



2010 Mathematics Excellence Awardees

The 2010 Mathematics Excellence (ME) award was presented to two outstanding mathematics educators in Boston. This award is given in even-numbered years and is intended for educators who have made outstanding contributions to mathematics or mathematics education at the two-year college level.

Sadie Bragg is Provost/Senior Vice President of Academic Affairs and Professor of Mathematics at Borough of Manhattan CC. Sadie served as co-director of the AMATYC *Beyond Crossroads* Project (*Standards for Mathematics in The First Two Years of College*) and was on the writing team of the 2006 *Beyond Crossroads* document. She was the co-director of Project ACCESS. She is a past president of AMATYC and served as president of the New York State Mathematics Association of Two-Year Colleges (NYSMATYC).

Sadie has served as a consultant to Children's Television Workshop, Square One TV, and the College Board's Educational Equality and Equity 2000 Projects. She served on the writing committee for the NSF document, *Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering and Technology*. She also served as the chair of a national NSF conference on the "Integral Role of the Two-Year College in the Science and Mathematics Preparation of Prospective Teachers," and chaired the writing team for the NSF document of the same title.

Sadie has received the President's Awards from NYSMATYC and AMATYC, the NYSMATYC Award for Outstanding Contributions to Mathematics Education, and numerous other educational and community service awards. She holds a doctorate in the College Teaching of Mathematics from Teachers College, Columbia University, where she received the Outstanding Alumna Award from the Department of Mathematics, Science and Technology in 2005.



Ed Laughbaum is Professor Emeritus of Mathematics from Columbus State CC and recently retired as Director of the Ohio Early College Mathematics Placement Testing (EMPT) Program at The Ohio State University. His teaching career includes over 34 years at the college level and five years at the high school level.

He also was on the writing team for the 1995 AMATYC *Crossroads in Mathematics Standards*, and was a section writer for the 2006 AMATYC *Beyond Crossroads*. Professional recognitions and service include the 2004 AMATYC Presidential Award, 1997 OhioMATYC "Distinguished Service Award," the "Exemplary Mathematics Teaching Award" from the Central Ohio Council of Teachers of Mathematics

(COCTM), and the "Distinguished Teaching Award" and "Meritorious Service Award" from Columbus State Community College. He is a past-president of COCTM and past-president of the Ohio Mathematics Association of Two-Year Colleges (OhioMATYC).

Among Ed's more than 50 publications in professional journals or by commercial publishers are several recent papers related to his current interest in how the brain functions: "The neuroscience of connections, visualizations & generalizations," in *Enhancing Mathematics with Digital Technologies*, and "Generalizing patterns in algebra for long-term memory and understanding," for the California Math Council *ComMuniCator*. He has also been active in the leadership of the Teachers Teaching with Technology Short Course Program.

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Inspiration

Rob Farinelli
CC of Allegheny County
Monroeville, PA

Who inspires you? Who do you inspire? Inspiration is not a small deal; in fact, it's quite important. Most of us are in this profession today, not only because we were good at mathematics, but because we were inspired by a teacher, someone who illustrated either a principle or a character worthy of our note. This may or may not have been a mathematics teacher along the way. It could have been a parent, other relative, another teacher, a coach, etc.

Looking back, I can think of at least three former teachers who inspired me. In 9th grade geometry, Bill McGuire was the first teacher to show me that mathematics was more than just a series of processes and procedures connected together by tests. I began to see the structure, logic, and power of mathematics. In 11th grade Trig/Pre-Calc, Rudy Veselicky would send me to the board to explain how to do trig identities to the rest of the class. Of course, I never met a trig identity that I didn't like! More than that – it was a chance to explain my thoughts to others to see if that made a difference in their way of thinking and their perception. This experience made me think that teaching math would be a pretty cool thing to do. But more than that, he made everyone think about concepts. Many students did not like him for this, but I found it extremely valuable.

In my college days at Penn State, the biggest inspiration to me becoming a mathematics instructor was Barbara Frank. She taught in a way that suited my learning style, and I often thought that I would want to teach like her someday. She promoted academic rigor, but her explanations and board work were crystal clear and easy to follow. She set the bar very high but empowered students with the tools to get over the bar. She is still teaching at Cape Fear CC in North Carolina. No doubt, she is inspiring a new generation of students.

These are just three of the many people who inspired me to become a mathematics educator. There are many others. Even those who were not great classroom teachers still provided inspiration – often times when they would try to answer questions or explain new ideas, I would often think “If you just said it this way ...” I know that many of you also had those thoughts when sitting in a class! You can recall sitting in a classroom as a student and just thinking “Ok – I know how to explain this in a different way to get people to understand it.”

But who inspires us today? Our students inspire us. As you know, there are many students who try our patience and our teaching abilities in any given semester, but there are always those that make it all worthwhile. Those are the ones that inspire us to forge ahead. These are the students who, in the past, have not been successful in mathematics or college in general. The students who are working many more hours than we would like to see, but need to do so to support themselves and their families; the students who have nothing going for them and not much of a support system, but still manage to succeed despite the deck being stacked against them. We all know of these students – they do inspire us to give it our all each and every class period.

Our colleagues will also provide inspiration to us. Many times they will show us something that has worked well with their students and encourage us to try it with our classes. Other times, it can be more sublime – just watching the engagement of students both in and out of the classroom can be infectious. Students naturally gravitate towards these faculty and often seek their counsel on topics other than mathematics.

So, that brings me to the second question that I posed at the beginning – who do you inspire? Many leaders inspire others very quietly, perhaps without the knowledge that they are even doing so. It does not have to take a big personality to inspire our students. Many times it simply involves showing your passion for what you are doing. Other times, it's just with the acknowledgement that you care about your students and truly want them to be successful in your course and in their academic goals. Sadly, there are those in our profession (as in every other profession on the planet), that are simply in it to collect a pay check. These are the faculty who do not inspire our students. Students can determine that very quickly. Thankfully, those who do inspire our students are those who want to make a difference. Even if you do not realize it, you have been an inspiration to students – sometimes in big ways and other times in smaller, though still important ways.

As we start a new calendar year and a new semester, we need to remember those that have inspired us and those that we will inspire now and in the future. As Lily Tomlin (through the eight-year old character Edith Ann) once said, “I like a teacher who gives you something to think about besides homework.”

I would like to offer a special thank you to those who made the 2010 AMATYC conference in Boston such a huge success – our presenters and presiders; the local events committee, chaired by Jack Keating; the conference committee, led by Keven Dockter; and the AMATYC Office Team. It was a great experience and I am very much looking forward to Austin in November of this year! – Rob Farinelli

Update on Statway and Mathway: Continuing the Collaboration

by Julie Phelps and Jack Rotman (AMATYC Pathway Liaisons) in collaboration with Karon Klipple and Jane Muhich (Statway/Mathway Directors with the Carnegie Foundation)

AMATYC continues to collaborate with the Carnegie Foundation and the Dana Center on both *Statway* and *Mathway*. As part of the commitment to keeping the AMATYC membership informed, Julie and Jack attended several meetings at the AMATYC conference in Boston and made note of the questions the members raised about the pathways.

Question: What are *Statway* and *Mathway*?

Statway and *Mathway* are alternative mathematics pathways for non-STEM college students administered by the Carnegie Foundation for the Advancement of Teaching.

Statway is a year-long sequence that takes students to-and-through college-level statistics. *Statway* begins by immersing students in high-level thinking and reasoning within a context of statistics. The curriculum is designed in such a way that developmental mathematics topics are motivated by statistics content and integrated throughout the course.

Mathway is a one-semester quantitative reasoning course that incorporates fundamental numeracy and algebraic literacy. This course is designed to prepare students for a college level transferable non-STEM mathematics course such as mathematics for the liberal arts.

Outcomes for both *Statway* and *Mathway* were established by members of the leading professional organizations including MAA, AMS, ASA, AMATYC and others.

Question: What connection does AMATYC's Developmental Mathematics Committee's (DMC) New Life Project have to *Statway* and *Mathway*?

New Life is an initiative of AMATYC's DMC and shares several of the same goals with the Pathways. Both seek to provide new opportunities for student success in developmental mathematics by re-envisioning developmental mathematics outcomes and accelerating students' progress through those outcomes. Both are designed to provide students with meaningful mathematics literacy that make them better consumers of information and advocates in today's society.

The student learning outcomes are very similar between New Life and the Pathways. In the New Life project, these outcomes are seen as the basis for starting the conversation about courses, while in the Pathways these outcomes have been used to develop specific curriculum materials for courses for non-STEM students.

The people involved in the two projects are well-networked with each other, and collaboration has been extensive. The DMC has other projects, in addition to the New Life project. Some of these activities support the goals or processes of both New Life and Pathways.

Question: Have articulation agreement conversations occurred for the Pathways?

In 2011-2012, *Statway* is being piloted in 5 states: California, Texas, Washington, Connecticut and Florida; *Mathway* is being piloted in 3 states: Georgia, New York, and Ohio. Both Pathways are receiving enthusiastic support from four-year institutions. Various stages of negotiating articulation agreements have been discussed in all the states piloting the Pathways, and in each state responses are very positive.

Carnegie and its partners know that such issues must be handled with care, as it is imperative to protect the interest of the students while at the same time allowing for innovation in curriculum and pedagogy designed to advance the state of mathematics education.

Question: What kind of research is Carnegie planning for the Pathways?

A crucial characteristic of Carnegie's Pathways is its philosophy of continuous improvement. This means that continuous quantitative and qualitative analyses will be designed in order to learn from the efforts, good and bad, and review the work processes. From a quantitative perspective, Carnegie will collect relevant data on an ongoing basis, analyzing students in real-time that are completing (or not) homework assignments, reading the online materials, succeeding in end-of-module assessments, etc. This will allow those involved in the initiative to understand the context in which each pathway has shown to be effective, and to learn from that implementation experience. These "hard" data (e.g., academic achievement, etc.) will be complemented with qualitative analyses of how student perceptions of their own abilities and motivation change as they engage with Carnegie's Pathway. This type of information will provide a deeper understanding of how a pathway is able to shift student non-cognitive skills, and therefore provide a different angle of intervention.

Question: Where can faculty find out more about the Pathway Initiatives?

Visit the Carnegie Foundation website at carnegiefoundation.org, specifically, carnegiefoundation.org/statway to find videos by Uri Treisman, Myra Snell, Carol Lincoln, Byron McClenney.

Also, for topics ranging from how students learn mathematics, to what can be done to help them succeed, go to carnegiefoundation.org/statway/statway-resources.

A website section specific to *Mathway* is coming soon!

Question: If a college/state affiliate is interested, how can they get involved?

Please check out the Carnegie Foundation website to learn more. Join the mailing list to be among the first to learn about new developments, carnegiefoundation.org/statway/mailling-list or email Karon Klipple and Jane Muhich at pathways@carnegiefoundation.org.

If you have any questions about the information shared, please do not hesitate to contact either Julie Phelps (jphelps@valenciac.edu) or Jack Rotman (rotmanj@lcc.edu).



AMATYC Project ACCESS

This year at the Boston conference, forty-three AMATYC Project ACCESS Fellows participated in a set of workshops filled with great ideas and inspiration. Special thanks to the workshop presenters: Beth Edmonds*, Michael Darrell*, Anne O'Shea*, Rob Eby*, Anne Praderas*, Tony Vance, Diana Hestwood, Janet Teegarden, Pat McKeague, Nancy Sattler, Mary Beth Orrange, Ana Jimenez*, Mark Monroe*, and Karen Gaines (*ACCESS Fellow).

Cohort 6 Fellows kicked off the conference by presenting the results of the projects they worked on over the past year. There was a lot of work done in the area of student motivation. Many of the projects were also presented as part of the poster session. The Fellows' projects can be found on the ACCESS website. Cohort 7 will continue the ACCESS tradition as they begin work on their projects that they will present at the AMATYC Annual Conference in Austin.

If you, or a colleague, are in the first three years of teaching full-time at a community college, please consider applying for Cohort 8 AMATYC Project ACCESS that will meet for the first time at the 2011 AMATYC Annual Conference in Austin, TX. Details can be found on the AMATYC website by clicking on the Project ACCESS icon.



Cohort 6

Row 1: Vanessa Coffelt, Martha Makowski, Alia Criddle Maw, Dayna Smithers, Nicole Lloyd, Matthew Watts, Elizabeth Howell, David Henry
 Row 2: Lisa Harden, Kathryn Cerrone, Corrine Kirkbride, Rebecca Rozario, Rama Chidambaram, Leandro Junes, Katharine Sims-Drew, Mary Sullivan and Amy Tankersley (Cohort 5)
 Row 3: Ying Lin, Victor Ramos, Ben VanDerLinden, Libby Arnesen, Amy Keith, Eric Compton



Cohort 7

Row 1: Cailin Mistrille, Erinn Izzo, Jessica Lickeri, Allison Wolf, Jennifer LaRose, Wei-Jen Hsieh, Gabriela Sprague
 Row 2: Lori Ann Austin, Sosina Martirosyan Peterson, Ryan Petitfils, Suzie Goss, Hanli Huang, Eden Donahou
 Row 3: Thomas Campos, Joshua Britt, Larry Huff, Eric Bouldin, Mark Hull, Sally Mulvey (Not pictured: Susan Vo)

Social Networking – AMATYC Now on Facebook and Twitter

AMATYC now has a presence in the world of social networking. Yes, you will find AMATYC on both Facebook and Twitter. On Facebook, search for and join a group called AMATYC or go to 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 for starters. Pat Rhodes, the new 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.

Maria Andersen Appointed

The AMATYC Executive Board approved Maria Andersen as the new Professional Development Coordinator effective January 1, 2011. Maria is the MichMATYC president. She will complete her PhD in Higher Education Leadership during the summer of 2011. She holds a MS in Mathematics and a MBA from the Univ of Wyoming. She also holds three bachelors degrees from the Univ of Montana: BS - Chemistry, BA - Mathematics, and BA in Environmental Biology.



Maria has taught at Muskegon CC in Michigan since 2002. Prior to that time, she held several positions including teaching assistant at the Univ of Wyoming, adjunct faculty at Laramie County CC and undergraduate teaching assistant at the Univ of Montana.

Maria has done over 75 presentations for various organizations including AMATYC. She has received numerous awards and is an acknowledged expert in using technology in mathematics education. The reason that she stated for submitting her application was the Board's action to empower the nine AMATYC committees to present webinars in 2011. She plans to help the committees as she has personally conducted many webinars.

Developmental Mathematics Committee (DMC) Chair Named

At the close of the 2010 AMATYC conference, Kathleen Almy assumed duties as chair of the DMC.

Kathleen is an associate professor of mathematics at Rock Valley College in Rockford, IL. She teaches everything from developmental math through calculus, but her passion is improving developmental mathematics for all students. She has been the department's developmental mathematics coordinator over the past three years, which has included a comprehensive redesign of the program. It's been so successful that she has been working with faculty throughout Illinois and other states to assist them as they enter the process of change.



Since 2009, she has been a member of AMATYC's New Life for Developmental Math project. Currently, she is working on a pilot of the initial course, Mathematical Literacy for College Students, at her college for fall 2011.

Kathleen's goals for the DMC are to bring updates about the New Life, *Mathway*, and *Statway* projects as those initiatives take shape. She also wants to form an online repository of best practices about redesign in developmental mathematics to assist those beginning the process. Look for updates on both of these projects in upcoming newsletters.

AMATYC Project ACCESS Coordinator Named

Laura Lee Watkins took over as AMATYC Project ACCESS Coordinator as of January 1, 2011. Laura received her BS, MS and PhD in Mathematics from Utah State University. She started at Glendale CC (AZ) in the fall semester of 2002. In the last eight years, she has taught everything from Arithmetic to Linear Algebra and Differential Equations. Laura was a member of Cohort 1 of ACCESS. She has been the Networking Assistant for ACCESS and has presented during the ACCESS program several times.



Project ACCESS Fellow Named State Teacher of the Year

Annette Cook, a graduate of Project ACCESS Cohort 5, was named the Academic Teacher of the Year for the State of Alabama on November 20, 2010. Representing Shelton State CC, Annette was named the winner from a field of twenty-seven nominees. These Chancellor's Awards are bestowed each year in Alabama in four categories: Administration, Academic Faculty, Technical Faculty, and Support Staff.



Each college in the state has one nominee per category competing for the award. An award of \$1000 for professional development is made to each winner. Annette is also the President of AlaMATYC. She plans to use her award to attend the 2011 AMATYC Annual Conference in Austin!

Challenge to All Affiliates

ArizMATYC would like to challenge other AMATYC affiliates to contribute to the AMATYC Foundation in support of Project ACCESS. In Arizona, they are lucky enough to have four Project ACCESS fellows. At the Fall 2010 ArizMATYC meeting, the members voted to donate \$100 for each fellow active in the affiliate.

Thus, ArizMATYC donated \$400 to Project ACCESS to help continue the great work done in developing the next generation of mathematics leaders. ArizMATYC has benefited from the selection of the fellows and has witnessed how the fellows' involvement in Project ACCESS has enhanced their skills as mathematics faculty while encouraging development of leadership skills. Each has become a contributor to the state affiliate and to AMATYC in different ways, including taking on leadership roles. Ana Jimenez (Cohort 1) is the current ArizMATYC President. Laura Watkins (Cohort 1) is the new AMATYC Project ACCESS coordinator. Ben VanDerLinden and Ying Lin from Cohort 6 finished their commitment to Project ACCESS in Boston this year and are becoming active within ArizMATYC.

So please consider matching ArizMATYC's support level in your affiliate. Donate to the Foundation for Project ACCESS!

Planning for 2012 and Beyond

We are coming to the end of the discussion and development of the 2012-2017 Strategic Plan. For the past two years, two AMATYC Executive Boards, affiliate Presidents, focus groups, and conference forums have worked on the development of AMATYC's 2012-2017 Strategic Plan. At the recent AMATYC Annual Conference in Boston, attendees had additional opportunities to offer their comments on the draft plan. The plan you will see below is a very early attempt to incorporate that input.

2012-2017 AMATYC Strategic Plan (Draft, January 2011 AMATYC News)

Priority I - Provide professional development opportunities.

- A. Enhance and expand the traditional opportunities for professional development.
- B. Develop opportunities for professional development that utilize emerging technologies.
- C. Provide professional development focused on the mentoring of faculty new to teaching in two-year colleges.
- D. Advocate for the importance of and provide opportunities for professional development for adjunct faculty.

Priority II - Promote and evaluate research on student learning in two-year colleges.

- A. Promote research focused on student learning, acknowledging the impact that technology and data driven decisions have on education.
- B. Provide training to faculty interested in conducting classroom research.
- C. Pursue grants and other means of financial support for classroom research in teaching and student learning.
- D. Advocate for the continued improvement of textbooks and other instructional resources based on the lessons learned from classroom research.

Priority III - Promote the development of two-year college mathematics curriculum.

- A. Support and promote high quality mathematics education for all students.
- B. Maintain a leading role in structuring a strong developmental mathematics experience for all students.
- C. Promote the essential mathematics that students need in order to succeed in their chosen academic or career fields.
- D. Increase participation in Science, Technology, Engineering, and Mathematics (STEM) courses and programs.
- E. Support the appropriate use of developing technologies to promote an understanding of mathematics and its applications.
- F. Support evaluation of online/distance learning and continuous improvement of online delivered courses.
- G. Support and promote the inclusion of statistics into the mathematics curriculum.

Priority IV - Build and promote communities of educators.

- A. Strengthen and expand the relationship between AMATYC and its affiliate organizations.
- B. Encourage membership among individuals interested or involved in mathematics instruction in the first two years of college.
- C. Facilitate the successful, seamless transition of an individual's mathematics experiences throughout life.
- D. Expand opportunities for networking (locally, nationally, and internationally) of those interested in the first two years of collegiate mathematics to share ideas and provide support.
- E. Expand the relationship between instructors at two-year colleges and those teaching at other levels and locations.

Priority V - Communicate the vision, core values, mission, and goals of AMATYC and promote awareness of the organization.

- A. Maintain and promote the visibility of AMATYC at the national level as the primary voice for mathematics education during the first two years of college.
- B. Promote an understanding of the mission of two-year colleges and their mathematics programs.
- C. Be a strong voice for two-year college mathematics.
- D. Develop and maintain relevant standards for two-year college mathematics education.
- E. Expand relationships with other organizations interested in the goals and objectives of AMATYC and interested in promoting quality mathematics education.
- F. Encourage the involvement of two-year college educators in state and national, P-20 initiatives and increase state and national funding for two-year college mathematics education.

Over the next several months, the Strategic Planning Team (Jim Roznowski (Chair), Rob Farinelli, Rikki Blair, and Nancy Sattler) will be working on preparing a final draft of the strategic plan to be presented to the AMATYC Board for adoption at their Spring Board Meeting. There is still time for you to provide your input. Please help plan the organization's future by sending your comments to Jim Roznowski at jroznow@delta.edu.

Upcoming Grant Funding Opportunities

National Center for Academic Transformation (NCAT) Redesign Workshop: Increasing Student Success in Developmental and College-Level Math Orientation Workshop February 6-7, 2011
Planning Workshop February 8, 2011

This workshop is designed for campus teams that are ready to launch a math redesign and want the opportunity to interact with Redesign Scholars and NCAT about specific next steps. Workshop topics have been selected to address the key implementation issues. More information is available at www.thencat.org/RedesignAlliance/MathWkshp020611.html

Last year, funds from the Gates Foundation were available for successful grant proposals resulting from the workshops.

ATE

Due Dates	Preliminary Proposal Deadline Date	April 21, 2011
	Full Proposal Deadline Date	October 20, 2011

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 our 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.

STEM

Due Dates	Letter of Intent Deadline Date	July 13, 2011
	Full Proposal Deadline Date	August 11, 2011

This program makes grants to institutions of higher education to support scholarships for academically talented, financially needy students, enabling them to enter the workforce following completion of an associate; baccalaureate; or graduate-level degree in science and engineering disciplines. Grantee institutions are responsible for selecting scholarship recipients, reporting demographic information about student scholars, and managing the S-STEM project at the institution.

REU

Due Dates	Research Experiences for Undergraduates (REU)	August 24, 2011
	Full proposals Deadline Date	(Earlier deadline if access to Antarctica is required)

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. (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.

The Top Ten Reasons to Visit Austin, Texas

10. Austin is a foodie's paradise.
9. Austin is a romantic getaway.
8. Austin is a girlfriend getaway.
7. Austin is a year-round golfer's nirvana.
6. Austin is for the outdoor enthusiast.
5. Austin is the Live Music Capital of the World.
4. Austin is for the history buff.
3. Austin is for the wine connoisseur.
2. Austin is home of the University of Texas.



And the number one reason is:

**Austin is the site of the
 AMATYC 2011 Annual Conference.
 (November 10-13, 2011)**

"Austin is the best hometown in the world. I wasn't born in Austin, but I got here as fast as I could."

*Lance Armstrong,
 seven-time Tour De France champion*

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.

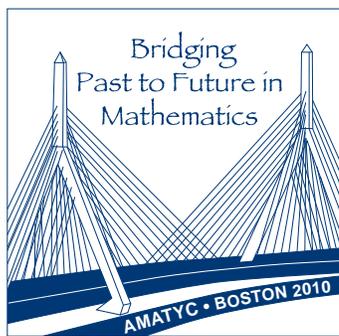
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AMATYC 2010 in Boston



NEMATYC and the 35 members of the local events committee (LEC) welcomed AMATYC to Boston to join in "Bridging Past to Future in Mathematics." Volunteers in their bright red shirts greeted attendees in the hospitality room and as they made their way around the Marriott Copley Place conference

site. The LEC sends a special thank you to Pearson Publishing Company for helping with a great start Wednesday night with food for the Hospitality Room. The LEC was also able to supply food and beverages in the room for the rest of the conference with support from many AMATYC Affiliates and local college presidents.



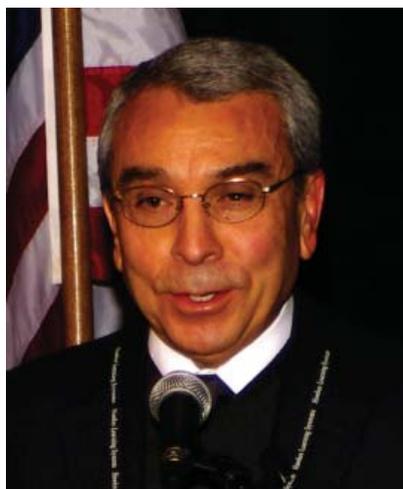
NEMATYC Members at Friday Breakfast

This year's conference was filled with a wide variety of innovative sessions attended by over 1200 people. The Program Committee put together a selection of diverse workshops and sessions that offered something for everyone.

The Opening General Session was held on Thursday afternoon starting with words of welcome from Charles Wall, president of the host college, Massasoit Community College. AMATYC President Rob Farinelli recognized Joanne Bassett, Provost and Executive Vice President of Southwest Tennessee CC, who accepted an award from AMATYC in recognition of the college's continued support. In her acceptance speech,



Joanne Bassett



Javier Gomez-Calderon

she acknowledged the outstanding job AMATYC does for math education. Southwest Tennessee CC has hosted the AMATYC Office since 1993. Then Sadie Bragg and Ed Laughbaum were honored with the Mathematics Excellence Award. Following the welcomes and awards, keynote speaker Javier Gomez-Calderon, spoke on the treasure of polynomials.

Before the opening session, there were a

variety of sessions that people attended. These included themed sessions and the Research Symposium. To read more on the Research Symposium, see the article on page 12.

The conference continued the busy first day with the Grand Opening of the Exhibit Hall, always a popular time at the annual meeting. Spending time at the Exhibits provides valuable insights into what publishers are offering, and lets attendees give input that can influence future textbook editions. You could see new technology, discover classroom helps, or just find a book for your own enrichment. From Thursday evening through Saturday morning, attendees took advantage of everything in the Back Bay Exhibit Hall. Some attendees even took home CDs, books, and iPads.



Attendees awaiting the opening of the Exhibit Hall

The activity-packed Thursday concluded with the reception for first-time conference attendees, forums to discuss the future of AMATYC, and a magic show that left those in attendance "Bamboozled in Boston."

Following Thursday's great start, Friday morning began with the regional breakfasts. With all sessions being held in the Marriott, everyone had sufficient time to get to their next session and to stop by the popular Hospitality Room/Internet Café to use



Hospitality Room/Internet Café being staffed by Judy Carter, Marianne Rosato, and Gary Tataronis



Lew Lefton

the computers generously loaned to AMATYC by Mt. Wachusett CC. NEMATYC volunteers were available to make suggestions about sights to see and places to dine.

The first Featured Speaker, Kimberly Pearson, Thursday morning had shared her experiences in industrial settings of options for confidence intervals, providing a window into the application of what is taught. Friday's Featured Speaker, Becky Wai-Ling Packard, empowered attendees by presenting highlights of a study that focused on the impact faculty can have spending two or three minutes encouraging STEM transfer students to pursue their goals and discussing course options to help them pursue their goals. A highlight of Friday afternoon was the poster session when many of the attendees took advantage of the location of the third floor atrium to visit with the 56 poster presenters to discuss their presentations for "the classroom and beyond."

people who "get it." Sessions went on throughout the day, ending with the Delegate Assembly at 4:30 pm.

Sunday morning offered several excellent presentations, followed by the closing session where Rob Farinelli officially ended the conference.



Delegate Assembly



Poster Session

Everyone had a "sweet start" to the day at Saturday's Awards Breakfast with Lindt Chocolates' donation of chocolate truffles in a variety of flavors. The bottle opener table favors fit with featured speaker Lew Lefton, who sang his song to be used on really long road trips - "Infinity Bottles of Beer on the Wall." Lefton also kept people laughing with his stories of make-up exams and classroom antics as well as the math jokes that were enjoyed, because, as Rob Farinelli pointed out Thursday, AMATYC members are the

During the week, many attendees took advantage of the unseasonably warm weather to get outside the hotel. Walks along the Freedom Trail, tours on a "Duck" (a W.W. II style amphibious landing vehicle), visits to museums, and dining in the North End were popular ways to spend some time in this wonderful city.

Thank you to the Boston LEC members who donned their red shirts or tri-cornered hats and worked hard to make the conference experience memorable. The LEC, NEMATYC, and the Northeast Region thank everyone for joining them at the AMATYC 2010 Annual Conference. The LEC hoped that you enjoyed your time in Boston!



Cliff and Lois Martin

AMATYC International Education Sub-Committee Hosts Workshop in Boston

by Vilma Mesa, University of Michigan, on behalf of the attendees

On November 10, 2010, before the AMATYC annual conference, the members of AMATYC's International Education Sub-Committee held a workshop on "Entering College Without Mathematics Pre-requisites." The presentations focused on the following questions:

- What does it mean to be "college-ready" in mathematics?
- What courses, programs, and strategies are available for the students who are underprepared for college level mathematics?
- What do we know about promising practices in instructional methods for adult students?
- What innovative programs are being considered to increase the depth of student understanding and ability to solve problems using essential mathematics concepts?
- What is the balance between developing essential mathematics skills and mathematical reasoning?
- What tests are used to determine college readiness in mathematics? What is the effectiveness of those practices?

A goal of the workshop was to set the groundwork for collaborative work that would frame AMATYC's representation in ICME-12 (International Congress on Mathematics Education)

to be held in Seoul, Korea in July 2012. Sadie Bragg (Provost at Borough of Manhattan CC, NY) discussed the need to conduct research at the community college level. She mentioned the importance of the scholarship of teaching and of the need for reflection on classroom processes and for sustained research on teaching and student success.

The guest speaker, Ana Ferreras, Program Officer at the National Academy of Sciences, presented an overview of college entrance requirements in Spain, Philippines, South Korea, and Indonesia. A panel on "Education Around the World" included Fary Sami (Harford CC, MD), Laura Watkins (Glendale CC, AZ), and Stephen Krevisky (Middlesex CC, CT). These colleagues provided fascinating information from Singapore and Japan, and about numeracy. Marcos Zyman (Borough of Manhattan CC, NY) discussed a series of definitions of what it means to be "college ready" and brought a concrete example of how it is defined at BMCC. Marilyn Mays (North Lake CC, TX) presented preliminary findings on the impact of personalized instruction on student retention at her college. The final presentation of the day by Vilma Mesa and Elaine Lande (University of Michigan), reviewed seven recent studies on remediation in the US conducted within the higher education and mathematics education tradition. Main findings suggest that when students take mathematics remediation courses and are successful, they are as successful in later courses as students who do not need remediation. At the same time there is a large proportion of students who do not remediate successfully, and their outcomes are very poor. Some studies suggest the use of Faculty Inquiry Groups as a means to understanding students' needs; other studies seek to increase students' challenging work in mathematics.

This workshop was a truly stimulating opportunity to learn about many issues that have been heard of and others that have not. The group was large enough to provide for varied input but small enough to explore issues more fully. For more information about AMATYC's International Sub-Committee and papers from the workshop, go to www-personal.umich.edu/~vmesa/Community%20Colleges/page14/page14.html or contact the sub-committee co-chairs, Steve Krevisky, skrevisky@mxcc.commnet.edu, and Cheryl Cleaves, ccleaves@southwest.tn.edu.



First row: Marilyn Mays, Cheryl Cleaves, Fary Fami, and Vilma Mesa;
Middle row: Sadie Bragg, Margie Hobbs, Rikki Blair, and Ana Ferreras;
Back row: Rob Farinelli, Elaine Lande, Laura Watkins, Steve Krevisky, and Marcos Zyman

2010 Conference Proceedings

The AMATYC website has a wealth of resources from the annual conferences. Numerous files are available including videos, PowerPoint slides, classroom handouts, and related documents. Of particular interest are streaming videos of the 2010 conference keynote speakers. Contact information for conference speakers is also available. For details, visit the AMATYC proceedings site at www.amatyc.org/publications/Electronic-proceedings/index.htm.

2010 Conference Presenters: Be sure to submit your files to be included in this year's online proceedings. Simply attach your file(s) to an email addressed to proceedings@amatyc.org.

Focus on Affiliate: ORMATYC

by Jerry Kissick, ORMATYC President

The ORMATYC affiliate of AMATYC is a very active organization and holds a well-attended conference every year. Their 2010 conference was held at the Inn at Spanish Head in Lincoln City, OR. The Inn is unique in that it is built into the cliff overlooking the beach and the Pacific Ocean. Every room has a balcony and an ocean view. There were 143 attendees and many very good presentations. The keynote speaker was Gary Rockswold.

Every five years ORMATYC holds a combined conference with Washington and the other Northwest states. The next joint Northwest conference will be held April 28-30, 2011, at the Skamania Lodge in the scenic Columbia River Gorge. This is always a well-attended conference with attendance approaching 400. There will be two keynote speakers for this conference, Lew Lefton and James Stewart. Everyone is urged to think about submitting a proposal to present and to attend this conference. All conference information can be found on the website at ormatyc.org/.

Report on the Delegate Assembly 2010

by Pauline Chow

The Delegate Assembly met on Saturday November 13, 2010, at the Marriott Copley Place Hotel in Boston, MA. During the meeting, the delegates received reports from the President, Treasurer, Nominating Committee, AMATYC Foundation, and AMATYC Project ACCESS. President-Elect Jim Roznowski provided delegates with an update on strategic planning, and on the conference sites for 2015 through 2017. The delegates also heard reports on the grants for *The Right Stuff: Appropriate Mathematics for All Students*, *Mathematics Across the Community College Curriculum*, and *Mathway/Statway*. Delegates voted to approve a motion to extend terms of offices for the current board from the end of the 2011 conference to January 1, 2012, when the new board takes office. This change was necessary due to a change in the bylaws that was recently adopted.

Highlights of the 2010 AMATYC Fall Board Meeting

by Pauline Chow

The AMATYC Executive Board met at the Marriott Copley Place Hotel in Boston, MA, from November 7-10, 2010. During the meeting, the Board took the following actions:

- Approved the following events at the 2011 conference in Austin:
 - Six-speaker themed session for the Innovative Teaching and Learning Committee with title “Innovative Teaching and Learning”
 - Six-speaker themed session for the Math Intensive Committee with title “Teaching and Learning in Pre-Calculus, Calculus, and Beyond”
 - Six-speaker themed session for the Placement and Assessment Committee
 - Six-speaker themed session for the Teacher Preparation Committee
- Approved the January issue of the AMATYC News to be printed in 4-color starting January 2011 while the other three issues continue to be printed in 2-color.
- Approved the concept of the theme and logo, “River of Knowledge, Ocean of Dreams” for the 2012 conference in Jacksonville.
- Made the following appointments
 - 2012 Jacksonville Local Events Committee
 - **Jane-Marie Wright, Amber Rust, Judy Atkinson, Tim Mayo, and Jason Whitt** to the Editorial Panel of *MathAMATYC Educator*
 - **Brian Hons, Mike McCarthy, Juan Molina, and Sharon Sledge** be added to 2011 Austin Local Events Committee
 - **Carol Murphy**, Local Events Coordinator for the 2013 conference in Anaheim, CA
 - **Kathy Almy**, Developmental Mathematics Committee chair
 - **Kendall Jacobs**, Teacher Preparation Committee chair
- Reappointed **Jim Roznowski** as *MathMATYC Educator* Production Manager for one additional year.
- Approved the formation of a task force to look at issues related to the AMATYC conferences. A final report and recommendation will be presented at the 2012 Spring Board Meeting.
- Approved a cash prize of up to \$150 for student(s) whose design(s) are selected as finalists of the AMATYC News redesign project.
- Approved the posting of all issues of the AMATYC News on the AMATYC website upon publication.
- Approved to place the Table of Contents and the abstracts of articles from the *MathAMATYC Educator* on the AMATYC website upon publication.
- Approved one scholarship in the form of a complimentary individual conference registration (member rate, early registration) for each affiliate to award to one of its members. The intent is to award this scholarship to someone who has never attended an AMATYC conference, though it is up to the affiliate. These scholarships will be made available for the 2011 Austin and 2012 Jacksonville AMATYC Annual Conferences, though the same person cannot be awarded it for both years.
- Approved the continuation of the following membership initiatives indefinitely:
 - Discount registration for new conference attendees.
 - Coupon for new conference attendees to receive a discount on the following year’s membership dues.
- Approved the Thursday evening First-time Attendee Social Event as an annual conference event.
- Approved funding through Special Projects for each of the nine AMATYC Academic Committees if they want to offer free webinars starting 2011.

Research Symposium 2010: Research as Faculty Development

by April Ström

AMATYC's Research in Mathematics Education for Two-Year Colleges (RMETYC) Committee sponsored a symposium at the AMATYC Annual Conference in Boston, which focused on research as faculty development. Research in mathematics education is a pragmatic activity - improving students' mathematical learning and improving the mathematics that they learn. When community college faculty investigate their students' mathematical realities and the sense students make of instruction, research then becomes a vehicle for continual personal development that also contributes to the community's development.

The purpose of the symposium presentations was to promote research in the community colleges as a grounded, pragmatic and accessible activity for faculty and instructional development. Grounded research can be used in mathematics classrooms as a method for investigating students' thinking to further understand students' mathematical realities, which are often quite different than instructors' interpretations of students' realities.

Symposium presentations by Patrick Thompson (Arizona State Univ) and Michael Shaughnessy (NCTM President, Portland State Univ) provided the groundwork for the community to embrace research as an applicable body of knowledge to continue improving the teaching and learning in community college mathematics. The symposium workshop, led by Vilma Mesa (Univ of Michigan), Thompson, Shaughnessy and April Ström (Scottsdale CC), allowed for participants to discuss a current research project focused on instruction of a community college class.

As a result of the symposium, the committee hopes to raise awareness about:

- The potential of research to inform teaching practice;
- The need to attend to classroom interaction processes in order to generate authentic learning opportunities for students; and
- The need to attend to students' thinking as a means for enhancing mathematics curriculum and instruction.

The committee has more exciting events planned for the upcoming year:

- *Research Webinars* - These webinars will extend the conversations presented at the symposium. The first webinar will be held on Friday, March 4th from 11:00 am-12:00 pm CST (see article on page 15).
- *Research in Undergraduate Mathematics Education (RUME) Working Group* - If you are attending RUME on February 24-27 in Portland, OR, please plan to join RMETYC for a working group. The focus will be on setting a research agenda for community college mathematics education.
- *Research as Faculty Development Grant* - Are you interested in participating in a grant project to learn more about how to conduct research or about how to infuse research findings into your practice? If so, stay tuned. RMETYC is currently writing a grant proposal for external funding to provide interested faculty the opportunity for engagement in research as faculty development.

This is an invitation to join AMATYC's research committee! Feel free to contact April Ström (Research Committee Chair) at april.strom@sccmail.maricopa.edu for additional information.

Call for Nominations for the 2012 AMATYC Board Elections

Don't delay!

The AMATYC Nominating Committee seeks recommendations and nominations for AMATYC National officers and Regional Vice Presidents to serve for the 2012-2013 term. Consider placing your name in nomination for an AMATYC Board position in the next election.

Nominations are due February 1, 2011.

The offices to be filled in the 2011 election are President-Elect, Secretary, Treasurer, and Vice President for each of the eight regions. Any regular or life member of AMATYC is eligible to run for an office. Slating two candidates for each office is the goal of Nominating Committee and the AMATYC Board.

The Nominating Committee includes twelve members representing a cross-section of AMATYC's delegates, members, and leadership, with at least one member from each region. If you have questions, or wish to recommend yourself or someone else for an office, contact one of the members of the Nominating Committee listed below.

Committee member	Region/Email
Jane-Marie Wright	Northeast wrightj@sunysuffolk.edu
Amber Rust	Mid-Atlantic arust@umd.edu
Gwen Turbeville	Mid-Atlantic gturbeville@reynolds.edu
Janette Campbell	Southeast campbejh@palmbeachstate.edu
Rodney Null	Midwest null.r@rhodesstate.edu
Joe Gallegos	Central joe.gallegos@slcc.edu
DeeAnn VanLuyck	Central deeannv@fortscott.edu
Chris Oehrlein	Southwest coehrlein@occc.edu
Amy Keith	Northwest amy.keith@alaska.edu
Randy Taylor	West rtaylor@laspositascollege.edu
Sue Parsons	West parsons@cerritos.edu
Rikki Blair (chair)	AMATYC Past President richelle.blair@sbcglobal.net

For more information about the duties and requirements of the offices and the nomination process, visit www.amatyc.org/Get-Involved/nomination-board.htm.

Student Mathematics League

by Susan R. Strickland

At the time of this writing, the results from Round 1 of the 2011 Student Mathematics League competition are still coming in. Round 2 will take place from Friday, February 11, 2011 through Saturday, March 5. 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 about how to get your school to participate.

Several awards were presented during the Saturday breakfast at the 2010 Annual Conference in Boston. The Glenn Smith Team Award was given to the team from Los Angeles City College. Four of the team members attended the conference and came on stage to receive the award, along with their moderator



Anatoliy Nikolaychuk. The Los Angeles City College team receives Glenn Smith Team Award

Charles Miller Memorial Scholarship (generously given by Pearson Education) was awarded to Haykaz Stepanyan, also from Los Angeles City College. Haykaz was at the conference and accepted the award from Maureen O'Connor, the Pearson Education representative.

The results of the Faculty Mathematics League test given in Boston were also announced at the Saturday breakfast. The exam was given to 51 quite serious participants. There was a tie for third place between Mike Kenyon from Green River CC and Mike McCoy from Schoolcraft College, second place was taken by Mary Pearce from Wake Technical CC (the second woman in the history of the SML to place in the top three), and first place went to Rick Armstrong from St. Louis CC - Florissant Valley. The coveted plexiglass statue for the winning regional team of three went to the Central region.

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 the college's eligibility for participation in the SML. Any such college may request a review by sending an email to the SML Coordinator, Susan Strickland, at sml@amatyc.org.

Math Intensive Committee

by Sandy Poinsett

AMATYC's Math Intensive committee is currently composed of two subcommittees: Pre-calculus and Calculus. During the fall conference at Boston, the committee met as two separate groups. The Pre-calculus and Calculus subcommittees met and discussed a variety of issues pertaining to college algebra, student readiness for calculus, and STEM issues as related to other disciplines. The Statistics subcommittee became a regular academic committee at the close of the conference in Boston and met to discuss the direction of the new *Statway* project.

The committee hosted a themed session at Boston. It was such a great success that a themed session entitled "Pre-calculus, Calculus, and Beyond" is being planned for the 2011 AMATYC conference in Austin. The committee would like to encourage all those interested in courses above developmental to consider submitting a proposal

➤➤Continued on page 15

Innovative Teaching and Learning Committee (ITLC): Committee Ideas

by Mary Beth Orrange

The ITLC had a strong presence at the 36th Annual AMATYC Conference in Boston. The committee hosted a well-received themed session showcasing nine individuals and their innovations in the classroom. Additionally, members of the committee presented a session on the Use of Social Media and a sharing session with the topics of Emerging Technologies, Cloud Computing, and the use of manipulatives in math classes.

At the ITLC meeting on Friday afternoon, small working groups were formed to review the current AMATYC statements on Distance Learning, and create statements on Proctored Testing and Open Educational Resources (OER). The Distance Learning group will review the existing Distance Learning Position Statement, the Proctored Testing group will include someone from the Placement and Assessment Committee, and the OER group will include individuals from the Division/Department Issues Committee. If you are interested in participating in one of these working groups, contact Mary Beth Orrange.

The committee discussed and passed the following motion presented to the AMATYC Board on Saturday evening after the Delegate Assembly: "Effective January 1, 2011, that each of the nine AMATYC Academic Committees be allocated up to \$1000 from Special Projects if they want to offer free webinars during 2011. The money will be used for stipends to the presenters. There will be an evaluation following each webinar. An additional \$1000 may be spent for a webinar platform." This motion was subsequently passed by the board as it was written.

To learn more about the AMATYC Innovative Teaching and Learning Committee or to be involved throughout the year, email the chair of the committee, Mary Beth Orrange, at orange@ecc.edu or visit the committee's new website at <https://sites.google.com/site/amatycitlc/>. To find out more about AMATYC's Committees, visit the website www.amatyc.org.

AMATYC Position Announcement – AMATYC Historian

Do you have an interest in the history of AMATYC and its members? If so, consider applying for the position of AMATYC Historian. Become more involved in AMATYC and share what you know about AMATYC activities in the past, talk with current and past AMATYC leaders, review past and current projects and activities, and share that information with AMATYC members by updating the current history document.

Duties of the Historian include:

1. Act officially on behalf of AMATYC to collect, compile, and disseminate AMATYC historical documents, data, facts and other information pertinent to the history of AMATYC.
2. Develop and maintain an accurate and complete historical account of the association.
3. Update the AMATYC History annually, and submit to the President, President-Elect, and Secretary for review.
4. Submit the updated version of the AMATYC History to the AMATYC Website Coordinator for posting on the AMATYC website.
5. Prepare a printed version of the AMATYC History every twenty-five years on the anniversary of the founding of AMATYC, or other anniversaries as determined by the AMATYC Executive Board.
6. Remind the Treasurer two years in advance of the anniversary years in order to budget for printing and distribution of the AMATYC History.

Interested applicants should send a letter of interest, along with a vitae to Donna Saye, AMATYC Southeast Vice President, Chair of the Historian Search Committee, dbsaye@georgiasouthern.edu. The term length is five years. The starting date is immediate upon appointment. There is no financial support of this position.

2012 Mathematics Excellence Award Call for Nominations

NOMINATE A COLLEAGUE SOON!

by Rikki Blair

Do you have a colleague who you think deserves special recognition for his or her outstanding contributions to mathematics or mathematics education in two-year colleges? Think about nominating that person for the AMATYC Mathematics Excellence (ME) Award. Nominations are now open for the next AMATYC Mathematics Excellence Award, which will be presented at the 2012 annual conference in Jacksonville, FL.

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 order to consider all candidates on the same basis, any additional materials submitted will not be considered.

Nominations close November 1, 2011.

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).

The Mathematics Excellence Award Committee members were elected at regional meetings at the 2010 annual conference. You may contact one of them for more information.

Committee member	Region	Email
Meredith Watts	Northeast	mwatts@massbay.edu
Jean Lane	Mid-Atlantic	lane@ucc.edu
Elmira Yakutova-Lorentz	Southeast	yakutova-lorentze@brevardcc.edu
Brenda Alberico	Midwest	alberico@cod.edu
Joy Debnath	Central	jdebnath@winona.edu
Marilyn Mays	Southwest	memays@dcccd.edu
Dusty Wilson	Northwest	dwilson@highline.edu
Eric Matsuoka	West	eric.matsuoka@hawaii.edu

Go to the AMATYC website, www.amatyc.org/Get-Involved/nomination-board.htm, for more information. Submit nomination materials by email or US mail to:

Rikki Blair, AMATYC Past President and Chair of the Mathematics Excellence Award Committee

email: richelle.blair@sbcglobal.net,

mailing address: 7461 Winding Trail Place, Concord, Ohio 44077.

Lights, Camera, Action Research Webinar!

SAVE THE DATE: MARCH 4, 2011

by April Ström

Action research in mathematics education is a reflective process of investigation led by a "community of practice" to improve the teaching and learning of mathematics. As mathematics educators, you can conduct action research projects in your classes to better understand how community college students learn mathematics. These classroom projects can lead to larger, more encompassing projects involving several faculty, classes and institutions.

Are you interested in learning about how to conduct action research in your classes? Would you like to learn more about the characteristics of quality research? Would you like to collaborate with other faculty on action research projects? If so, you should attend the upcoming research webinar (part 1) on March 4 from 11:00 am-12:00 pm CST.

Hosted by the Research in Mathematics for Two-Year Colleges (RMETYC) Committee, the purpose of this webinar will be:

- To discuss the characteristics of quality research in mathematics education,
- To learn about action research methodology in mathematics education,
- To design an action research project for immediate implementation in your class.

The learning doesn't stop at the end of the webinar! Participants will be asked to implement an action research project in their class, record their findings, and report on their project during a follow-up webinar (part 2) on Friday, May 6 from 11:00 am-12:00 pm (CST).

Mark your calendars now to attend both webinars! There is space for only 25 participants. More details regarding registration will be sent via email in early January. These webinars are free and open to all members and non-members!

Contact April Ström (RMETYC Chair) at april.strom@sccmail.maricopa.edu for additional information.

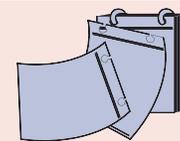
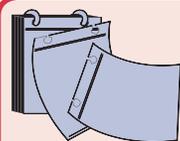
>> **Math Intensive Committee, Cont from page 13**

for Austin to present a full session or to participate by giving a fifteen minute presentation during the theme session. Proposals for the 15-minute talks should be sent to Sandy Poinsett, while proposals to present regular sessions should be submitted using the form available on the AMATYC website.

Committee participation is open to all AMATYC members. To learn more about the AMATYC Math 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 AMATYC committees, visit the website www.amatyc.org.

AMATYC Calendar of Events

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



February 11-12, 2011 FTYCMA Annual Conference, Valencia CC, Orlando, FL. Contact: Rick Pal, drpal100@hotmail.com

February 18, 2011 AlaMATYC Annual Conference, Lawson State CC, Birmingham, AL. Contact: Annette Cook, acook@sheltonstate.edu

February 18-19, 2011 GMATYC Annual Meeting/Georgia Perimeter College Math Conference, Georgia Perimeter College, Clarkston, GA. Contact: Ralph Wildy, rwildy@gmc.cc.ga.us

February 18-19, 2011 WYMATYC Meeting, Riverton, WY. Contact: Valerie Harris, vharris@cwcc.edu

March 4, 2011 ColoMATYC Conference, Pueblo CC, Pueblo, CO. Contact: Erica Hastert, erica.hastert@arapahoe.edu

March 4-5, 2011 KYMATYC Annual Meeting, General Butler State Park, Carrollton, KY. Website: ky.matyc.org/conference.html

March 5, 2011 KAMATYC Conference, Wichita Area Technical College, Wichita, KS. Contact: Brian Howe, howeb@bartonccc.edu

March 10-11, 2011 NCMATYC Annual Conference, Davidson County CC, Lexington, NC. Contact: Nancy Rivers, njivers@waketech.edu

March 25-26, 2011 TMATYC Annual Conference, Dyersburg State CC, Dyersburg, TN. Contact: Timothy Britt, tbritt@jsgcc.edu

March 25-26, 2011 VMATYC Conference, Tidewater CC-Portsmouth Campus, Portsmouth, VA. Contact: John Gallo, jgallo@tcc.edu. Website: www.vmatyc.org

March 26, 2011 SOCAMATYC Annual Conference, Midlands Tech CC, Columbia, SC. Contact: Catherine Whately, cwhatley@yorktech.edu

March 31-April 2, 2011 36th Annual IMACC Conference, Allerton House & Conference Center, Monticello, IL. Contact: Rodger Hergert, rhergert@rockvalleycollege.edu. Website: www.imacc.org

March 31-April 2, 2011 MOMATYC Conference, Columbia, MO. Contact: Lola Swint, Lswint@mail.ncmissouri.edu

April 8, 2011 NebMATYC Conference, Metropolitan CC-Ft. Omaha Campus, Omaha, NE. Contact: Frank Weidenfeller, fweidenfeller@mcneb.edu

April 28-30, 2011 MinnMATYC Conference, Duluth, MN. Contact: Viann Olson, viann.olson@roch.edu. Website: www.minnmatyc.org

April 29-30, 2011 NEMATYC Annual Conference, Cape Cod CC, West Barnstable, MA. Contact: Mary Moynihan, mmoyniha@capecod.edu. Website: www.nematyc.org

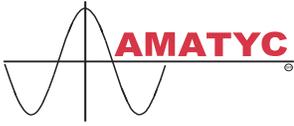
April 29-30, 2011 OhioMATYC Annual Spring Meeting, Punderson State Park, Newbury, OH. Website: www.ohiomatyc.org

May 6-7, 2011 MichMATYC/Michigan MAA Annual Joint Spring Meeting, Western Michigan Univ, Kalamazoo, MI. Website: www.michmaa.org

September 24, 2011 WisMATYC Annual Meeting, Marian Univ, Fond du Lac, WI. Website: wis.matyc.org/FallConferences/index.htm

November 10-13, 2011 37th Annual AMATYC Conference, Austin, TX. Contact: AMATYC Office, amatyc@amatyc.org

There is now 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.

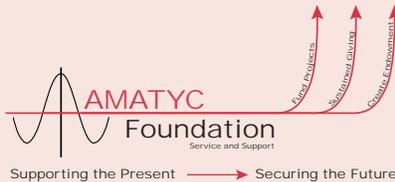


Kathryn Kozak, Editor
 AMATYC News
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Thank You from the AMATYC Foundation!

The AMATYC Foundation kicked off its 2010-2011 fundraising campaign with a splash at the 2010 AMATYC Annual Conference in Boston.

Thanks to those who contributed to the Foundation in 2010 and to the conference attendees who participated in the drawing at the conference. Congratulations to Beverly Meyers, whose winning ticket was drawn at the Saturday breakfast and is the recipient of a complimentary discount conference registration for the 2011 AMATYC Annual Conference in Austin, TX.



AMATYC Foundation Supports

- Mission, Goal, and Activities
- AMATYC Project ACCCESS
- Mini-Grants to Members
- New Endowment Fund

All Gifts Welcomed—Small or Large

- One-Time Donation
- Sustained Giving Plan
- Bequest



You can still get involved! Go to www.amatyc.org/foundation/campaign2010.html today to make a contribution. If you have any questions, contact the AMATYC Office, 901.333.6243, or contact Rikki Blair, Foundation Chair, richelle.blair@sbcglobal.net.

Dates To Remember!

AMATYC Executive Board
 Nomination Deadline:
 February 1, 2011

Call for Presenters for the
 2011 AMATYC Conference
 in Austin, TX
 Deadline:
 February 1, 2011

AMATYC Mathematics Excellence Award
 Nomination Deadline:
 November 1, 2011

Download *The Right Stuff* modules:
www.TheRightStuff.AMATYC.org/

**For more information visit
www.amatyc.org**