

NEWS

Opening Doors
Through Mathematics



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AMATYC 2010 in Boston

Come one, come all to Boston - November 11-14, 2010, to the 36th Annual AMATYC Conference.

If you arrive by air, you will notice Logan International Airport is very close to the city. If you are feeling adventurous and would like an opportunity to ride America's oldest subway system, go out to the sidewalk and hop on the terminal shuttle bus and get off at the T (subway) Blue Line stop. Take the Blue Line train into the city and get off at Government Center; go upstairs and change to the Green Line (light rail vehicles) and continue on to Copley Station. Get off at Copley Station, turn left, and pass in front of the Boston Public Library. Look to your left and take in the beauty of Trinity church with its incredible architecture. Cross the street; next to Saks Fifth Avenue department store, turn right and there will be the hotel - The Copley Marriott. For now, resist the shops and duck boats and check into the hotel.

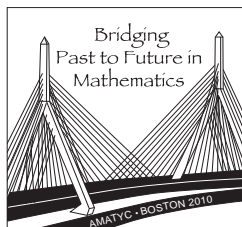
If you prefer to explore the subway system after you have settled into your hotel room, there are a number of shuttle bus services and taxi cabs that will take you through the tunnel, under historical Boston harbor, on a short ride to the conference hotel, the Copley Marriott. The hotel is close to the Boston Commons, Boston Gardens and also Fenway Park.

When you come back down to the registration desk you will see a glass walkway that connects the Copley shopping area to the Prudential shopping area. Those of you who were at the 1993 Annual AMATYC Conference in Boston will remember the conference was held on the Prudential side at the Sheraton. As you walk across the highway in your glass "bubble" you will see racks of sightseeing brochures. Help yourself to some of this information so that you can plan your visits to all of the wonderful attractions and areas in our beautiful state.

If you walk through the Prudential Center, you can walk down Boylston Street to Boston common. The Cheers Bar & Restaurant is nearby. If that is not to your liking, the Duck Tour boats load up in front of the Prudential Shopping Center and will take you for a tour all around the city. The "hop-on, hop-off" trolley tours also pick up here.

Add to all of the above ambiance a most fantastic AMATYC program and you will want to spend a long time in Boston.

Again do come, do come to Boston, the Local Events Committee's wonderful hometown!



The Three P's of Project ACCESS: People, Professional Development, and Your Project

by Corrine Kirkbride of Cohort 6

The Fellows of Cohort 6 kicked off their two-year commitment to AMATYC Project ACCESS with a rousing time in Las Vegas. They left wondering if all the AMATYC conferences could be filled with bright lights and activities available 24 hours a day!

Their time started with the group of twenty-four getting to know each other, and it was found that Cohort 6 is very diverse. From California to Massachusetts, Alaska to Texas, the Fellows came from all around the country and yet found that all had the same questions and issues facing them every day. Most Fellows found that their new friends were the best part of the conference. Martha Makowski of Kankakee CC, IL, said, "The people were great! I loved being able to interact with people who were passionate about their jobs in much the same way I am. It's inspiring to spend time with people who affirm what you are trying to do and get excited or inspired by each others' ideas in turn."

The program for Project ACCESS was packed with sessions ranging from creating more collaborative learning in the classroom to how to better serve students who need to overcome their math anxiety in order to be successful.

The biggest impact of Project ACCESS is the benefit it provides to the students who are lucky enough to have a Project ACCESS fellow as their instructor. Leandro Junes of Univ of South Carolina Sumter, SC, said, "I believe I am a better instructor now because of the help I got with this project. I am looking at things in a different way, my classes are going so much better now, and this shows in the student evaluations I got from last semester."

Before leaving Las Vegas each fellow had to brainstorm an idea for a project that they will then devise and conduct related to their teaching careers. Cohorts are connected to a Consulting Colleague with expertise in the area of their planned project. Some of Cohort 6 has teamed up and are working on their project in pairs. Katie Cerrone Arnold of the Univ of Akron-Summit College, OH, and Alia Criddle Maw of Salt Lake CC, UT, are incorporating preclass reading assignments in the hopes of getting their students to read the text before class and be better prepared for the lesson. "We got the

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Fighting Innumeracy

Rob Farinelli
CC of Allegheny County • Monroeville, PA

Consider the following scenarios and place yourself as a member of the audience:

- ◆ **Scenario #1** - At a regional conference, a high-level leader from the department of education talks about the importance of students completing a college level mathematics course as a predictor of their success. In a panel discussion that follows, a college vice president then tells the whole audience, "I was never good at math."
- ◆ **Scenario #2** - At a presentation on critical thinking, a non-mathematics faculty member tells the whole audience that she never saw the point of learning algebra and that it was never going to help her.
- ◆ **Scenario #3** - You are sitting at a meeting with other faculty, advisors, counselors, and administrators talking about your college's placement test. When the opportunity arises to talk about the math cut-off scores, one person tells the group that they are glad that they don't have to take the placement test because they would probably score into the lowest level developmental mathematics class. Several others chime in with the same sentiment.

No doubt you have been in similar situations. Yes, these scenarios do make my blood boil. I am bothered by the lack of respect for quantitative reasoning, abstract thinking, and problem-solving. However, I am even more bothered that this lack of skills and knowledge is perfectly ok with these people. In fact, they consider it a badge of honor.

Imagine the horror of one of them saying that they would place into the lowest level of developmental reading or if a mathematician stood up at a presentation and told everyone that "this writing thing is way over rated." Worse yet - what if you told a group of colleagues that you were glad McDonald's had pictures because you couldn't read the menu? Why do we treat innumeracy different than illiteracy? Why do we tolerate one and not the other?

The good news is that this problem of being successful in college-level mathematics is now on the radar screen of more people than just those who teach these students semester after semester. There have always been pockets of change which are doing really good things on a local level. Now there is enough wide-spread support for systemic change on a national level. A group of AMATYC

members has been working with colleagues from other organizations (MAA, NCTM, NADE, ASA) in conjunction with staff from the Dana Center at the University of Texas to develop a proposal for revitalizing developmental mathematics at two-year colleges. This proposal has just been given the green light by the Gates foundation. Keep your eye on the AMATYC News as well as the website for updates. Those of us who are involved with the project are amazed at how fast it is developing. It sometimes feels that we are traveling at warp 9.9.

In the meantime, what can you do to combat this "math bashing?" It's time to let people know that if we expect a shift in attitude from our students, then there must be a shift in attitude from faculty, staff, and administration at our colleges. The attitude of being mediocre in mathematics needs to be eliminated. We must let our campuses know that there is no math gene. It's not as if we went through the DNA buffet line and asked for an extra math gene. If that were true, I would have much rather had the "full head of hair" gene.

It is not an easy task to shift the attitudes about mathematics on our campuses. However, the time is ripe to do so, now more than ever before, all the right people are in touch with the problem and many of these people have the resources to make systemic change occur.

The next time the opportunity presents itself, don't be afraid to stand up to anyone who is doing some "math bashing." Remind them that if we expect changes in our students, then we must expect nothing less from ourselves. Get involved with campus governance procedures to help students be more successful in their mathematics courses. Be on the lookout for best practices. As Uri Treisman would say, become a part of the "joyful conspiracy."

You're the Best

Did you ever have a student tell you that you are the best teacher they ever had? How about, "You make it so easy to understand." Or, "I wish my last teacher explained things the way you do." No, not every two-year college mathematics instructor hears those compliments. If you do, you are special and deserving of the recognition of your colleagues. AMATYC, through the Teaching Excellence Award, would like to give you and other professionals the recognition you have earned given the success of your students and involvement in other important professional activities.

The Teaching Excellence Award (TE Award) is intended for educators who have made outstanding contributions to mathematics or mathematics education at a two-year college. Teaching excellence is the main focus of the award. Each awardee will receive an AMATYC medallion and a \$500 check from Brooks/Cole, a part of Cengage Learning. The next Teaching Excellence Awards will be presented at the 2011 AMATYC Conference in Austin, Texas. The deadline for applications is December 6, 2010.

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

Receive the recognition that you or a colleague deserves. Submit a nomination packet for the 2011 AMATYC Teaching Excellence Award by December 6, 2010.

Boston 2010 Poster Session Information



At the Annual AMATYC Conference in Boston, MA, you will once again have the opportunity to share your ideas through a poster. Your poster may be a creative or practical idea from your classroom or college, an assessment technique, or it may feature a grant project or other topics of interest to your colleagues.

With 40 posters presented in Las Vegas, the session was a huge success. So, now is the time to make preparations for your presentation. Poster proposal forms are expected to be online at the AMATYC website in mid-April. Space will be limited. Please contact Keven Dockter at keven.dockter@anokaramsey.edu if you have any questions.

Be part of the excitement at the Boston Conference!

Register Early for Boston!

Are you planning on attending the AMATYC Conference in Boston, MA, November 11-14? Do you or your college have funds in your current budget that could be used for your registration fee?

To pay your registration fees from your current budget, please email Beverly Vance at amatyc@amatyc.org and put "Conference Registration Now" in the subject line. Beverly will send you the necessary information so that you can pay for your conference registration NOW! The miniprogram which you will receive in August will include many details of the conference. Information about the conference is also posted online at the AMATYC website.

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

We look forward to seeing you in Boston, a fabulous city for a great conference!

AMATYC Corporate Partners

AMATYC is happy to have **Hawkes Learning Systems** as a Silver Corporate Partner for 2010. Hawkes has been a longtime Corporate Partner and we thank them for their loyalty. AMATYC also is happy to welcome a new Silver Corporate sponsor for 2010 - **Interactive Math eTextbooks**.

Please be sure to look for and read the advertisements from these companies in our publications and to visit their booths at the AMATYC Conference in Boston.

AMATYC Accepting Project ACCESS Applications

Applications are now being accepted for Cohort 7 with AMATYC Project ACCESS. The deadline for **receipt** of applications is May 21, 2010. Applicants must be in their first three years of teaching full-time and available to attend the Boston conference in November of this year and the Austin conference in November 2011. All details for applications can be found on the ACCESS website at www.access.amatyc.org/. Please contact Karen Gaines, AMATYC Project ACCESS Coordinator, kgaines@stlcc.edu, if you have any questions.

Project ACCESS is partially funded by the AMATYC Foundation.

Innovative Teaching and Learning Committee: Standards for Mathematical Equations

by Mary Beth Orrange and Cal Stanley

The Innovative Teaching and Learning Committee (ITLC) explores new and creative ways to enhance the learning process. Each issue of the *AMATYC News* will contain an innovative strategy relating to teaching as described by one of the members. In this issue, Cal Stanley describes the lack of standardization in digital mathematics.

Math faculty share their lessons and work with students and others in various ways, but there is no standard method of sharing mathematical equations. People use crude text-based attempts, Microsoft Word or Adobe PDF documents, some use GIF images from equation editors or from scans of handwriting or whiteboards, while others use video clips created from screen capture software. There are several software programs that display on some browsers and operating systems, such as Flash, JAVA, LaTeX, jsMath, and MathML; but no standard exists for displaying mathematics on all browsers and all operating systems.

Recent advances in browser software and updates to HTML standards have made displaying mathematics a much more efficient process and there are benefits to each method mentioned above. Three solutions: LaTeX, an old standard for displaying mathematics in print materials, a new update from MathType, and MathML, a newer standard for online mathematics. While each has their shortcomings, a new software called MathJax (www.mathjax.org) will display MathML and LaTeX independent of browser or operating system. MathJax is a free, open-source software.

Committee participation is open to all AMATYC members. 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.

The Curriculum Foundations Project: Making Good Decisions About Appropriate Content

by Susan Ganter, Clemson Univ, and Rob Kimball, Wake Tech CC

“Our students” are not really our students.

In community colleges especially, students who are enrolled in math courses are planning to major in something other than mathematics.

Thus, “our students” are really “their students.” Have you ever wondered what “they” want “their students” to learn from “our courses”?

The Curriculum Foundations Project (CF) has been part of a major MAA review of the undergraduate programs in mathematics. Workshops were held which focused on a particular partner discipline, such as physics or biology, or on a group of related disciplines such as health-related life sciences or two-year associate degree technical programs. The goal of each workshop was to obtain a clear, concise statement of what students in that area need to learn in their first two years of college mathematics.

Each CF workshop was a dialogue between representatives of the discipline(s) under consideration, with mathematicians there merely to listen to the discussions and to provide information as requested. The product of the CF workshops were reports, containing recommendations and conclusions written by the representatives of the partner discipline, directed towards the mathematics community. The reports from CF I are available on the web at: www.maa.org/cupm/crafty/cf_project.html. Printed copies were sent to departments as well.

“Replace traditional college algebra courses with courses stressing problem solving, mathematical modeling, descriptive statistics, and applications in the appropriate technical areas. Deemphasize intricate algebraic manipulation.”
Page 6, Curriculum Foundations

Summary Recommendations: A Collective Vision

- Emphasize conceptual understanding
- Emphasize problem-solving skills
- Emphasize mathematical modeling
- Emphasize communication skills
- Emphasize balance between perspectives

The collective vision of these reports offers faculty who teach mathematics clear direction when making decisions regarding whether to include, emphasize, or de-emphasize content within a mathematics course. Faculty and departments are often faced

with this challenge and use their professional judgment when making those decisions. However, the information in the CF reports allows us to make *informed* decisions about content based on what mathematics is most important to the disciplines we serve.

Changes in content and emphasis will not be enough. It was also clear that our partner disciplines expect the instructional strategies we use to help accomplish the goals of equipping students with better problem solving skills, and the ability to ask and answer good questions, as well as the ability to communicate their ideas effectively. They encourage the use of interdisciplinary projects, the use of appropriate technology, and emphasize the use of appropriate assessment.

Look for an article in the next newsletter to learn more about Curriculum Foundations II. You may also contact Susan Ganter (sganter@clemson.edu) or Bill Haver (whaver@vcu.edu) and watch for the publication of CF II later in 2010.

Focus on Affiliate: VMATYC

VMATYC has just completed four Regional Fall Conferences. These conferences are exciting opportunities for professional development; include food, usually a whole meal; and are free to all interested parties. Each of the four geographic regional vice-presidents hosts one conference so that no faculty member must travel far for what is usually a half-day of activities and fellowship.

The VMATYC president-elect and host conference coordinator developed an exciting program for the annual Spring Conference, *Unlock Your Potential in Keysville*, which was held on April 2-3 at Southside Virginia CC, Daniel Campus in Keysville, VA.

VMATYC received approval in the summer of 2009 from the Virginia Community College System (VCCS) to serve as the statewide Peer Group for Mathematics and Computer Science. This designation affords us funding which covers costs of overnight stay and meals for the conference for interested mathematics and computer science faculty across the entire state! Our keynote speaker is usually a local favorite. This year Michael Coco from Lynchburg College will deliver a dinner speech on “Art as a Mathform.”

VMATYC offers The Glenn Fox Memorial Scholarship each year in the amount of \$400 per semester to a mathematics, computer science, or mathematics education major at a Virginia community college. Preference is given to those intending to teach mathematics or computer science.

VMATYC frequently offers financial assistance for its members to attend the fall AMATYC conference. Recipients are then expected to present at the annual VMATYC conference the following spring.

VMATYC is the proud owner of a brand new website, www.vmatyc.org which allows members to both register for the conference and pay online for the first time this year. Two newsletters—Fall and Spring—are posted to the site each year. In addition the VCCS hosts a Blackboard site for VMATYC and grants access to all full-time and part-time VCCS mathematics and computer science community college faculty. Further communication is facilitated on the VMATYC listserv to which members can post communications with one another.

The VMATYC Board is currently overseeing the work being done to revise descriptions of the mathematics course offerings in the VCCS Master Course File. Furthermore, both the past-president and president are serving on The VCCS Developmental Mathematics Redesign Team, which is a statewide initiative. These are ways in which we can “give back” to the state system which provides us so much support!

If you have any questions concerning VMATYC or its varied opportunities, feel free to contact Ann Loving, President at aloving@reynolds.edu.

Student Mathematics League

by Susan R. Strickland

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

Top 5 Teams

- | | |
|----------------------------------|--------------|
| 1. Los Angeles City College (CA) | 150 points |
| 2. West Valley College (CA) | 139.5 points |
| 3. East Los Angeles College (CA) | 136 points |
| 4. DeAnza College (CA) | 133.5 points |
| 5. Brookdale CC (NJ) | 131 points |

Top Schools by Region

- Northeast – Borough of Manhattan CC (NY)
- Mid-Atlantic – Brookdale CC (NJ)
- Southeast – Central Piedmont CC (NC)
- Midwest – College of DuPage (IL)
- Central – Century College (MN)
- Southwest – Austin CC (TX)
- Northwest – Bellevue CC (WA)
- West – Los Angeles City College (CA)

Top Individual Rankings

- | | | |
|---------------------|-------------------------------|-------------|
| 1. Samuel Ahn | San Jose City College (CA) | 37.5 points |
| Brendan Fletcher | Central Piedmont CC (NC) | |
| Stepanyan Haykaz | Los Angeles City College (CA) | |
| Davit Hovhannisyan | Pasadena City College (CA) | |
| 5. Marcus Schorow | West Valley College (CA) | 35.5 points |
| James Richter | American River College (CA) | |
| 7. Lien Che-Cheng | North Seattle CC (WA) | 35 points |
| 8. Zhang LiHua | Rochester CTC (MN) | 33.5 points |
| 9. Joshua Ma | Brookdale CC (NJ) | 31.5 points |
| 10. Johnathon Jiang | Mission College (CA) | 31.0 points |
| Jennifer Levey | Harper College (IL) | |
| Eunjee Lee | DeAnza College (CA) | |

If your school is not yet participating in the SML competition, consider starting next year. The dates for next year's competition are Friday, October 15 through Saturday October 30, 2010 (Round 1) and Friday, February 11 through Saturday, March 5, 2011 (Round 2). You can read about the SML on the webpage at www.amatyc.org/SML or email Susan Strickland at susanst@csmd.edu with any questions.

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

NSF-Supported Traveling Workshop\$

A limited number of *The Right Stuff: Appropriate Mathematics for All Students* Workshops may be scheduled now through August of 2010. The workshops are provided at no charge to your college. Contact Rob Kimball at rlkimball@waketech.edu.

Professional Networking Coordinator

Are you interested in creating a social networking page for AMATYC? Do you enjoy updating your Facebook page and keeping people up to date? If so, then this may be the position for you. AMATYC is looking for its first Professional Networking Coordinator. This person would be responsible for maintaining current information from the social networking site as well as receiving updates from board members, committee chairs, and affiliate presidents. In addition, the coordinator would monitor the social networking site for quality control. This is a great opportunity for someone with these skills to help AMATYC in this important new tool.

This position will be compensated at the same level as a committee chair – this includes partial conference support. In addition to these tangible benefits, this person would have the opportunity to grow and expand this position into a valuable piece of communication for members. For more information and further details, please see the AMATYC website.

To apply for this position, please send a letter of intent and current resumé to Donna Saye, search committee chair, at dbsaye@georgiasouthern.edu. All applications should be received by April 30, 2010.

AlaMATYC Resurrected!

"Phenomenal!" "Incredible." "Fantastic!" These are a few of the comments overheard or shared at the AlaMATYC Revitalization Conference on February 12th. The conference was held on the campus of Shelton State CC in Tuscaloosa, AL. After being inactive for 15 years, this affiliate is alive and well again.

Pat McKeague, the keynote speaker, was inspiring. Attendees in the breakout sessions had plenty of one-on-one time with the presenters. The vendors were very accommodating and supplied some fabulous door prizes. Lunch included some hilarious entertainment and a delicious meal.

Donna Saye, Southeast Regional Vice President, and Margie Hobbs, AMATYC member extraordinaire, assisted with conducting the business meeting. The AlaMATYC By-Laws were edited and adopted, and officers were elected. Those elected include: Annette Cook of Shelton State CC, President; Jim Gleason of the Univ of Alabama, President-Elect; Calvin Briggs of Lawson State CC, Secretary; Candace Gibbons of Ingram State Technical College, Treasurer. A webmaster and a publications coordinator are yet to be appointed.

Terrific interest has been shown from across the state of Alabama with more than 60 members already joining the organization. Plans for next year's conference are already under way.

Assessment—Using Mathematics in Life

Connie Buller, chair, (PAC)

Students always wonder where they are going to use mathematics. Mathematics is more than arithmetic, algebra, graphing or calculus—those are valuable tools, but mathematics is thinking and problem solving. Having appropriate assessments can help students see some of these applications.

AMATYC's document, *Beyond Crossroads*, gives colleges and individuals help in the area of continuous, creative assessment. Go to the website, placement.amatyc.org/digprodform.html to view a visual of the assessment cycle (and an opportunity to submit a project).

In teaching, remember that on-going, constant assessment is a powerful tool that can improve student understanding. Enjoy teaching!

Math Intensive Committee

by Sandy Poinsett, chair

The Math Intensive Committee is currently composed of three subcommittees: Pre-calculus, Calculus, and Statistics. During the fall conference at Las Vegas, 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 met to discuss the new Statway project.

A theme session entitled “Pre-calculus, Calculus, and Beyond” is being planned for the 2010 AMATYC conference in Boston and will include nine “fifteen minute” presentations giving presenters a chance to share special projects and teaching techniques with attendees.

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.

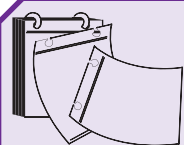
➤➤Project ACCESS,
Cont from page 1

idea from one of the presentations by the previous cohort,” said Cerrone Arnold.

Many Fellows found that Project ACCESS did more for them than they ever imagined. The Fellows found that they enjoyed their time with Project ACCESS so much that they would definitely recommend it to others. “I have been hinting that a new faculty member in our department should apply for Cohort 7,” said Vanessa Coffelt of Blinn College, TX.

Did you know ...

It's not too early to begin thinking about seeking an office on the AMATYC Executive Board for the 2011–2013 term of office. Nominations will be due in February 2011.



AMATYC Calendar of Events

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

April 29-May 1, 2010 24th Annual ORMATYC Conference, Inn at Spanish Head Resort Hotel, Lincoln City, OR. Contact: Bill Jennings, techsupport@ormatyc.org. Website: ormatyc.org/conferences

April 30-May 1, 2010 MinnMATYC Annual Conference, Duluth Entertainment Convention Center, Duluth, MN. Contact: ViAnn Olson, viann.olson@roch.edu. Website: www.minnmatyc.org/conferences

May 7-8, 2010 MichMATYC/MAA Michigan Section Joint Meeting, Eastern Michigan Univ, Ypsilanti, MI. Contact: Chris Gardiner, cgardiner@emich.edu. Website: maamichigan.weebly.com/call-for-contributing-papers.html

May 26-28, 2010 OCMA Mathematics Conference, Fern Resort, Orillia, Ontario, Canada. Contact: J. Paul Balog, pbalog@georgebrown.ca or Bruno Fullone, bfullone@georgebrown.ca. Website: math.mohawkcollege.ca/OCMA/conf10/home10.htm

September 5, 2010 UMATYC Meeting, Dixie State College, St. George, UT. Contact: Clare Banks, banks@dixie.edu

October 2, 2010 LaMsMATYC 11th Annual Conference, Hattiesburg, MS. Contact: Sharon Clark, sharon.clark@jcc.edu

October 8, 2010 IMATYC Meeting, Hawkeye CC, Waterloo, IA. Contact: Rod Holke-Farnam, rholke-farnam@hawkeyecollege.edu

October 15-16, 2010 FTYCMA Fall Retreat, Polk State College, Lakeland, FL. Contact: Don Ransford, dransford@edison.edu

October 17-19, 2010 ArkMATYC Meeting, Hot Springs, AR. Contact: Nanette Berry, berry@uacm.edu. Website: www.aatyc.org/annual-conference/2010-annual-conference.html

November 11-14, 2010 36th Annual AMATYC Conference, Boston, MA. 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.

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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Production Manager for MathAMATYC Educator Needed

On the cover of the first issue of *MathAMATYC Educator* you saw a picture of a baby. The picture symbolized the fact that the new publication could only grow and mature with the support of all of our members. AMATYC is currently looking for an AMATYC member interested in playing a major role in the nurturing of the journal by taking on the position of Production Manager. The original Production Manager, Jim Roznowski, is now the President-Elect. Jim will continue to work on the 2010 journals and will be available to work with the new Production Manager as they assume the position.

The Production Manager works closely with the Editor of *MathAMATYC Educator*, Pete Wildman. While the Editor is responsible for the selection and proofing of the articles that will appear in the journal, the specific duties of the Production Manager include:

- Be responsible for developing the layout of each journal.
- Review all articles, reports, and features of each publication and arrange for the typesetting and physical production of the final product.

The Production Manager does not have to handle the actual layout/typesetting of the journal but an understanding of the process would be helpful.

Many of the qualities that make a good teacher are necessary for this job, such as a willingness to explore new ideas, the ability to remain tactful and helpful, and good management skills. Additional qualities and skills necessary to be successful as Production Manager include:

- Competent in proofreading, writing, and grammar.
- Publishing and reviewing experience.
- Understand editing procedures.
- Able to facilitate the on-time publication of 3 issues per year.
- Possess or willing to obtain a familiarity with the major laws concerning libel, copyright, invasion of privacy, and contempt.
- Able to view issues objectively and from the point of view of both AMATYC and AMATYC members.

The term length is five years and would begin at the end of the Boston conference. If an appointment is made this spring, the new Production Manager will be able to shadow Jim Roznowski as he prepares the August issue of the journal for publication. The incoming Production Manager would have responsibility for the publication of the journal starting with the first issue of 2011.

For more details about the position, visit www.amatyc.org. Contact Jim Roznowski, jaroznow@delta.edu, if you have questions about the position. Applications will be accepted until the position is filled. Applicants should email a letter of interest, a current resumé, and a letter of support from their supervisor to Jim Roznowski at jaroznow@delta.edu.

Planning Drives ...Everything

Jan Ford, the former Vice President of the West Region, always stressed that AMATYC's strategic plan drives the entire organization. In simple terms, the strategic plan determines where AMATYC is going over the next year or more, how it is going to get there and how it will know if it got there or not. Right now, AMATYC is in a dual-planning cycle. It is working with the current (2006-2011) Strategic Plan while it is in the developmental phase for the 2012-2017 Strategic Plan.

The Strategic Priorities of the current plan are:

- I. Promote effective learning opportunities to increase success in mathematics for all college students.
- II. Provide professional development to enhance and maintain the quality of two-year college mathematics educators.
- III. Promote the identity and awareness of AMATYC.
- IV. Establish, promote and participate in national initiatives that will benefit lower division collegiate mathematics education.
- V. Enhance AMATYC's organizational structure to best achieve its mission.

Each priority had several specific strategic goals associated with it. (A complete list of the 2006-2011 Strategic Plan and Goals is available at www.amatyc.org/documents/StrategicPlans.htm.) Since its adoption, successive Boards have developed specific outcomes related to each priority and goal. Each outcome was assigned to a specific group or individual leader of the organization and a timeline for achieving that outcome was set.

How does all of this come together? One example of how the strategic plan has led to specific outcomes is AMATYC's *MathAMATYC Educator*. A goal under priority III was to increase members' involvement and satisfaction with the organization. To meet that goal, the Board decided to conduct a climate survey of members. One result of the climate survey led to the journal first published late last year.

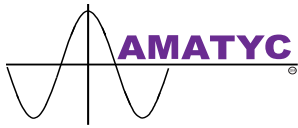
Input continues to be gathered for the 2012-2017 Strategic Plan now being developed. So far, the AMATYC Board, the academic committee chairs, and the affiliate presidents have had opportunities to provide suggestions for the plan. At the Las Vegas conference, member and delegate focus groups met and a forum open to all conference attendees was held.

How can you provide input? Focus groups and a forum are planned for the Boston conference. Planning will be part of the electronic discussion among Assembly Delegates later this year. Strategic planning is on the agenda at every Board meeting so your input can be brought forward through your regional vice president. You may also contact AMATYC's President-Elect, Jim Roznowski (jaroznow@delta.edu) who has the responsibility of leading the development of the plan.

AMATYC continues to be a member-focused organization. Your input will determine AMATYC's direction for the next five years. Be part of the plan. Be part of AMATYC's future.

AMATYC Office Announcements ...

- ◆ The AMATYC Office has new phone numbers: 901.333.6243 (office) and 901.333.6251 (fax)
- ◆ The AMATYC Office hours are (central time):
Monday–Thursday 8:30 am - 5:00 pm
Friday 8:00 am - 4:30 pm
These hours may vary slightly when the college is in between terms.



Kathryn Kozak, Editor
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Foundation Funds Support AMATYC Project ACCESS

The AMATYC Foundation Board is pleased to announce that the ACCESS Cohort 7 Fellows will be supported by Foundation funds to attend the 2010 AMATYC annual conference in Boston.



Thanks to the generosity of AMATYC members who made contributions to the Foundation specifically targeted for AMATYC Project ACCESS, \$16,240 will be allocated to help defray the travel and lodging expenses for Cohort 7 (first-year Fellows) and meal expenses for Cohort 7 and Cohort 6 (second-year Fellows).

The AMATYC Foundation raises funds to support the mission and goals of AMATYC. It helps provide financial resources to carry out some of the goals and activities of AMATYC and for special AMATYC projects. The AMATYC Foundation works to develop and provide a support network of corporate partners and mathematics education professionals.

Look for more information coming soon about the Foundation's 2010 fundraising campaign or make your contribution today online at www.amatyc.org/foundation/index.htm.

Dates To Remember!

AMATYC Project ACCESS
Application Deadline:
May 21, 2010

Professional Networking Coordinator
Application Deadline:
April 30, 2010

Teaching Excellence Award
Nomination Deadline:
December 6, 2010

Download *The Right Stuff* modules:
As Soon as Possible
www.TheRightStuff.AMATYC.org/

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