigns will be provided. Learn what is working as well as what challenges others have faced.

Also on Friday, the Mathematics for AAS Programs Committee will present *Authentic Applications: Legitimizing the Mathematics We Teach*. All mathematics courses benefit from investigations that provide context related to the pure concepts being taught. Talks will provide examples involving service learning in mathematics for health services, medication strength, design patterns in the fashion industry, transformations of graphs, statistics and Girl Scout cookies, and consumer mathematics.

Statistics Preconference Workshop

by Mary DeHart

The AMATYC Statistics Committee is happy to announce that a preconference workshop, *Identifying and Addressing Difficult Concepts for Students in the Introductory Statistics Course*, will be held from 8:30 am to 4:30 pm on Wednesday, November 7, 2012, at The Hyatt Regency Jacksonville Riverfront. The workshop will be provided by CAUSE (Consortium for the Advancement of Undergraduate Statistics Education) and SCHEMATYC (Statistical Content Helping to Empower Mathematicians at Two-Year Colleges).

The program is designed to benefit both new and experienced statistics instructors. Content will include the presentation of instructional techniques to facilitate the teaching and learning of difficult statistical concepts, and discussion of the Guidelines for Assessment and Instruction in Statistics Education (GAISE) objectives.

There is no registration fee to attend this workshop, but **space is limited and advance registration is required**. Participants are responsible for their own transportation, lodging, parking, and lunch (restaurants within walking distance), and are encouraged to bring their own laptops.

Please register at www.causeweb.org/workshop/amatyc12. AMATYC conference registration is not required in order to attend this workshop.

Future AMATYC Conferences

| | |
|------|--------------------------------------|
| 2012 | Jacksonville, FL November 8-11 |
| 2013 | Anaheim, CA October 31-November 3 |
| 2014 | Nashville, TN November 20-23 |
| 2015 | New Orleans, LA November 19-22 |
| 2016 | Denver, CO November 17-20 |
| 2017 | San Diego, CA November 9-12 |
| 2018 | Orlando, FL November 15-18 |

For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.6243.

Conference Corner

Jacksonville Poster Session

by Judy Williams, Assistant Conference Coordinator

Do you have an activity that works well in class? Have you conducted research you would like to share? Were you part of a helpful professional development event? Share this information during the AMATYC Poster Session on Friday, November 9, at the 38th AMATYC Annual Conference. Posters will be on display from 11:00 am to 6:00 pm, with presenters available for discussions from 1:45 pm to 3:45 pm.

During the Poster Session in Austin, an estimated 300 people visited the display area Friday afternoon. Most of them stopped for conversations with the creators of the posters. AMATYC posters have evolved from a humble beginning in Washington, DC, with about 20 posters highlighting AMATYC committees and NSF grant recipients, to an event needing guidelines to ensure choosing the best offerings for limited space and time constraints.

By the end of April, an email will announce directions for accessing the site for submission of poster proposals. The site will be open for at least three weeks before decisions are made concerning the 40 posters for which room is available for this year. In the selection process, preference will be given to ACCESS Fellows displaying the results of their required project and to those who are not already presenting a session or workshop.

Register Early for Jacksonville!

by Keven Dockter, Conference Coordinator

Are you looking forward to the next AMATYC Annual Conference? Can't wait to get together with old friends and make new ones? Then make plans now to attend the AMATYC Annual Conference in Jacksonville, FL, November 8-11, 2012. If you or your college has funds in your current budget that can be used for your registration fee, here is an offer.

To pay your registration fees from your current budget, please email Beverly Vance at amatyc@amatyc.org and put "Conference Registration Now" in the subject line. Beverly will send you the necessary information so that you can pay for your conference registration NOW! The miniprogram that you will receive in August will include many details of the conference. Until then, information will continue to be added online at www.amatyc.org.

You can reduce your costs by sharing your hotel room for the AMATYC Annual Conference. Ask a colleague to be your roommate or send an email to Linda Kodama, AMATYC's Roommate Network Director, at Lkodama@hawaii.edu, and ask her to help pair you with another conference attendee to share a room. Your email should include your name, gender, email address, telephone number, room type (non-smoking or smoking), arrival and departure dates. While AMATYC cannot guarantee a roommate pairing, this process has been successful in the past.

See you in Jacksonville on the First Coast!

Modeling and Applications Symposium

by Wanda Garner, Program Coordinator

Featured at the 2012 AMATYC Annual Conference will be a special symposium on mathematical modeling and real-life applications, presented by the Mathematics Intensive Committee. Look for sessions by invited speakers Sheldon Gordon and Gary Rockswold on Thursday, followed by a jointly presented, hands-on workshop on Friday where participants will be invited to try a variety of problems, and will receive materials they can use in their classrooms.

Rockswold states that his presentation "explains through real-life examples how modeling helps students increase both their skills and their ability to apply mathematics to the world around them." Gordon agrees that in contrast to traditional college algebra, "a modeling-based approach emphasizing realistic applications is far more interesting, motivating, useful, intellectually challenging, algebraically demanding, and appropriate for today's students."

AMATYC's 2012 Corporate Partners

by Louise Olshan, Advertising Chair

The AMATYC Corporate Partnership Program provides AMATYC's commercial friends with an opportunity to maximize their visibility with AMATYC members. Corporate Partners receive advertising and exhibiting opportunities at reduced rates while AMATYC receives and acknowledges assured support for its programs and members.

AMATYC is very happy to announce that for 2012 there are two Corporate Partners—Hawkes Learning Systems and McGraw-Hill. Thank you to both companies for their support of AMATYC.

You will find the logo for each company on the homepage of the AMATYC website. Clicking on a logo will give you some information about the company. Within that information is a link to the homepage of the company. Be sure to see what these Corporate Partners have to offer AMATYC members.

When you meet with representatives of these companies, be sure to thank them for their support of AMATYC.

Focus on Affiliates: VMATYC

by Chris Allgyer, AMATYC Mid-Atlantic Vice President

The VMATYC affiliate of AMATYC has a rich history. In April, 1986, Piedmont Virginia CC (PVCC) in Charlottesville hosted a meeting of two-year college mathematics faculty across Virginia. At that meeting there was a strong desire to form a state organization for two-year college mathematics faculty. On October 24, 1986, an organizational meeting was held at PVCC to form the Virginia Mathematical Association of Two-Year Colleges. On November 12, 1986, at the AMATYC Annual Conference in San Francisco, VMATYC was officially recognized as the 23rd affiliate of AMATYC.

The first annual meeting of VMATYC was held on April 25, 1987. Contact persons were obtained for the 23 Virginia community colleges to help spread the word about VMATYC. Membership steadily grew as the word spread about the great professional development opportunities offered by VMATYC and by AMATYC.

Annual meetings continued to be held each spring. In 1993, the Chancellor of the Virginia Community College System (VCCS) announced the establishment of a system-wide pool of funds for professional development to support "peer-group" meetings for various academic disciplines. In 1994, VMATYC was recognized by VCCS as the official peer group for mathematics and computer science, allowing VCCS professional development funds to help support the annual conference. This financial assistance continues to this day. The VCCS also provides a Blackboard site for VMATYC's use.

VMATYC is divided into four regions: Northern, Central, Eastern, and Western. Since 1994, VMATYC has been holding one-day regional meetings each fall semester. These meetings have proven to be very valuable. In particular, they provide a good opportunity for adjunct mathematics faculty to attend workshops and sessions. VMATYC also maintains a listserv where questions involving course content, textbooks, technology, etc., may be posted and discussed.

In 1995, an annual scholarship was established to be awarded to a community college student planning to major in mathematics. It is now known as the Glenn Fox VMATYC Scholarship, named in memory of Glenn Fox, a founding member and past president of VMATYC who was instrumental in the development of the award.

VMATYC has established four Special Interest Groups (SIG), which host roundtable discussions at the Spring Conference: Distance Education and Instructional Technology, Placement and Assessment, Computer Science, and Developmental Education. The Developmental Education SIG and its listserv have been very active the past few years as VCCS worked to redesign the entire developmental mathematics curriculum.

From its beginnings, the leaders of VMATYC have always actively encouraged its members to join AMATYC. For the past few years, an AMATYC membership has been awarded as a door prize during VMATYC's Spring Conference. In addition, VMATYC offers a competition for a member to receive a paid registration for the AMATYC Annual Conference. In return for this award, the recipient agrees to offer a presentation at the following VMATYC Spring Conference to share what was learned at the AMATYC Annual Conference.

Affiliates like VMATYC provide a vital service for AMATYC. Indeed, Chris Alleger, AMATYC Mid-Atlantic Vice President might not have become involved in AMATYC had it not been for the positive experiences and encouragement from friends in VMATYC.

Thanks to Martha Goshaw, Calvin Holt, and Frank Borleske for their contributions as VMATYC Historians. For more information, please visit www.vmatyc.org.

Students Love AMATYC

Bags!

by Annette Cook, AMATYC Southeast Vice President

The Florida Two-Year College Mathematics Association (FTYCMA) held a joint meeting with the Florida Section of the Mathematical Association of America (MAA) on February 17-18, 2012. The conference was held on the campus of the Univ of North Florida in Jacksonville, FL, site of the 2012 AMATYC Annual Conference. Students were in attendance and enjoyed having AMATYC bags to use during the weekend. Many students presented papers and also participated in the sessions offered.

Alabama Conference Attendees Forced to Gym Basement Due to Tornado

by Annette Cook, AMATYC Southeast Vice President

On March 2, 2012, the Alabama Mathematical Association of Two Year Colleges, AlaMATYC, held its annual conference at Athens State Univ in Athens, AL. Rob Farinelli, past president of AMATYC, was the featured keynote speaker. Sadly, ten minutes into Rob's keynote address, tornado sirens sounded and the attendees had to take shelter in a gymnasium basement for more than an hour. A tornado touched down a few miles from the university causing severe damage. Thankfully, no serious injuries occurred. Conference participants made the best of the situation and spent the time in close quarters networking and sharing ideas.

This affiliate is familiar with battling weather issues during conferences. Two years ago, on the day of a conference, a snow storm hit Alabama preventing many from attending. Maybe next year the conference should be held in Orlando!



Conference attendees network while waiting out the tornado warning in the gym.

Statway™ and Quantway™

Lesson Study the Carnegie Way: Sharing Ideas for Continuous Improvement

by Gay Clyburn (Associate Vice President, Public Affairs Carnegie Foundation for the Advancement of Teaching) and in collaboration with Julie Phelps and Jack Rotman (AMATYC Pathway Liaisons)

The Carnegie Foundation for the Advancement of Teaching is using Lesson Study as one of the tools to improve its two mathematics pathways—*Statway*™ and *Quantway*™. These pathways are being developed to meet the Carnegie goal to dramatically increase from 5 to 50 percent the percentage of community college students now placed into developmental mathematics who achieve college mathematics credit within one year of continuous enrollment.

Carnegie's Lesson Study provides a framework for faculty members who are part of a Networked Improvement Community (NIC) to be involved in continuously improving the pathways from curriculum development to implementation in the classroom.

Michelle Brock, one of Carnegie's Lesson Study Handbook authors and *Statway*™ faculty member from American River College, Sacramento, said Lesson Study is a way to get a lot done with one tool. "The instructors concentrate both on what the students are able to do and on what our role is in making that happen," she explains. "It forces you to narrow your focus into seeing that one thing that is either supporting or denying the students' understanding."

The Carnegie Lesson Study protocol that Brock and others created has been piloted with faculty teams in the NICs and will go into a wider trial later this year. By participating in Lesson Study, the team members will work together to plan instruction, observe each other teaching, and identify the most difficult and high-priority obstacles that stand in the way of success of the pathways. The general goals are to:

- Improve the *Statway*™ or *Quantway*™ instructional program (both the materials and the implementation);
- Improve instructors' own knowledge and skills for implementing the program; and
- Develop a professional community focused on improvement.

Lesson study is fundamentally a research and development process. A core focus of the work is to analyze the program in cause-effect terms, generating and testing hypotheses about how the instructional activities are processed and interpreted by students; how students develop content knowledge based on their instructional experiences; and how changes might be expected to improve students' learning. In other words, Carnegie is involving its NIC faculty members to improve the materials and the pedagogy.

Carnegie Lesson Study groups are most commonly site-based (at the college); they include from two to six members; and are facilitated by one of its members. The group organizes its work around Lesson Study cycles, usually a minimum of two cycles per year. Each Lesson Study cycle takes from five to eight hours of faculty time, plus an extra two to three hours of the facilitator's time. It is expected that time spent on Lesson Study will reduce, at least partly, the time faculty would need to spend preparing to teach the program.

A Lesson Study cycle often focuses on a single lesson, and sometimes even a specific part of a lesson. The specific goal of a Lesson Study cycle may be any of the following:

- To test a lesson as written, identifying problems that are either specific to that lesson or that may cut across lessons, and hypothesizing improvements in the materials and/or their implementation that might enhance learning opportunities for students;
- To design and test a change, in either the materials or the implementation; and
- To work on some general problem that cuts across specific lessons and that the community sees this as a high priority.

The findings of site-based Lesson Study groups are shared with other Lesson Study groups working on similar lessons, changes, or problems. Carnegie also anticipates cross-site groups working virtually on common problems.

It is this sharing component that Janet Zupkus of Naugatuck Valley CC, CT, and another contributor to the Handbook, finds most helpful. "Our faculty group is very good at collaborating and sharing results, informally. We meet weekly for an hour and discuss what went well and what didn't and share all supplementary materials. Through conversations at the Carnegie Winter Institute, we found that other colleges are not meeting regularly, so the Lesson Study process will hopefully initiate that process and allow them to see the value in meeting regularly, especially with the new curriculum. The other benefit for the formal process is that now, we will get feedback from all the other participants, not just our own college members."

No matter what the goal is, an important part of Lesson Study is to produce a report in which what the group has done and what it has learned, is shared with the Networked Improvement Community. The fact that groups are working on improving a common instructional program, working within a common improvement framework and on common problems encountered when implementing the program, means that their reports will be highly relevant to other members of the NIC.

Committee Reports

Teacher Preparation Committee

by Kendall Jacobs

The purpose of the AMATYC Teacher Preparation Committee is to promote better preparation of teachers of mathematics at all levels. One of the guiding documents for teacher preparation over the last decade has been the *Mathematical Education of Teachers I (MET I)* report developed by the Conference Board of Mathematical Sciences (CBMS) in 2001. Several years ago, in the state of Wyoming, this document was helpful in convincing some colleges, for example, Casper College, Casper, WY, to increase the number of “Math for Elementary Teacher” credits required for prospective teachers. It has inspired many to work harder at encouraging prospective teachers to develop a deeper understanding of mathematics, to develop the “habits of mind” of a mathematical thinker, and to “learn how to learn mathematics.”

The CBMS is currently in the process of updating their recommendations for the preparation and professional development of teachers. The AMATYC Teacher

Preparation Committee has been encouraged to provide feedback on the draft of *The*

Mathematical Education of Teachers II (MET II). The purpose of the MET II document is to:

- Update MET I's recommendations for the mathematical preparation of teachers of elementary grades, middle grades, and high school.
- Offer recommendations for the professional development of teachers of mathematics.
- Discuss the mathematical needs of elementary mathematics specialists, and of teachers in early childhood education and special education.

The CBMS is soliciting recommendations and suggestions on the MET II document through April 28. The draft of the report can be found at www.cbmsweb.org.

The Teacher Preparation Committee is currently in the process of redefining its goals and reorganizing the committee's executive committee. If you are interested in the preparation of teachers and would like to be involved please contact Kendall Jacobs at kjacobs@caspercollege.edu.

Student Mathematics League

by Susan R. Strickland

At the time of this writing, Round 2 of the Student Mathematics League competition is underway. In Round 1, 183 schools participated and the results are as follows:

Top 5 Teams

| | |
|----------------------------------|--------------|
| 1. West Valley College (CA) | 185 points |
| 2. East Los Angeles College (CA) | 165.5 points |
| 3. Harper College (IL) | 139.5 points |
| 4. Santa Monica College (CA) | 132.5 points |
| 5. Ohlone College (CA) | 130 points |

Top Schools by Region

| | |
|-----------------|--------------------------------|
| 1. Northeast | Quinsigamond CC (MA) |
| 2. Mid-Atlantic | Brookdale CC (NJ) |
| 3. Southeast | Georgia Perimeter College (GA) |
| 4. Midwest | Harper College (IL) |
| 5. Central | Normandale CC (MN) |
| 6. Southwest | Austin CC (TX) |
| 7. Northwest | Highline CC (WA) |
| 8. West | West Valley College (CA) |

Top Individual Rankings

| | | |
|-------------------|------------------------------|-------------|
| 1. Matthew Wilber | Harper College (IL) | 40 points |
| Dennis Cui | West Valley College (CA) | |
| Kevin Zhou | Brookdale CC (NJ) | |
| 4. Amanda Chow | West Valley College (CA) | 37.5 points |
| Julia Huang | West Valley College (CA) | |
| 6. Hyunwoo Kim | Highline CC (WA) | 36 points |
| Brian Edwards | Mt. San Antonio (CA) | |
| Thai-Boa Phan | Santiago Canyon College (CA) | |

Also, there were seven people tied for ninth place with a score of 35 points. This is not usual for the top 10 individual positions. After Round 1, it is a tight race. If your school is not yet participating in the SML competition, consider starting next year. Whether your students score a 40 or a 3, it is good for them to participate and have a little fun outside of class. The dates for next year's competition are Round 1: Friday, October 19 through Saturday November 3, 2012, and Round 2: Friday February 15 through Saturday March 9, 2013. You can read about the SML on the webpage at www.amatyc.org/SML or email Susan Strickland at susanst@csmd.edu with any questions.

Many traditional two-year institutions have begun to offer four-year programs and degrees. Depending on those programs, a school may or may not be eligible to participate in the SML competitions. If an institution would like to participate, a committee has been formed which will review the programs offered at the school and make a determination as to their eligibility for participation in the SML. Any such college may request a review by sending an email to the SML Coordinator, Susan Strickland, at susanst@csmd.edu.

Mathematics Intensive Committee

by Sandy Poinsett

The Mathematics Intensive Committee is currently composed of two subcommittees: Pre-calculus and Calculus. At the 2011 AMATYC Annual Conference in Austin, the Mathematics Intensive Committee met and discussed a variety of issues pertaining to college algebra, student readiness for calculus, and STEM issues as related to other disciplines along with planning future events for the 2012 AMATYC Annual Conference.

The committee will host a symposium at the AMATYC Annual Conference in Jacksonville entitled *Modeling and Applications*. The invited speakers are Sheldon Gordon whose presentation is titled *Mathematical Modeling: The Right Courses for the Right Reasons* and Gary Rockswold whose presentation is titled *Increasing Student Understanding and Skills through Modeling*. In addition to their individual presentations, they will be leading a hands-on workshop, sharing models and applications that participants can easily implement in their classrooms. The committee encourages all those interested in adding more problem-solving to their courses to join this event. A committee meeting will be held on Friday afternoon and on Saturday, a "Sharing Session" will be held discussing such topics as the *Calculus Inventory*, and ways of varying teaching strategies to reach a variety of learning styles.

Be sure to check out the webinars posted on the AMATYC website. The Mathematics Intensive Committee has already sponsored three webinars, one explaining the mathematics of games and two on the visualization of calculus. Committee participation is open to all AMATYC members. To learn more about the AMATYC Mathematics Intensive Committee, or to be involved throughout the year, email the chair of the committee, Sandy Poinsett at sandrap@csmd.edu. To find out more about other AMATYC committees, visit www.amatyc.org.

Recognize a Great Teacher

by Nancy Sattler, AMATYC President-Elect

Are you a great teacher? Do you have a colleague who is a great teacher? Consider nominating yourself or a colleague for AMATYC's Teaching Excellence Award (TE Award). The TE Award is intended for educators who have made outstanding contributions to mathematics or mathematics education at a two-year college. Teaching excellence is the main focus of the award. The next awards will be presented at the 2013 AMATYC Annual Conference in Anaheim, CA, which will be held October 31 through November 3. It may seem a long way off but the deadline for applications is **December 6, 2012**.

Nominees must be AMATYC members whose primary assigned duties are delivering instruction in an associate degree-granting program. Nominees must have the equivalent of a minimum of 5 years of full-time teaching experience. Individuals can be selected for the award only once. An overview of the nomination process is given below, but more detailed information can be found at www.amatyc.org/awards/TeachingExcellence.

Nomination Packet

Nominations are invited from AMATYC individual members, AMATYC institutional members, or affiliates. Non-members, such as a supervisor, may nominate an AMATYC member. Members may nominate themselves. A completed nomination packet consists of a:

- Nomination Form (available at www.amatyc.org/awards/TeachingExcellence);
- Cover letter from the nominator (not to exceed 3 pages, in at least a 12-point font);
- Resume or vita of the nominee (not to exceed 3 pages, in at least a 12-point font);
- Letters of recommendation from a student, colleague, and supervisor (not to exceed 1 page each, in at least a 12-point font); and
- Summary of the candidate's most recent student evaluations (not to exceed 2 pages, 12-point font).

Policy dictates that additional information will NOT be considered. An electronic packet of a single pdf file should be submitted by December 6, 2012, to Nancy J. Sattler at nsattler@terra.edu.

The nomination packets are reviewed by the Teaching Excellence Award Committee. The committee is chaired by the AMATYC President-Elect, Nancy Sattler, and has members representing each of AMATYC's eight regions. Points are assigned based on the following selection criteria:

- Instructional Effectiveness and Support of Students - 25 points;
- Professional Involvement and Professional Development/Renewal Activities - 10 points;
- Interaction with Colleagues - 10 points; and
- Service to Departments/Division/College - 5 points.

Receive the recognition that you or a colleague deserves. Submit a nomination packet for the 2013 AMATYC Teaching Excellence Award by **December 6, 2012**.

Call for Nominations for the Executive Board

If you are interested in serving on the 2014-2015 AMATYC Executive Board, it's not too early to start thinking about the process. While nomination materials will not be due until February of 2013, that date will be here before you know it. There will be ten positions available at the next election: president-elect, secretary, and the eight regional vice-presidents. There will definitely be a need for vice-presidents from the Northeast and Northwest regions as both Jane Tanner and Stefan Baratto have served in those capacities for three (the maximum) terms.

If you are interested in any of these positions, please contact Rob Farinelli (rfarinelli@csmd.edu) for more information.

Grant Opportunities

by Dana Calland

Ever thought of writing a grant? Here are some useful tips that can help guide you in the process.

Tips on Writing Grant Proposals

- Read and re-read the request for proposals. Ask yourself what is the funder's intention for offering the money, and is your project meeting that purpose.
- Write clearly and avoid jargon.
- Follow the guidelines for submission, including page limits, margins, font and font size.
- Use data.
- Justify your budget - don't ask for more than you need.
- Develop a sound evaluation plan.
- Make the proposal reader-friendly.
- Emphasize the strengths of the project and your organization.
- Be realistic and give yourself plenty of time.

Now, here are some upcoming grant opportunities for the AMATYC Membership:

TUES

(old CCLI, even older ILI)

www.nsf.gov/publications/pub_summ.jsp?WT.z_pims_id=5741&ods_key=nsf10544

Due Dates

Full Proposal Deadline Date: May 28, 2012

For Type 1 proposals from submitting organizations located in states or territories beginning with A through M.

Full Proposal Deadline Date: May 29, 2012

For Type 1 proposals from submitting organizations located in states or territories beginning with N through W.

Synopsis: The Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics (TUES) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. This solicitation especially encourages projects that have the potential to transform undergraduate STEM education, for example, by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively. Thus, transferability and dissemination are critical aspects for projects developing instructional materials and methods and should be considered throughout the project's lifetime. More advanced projects should involve efforts to facilitate adaptation at other sites.

REU

www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&from=fund

Due Dates

Full Proposal Deadline Date: June 1, 2012 (Antarctica)

Full Proposal Deadline Date: August 22, 2012

Synopsis: The Research Experiences for Undergraduates (REU) program supports active research participation by

undergraduate students in any of the areas of research funded by the National Science Foundation. REU projects involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. This solicitation features two mechanisms for support of student research: (1) *REU Sites* are based on independent proposals to initiate and conduct projects that engage a number of students in research. REU Sites may be based in a single discipline or academic department, or on interdisciplinary or multi-department research opportunities with a coherent intellectual theme. Proposals with an international dimension are welcome. (2) *REU Supplements* may be requested for ongoing NSF-funded research projects or may be included as a component of proposals for new or renewal NSF grants or cooperative agreements.

STEP

www.nsf.gov/publications/pub_summ.jsp?WT.z_pims_id=5488&ods_key=nsf08569

Due Date

September 25, 2012

Synopsis: The Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) seeks to increase the number of students (U.S. citizens or permanent residents) receiving associate or baccalaureate degrees in established or emerging fields within science, technology, engineering, and mathematics (STEM). Type 1 proposals are solicited that provide for full implementation efforts at academic institutions. Type 2 proposals are solicited that support educational research projects on associate or baccalaureate degree attainment in STEM.

ATE

www.nsf.gov/funding/pgm_summ.jsp?pims_id=5464

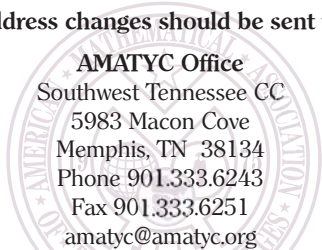
Due Dates

Full Proposal Deadline Date: October 18, 2012

Synopsis: With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive the nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. Another goal is articulation between two-year and four-year programs for K-12 prospective teachers that focus on technological education. The program also invites proposals focusing on research to advance the knowledge base related to technician education.

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 27, March 1, June 1, and August 15 for the respective issues.

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Planning Our Course

by Nancy Sattler, AMATYC President-Elect

When the AMATYC Executive Board and the committee chairs met in Memphis in January the focus of the meeting was on Strategic Planning. There are five priorities in AMATYC's new strategic plan approved by the Delegate Assembly. They are:

1. Provide professional development opportunities to all two-year college faculty.
2. Promote research on student learning in two-year colleges.
3. Promote the review and improvement of two-year college mathematics curricula.
4. Build and promote communities of educators in lower division collegiate mathematics across departments and institutions.
5. Communicate the vision, core values, mission, and goals of AMATYC and promote awareness of the organization.

Each action item has various initiatives. The group in Memphis created action items for some of these initiatives. Some ideas for action items are: hosting webinars to provide professional development opportunities to all two-year college faculty, and investigating the establishment of an ACCESS-type program for adjunct faculty using web conferencing. The leadership of AMATYC wants to hear from you. Are there ideas that you might have? Share them with your regional vice president or any one of the national officers.

Check Us Out on

Facebook  **and Twitter** 

Yes, you can find AMATYC on Facebook and Twitter. On Facebook, search for and join a group called AMATYC or go to www.amatyc.org and click on the Facebook link. On Twitter, you'll want to follow MathAMATYC. Both sites will be used to post announcements of interest to AMATYC members across the country. Affiliate conferences, volunteer opportunities, and links to feature articles from AMATYC's publications will be posted. Pat Rhodes, Professional Networking Coordinator, would like to hear from all affiliates who have a presence on either site, as well as news from their groups including conference dates and places. You can contact her through either site or at prhodes@tvcc.cc.

AMATYC

Calendar of Events

May 4-5, 2012 MinnMATYC Meeting, Duluth Entertainment Convention Center, Duluth, MN. Contact: Mel Taylor, mel.taylor@ridgewater.edu. Website: www.minnmatyc.org

May 18-19, 2012 NMMATYC Conference, Dona Ana CC, Las Cruces, NM. Contact: Susan Hill, suhill@nmsu.edu, or John Telles, jotelles@nmsu.edu. Website: nm.matyc.org

May 23-25, 2012 OCMA Conference, Fern Resort, Orillia, Ontario, Canada. Contact: Paul Wraight, paul.wraight@durhamcollege.ca. Website: math.mohawkcollege.ca/ocma/ocma.html.

September 22, 2012 WisMATYC Fall Conference, UW Manitowoc, Manitowoc, WI. Website: www.wis.matyc.org

September 29, 2012 LaMsMATYC Conference, New Orleans, LA. Contact: Susan Santolucito, ssanto@dcc.edu. Website: web.lsu.edu/LaMsMATYC/LaMsAnnualConference.htm

October 12, 2012 IMATYC Conference, Indian Hills CC, Ottumwa, IA. Contact: Diane Mason, dmason@indianhills.edu. Website: www.niac.edu/math/imatyc

November 8-11, 2012 38th Annual AMATYC Conference, Jacksonville, FL. Contact: AMATYC Office, amatyc@amatyc.org

December 7-8, 2012 CMC³ Monterey Conference, Monterey, CA. Website: cmc3.org/conference/Monterey11/Monterey11.html

There is an online form that will enable members to update or add affiliate conference information. You can access the form at www.amatyc.org/affiliates/affiliates-conferences.htm.

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

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The AMATYC Foundation

The AMATYC Foundation wishes to thank everyone for a successful 2011 campaign. Plans are being made for the 2012 campaign in Jacksonville. The Foundation Board has also been looking for new at-large members to help in financial planning and strategic investment management. If you are interested in becoming an at-large member, please contact Rob Farinelli at rfarinelli@csmd.edu.

The AMATYC Foundation has also offered scholarships for AMATYC members who wish to attend the ICME-12 meeting this summer in Seoul, Korea. At press time, the applications were being reviewed and the winners will be notified shortly.

Date To Remember!

AMATYC Project ACCCESS
Application Deadline
May 1, 2012

Teaching Excellence Award
Nomination Deadline
December 6, 2012

For more information visit
www.amatyc.org

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