



THE NEW ORLEANS IN MINNEAPOLIS CONFERENCE

by Keven Dockter

The 2007 AMATYC Conference promises to be an event that will be remembered! The local committees from Minneapolis and New Orleans have been working hard to provide a unique event that will make everyone in attendance want to come back to Minneapolis in the future! You will find the Professional Networking/Hospitality Room and the Internet Café conveniently located next to each other on the second floor of the Hyatt Regency Hotel. In the Professional Networking/Hospitality Room, you will be able to find information about restaurants and local attractions, suggestions from local committee members, and a place to relax and visit with colleagues from across the nation.



Entertainment is plentiful in the Minneapolis/St. Paul area. During the conference you can attend:

- Disney's *The Lion King*

Appearing at the Orpheum Theatre is Disney's *The Lion King*. Marvel at the breathtaking spectacle of animals brought to life and let your imagination run wild at the Tony Award®-winning Broadway sensation *Newsweek* calls "a landmark event in entertainment."

- *An Evening with Beethoven*

For the music lovers, the Minnesota Orchestra presents *An Evening with Beethoven*. Orchestra Hall is just a few blocks from the conference hotels!

- *A Day in Pompeii*

On display at the Science Museum of Minnesota in St. Paul is *A Day in Pompeii*, an extraordinary exhibition about the rich culture, spirituality, and day-to-day customs of the people of ancient Pompeii. The exhibit features priceless artifacts that tell the story of a city, and a period in time, steeped in legend and mystery.

Check the conference website for more information about what is happening in the Twin Cities during the conference. We hope you are getting excited about attending the 2007 AMATYC conference! The outstanding sessions and interaction with your colleagues will provide you with many opportunities to "Build a Better Tomorrow."

AMATYC FOUNDATION AND MINNMATYC PRESENTS *CALCULUS: THE MUSICAL!*

After enjoying one of the many fine restaurants in the downtown area, join your colleagues for a relaxing, entertaining, and incredibly fun evening! The event will begin with a time for socializing while you are treated to some outstanding jazz music performed by a local community college jazz ensemble. Then sit back, brush off your calculus notes, and enjoy a performance of *Calculus: The Musical!*

Calculus: The Musical! is a comic "review" of the concepts and history of calculus. It was born as a teaching tool in Marc Gutman's classroom. As a licensed mathematics teacher, Marc found that setting formulas and rules to music helped his students learn and retain tricky information. "Maxima" and "minima" is an abstract concept to a lot of us, but when sung as a rousing "Can-Can" chorus, it's fun and easy to remember! A blend of sketch comedy, musical theatre, and classroom lecture, MATHEATRE has created a performance piece to show that although calculus is used in rocket science, well...it isn't exactly rocket science.

Using musical parodies that span genres from light opera to hip hop, performers Gutman and Sadie Bowman introduce and illuminate concepts such as limits, integration, and differentiation. With their unique comic style they dramatize some high points of calculus' history. From Archimedes to Riemann, the quest for the instantaneous rate of change and the area under the curve comes to life through song! Musical tributes to The Beatles, Gilbert & Sullivan, Madonna, Petula Clark, and even Eminem are just a few of the artists who have inspired this engaging and educational lesson that is nothing at all like your textbooks. *Calculus: The Musical!* promises to be entertaining to the arithmophobe and the rocket scientist alike.

The performance will be Friday, November 2, in the Nicollet Grand Ballroom B/C of the Hyatt Regency Minneapolis. Cost for the play is \$35/person. As with any AMATYC Foundation event, your ticket purchases are tax-deductible (to the extent provided by law) to the AMATYC Foundation.

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KATHY MOWERS OWENSBORO COMMUNITY & TECHNICAL COLLEGE OWENSBORO, KY

Reflect! By the time you read this, many of you will have completed your semester and will have time to reflect on the last academic year and plan for the next one. In our reflection, we all have the tendency to remember the high points and the low points. Many times I think about those great early years of my community college teaching experience. Until that is, I look at old grade books. Things aren't always as they are remembered!

One year in the recent past, I remember having a really great 8 a.m. class and a not so great 9 a.m. class. My interactions with these two classes were diametrically opposed. The 8 a.m. class was attentive, interested, and quiet. The 9 a.m. class was talkative, questioning, and often critical. All semester I was very complimentary toward the 8 a.m. class. "How well you are all doing," I would tell them often. Their test scores backed me up. Then after the semester was complete, and the grades were submitted, my division chair gave me the results of the student evaluation of instruction. "Unbelievable," I said to my colleagues, "this just can't be correct." The 8 a.m. evaluation results were lower than the 9 a.m. results. Things aren't always as they appear!

How do we minimize basing our decisions on appearance or on our impressions? What made the difference in these two very simple cases? I would suggest that statistics and documentation shed light on the subject, and I would consider classroom assessment techniques to be one of the answers.

Classroom assessment techniques can take very little time out of your class period and can provide benefits that far outweigh the costs. Classroom assessment techniques are a formative, ongoing method of receiving and responding to student feedback. You can stop your class with a minute to go and ask each student to answer anonymously a question such as, "What is the most important thing that you learned today?" Treated as an exit ticket, often the instructor learns as much as the students.

Described by Thomas A. Angelo and K. Patricia Cross in *Classroom Assessment Techniques: A Handbook for College Teachers*, many resources on classroom assessment are available for classroom instructors. According to *Beyond Crossroads*, "Good teachers have always monitored student learning, but assessment makes this monitoring more systematic." Documenting the results may take you a little more time, but if you have those results, now that it is the end of the term, you can review the results, reflect, and consider how you might improve student learning during the next term.

If you are not already using some of the classroom assessment techniques, you might check out the Angelo and Cross book, and plan to try one of their ideas for the next term. Have a wonderful summer, and I hope you take the time to reflect and plan!

AMENDMENT PASSES

This spring, a ratification ballot was mailed to all regular and life members of AMATYC to vote on an amendment to the AMATYC Constitution and Article 11 of the Bylaws. A total of 455 ballots were received and 392 members (or 86% or those voting) approved the amendment. Therefore, at the fall 2007 board meeting, the annual regular AMATYC membership dues will be set by applying the Consumer Price Index-Urban Consumers (CPI-U) for the last two years to the current dues and rounding up to the nearest whole dollar. The dues increase will take place on July 1, 2008. The amendment also provides that in the event there is a need for a change other than the calculated rate, the new rate must be brought to the Delegate Assembly for approval.

IN SEARCH OF 2008 MATHEMATICS EXCELLENCE AWARD NOMINEES

Who comes to your mind when you think of someone who has made significant contributions to mathematics or mathematics education at the two-year college? Has this person been recognized with an AMATYC Mathematics Excellence (ME) Award? If not, nominate that person. The criteria for the ME Award are national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a regional, state, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education.

The ME Award is presented every other year in even-numbered years, so if you miss this year's deadline, it will be two years before you will again have the opportunity to submit a ME nomination. There is something very satisfying about honoring a colleague by nominating them for an award such as the ME Award. A nomination consists of a resumé, not to exceed three pages, and three letters in support of the nomination, one of which is the letter of nomination. At least one of the letters of support should be from a region other than the nominee's AMATYC region.

Nominations should be sent to the Chair of the Mathematics Excellence Award Committee and **must be received by the committee chair by Friday, November 2, 2007.**

Additional information about the Mathematics Excellence Award may be found at www.amatyc.org/awards/Math-Excellence/Nomination.htm or contact Judy Ackerman, Chair ME Award Committee at judy.ackerman@montgomery-college.edu.



TWO-YEAR COLLEGE FACULTY TO GATHER AT ICME-11 Monterrey, Mexico, July 2008

Faculty from all over the world who teach at two-year colleges, polytechnics, colleges of technology, and other non-university, tertiary institutions will meet in two venues at the Eleventh International Congress on Mathematical Education in Monterrey, Mexico, July 6-13, 2008. Former AMATYC President Sadie Bragg, Borough of Manhattan CC, NY, will lead a Discussion Group on "Current Problems and Challenges in Non-University Tertiary Mathematics Education." This group, which will meet on more than one occasion over the course of the Congress, will be co-chaired by a colleague, to be named, from a non-university, tertiary institution. Anyone attending the Congress is invited to participate in this Discussion Group.

A second opportunity will be afforded mathematics educators attending the conference to participate in a workshop on a yet-to-be-chosen aspect of education of common interest to the types of institutions that are characterized by the phrase "Non-University Tertiary Institutions." This workshop will follow the Congress and will be chaired by Sadie Bragg and co-chaired by another former president of AMATYC, Marilyn Mays, North Lake College, TX.

AMATYC has played an active role in ICME, beginning with ICME-8 in Seville, Spain in 1996. In 2000 at ICME-9, Marilyn Mays chaired a Group attended by more than 70 faculty from non-university, tertiary institutions in Tokyo, Japan. At ICME-10 in Copenhagen, Denmark in 2004, she co-chaired a similar study Group with Sergiy Klymchuk of New Zealand.

These Congresses have been attended by many AMATYC members. Plans are to provide faculty from the U.S. the option of flying to a city in the southwest and taking a charter luxury bus directly to the congress hotels in Monterrey. If you are interested in the Congress and this convenience of travel, e-mail Marilyn Mays, memays@dccd.edu, and put "Bus to ICME-11" in the subject line. You will be contacted when more information is available.

To obtain more information about the Congress as it becomes available, go to www.ICME11.org.mx. Information about Monterrey, Mexico, may be found at www.turismomonterrey.com/english.

THE RIGHT STUFF REFOCUSING COLLEGE ALGEBRA

Are too few students passing your college algebra course? Do you hear comments from faculty or students that the course is not relevant? Do you feel that changes need to be made, but do not know how to start? Are other departments using your course to filter out students? Then you might want to participate in one of AMATYC's new Traveling Workshops on improving college algebra.

In late February 2007, AMATYC received funding for an NSF CCLI grant, "The Right Stuff," written to support reinvigorating the college algebra curriculum. One of the goals of the grant is to provide workshops to departments interested in refocusing college algebra.

A few departments will be chosen to participate in free workshops designed to assist faculty in making changes tailor-made for their department's needs. These changes will be consistent with those proposed in AMATYC's *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College* document released in November 2006 and will also follow CRAFTY's "College Algebra Guidelines" endorsed by the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America.

The workshops, designed to meet the needs of participants, will focus on appropriate content, the use of technology, assessment strategies, the use of alternatives to lecture, as well as other ways to improve students' attitudes about mathematics in general and college algebra in particular. The workshops will present examples of student-centered, activity-based instruction, including small group activities and projects, and the use of technology as a tool in problem-solving and exploration, and conducting a variety of ongoing assessment activities.

If you would like your department to host one of these workshops, complete the application form that can be downloaded at www.TheRightStuff.AMATYC.org/application.htm.

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LAST CALL FOR POSTER SESSION

Once again there will be an NSF-sponsored poster session at the AMATYC Annual Conference, November 1-4, 2007, in Minneapolis. After researching the NSF website, applications have been sent to many of you. Some who have been successful grant writers may have received an award too recently to be listed, may have been missed, or may have a new email address. If so, you are invited to contact Mary Kay Abbey at marykay.abbey@montgomerycollege.edu for an application. Your poster will alert many of our members to grant possibilities and give you an excellent venue for publicizing your results.

CROSSROADS CORNER

INVOLVEMENT OF STAKEHOLDERS

by Bruce Yoshiwara

Stakeholders in Two-Year College Mathematics

AMATYC's standards document, *Beyond Crossroads*, devotes an entire chapter (Chapter 9) to the involvement of stakeholders in the implementation of mathematics standards. Two-year college mathematics faculty are not alone in shouldering the responsibility for improving mathematics education. Our students are best served with the involvement of

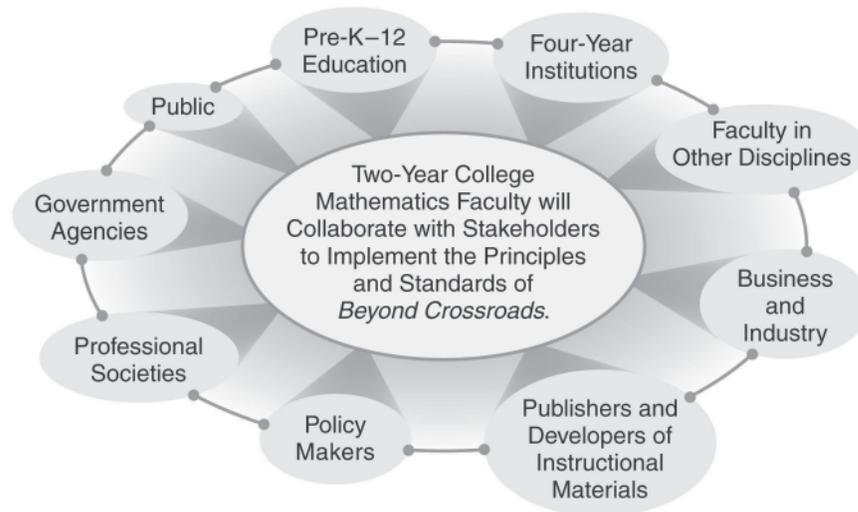
- the mathematics community to build public understanding of and support for improvements in mathematics education;
- pre-K-12 institutions and four-year institutions to align exit and entrance requirements, instructional strategies, and curricula;
- faculty in other disciplines to infuse mathematics across the curriculum;
- publishers and developers of instructional materials to create standards-based instructional resources;
- business and industry so that desired employee skills and strategies for achieving them are outlined and incorporated into mathematics courses and programs;
- professional societies, government agencies, and educational institutions to build consensus and provide guidance to practitioners.

The vision of *Beyond Crossroads* includes an action plan led by two-year college mathematics faculty collaborating with all stakeholders to improve student learning of mathematics in the first two years of college. The figure [from *Beyond Crossroads* page 72] depicts two-year college mathematics faculty at the center of this collaboration.



The Involvement of Stakeholders

Figure 4 Collaborating with Stakeholders



How do we achieve this collaboration? In many cases, the mathematics faculty will initiate the contact. *Beyond Crossroads* includes implementation recommendations for building public understanding and support, to connect with pre-K-12 schools and higher education, to connect faculty with publishers and instructional resource developers, to connect education with business and industry, and to connect professional societies, government agencies, and policy makers with education. For example, two-year colleges play a critical role in the preparation of future teachers. Involvement with pre-service teacher training or in-service professional development for K-12 teachers affords opportunity to work with both K-12 and university faculty. And serving on a state textbook adoption committee will include publishers in the mix!

For more information, visit the *Beyond Crossroads Live!* website at www.beyondcrossroads.com/, or contact Bruce Yoshiwara, the *Beyond Crossroads* implementation coordinator, at bcic@amatyc.org.

SUPPORTING STUDENTS WITH DISABILITIES

by Rick Pal

As more and more of our students are identifying themselves with disabilities, especially in the area of mathematics, at Valencia CC, Orlando, FL, the Office for Students with Disabilities (OSD) has identified a few strategic ways mathematics faculty and faculty in general can protect themselves and provide information to students with disabilities.

Critical Ways Faculty Can Support All Students with Disabilities

Syllabus Statement

It is important for students to notify faculty in a timely fashion of any special accommodations they may need. We suggest faculty encourage students to notify them of any disabilities by including the following statement in each syllabus: "Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities." A further recommendation is that the statement be read aloud by the faculty member during the first week of class. This approach demonstrates to students that you are someone who is sensitive to and concerned about meeting students needs. Furthermore, it affords students the opportunity to make their accommodation needs known to you early in the semester.

Confidentiality

It is essential that disability information be kept confidential. At no time should the class be informed that a student has a disability. All the information that a student gives to the faculty member is to be used specifically for arranging reasonable accommodations for the course of study. We recommend that students bring letters verifying their accommodations to faculty during office hours or by special appointment. At that time, arrangement of accommodations can be discussed in private and written record of it established.

Textbooks, Course Packs, and Syllabi

Please make your book selections, compiled course packs, and syllabi available in a timely manner. Students who are blind, have visual impairments, or other learning disabilities affecting their reading rates and comprehension require printed materials that are transformed into alternate formats. Conversion of text into a spoken format or Braille can be a time-consuming process taking as much as six months to complete. Your syllabus should determine the extent to which each text will be used and the order in which reading assignments will be completed. Also, supplemental utilities such as CDs, DVDs, videotapes, and other learning devices may require closed captioning which requires time to expedite.

AMATYC PROJECT ACCESS

by Karen Gaines

AMATYC Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service), a mentoring and professional development initiative for new two-year college mathematics faculty, is currently accepting applications for the 2007-2008 Cohort of Fellows. The project's goal is to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community.

The highly successful project has already benefited over 80 new faculty members at two-year colleges. If you are a new faculty member, or know of someone else who is, please encourage them to apply for this wonderful project. The project is for faculty in the first, second, or third year of a full-time teaching position at a two-year institution.

Applications and important information are available on the AMATYC website. **The deadline for applications is June 15, 2007.** The twenty-four Fellows to be selected will attend the AMATYC annual conferences in Minneapolis in 2007 and Washington, D.C., in 2008, where they will attend special sessions designed for new faculty as well as many of the conference sessions and activities.

The Project Coordinator is Karen Gaines from St. Louis CC. If you or any new faculty in your department have any questions, feel free to contact her at kgaines@stlcc.edu. For more details, visit the AMATYC website at www.amatyc.org.

AMATYC PROJECT ACCESS TEAM MEMBERS APPOINTED

In March, the AMATYC Board appointed the following AMATYC members to the AMATYC Project ACCESS Team to assist the Project Coordinator, Karen Gaines.

Program Assistant:	Melissa Leubben, Columbus State CC, OH
Project Assistants:	Ana Jimenez, Pima CC, AZ (former Fellow) Kendall Jacobs, Casper College, WY
Network Assistant:	Brad Chin, West Valley College, CA
Web Assistant:	Ron Eby, Blinn College, TX (former Fellow)
Selection Committee:	Donna McNatt, Cuyahoga CC, OH (former Fellow) Jacque Freudenthal, Spokane CC, WA (former Fellow)

FUTURE AMATYC CONFERENCES

2007	New Orleans in Minneapolis	November 1-4
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11

DEVELOPMENTAL MATHEMATICS

by Jack Rotman

The Developmental Mathematics Committee (DMC) now has a leadership team which includes chairs of the four new subcommittees. The leaders are Judy Giffin (OH) for Instructional and Technology Issues; Joseph Steever (VA) for Content, Assessment, and Retention Issues; Gail Burkett (FL) for Faculty Development; and Eric Aurand (TX) for Research Issues. To contact one of these chairs, look at the committee website, <http://devmath.amatyc.org>.

The website also has all of the committee's newsletters, including the latest issue (April 2007). Additional resources will be added to the website during the next year, based on the subcommittees' work.

At the Minneapolis conference, the DMC will have two meetings with a focus on connecting members with the committee and the work of the subcommittees. We hope that you will consider attending the conference, and that your conference plans will include one or both of our meetings.

Of course, you can still become involved with the committee's work even if you cannot attend the conference. Refer to the newsletters on the website or contact a leader within the committee for more information.

DISTANCE LEARNING

by Mary Beth Orrange

The quality of an online course matters! A variety of methods for determining the quality of online courses exists. One such method was developed by a statewide consortium of Maryland colleges utilizing a three-year FIPSE grant to certify the quality of online courses and online components. The project included the development of a standards rubric to evaluate the quality of online courses. This project, titled "Quality Matters," is described at the website, www.qualitymatters.org. The California State Univ has developed its own rubric for answering the question "What does a high quality online course look like?" This measurement instrument is found at the site www.csuchico.edu/celt/roi/index.html. If you teach online or are considering teaching

online, use these tools to assist in improving the quality of your course!

Discussions on relevant topics such as these are held by the Distance Learning Committee throughout the year using the MathViaDistance mailing list. To join, send Mary Beth Orrange an email.

PLACEMENT AND ASSESSMENT

by Ed Gallo

The Placement and Assessment Committee (PAC) has some great examples of assessment projects that promote the messages of chapter 5 of *Beyond Crossroads* on our Placement and Assessment Committee (PAC) website, <http://placement.amatyc.org/>. If you have an example of an excellent assessment project and want to share it with others in AMATYC, please contact Jim Ham, jaham@alpha.delta.edu.

You can also find the Placement and Assessment Committee's December 2006 Newsletter on the PAC website. The PAC is always looking for articles for our PAC Newsletter. Please send any short articles or other items that you think would be of interest to all of the PAC membership to Ed Gallo or Jim Ham, the secretary and newsletter editor.

When you visit the PAC website, you will notice that we have a section on "History of PAC." Please send me an email with any additional information that you may have on the Placement and Assessment Committee so that we can update our history.

You are invited to visit the PAC website to find out more about the PAC and its three subcommittees:

- * Classroom Assessment,
- * Course and Program Assessment, and
- * Placement.

COPY RIGHTS

Know Your Copy Rights, available for purchase or located at www.knowyourcopyrights.org/resources/fac/faq/, is a user-friendly resource for faculty teaching in face-to-face classroom or online. The author explains copyright regulations for educational use of copyrighted materials by faculty in a FAQ format.

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

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AMATYC COMMITTEES

Contact the Chair of a committee that interests you for information about committee activities. AMATYC Committees are very active and complete much of their work at the annual conference. The committees listed here welcome your participation and input.

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FRANK MCCOURT'S *TEACHER MAN*

(abridged audio version)

Book Review by Kathy Mowers

Before Frank McCourt wrote his best-selling memoir, *Angela's Ashes*, he taught English in the New York City school system for 30 years. He worked days, nights, and summers in five different high schools and one community college. By his own count, 12,000 students listened to him "lecture, chant, encourage, ramble, sing, declaim, recite, preach, [and] dry up." Listening to him tell his story in his delightful, brogue-brushed voice is a great way to laugh, cry, and get angry on behalf of teachers everywhere. At one point, he says, "I'm told I should keep a red pen to record the bad things, but the school hasn't supplied one, and now I have to request it on a form or buy one in a shop because the red pen for the bad things is the teacher's most powerful weapon." It was obvious from the story that McCourt had a lot more going for him than the powerful red pen.

McCourt learned early that he needed to teach English in the context of his students' lives. Realizing that students were forging excuse notes, he had his students write excuse notes from famous or infamous historical persons and write reviews of their family dinner the evening before as exercises in creative writing.

Without the recommendation of Francis (Skip) Fennell's NCTM president message (www.nctm.org/news/president/2006_07president.htm), I would have missed listening to this poignant and entertaining memoir full of new anecdotes. Thanks, Skip!

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AMATYC AT AACC

To support our membership, AMATYC sponsored a booth at the American Association of Community Colleges conference in Tampa, FL. Cheryl Cleaves and Margie Hobbs staffed the booth. Some of the mathematics faculty who visited the booth included Judy Marwick, Kelly Sanchez, Cindy Soderstrom, and Shirley Thompson. This year's theme for the booth was *A NEW VISION for Community Colleges*. The booth offered AMATYC the opportunity to encourage college presidents and deans to support their mathematics faculty in professional development through conference attendance, summer institutes, and traveling workshops. In addition to the booth in the Exhibit Hall, Rob Farinelli, Judy Ackerman, and Susan S. Wood presented a session, "Building Success in Mathematics for All Community College Students: An Investment in the Future."



Judy Ackerman and Cheryl Cleaves (behind table) visit with Shirley Thompson.

ALASKA

The Univ of Alaska Fairbanks is using an interactive tutoring system in some sections of Developmental Mathematics this semester. They are keeping statistics on the results for this trial semester and hope to incorporate the system more fully into their curriculum in the future.

Debbie Moses and **Jane Weber** are also initiating a 2-week "Fast Track" mathematics course this August immediately preceding the fall 2007 semester. According to the program designer, **Bill Coe** of Montgomery College, students taking this fast paced refresher course may be able to jump ahead one or two class levels from where they were previously placed.

ARIZONA

At the Spring 2007 ArizMATYC Conference at Glendale CC, keynote speaker **John Hornsby** entertained us with his humorous Hollywood mathematics movie clips featuring the Scarecrow of Oz, Danny Kaye, Abbott and Costello, Lisa Simpson, and Jeff Foxworthy as they expounded on various mathematics topics.

Pat McKeague shared how he interests developmental algebra students in careers as community college mathematics instructors. He instills confidence and ambition in his students by displaying resumés from his colleagues who started in developmental mathematics, expressing his own enjoyment of teaching, and showing them what they need to do to become mathematics instructors themselves.

April Strom explained her research project on understanding secondary mathematics teachers' ways of thinking about exponential functions. And **Debra Rader**, a representative from the Governor's office, described the new Arizona P-20 initiative. The purpose of P-20 is to improve education in Arizona by aligning programs and policies from pre-school through post-secondary education to ensure more students graduate from high school, succeed in college and are ready for the modern workforce.

CALIFORNIA

The twenty-second annual conference of CMC³ South took place March 2-3, 2007, with close to 300 registered participants. The program, organized by President-Elect **Carol Murphy**, included presentations by **Joe Vasta**, entitled "Math to Math Resuscitation: Ideas to Bring Your Class Back to Life," and **Andres Nestler**, who gave a humorous Saturday luncheon

talk entitled, "Engaging Students with Significant Mathematical Content from 'The Simpsons'."

GEORGIA

At GMATYC's annual meeting during the Georgia Perimeter College Mathematics Conference, it was announced that **John (Jack) Robertson**, Georgia Military College-Milledgeville, is GMATYC's new president-elect. He joins president, **Jessica Craig**, and past president, **Donna Saye**; secretary, **Lisa Yocco**; treasurer and voting coordinator, **Alice Pierce**; publications chair, **Alvina Johnson Atkinson**; and webmaster, **Calandra Davis**. At this meeting, we voted to send \$200 to the AMATYC Foundation, Special New Orleans Fund.

At the GPC Mathematics Conference, which celebrated its twentieth anniversary, **Gary Rockswold**, professor of mathematics at Minnesota State Univ-Mankato, gave the keynote address entitled "Mathematics, Science, and Reality." It was truly fascinating, introducing the audience to the strange worlds created by Einstein's relativity, quantum physics, and string theory. Afterwards, he provided an opportunity for further discussion in his filled-to-capacity workshop, "Just How Much Power Does Math Have?" The other workshop presenters were **Bruce Wahl**, **Paul Zorn**, **Fred Peskoff**, and **James Wilson**. Sixteen parallel sessions were also presented. Thanks to **Kouok Law**, conference chair, it was a wonderful conference. Next year's conference chair will be **Andrea Hendricks**.

ILLINOIS

The Elgin CC Mathematics Department held a Mathematics Professional Day on February 2, 2007. Full-time and adjunct faculty worked together in re-discovering the Standards by studying the 2006 release of AMATYC's *Beyond Crossroads* document. Faculty took turns giving presentations, beginning with a brief history of Elgin CC and our current demographics. Future goals regarding implementation of the Standards include a review of mathematics placement policies and ways to enhance mathematics courses.

NEVADA

NevMATYC held its annual meeting on April 20, 2007, at Truckee Meadows CC in Reno, NV, in conjunction with the

Nevada Community Colleges Conference. **Jeff Downs** from Western Nevada CC has been elected the new president and will take office on July 1, 2007.

NORTH CAROLINA

NCMATYC celebrated its 17th Annual Spring Conference on the Central Piedmont CC campus in the heart of downtown Charlotte, NC. This year's conference was held in conjunction with SoCaMATYC and had over 170 in attendance. The keynote speaker, **Frank Wilson**, Chandler-Gilbert CC in Mesa, AZ, shared his ideas for making real world connections to mathematics. It was a great opportunity to meet with old friends and new friends alike.

Our newsletter will have a new editor, **Daniela Zemanek** from Pitt CC, in the fall. Daniela takes over for **Helen Kohlman** who has served as our editor since 2005.

OKLAHOMA

OKMATYC's spring meeting was held March 2 and included a panel discussion "Findings from the 2006 National AMATYC Conference from Cincinnati, Ohio" where several OKMATYC members who attended the conference shared their favorite new ideas.

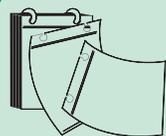
New officers elected for 2007-2009 are president, **Linda Tucker**, Rose State College; president-elect, **Chris Oehrlein**, Oklahoma City CC; secretary/treasurer, **Marcel Maupin**, OSU-OKC; past president, **Brena Bellovich**, Tulsa CC.

PACIFIC ISLANDS

PIMATYC has elected their new officers: president, **Eric Matsuoka**, Leeward CC; president-elect, **Jijia YG Seffrood**, Leeward CC; secretary, **Mary Beard**, Kapiolani CC; and treasurer, **Jennie Thompson**, Leeward CC.

WASHINGTON

The first annual Western Washington Community College Student Mathematics Conference drew approximately 53 participants to the Green River CC campus on Saturday, February 24. Students from Bellevue CC, Cascadia CC, Clark College, and Green River CC gathered to enjoy talks given by fellow students about the interesting and exciting mathematics they are encountering both inside and outside their classrooms, and some instructors also gave presentations to amuse and enlighten the students.



AMATYC CALENDAR OF EVENTS

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

June 7, 2007 DELMATYC Spring Conference, Delaware Technical & CC-Terry Campus, Dover, DE. Conference website: <http://del.matyc.org/>

June 15-16, 2007 Southwest Regional Conference, San Antonio, TX. Conference website: www.swregion.matyc.org. Contact: Linda Zientek, lzientek@blinn.edu

September 28-29, 2007 MichMATYC Annual Conference, Mott CC, Flint, MI. Contact: Karen Sharp, ksharp@mcc.edu, or Bernie Cunningham, bernard.cunningham@mcc.edu

September 29, 2007 WisMATYC Annual Conference, Fox Valley Tech CC, Appleton, WI. Contact: Kevin Mirus, kmirus@matcmadison.edu

October 5, 2007 ArizMATYC Fall Meeting, Yavapai CC, Prescott, AZ. Contact: David Graser, 928.776.2108, david_graser@yc.edu

October 25-26, 2007 SOCAMATYC Fall Meeting with the South Carolina Council of Teachers of Mathematics, Carolina First Center, Greenville, SC. Contact: Laura Hoye, laura.hoye@tridenttech.edu

November 1-4, 2007 33rd Annual AMATYC Conference, Minneapolis, MN. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

March 28-29, 2008 SOCAMATYC Spring Meeting with the Southeastern Section of the Mathematics Association of America, The Citadel, Charleston, SC. Contact: Gerald Marshall, gmarshall@tctc.edu

November 20-23, 2008 34th Annual AMATYC Conference, Washington, D.C. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 12-15, 2009 35th Annual AMATYC Conference, Las Vegas, NV. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 11-14, 2010 36th Annual AMATYC Conference, Boston, MA. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 10-13, 2011 37th Annual AMATYC Conference, Austin, TX. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 8-11, 2012 38th Annual AMATYC Conference, Jacksonville, FL. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

SOUTHWEST REGIONAL CONFERENCE

Where can you hear Joseph Gallian, president of the MAA, visit the Alamo, and eat at great restaurants along the River Walk



all in the same weekend? The answer is San Antonio, TX, during the AMATYC Southwest Regional Conference, June 15-16, 2007.

Take the opportunity this summer to recharge your batteries and enjoy some great Texas hospitality while you attend sessions focused on two-year college mathematics. In addition to Joe Gallian's talk, "Using Mathematics to Create Symmetry Patterns," you will hear from Gloria White, Managing Director of the Charles A. Dana Center, and other mathematics colleagues from around the country. All sessions will be held at San Antonio College.

Registration information is available on the conference website at www.swregion.matyc.org.

We hope you will join us in San Antonio!



COMMON HIGH SCHOOL MATHEMATICS TEST

In April 10, 2007, it was announced that the geographically diverse states of Arkansas, Kentucky, Indiana, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania, and Rhode Island would together develop a common high school mathematics test. This group of nine states has decided to share a test and standards for Algebra II, explaining that Algebra II shouldn't vary across state lines. The states are still trying to figure out which students will be given the test in the short term, but eventually the test will likely be given to all students who take Algebra II.

The issue of testing has gained attention since the passage of the federal 2002 *No Child Left Behind Act*, which requires states to administer mathematics and reading tests in grades three through eight and once in high school. The law says all children should be proficient, or generally working on grade level, by 2014.

According to an Associate Press release, Arkansas Commissioner of Education Ken James states, "These youngsters aren't going to stay in our respective states for the most part," James said. "They're going to need portable skills, and we should be able to agree on what those portable skills are going to be."

AMATYC President Kathy Mowers was a member of a team of college mathematics professors who reviewed the Algebra II end of the course exam questions in late April.

AMATYC sends their heartfelt condolences to the Virginia Tech family. May you find healing from the pain and the strength to meet the challenges of tomorrow.



FORTY YEARS IS JUST A BEGINNING!

THE HISTORY OF NYSMATYC

by Maryann Justinger

In early 1966, John Vadney organized a group of two-year college mathematics faculty to present a panel discussion at the Sixteenth Annual Meeting of the Association of Mathematics Teachers of New York State (AMTNYS) to be held in Syracuse on May 6-7, 1966. The section meeting was entitled "Mathematics in the Community College." The five panel members were John Vadney, Fulton-Montgomery CC (Moderator); Anthony Behr, Queensborough CC; Robert Burghardt, Rockland CC; Deane Goodness, Jefferson CC; and Calvin Lathan, Monroe CC.

Although the main topic of the panel discussion was to be placement of freshmen into mathematics courses, the following excerpts from the letter written by John Vadney to panel members shows the broader problem that would be addressed by the panel:

"...As of this time, one thing seems to be shaping up is the question of an organization of two-year schools, devoted exclusively to the problems of the mathematics curriculum. I have talked to other members of the panel..., and most of them think that this might be a good idea. ...I would like to hear from you concerning this potential organization, as I would like to be able to offer some concrete suggestions at the time of the meeting."

That panel discussion, held in Syracuse on May 6, 1966, clearly marks the birth of NYSMATYC. The movement to create a statewide two-year college mathematics association had begun.

In order to continue the discussions regarding a new association with a larger audience, John Vadney made arrangements for a mathematics group meeting to be scheduled at the Annual Two-Year College Conference held at the Agricultural and Technical College in Delhi from June 15-17, 1966. Because of the late date of the decision, the mathematics group meeting was listed on the addendum sheet to the program. One of the topics listed for discussion at the group meeting was "Affiliation or Association?"

It became obvious at this meeting that there was a definite interest in creating a new association which would be independent of the mathematics organizations in existence at that time. A Constitution Committee, with John Vadney as chairman, was chosen at the meeting. Its mandate was to start work on a constitution and by-laws for the new group, as well as to develop a statement of purpose and a philosophy. As a starting point, the constitution of a newly formed Association of Physics Teachers was used.

During the summer of 1966, John Vadney personally invited Herb Gross of Corning CC to become involved in this fledgling organization. John recognized that Herb Gross had the personality and style that would be very helpful in getting the organization started. Without hesitation, Herb joined in the movement. Although John Vadney would continue to play a leadership role in the formation of the organization, the impetus for action would now shift from John to Herb Gross, a position that Herb was to maintain through the early days of the association.

With the reopening of college in September, questionnaires and newsletters about the new association began pouring out of Corning CC. During this time, Herb Gross developed a plan to hold a meeting in conjunction with the AMTNYS Convention in May 5-6, 1967. The meeting would take the form of a pre-conference beginning on Wednesday evening, May 3, and would continue on Thursday with a full schedule of meetings/panel discussions. During this time period, the constitution for the new association would be considered.

Herb's double conference concept was well received. In November 1966, a letter outlining the plans for the two-pronged meeting in May 1967 was sent to two-year college mathematics educators throughout the state. Herb Gross enlisted Calvin Lathan of Monroe CC to make the hotel arrangements for the pre-conference. By February 1967, Calvin had made firm plans with the Hotel Syracuse to provide facilities for the Community College Teachers of Mathematics, the interim name of our new organization. In addition, the program for the pre-conference was complete.

In April 1967, John Vadney, Chairman of the Constitution Committee, sent the members of the Constitution Committee a copy of the revised constitution. The copy contained all the suggestions made by the members. The deadline for any further revisions was April 21. The Wednesday night panel of the pre-conference was designated as the time to present the proposed constitution for ratification. By this time, a second name appeared for the yet nonexistent association—New York State Mathematics Association of Junior Colleges.

On Wednesday evening, May 3, 1967, 80 two-year college mathematics educators representing 23 of the state's two-year colleges met at 9 p.m. in the Cavalier Room of the Hotel Syracuse. The meeting was called to order by John Vadney, who then gave a brief review of the beginnings of the organization.

A motion was made by Robert Meecham of Fulton-Montgomery CC and seconded by Abe Weinstein of Nassau CC to form an organization to be known as the Association of Mathematics Teachers of the Two-Year Colleges of New York State. The motion was carried unanimously. A second motion was made by David McNitt of Corning and seconded by Larry Claire of Monroe CC that the constitution be accepted with, however, the name amended as above. The motion passed unanimously, and NYSMATYC was born.

Shortly after this, other states started forming MATYC organizations; Pennsylvania (PSMATYC) in 1970 and Oklahoma (OJCMA) in 1971. In 1972, the California Mathematics Council of Community Colleges (CMC³) became the state's first association formed by and for two-year college mathematics instructors. The Ohio Mathematics Association of Two-Year Colleges (OhioMATYC) was also formed in 1972. MATYC associations flourished in Connecticut, Florida, Illinois, Kentucky, Maryland, Massachusetts, and Washington State.

Many of these organizations were formed because of the encouragement and impact of The Mathematics Associations of Two-Year Colleges (MATYC) Journal which began in 1967, edited

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WINDOW ON WASHINGTON

The National Mathematics Advisory Panel has released its Preliminary Report, which is available for viewing at www.ed.gov/about/bdscomm/list/mathpanel. The 16-page Preliminary Report includes reasons for the creation of the Panel, background on the Panel's structure, an overview of the five Panel meetings to date, and the current status of the Panel's work.

The Panel divided itself into four working groups that focused on particular areas relevant to the charge of the Panel. Those groups are focused on

1. Learning Processes: what is known about how children learn mathematical concepts and skills, including the processes by which students of various abilities and backgrounds learn mathematics.
2. Conceptual Knowledge and Skills: essential mathematical concepts, skills, and knowledge for the Pre-K - 8 grades leading to algebra.
3. Instructional Practices and Materials: techniques and tools necessary to teach mathematics.
4. Teachers and Teacher Education: development and deployment of the professionals who teach mathematics.

The President's Executive Order that established and charged the National Mathematics Panel expires on April 18, 2008, and the Panel is expected to release a final report in early 2008.



**Continued from page 10

by George Miller and Frank Avenoso (Nassau CC, NY) as a New York State newsletter. In 1970, this publication, *The MATYC Journal*, expanded to include nationwide editorial representation and input. The Journal's articles, letters, and editorials reflected the long-felt need in two-year college educators to develop a separate national association to complement existing mathematics interest groups.

On April 26, at the first official meeting of the steering committee, John Massey of Chesapeake CC (MD) gave AMATYC its first official breath of life, "I move that this body at this time set about to form an organization which will be the national voice of two-year college mathematics teachers and further that we set out to name this organization and to identify its goals and purposes." It was moved also that "the national association form two committees, a constitution committee and a conference committee, and that three officers, president, vice-president and treasurer, be appointed. Herb Gross, John Massey, and Sister Clarice Sparkman of San Jose City College (CA) were nominated respectively for these positions. The nominations were unanimously approved by those present. And so began this wonderful dedication to improving and representing mathematics education at the two-year college.

The history of NYSMATYC is a testimony to the efforts and energy of its members to "get the job done." Many of our members not only have played an important and vital role at the state level, but have also been recognized for the contributions and involvement at the national level, especially in the American Mathematics Association of Two-Year Colleges (AMATYC). The history clearly demonstrates that NYSMATYC is an innovative and viable group dedicated to making mathematics education in New York State a satisfying and rewarding experience for students and faculty. So on this 40th anniversary of NYSMATYC we offer them congratulations and thanks for getting it all started!

References:

History of NYSMATYC: 1967-1997, R. Cameron, Historian
The History of AMATYC: 1974-1994, R. Blair, Historian

WHAT IS A HOMEWORK QUIZ?

by Sandy Spears

Do you want a quick easy way to motivate students to complete all of their homework without collecting it yourself? Try a homework quiz.

I have always struggled with how to ensure students do their homework and have it count as some part of their grade without me having to grade it. When I collect homework, it takes me forever to grade, so I'm always looking at other options. A few years ago in an online discussion through AMATYC's listserve, I came upon the idea of a homework quiz, which I now use in all my algebra, finite, and trigonometry classes. I love it! Each class day is begun with a discussion of the assigned homework problems (there is always a mixture of both even and odd numbered problems in case they have purchased a solution manual with all the odd numbered problems worked out). I have them do this in groups of 2-4 with me circulating the room but the method doesn't matter. At the end of the time for homework discussion, they close their books, keep their homework out, and take out a blank piece of paper. On the piece of paper, I direct them to copy anywhere from 1-4 problems (depending on the complexity and length) that I have randomly picked from the homework assignment. They never know which problems I will pick. I then collect these problems which constitute their homework quiz for the day. Each of these quizzes counts as 5 points and I drop the 2 lowest at the end of the semester.

I have found these quizzes to be very successful in getting students to regularly complete the majority of their homework assignments and the quizzes are very easy for me to grade. I have had a number of students tell me that they have pushed themselves harder to complete assignments on time because they know there will be a homework quiz. Just what I want! I also no longer get the complaint from students "Why aren't you grading all this homework I have completed?" If you happen to use groups, as I do, I also give a bonus point if everyone in their group gets the homework quiz correct (or 99% correct). This has the added feature of encouraging the students to work together both inside and outside of the class to make sure everyone gets it. Yes, of course this can also lead to copying, but I have been surprised at how little of that has occurred. The most copying I get is the answer out of the back of the book which of course earns a 0 anyway. I also give 7-8 closed book quizzes throughout the semester in addition to 3-4 exams so there are plenty of opportunities for the student to demonstrate he/she understands the material without the aid of their homework.

If you decide to try this, I would love feedback on how it worked for you! (Sandy Spears, Jefferson CC, Sandy.spears@kctcs.edu)

AMATYC FOUNDATION UPDATE

AMATYC, like many other professional organizations, has a Foundation that seeks contributions to support important AMATYC initiatives. It is through the generosity of our members, Affiliates and friends that the AMATYC



Foundation has been able to raise funds to partially support the development of *Beyond Crossroads*, and Project ACCESS. This year, the Foundation established a special New Orleans Fund to make it possible for members of the New Orleans Local Arrangements Committee to attend the 33rd Annual AMATYC Conference in Minneapolis so that they can continue to support local efforts at the conference. As of 4/17/07, more than \$11,750 has been donated to this fund and we are getting close to the goal of \$15,000. Excess funds, if any, in the New Orleans fund will go to the Foundation's General Development Fund.

Please consider making a contribution online through the AMATYC website at <https://www.alphacommerce.com/amatyc/foundation.aspx> by returning the card that comes with your membership renewal form, or by printing the contribution form at <http://www.amatyc.org/foundation/MakeContribution.pdf> and mailing it to the AMATYC Office.

Dates To Remember!

AMATYC Project ACCESS
Application Deadline:
June 15, 2007

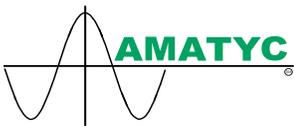
Mathematics Excellence Award
Nominations Deadline:
November 2, 2007

Application to Host a Refocused
College Algebra Traveling Workshop:
As Soon As Possible
[www.TheRightStuff.AMATYC.org/
application.htm](http://www.TheRightStuff.AMATYC.org/application.htm)

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

THE AMATYC REVIEW

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Abilene Christian Univ, 204 Hardin Admin Bldg, ACU Box 29140, Abilene, TX 79699-9140. Author Guidelines may also be found at www.amatyc.org/publications/AMATYC-Review/AuthorGuidelines.htm.



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