

NEWS

Opening Doors
Through Mathematics



Volume 26, Number 2
April 2011
ISSN 0889-3845

WHERE WILL YOU BE ON 11/11/11?

by Honey Kirk and Anne Praderas

Austin, Texas, of course, attending the 37th Annual AMATYC Conference!

What is Austin? Many people around the country—and around the world—already know and love Austin. To re-acquaint old friends and introduce new ones to this wonderful city, the answer to the question, “What is Austin?” will be addressed by looking at three aspects of Austin’s culture: the history, the natural environment, and, finally, the “weirdness” of Austin. This month the focus will be on history.



The History of Austin As far as it is known, the first people to settle in the hill country of central Texas (before it was called Texas), were members of the Tonkawa, Apache, and Lipan Comanche tribes. These nomadic people camped and hunted near the many waterways of this area, including Barton Springs. Barton Springs is a natural spring-fed creek, some of which has been dammed off to form a public pool which is open all year, with the crystal-clear waters maintaining a steady temperature of 68-degrees year-round. Several Spanish settlers also established missions in this area in the 1700’s.

By the early 1800’s, Anglo settlers arrived, calling their small town “Waterloo.” You can still see references to this name in businesses such as the world-renowned “Waterloo Records,” an independent music seller/venue, located within easy walking distance from the conference hotel. Waterloo was chosen to be the capitol city of the budding new Republic of Texas in 1839. Shortly thereafter, the city’s name was changed to Austin, after Stephen F. Austin, considered “the Father of Texas” because he convinced hundreds of families to colonize here.

The streets of downtown Austin were originally named after trees that are native to this region. The streets were later re-named by numbers, but many downtown businesses pay tribute to the original street names, among them “Hickory Street Bar & Grill” (good American fare with a Texas-size salad bar) or “Pecan Street Café” (slightly upscale cuisine, and a chocolate cake to die for). Part of 2nd Street has been re-named “Willie Nelson Boulevard” for the hometown musical hero and Godfather of Weird. (You’ll hear more about “weirdness” in a later issue.)

In the city’s infancy, the population was around 1,000. Today, the Austin area averages 1,000 people per square mile! The population of the Greater Austin area is about 1.6 million, covering an area of land larger than the states of Rhode Island and Delaware combined.

There are many historical sites you can visit while you’re here, including the Austin History Museum, the Capitol, the Texas History Museum, and the LBJ Presidential Library. You can sign up for a free 90-minute guided walking tour of Austin by making a reservation at www.austintexas.org or calling 512.478.0098.

MEET HERB GROSS, A TRUE TWO-YEAR COLLEGE MATHEMATICS PIONEER

by Jane Tanner

It is hard to believe that I have known Herb Gross for almost 20 years. Today he is still the same “energizer bunny” that he was when we first met in 1994 when his face graced the cover of *The AMATYC Review*, Volume 15, Number 2 (Spring 1994). As you read this article, you will note that Herb has been incredibly busy in the teaching of mathematics for well over 50 years.



Herb is a founding faculty member at Corning CC (NY) and Bunker Hill CC (MA). Did you know that he also is the founding president of NYSMATYC and, a few years later, AMATYC? In his own words, when he brought up the idea of forming a national association for community college mathematics faculty his vision was that we would solve education problems that the university was unable to solve (if only because community colleges were the ones who saw the kids who fell through the cracks). He is convinced that by solving such a problem, the community colleges will be recognized as being equal to but different from the university.

Today, Herb finds himself retired, but that doesn’t mean that he has stepped back from his role as a math cheerleader. He is very active giving workshops to elementary and middle school teachers, and has developed a website (www.adjectivenounmath.com) that includes all of his arithmetic and basic algebra materials, including videotaped lectures. And, all of this is free of charge! Herb feels that his materials would also be beneficial

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“GOOD ENOUGH” ISN’T “GOOD ENOUGH” ANYMORE

Rob Farinelli
CC of Allegheny County
Monroeville, PA

I coached swimming for 17 years at the Allegheny Valley YMCA outside of Pittsburgh and during those years, I had some really good teams. No, I mean REALLY GOOD teams! Every few years, there was the right mixture of kids with enormous talent, work ethic, determination and desire to excel - plus they were spread out among the 10 age and gender groups on the team. It was the “perfect storm” of age group swimming. In all my years of coaching, but especially in these “perfect storm” years, I used the saying “If excellence is possible, then good is not enough.” I do not remember where I first heard this saying, but I felt it was very appropriate in this situation.

I have always believed this saying is also applicable to our students. Too often, many of our students have such low expectations of their ability that their concern is simply “If a C is possible, then passing is good enough.” We are all the leaders in our classroom, at our campuses, and in our college systems, therefore, we must place mathematics excellence back at the top of our priorities. President Obama has stressed the importance of two-year colleges in the Graduation 2020 initiative as well as the need to increase the number of students in the STEM pipeline. We, as two-year college mathematics educators, are in the situation to contribute significantly to both of these charges. However, we are not going to make a dent if we accept mediocrity and let students just “get by.” It is not okay if some of our students are not proficient in mathematics.

As classroom instructors, are we achieving excellence in every class on every day? Granted this is no easy task! Everyone has days or classes which just drag all the energy away from you and leave you feeling drained. However, according to AMATYC’s second signature document, *Beyond Crossroads*, faculty should:

- Respect diverse talents and ways of learning and thinking
- Design and use a variety of classroom activities, assignments, and assessments to address multiple learning styles
- Encourage student-faculty contact
- Provide students with prompt feedback
- Be attentive, expressive, enthusiastic, clear, and organized
- Present multiple representations of mathematical concepts

Obviously this is not a complete list of ideas that show excellence in the classroom, but it is a good place to start. There are faculty who are excellent lecturers; those who excel at using collaborative learning; those that are outstanding at integrating technology into their lessons. And, of course, there are those who can excel at all of these different facets. Our classes contain students with such diverse backgrounds that it is almost impossible to list all of those diverse backgrounds and circumstances

that lead them to our doors. However, we are charged with teaching a specified curriculum and we must be certain that we are excellent in that instruction.

How do you know if you are an excellent instructor? How are your students learning the material and retaining the material into their next mathematics class or a related class? Are they truly learning the mathematics or have they simply memorized enough to be successful on the current quiz or exam and then forget everything within a day or two? How can you overcome this tendency for students to confuse true understanding with surface-level “familiarity”? Excellence means pushing students beyond their comfort zone and into uncharted territory. Students are quick to settle for “good enough” - especially in mathematics classes. At some point they decide that where they are is okay and there is not a real need to seek anything better. It takes an incredible amount of discipline not to settle, even when things are okay.

As faculty, if we are going to require excellence from our students, then we must require it of ourselves. The time has come that we cannot accept “good enough” from our students any longer and therefore we cannot accept it of ourselves and our profession. It is human nature to become complacent with our lives, but that will not help us in educating every new crop of students who walk through our doors every semester or every quarter.

As you complete your classes for this current semester, I hope that you will remember that excellence is possible, so we should not settle for “good enough.” Your passion for teaching mathematics will help you achieve this excellence and requiring excellence of your students will enhance their academic and personal life far beyond the time they spend in your class.



Check your email address in the AMATYC database Today!

Go to the AMATYC database and confirm your personal contact information, especially your email address, as soon as possible.

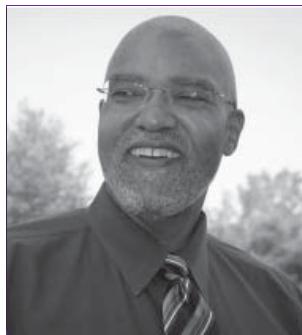


The AMATYC Board will make a decision at the 2011 Spring Board meeting in April about the piloting of electronic balloting for the AMATYC elections in fall 2011. If approved, it will be essential that email addresses for all individual, regular members (full benefits) are correct in order to participate.



Please confirm your email address today! Report any login problems to Beverly Vance at bvance@amatyc.org. If this is your first time using the new database system, more information can be found on pages 14 and 15.

AMATYC PROJECT ACCESS



IN MEMORY
OF

WILLIAM N. THOMAS, JR.

AMATYC lost a valued AMATYC member, friend, and colleague, when William N. Thomas, Jr. (Bill), Emeritus Associate Professor of Mathematics, passed away peacefully on Thursday, January 13, 2011 in Perrysburg, OH. He was 64. Bill retired from the Department of Mathematics of the University of Toledo in July 2010. He was instrumental in piloting the newly developed Study Skills course, whose curriculum he helped build. Bill was dedicated to students and to the University to the very end.

Bill taught for more than 30 years with enthusiasm and a love of sharing his knowledge with many talented and successful students. He also spent several years consulting with different Universities and Charter Schools working on Developmental Programs and Studies.

Bill was an active member of AMATYC for many years, bringing his expertise about engaging students in the classroom and sharing his wisdom with the Developmental Mathematics Committee. He was a member of the writing team for the AMATYC *Crossroads in Mathematics*.

Many AMATYC members will also remember his inspirational singing during the Opening Session of the 1999 AMATYC Annual Conference in Pittsburgh when he challenged us to "reach for the sky." Bill was AMATYC's first Traveling Workshops Coordinator. During his career, he facilitated numerous workshops independently as well as for AMATYC, Houghton Mifflin, and The Ohio State University/Texas Instrument's College Short Course Program.

We will miss Bill's energy and optimism and wonderful smile.

The Thomas Family has established a Scholarship in honor of Bill at the University of Toledo for Math Education Majors. Memorials may be sent to PO Box 4644, Toledo, OH 43610.

In 2004

AMATYC and the MAA, in a joint effort, established Project ACCESS



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

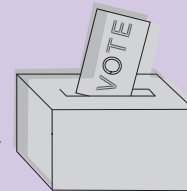
The first cohort of Fellows consisted of 28 community college faculty. There have been 6 additional cohorts since that time with each cohort consisting of approximately 25 Fellows. There are now over 150 alumni of this program with AMATYC's Project ACCESS soon selecting the members of its eighth cohort. Fellows indicate that their participation has led to accepting leadership opportunities, exploring new pedagogies, networking with colleagues in a variety of professional organizations, professional development, and increased job satisfaction.

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

AMATYC is currently accepting applications for ACCESS Cohort 8 for 2011. **The deadline for submitting applications is May 1, 2011.** Please notice that this is the date they must be received, **NOT** the postmark deadline. For more information go to www.access.amatyc.org/.

► **Important Reminder!** ◀

The AMATYC election will be held this fall. Only individual, regular members may vote in this upcoming election. Institutional contacts are not voting members of AMATYC unless they are also individual, regular members of AMATYC. Therefore, institutional contacts, adjunct, retired, and student members interested in supporting colleagues in this upcoming election should join as individual, regular members no later than **May 31, 2011.**



BRUCE YOSHIWARA RECEIVES CA EXCELLENCE IN EDUCATION AWARD

Congratulations to Bruce Yoshiwara (Pierce CC, CA) on being selected as one of four community college faculty in California to receive the 2011 Excellence in Education Award in the name of former California Chancellor Gerald D. Hayward. The award presentation was held at the Board of Governors for California Community Colleges meeting on March 8, 2011.



In 1985 the Board of Governors of California Community Colleges, in honor of the former state Chancellor, Gerald C. Hayward, created awards for outstanding community college faculty. The awards honor community college faculty members who demonstrate the highest level of commitment to their students, college, and profession. Recipients are nominated by their local peers and selected as winners by representatives of the Academic Senate for California Community Colleges. In addition to excellence in teaching, they must have a record of outstanding performance in professional activities, as well as a record of active participation on campus.

Bruce is an active member of the mathematics community and is an avid supporter of faculty development and a proponent of service to the profession. Some examples of his work in curricular development include the following: Modular Elementary Algebra, a team-taught, modular, mastery based, activities-driven format for beginning algebra; Modeling with Algebra Project, an activities-based course, with contextual development of algebraic concepts, online videos, and in-class “clicker questions” for intermediate algebra; ASAP, a one-semester mathematics immersion project combining elementary and intermediate algebra; and *Statway*, a project of the Carnegie Foundation for the Advancement of Teaching to create a one-year program to take students placing into elementary algebra to and through transfer level statistics.

Bruce’s involvement in professional mathematics organizations include West Vice President of the American Mathematical Association of Two-Year Colleges (AMATYC), advisory board member of the Mathematical Association of America (MAA)’s Mathematical Sciences Digital Library, executive board member of the California Mathematics Council Community Colleges (CMC³)-South, regional director of the developmental mathematics Knowledge Exchange project funded by the Hewlett Foundation, member of the editorial board of the online journal *Loci*, chair of a proposal review committee for the International Conference on Technology in Collegiate Mathematics, consultant for AMATYC’s Project ACCESS (the professional development program for new tenure-track two-year college mathematics faculty), and consultant for the MAA’s Project NExT (New Experiences in Teaching).

PROJECT NExT

by Joe Gallian

Project NExT (New Experiences in Teaching) is a professional development program for new and recent Ph.D.s in the mathematical sciences (including pure and applied mathematics, statistics, operations research, and mathematics education). It addresses all aspects of an academic career: improving the teaching and learning of mathematics, engaging in research and scholarship, and participating in professional activities. It also provides the participants with a network of peers and mentors. In 2011, about sixty faculty members will be selected to participate in a workshop preceding the Mathematical Association of America (MAA) 2011 summer meeting, in activities during the summer MAA meetings in 2011 and 2012, in the Joint Mathematics Meetings in January 2012, and in an electronic discussion network. The Project NExT Fellows will be selected from faculty for whom the 2011-2012 academic year will be the first or second year of full-time teaching (post-Ph.D.) at the college or university level.

A list of Project NExT sponsors, further information about Project NExT, can be found on the Project NExT website archives.math.utk.edu/projnext/.

➤➤Herb Gross, Cont from page 1 to community college instructors and students.

Herb’s résumé includes graduate study at MIT. In addition, he was the senior lecturer at the MIT Center for Advanced Engineering Study. While there he produced a “Calculus Revisited” video course in 1970. This is now available on Herb’s website as well as MIT’s OpenCourseWare website. Did you know Herb’s lectures are also available on YouTube and iTunesU?

Take some time and visit Herb’s website. You will be amazed at everything there including videotaped lectures, PowerPoint presentations, textbook, and study guide (including check the main ideas, mastery review, and exercise sets). Looking through the site’s guestbook, you will see many testimonials that speak to the effectiveness of the materials and to Herb himself. The most recent comment says it all - “Herb is a master teacher with the gift for making everything seem simple, almost self-evident. And he does this with such gentle humor and humanity you can’t help loving him.” There have been entries from around the country as well as the world. To top it off, there is a blog (adjectivenounmath.blogspot.com/) with many more teaching ideas.

In Herb’s words “I am far from being a math genius. However I do believe that I have novel and effective ways for teaching basic math concepts and I am eager to share these ideas with every reader. ... developing the website has given me much pleasure; and other than the love I have for my family, it has supplied me with the greatest satisfaction of my later years.”

Herb really gives credence to the statement “I am busier now than I am retired than when I was working.” If you ever get a chance to meet him, you will indeed be impressed with everything that Herb says. He definitely will get you thinking and you will be entertained at the same time. All of Herb’s AMATYC friends can reach him at hgross3@comcast.net.

COMMUNITY SERVICE PROJECT AT AUSTIN CONFERENCE

What is the probability you have an old T-shirt lying around? How about a drawer full of old T-shirts? The AMATYC Conference in Austin will provide you with an opportunity to get rid of some of those old T-shirts and help change the world for someone! The conference committee and local Austin committee have chosen to hold a T-shirt drive to benefit "Open Arms," a company in Austin which employs refugee women. At Open Arms the women make items such as scarfs, rugs, dog toys, purses, etc. from the old T-shirts while earning a living wage. Additionally the women can participate in ESL, job skill training, and other enrichment classes on an as-needed basis while working family-friendly hours. The goal of Open Arms is to break the cycle of poverty typically experienced by refugee women in the USA.

So grab one of those old T-shirts your children leave lying around. Empty that drawer full of T-shirts from those road races or bike rides. Pack that Greatful Dead T-shirt your spouse says



you should never wear again! Or wear a T-shirt from your college one day at the conference and donate it the next! Look for the collection box just inside the exhibit hall at the Hilton Austin. Please contact Keven Dockter, Conference Coordinator, at keven.dockter@anokaramsey.edu if you have questions. For more information about Open Arms, go to www.theopenarmsshop.com.

REGISTER EARLY FOR AUSTIN!

Are you looking forward to the next AMATYC Conference? Can't wait to get together with old friends and make new ones? Then make plans now to attend the AMATYC Conference in Austin, TX, November 10-13, 2011. If you or your college has funds in your current budget that can be used for your registration fee, AMATYC has an offer for you.

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

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

AMATYC looks forward to seeing you in Austin, the Live Music Capital of the World!

AUSTIN POSTER SESSION

From its humble beginnings highlighting AMATYC committees and NSF grant recipients, the annual poster session has become more popular each year. At the AMATYC Annual Conference in Boston, attendees crowded onto the second floor reception area to secure a glance at one of 54 posters and squeeze in a few minutes of conversation with the presenters. The selection committee had a waiting list of poster proposals and had to turn down some great ideas that arrived before the submission deadline but after every inch of display space was claimed in the rolling acceptance procedure.

To maximize the experience for the attendees, and to provide participation in the program for as many people as possible, the Conference Committee will implement the following guidelines for the Austin Poster Session.

1. Number of posters set at a maximum of 40:
 - a. To ensure quality material.
 - b. To allow adequate time for attendees to view material and converse with presenters.
2. Poster proposals will be screened by the Assistant Conference Coordinator with assistance provided by:
 - a. Committee Chairs who may choose to read those related to their area.
 - b. Project ACCCESS Coordinator for those Fellows seeking to use a poster to present information on their project.
 - c. Program Chair to look for a balance in topics with the rest of the program.
3. Those submitting a proposal will be asked to designate up to three strands from the program key to categorize their poster material.
4. Selection of posters will be based on the following ranking:
 - a. ACCCESS fellows in their second year using a poster to present the results of their required project.
 - b. AMATYC Committees.
 - c. Grant recipients.
 - d. Individuals not presenting in any session or workshop.
 - e. Others presenting topics from under-represented strands.
5. Submission website will be opened, and announced on the AMATYC website and via email, after the deadline for acceptance for session proposal offers. It will remain open for at least three weeks.
6. At the conference:
 - a. Each poster presenter will be recognized with a ribbon for his or her name badge.
 - b. Each participant in the Poster Session will have half a six-foot table for display.
 - c. AMATYC will provide a tri-fold poster board; mounting supplies will be available to check out and share with other participants.
 - d. Each presenter is responsible for removing his or materials at the end of the session.
7. Each participant will be assigned a numbered space for setting up his or her materials:
 - a. To provide orderly preparation.
 - b. To allow attendees to locate those posters in which

➤➤Continued on page 7

GRANTS 101: EVERYTHING YOU WANTED TO KNOW ABOUT GRANTS, BUT WERE AFRAID (OR DIDN'T KNOW) TO ASK!

by Dana Calland

Do you and a colleague have a great idea for an innovative project that will increase knowledge in your field? This article will share some information to help you match your idea with a funding source.

Tips and Techniques to Increase your Likelihood to Receive Funding

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

Types of Funding Sources

- Federal Grants - Grants.gov is the central storehouse for information on over 1,000 federal grant programs and provides access to approximately \$500 billion in annual awards. You will need to register and sign up for email alerts.
- State Grants - Typically, there is no centralized website for grants at the state level. Dollars are appropriated by the state or can be allocated from the federal government for a specific program or department.
- Private Foundations - The Foundation Center at foundationcenter.org/ is a nonprofit service organization recognized as the nation's leading authority on organized philanthropy, connecting nonprofits and the grantmakers supporting them to tools they can use and reliable information. The Center maintains the most comprehensive database on U.S. grantmakers and their grants; issues a wide variety of print, electronic, and online information resources; conducts and publishes research on trends in foundation growth, giving, and practice; and offers an array of free and affordable educational programs. You may sign up for email grant announcements focused on a specific region. Please note that program priority areas may change year to year.
- Corporate Foundations - Corporation grants are focused on specific areas important to the organization and many times have a nationwide application process.

Carefully Review the Request for Proposal

In the RFP, a funding agency invites proposals to perform a specific task. The RFP contains guidelines for a written proposal and an outline of program goals that must be addressed. While reading the RFP think about the following questions:

- Who is announcing the funding?
- What are the priority areas?
- Does your project fit with these priorities?
- Who is eligible to apply?
- What is the average award size?
- How many proposals will they fund?

- Are matching funds required?
- What is the required format?
- How should the proposal be submitted?

Writing the Grant Proposal

- Read (& reread) the grant request for proposals.
- Follow the guidelines.
- A Basic Proposal Outline
 - ♦ Abstract

This short summary should inform the reviewer about your proposed project, and motivate them to read the entire proposal. Emphasize what will be achieved as a result of implementing your project using strong action verbs and descriptions.
 - ♦ Statement of Need (or Problem Statement)

The need you address must be clearly related to your institution's mission and purpose. It should focus on those people you serve, rather than your organization's needs. Need cannot be based on financial shortages or unrelated needs of the institution. It should be well supported with credible evidence such as statistical facts, expert views and trends. It should illustrate why this problem is significant beyond your organization.
 - ♦ Goal and Objectives

Goals are broad statements of what you will accomplish. The **objective** represents a step toward accomplishing a goal. In contrast to the goal, an objective is narrow, precise, tangible, concrete, and can be measured.
 - ♦ Activities and Timeline

The activities section specifically describes how you will achieve the objectives. Closely tie your methods to the goals, objectives, and need statement. Link your methods to the resources you are requesting in the proposal budget. Develop a timeline for implementing your project that illustrates goals, objectives and activities. Write this section as though the reader knows nothing about your institution or the program you're proposing.
 - ♦ Evaluation

The evaluation section is becoming more and more important. Most evaluation plans include both formative and summative evaluations to measure progress during and at the end of the project.
 - ♦ Sustainability

Unless you are proposing to conduct a one-time project with an exact end date, be sure to address sustainability of the proposed project beyond the grant award period. Funders will want you to illustrate that the project is finite (with start-up and ending dates) or that it is capacity-building (that it will contribute to the future self-sufficiency).

➤➤Continued on page 15

CALL FOR PAPERS: PRE-CONFERENCE SEMINAR OF THE INTERNATIONAL MATH EDUCATION SUBCOMMITTEE OF AMATYC'S DIVISION/DEPARTMENT ISSUES COMMITTEE

Nov. 9, 2011, Austin, TX

Pre-Conference Seminar

Theme: Case Studies and Best Practices

The International Mathematics Education Subcommittee of AMATYC's Division/Department Issues Committee is pleased to announce a pre-conference seminar on Wednesday, November 9, 2011, in Austin, Texas, before the 2011 AMATYC Annual Conference. The goals of this seminar are:

1. To advance the understanding of AMATYC members of best practices in mathematics education in other countries.
2. To select papers and prepare for the discussion/topic group on mathematics in tertiary institutions to be presented at the ICME-12 (International Congress on Mathematics Education) in Seoul, Korea, in July 2012. Presenters are invited to give a paper presentation related to the following topics:
 - **Practices used in performing countries.**
 - **Success of current developmental mathematics programs.**
 - **The role of community colleges in the U.S.**

A grant from the National Academy of Sciences will support lunch in Austin for the seminar presenters and participants and one night's lodging at the Hilton Austin for the first 15 confirmed presenters and participants.

Seminar presentation proposal submissions must include:

- Presenter name, address, institution, phone and fax numbers, and email address.
- A title and a 50 word description (both as they would be printed in the seminar program).
- An abstract of no more 250 words.

Email presentation proposals as a Microsoft Word document attachment to: Fary Sami, Harford CC, Bel Air, MD, fsami@harford.edu. **Deadline for receipt of abstracts is July 1, 2011.** Acknowledgment of receipt will be sent immediately. Acceptance/Rejection will be sent on or before August 1, 2011.

This seminar is open to AMATYC members who are interested in international mathematics education and who might also want to attend the ICME-12 in Korea. This seminar is sponsored by the International Mathematics Education Subcommittee of the Division/Department Issues Committee of AMATYC and sponsored by a grant from the National Academy of Sciences.

Find more information about ICME-12 at www.icme12.org/.

- Poster Session, Con't from page 5 they have the most interest.
8. When space is available, posters will be set up at least two hours prior to the session:
 - a. Attendees may browse and read posters at their leisure.
 - b. Attendees can use session hours for in-depth discussion with the creators of those posters in which they are most interested.
 - c. Presenters need only be in attendance during the designated hours of the Poster Session.
 - d. Presenters will be encouraged to provide handouts at their display for browsing attendees.

COMING SOON

The AMATYC News will have a new look soon. Students from graphic design classes at two different colleges have submitted concepts for a new design. A new design has been chosen and should be unveiled in the August News. Keep your eyes open for something new.

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.

Address changes should be sent to:

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AMATYC ON FACEBOOK

AMATYC is expanding its web presence on Facebook with a new non-profit organization page. To keep up with the latest news, or to post news from your area, please "like" AMATYC at facebook.com/amatyc. On Twitter, follow MathAmatyc. Please let Pat Rhodes, prhodes@tvcc.cc know what kind of updates you'd like to see. Just post your requests on the facebook page.

UPDATE ON STATWAY AND QUANTWAY (FORMERLY MATHWAY)

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

AMATYC continues to collaborate with the Carnegie Foundation for the Advancement of Teaching and the Charles A. Dana Center at the University of Texas at Austin on both *Statway* and *Quantway*.

What are Statway and Quantway?

Statway and *Quantway* are alternative mathematics pathways for non-STEM students currently under development by the Carnegie Foundation for the Advancement of Teaching and the Charles A. Dana Center. These yearlong pathways take developmental math students to and through a college-level credit bearing mathematics course. Carnegie's plan is to address the low success rate of developmental mathematics students by redesigning the curriculum and pedagogy for the target population, community college students who place into introductory algebra.

Statway redesigns traditional developmental mathematics by creating a one-year college level statistics pathway that integrates necessary mathematics learning along the way.

Quantway, formerly *Mathway*, is a two-semester mathematics pathway focused on mathematical literacy and quantitative reasoning. The *Quantway* path will give students the foundational mathematical literacy and habits of mind needed to use quantitative information flexibly in the social sciences, other non-STEM disciplines, and as a responsible citizen. *Quantway* is a year-long pathway with two discrete semesters; the first semester is developmental mathematics, followed by a college level quantitative reasoning course.

What is a Collaboratory?

A collaboratory is a "center without walls" in which researchers work without regard to physical location, interacting with colleagues through a networked community. A networked community is an organizational form that includes social processes, collaboration techniques, formal and informal communication (Wulf 1989, Cogburn 2003).

At the heart of the work is what Carnegie is calling the Collaboratory, which is an interactive community made up of these selected community colleges, researchers and public/private partners. The Charles A. Dana Center at the University of Texas at Austin, headed by Uri Treisman—also a senior partner at Carnegie—is working with the Foundation to develop a common set of instructional resources, collecting a common set of data and beginning a process of continuous improvement.

Who are Collaboratory Colleges?

The first round of colleges participating in *Statway* or *Quantway* are called collaboratory colleges. Each collaboratory college team is comprised of three faculty, one administrator and one institutional research person. These colleges are part of the networked improvement community aimed at doubling the proportion of community college students who, within one year of community college enrollment, are mathematically prepared to succeed in further academic or occupational pursuits.

There are currently 19 *Statway* Collaboratory colleges in five states: California, Texas, Washington, Connecticut and Florida.

In addition, 3 California State Universities have been added to the *Statway* collaboratory. The first instantiation of *Statway* will launch during the fall of the 2011-2012 academic year.

The Quantway Collaboratory includes 8 colleges from 3 states: Georgia, New York and Ohio. The first semester of the *Quantway* pathway, Quantway I (formerly called MLCS) - the developmental mathematics course, will begin being offered at these colleges in spring 2012.

Latest News

The Winter Institutes

The *Quantway* and *Statway* Winter Institutes were held in Palo Alto, CA: *Quantway* on January 25-28 and *Statway* on January 29-February 2, 2011. The collaboratory colleges engaged in lesson study and review activities; discussions of pedagogy, language and literacy and professional development; the learning theory behind the *Quantway* and *Statway* instructional design principles; and psychological factors and interventions that may improve student motivation and engagement.

Quantway Quantitative Literacy and Reasoning Student Learning Outcomes Convening

The Carnegie Foundation for the Advancement of Teaching and the Dana Center hosted a gathering of Quantitative literacy and reasoning experts in Austin on February 25-27. This congenial group convened to develop the *Quantway's* quantitative literacy and reasoning student learning outcomes. These outcomes will inform the instructional design principles and lesson development for both semesters in the *Quantway* pathway. In addition to the learning outcomes, the convening participants discussed quantitative literacy assessment, teaching challenging pedagogies, and promoting the transfer of quantitative reasoning to novel situations. This convening group included 10 two-year and four-year college quantitative literacy experts: Bernie Madison, Univ of Arkansas (AK); Stuart Boersma, Central Washington Univ (WA); Deann Leoni, Edmonds CC (WA); Caren Diefenderfer, Hollins Univ (VA); Maura Mast, Univ of Massachusetts (MA); David Bressoud, Macalester College (MN); Eric Gaze, Bowdoin College (ME); Rebecca Hartzler, Edmonds CC (WA); Judith Moran, Trinity College (CT); and Rikki Blair, Lakeland CC (OH). This gathering also included Carnegie's AMATYC pathway liaisons and initial *Mathway* developers Julie Phelps, Valencia CC (FL); Jack Rotman, Lansing CC (MI); staff from the Carnegie Foundation; and staff from the Dana Center.

For more information on the initiatives, participating colleges, and student outcomes, visit the Carnegie Foundation website: www.carnegiefoundation.org.

ALAMATYC RESURRECTED!

"Phenomenal!" "Incredible." "Fantastic!" These are a few of the comments overheard or shared at the AlaMATYC Revitalization Conference on February 12, 2010. The keynote speaker, Pat McKeague, was inspiring. Donna Saye, Southeast Regional Vice President, helped conduct the business meeting, where by-laws were adopted and officers were elected. After being inactive for 15 years, this affiliate is alive and well again with 85 members statewide.

Following this resurrection, on February 18, 2011, AlaMATYC held its 2011 conference, "Making Connections," at Lawson State CC in Birmingham. The keynote speaker was Herbert Riedel, Mathematician and President of Lurleen B. Wallace CC. Riedel discussed a systematic initiative to improve student success in College Algebra, emphasizing the use of simple Quality Tools and statistical measures. The NSF funded project, "Excellence through Mathematics Communication and Collaboration ($E = mc^2$)" was also discussed as was a current project of course redesign at Riedel's college. There were eleven breakout sessions held throughout the day. Six vendors also participated with displays, discussions, and door prizes.

The 43 participants at this year's conference elected the following positions: Calvin Briggs of Lawson State CC, President-Elect; Shywanda Moore of Shelton State CC, Secretary; Paige Feibelman of Southern Union CC, Treasurer; and Shawanda Thomas of Lawson State, Publications Coordinator. Other officers include Annette Cook of Shelton State CC, Past-President; Jim Gleason of the Univ of Alabama, President; and Tina Evans of Shelton State CC, Webmaster; Lisa Nix of Shelton State CC, Liaison to Alabama Council of Teachers of Mathematics.

The Affiliate Scholarship application to the AMATYC Conference in Austin was made available and great interest has been shown. Project ACCESS hopefuls are anxiously awaiting the opportunity to apply for that terrific program as well.

PSMATYC ANNUAL CONFERENCE

The first PSMATYC Annual Conference was held Saturday, October 23, 2010 at the Wildwood Conference Center on the campus of Harrisburg Area CC. The conference opened with a continental breakfast and a warm welcome from HACC's Interim President Ronald Young, a former mathematics professor. AMATYC President Rob Farinelli gave fascinating insights to the pathways to and through college mathematics, the role community colleges play, and the impact they have in mathematics education. There were three break-out sessions with nine different topics and presenters. The conference was well attended and colleges across the state were represented. It provided a wonderful opportunity for the members to be presenters and to have a professional growth opportunity close to home. During the conference, the General Membership Meeting was conducted by President Dan Fahringer. Plans for the future of the organization were discussed, as well as how to best interact with AMATYC and other professional organizations. The success of this conference and the enthusiasm it has engendered will instill a new beginning to the organization. Watch for coming announcements for the next conference/annual meeting in the fall. PSMATYC looks forward to seeing you there!!

NOMINATE A COLLEAGUE NOW!

2012 MATHEMATICS EXCELLENCE AWARD CALL FOR NOMINATIONS

by Rikki Blair

Nominations are now open for the next AMATYC Mathematics Excellence Award. The deadline for nominations isn't until November 1, 2011, but it isn't too early to think about who you could nominate for the award NOW! Do you have a colleague who you think deserves special recognition for his or her outstanding contributions to mathematics or mathematics education in two-year colleges?

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

The following information is requested for each nominee: A résumé or vita, not to exceed 3 pages; and three letters in support of the nomination, which includes the letter of nomination. At least one letter of recommendation should be from outside the nominee's AMATYC region. Letters of support that elaborate on qualities mentioned in the résumé or that point out additional exemplary characteristics of the nominee are more helpful to the committee than letters that simply reiterate items mentioned in the résumé.

Nominations close November 1, 2011.

The award will be presented at the 2012 Annual Conference in Jacksonville, FL.

For more information, contact the Mathematics Excellence Committee member in your region or visit the AMATYC website, www.amatyc.org.

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

Submit nomination materials to: Rikki Blair, AMATYC Past President and Chair of the Mathematics Excellence Award Committee, Richelle.blair@sbcglobal.net.

MOVING TOWARDS A RESEARCH AGENDA IN COMMUNITY COLLEGE MATHEMATICS EDUCATION: PROGRESS OF A WORKING GROUP @ SIGMAA ON RUME¹

April Ström, Scottsdale CC; Ann Sitomer, Portland CC;
Mark Yannotta, Clackamas CC; Vilma Mesa, Univ of Michigan

The AMATYC Research Committee hosted a Working Group session at the 14th Conference on Research in Undergraduate Mathematics Education (RUME) in Portland, OR, on February 24th. The session, titled *Research on Community College Mathematics*, focused on bringing together mathematics education researchers and practitioners interested in investigating questions of mathematics teaching and learning at community colleges. The main goal of the working group was to begin outlining a research agenda to further the field of mathematics teaching and learning at community colleges on issues unique to this context.



Left to right: Sergio Celis, Tyler Blake, Tim Whittimore, Mark Yannotta, Vilma Mesa, Ann Sitomer, Carla van de Sande, Laura Watkins, HeeJoo Suh, Karen Marrongelle, Elaine Lande, April Strom, Kelly Mercer, Helen Bum, Taras Gula.

Participants included community college faculty-researchers, university researchers, and mathematics and higher education graduate students. The session engaged participants in three types of activities: (1) presentation of historical underpinnings of research movements in mathematics education; (2) discussion of ongoing research on specific areas that are fundamental for community colleges; and (3) guided discussion with the goal of establishing a research agenda for this work.

The group proposed the following four emerging strands of research that were viewed as critical for understanding the teaching and learning in community college mathematics:

Strand 1: Mathematics Teaching: Investigating Practice, Classroom Culture, and Faculty Development

Strand 2: Mathematics Curriculum: Searching for Coherence and Connections

Strand 3: Mathematics Students and Diversity: Understanding the Issues and Affordances

Strand 4: Distance Education and Technology: Exploring the Implications for Learning and Instruction

It is anticipated that some outcomes from the discussion will be to generate a report for the RUME Proceedings, a report for AMATYC's Research Committee, and a paper for a major journal. Taken together these activities allow for the advancement of the following goals:

- (1) outline a research agenda for community college mathematics;
- (2) identify specific research domains and sub-domains so that community college research will become more integrated within the mathematics education research community;
- (3) increase the visibility of research being conducted at two-year colleges, which will allow for better identification of those researchers who are conducting this research and increase collaborations and partnerships between two- and four-year institutions;
- (4) outreach to other research domains that have also been engaged in understanding the phenomenon of community college instruction in mathematics, to inform others of their work and to infuse their work with insights that come from studying classroom practices, attending to the work that is close to those who are directly responsible for success, namely the instructors, teachers, and designers of curricula.

In the coming months, the Research Committee will continue to provide the AMATYC community with updates on the progress of the research strands and emerging agenda items. Stay tuned for more details! You are invited to join the Research Committee! Feel free to contact April Ström (Research Committee Chair) at april.strom@sccmail.maricopa.edu for additional information.

¹ SIGMAA on RUME is a Special Interest Group of the MAA on Research in Undergraduate Mathematics Education (sigmaa.maa.org/rume/Site/News.html)

DIVISION/ DEPARTMENT ISSUES COMMITTEE

by Sean Simpson

The Division/Department Issues Committee (DDIC) works on issues related to department chairs and adjunct faculty, math faculty qualifications, and international education among other topics. It also works on a number of different AMATYC position statements, mainly through an email discussion.

The International Education subcommittee has been very busy recently. In the most recent edition of *MathAMATYC Educator*, you may have noticed that an upcoming edition will be devoted to international education; please see the introduction to the February 2011 edition for more details. The committee is very excited about this opportunity!

The committee is already looking forward to the Austin conference. Among its activities will be the annual Chairs Colloquium. This year, the second hour will be devoted to adjunct issues that are faced by chairs. There will be a number of other activities from DDIC in Austin (including the annual committee meeting), and new members are welcome at any time!

To learn more about the Division/Department Issues Committee, email the chair of the committee, Sean Simpson, at Sean.Simpson@sunywcc.edu. The members of the DDIC look forward to seeing many of you in Austin!

PLACEMENT AND ASSESSMENT COMMITTEE

by Connie Buller

There is much talk of course redesign around the nation. One thing that the chair of the Placement and Assessment Committee would truly like to see is attention given to student success in courses that depend on an entry or developmental course. How can it really be said that a course is successful unless the knowledge gained by students is actually good in later courses? How is this measured? Perhaps this can be answered if one looks at how students achieving a C or better in a redesigned course do in

the next course, compared to students entering that next course in a more traditional way. Does it matter if students wait several years before entering that later course? If so, how many years? Initial placement is always difficult, but so is the situation where students start where we think they should, register early for the next class—and then either drop or fail that prerequisite class?

In the Placement and Assessment Committee, all who are interested in placement and assessment at two-year colleges are welcome. The committee is a large one, with over 400 members, and the agenda belongs to the members. Opportunities are provided to share ideas, either face-to-face at the annual conference themed sessions, or by way of newsletters.

Occasionally the committee has charges from the AMATYC Board, such as a recent one to review existing AMATYC position papers. These position statements, which describe best practices, are found at www.amatyc.org, and are not adopted by AMATYC until they are formally accepted at a delegate assembly. Forums to allow for any member's input are usually offered on Thursday evening at the annual conference.

In Boston the PAC committee voted to revise the Course and Program Assessment paper; members were asked to send suggestions for revision, and a small group (Beth Edmonds, Laura Bracken and Margie Hobbs) wrote up a draft. This will be presented in Austin to the entire AMATYC community. Next, the committee will look at the paper on Placement.

There is no extra charge for joining an academic committee—there is as much or as little work as a person wishes. There are academic committees for many interests—and people can join more than one committee at a time. People can simply walk in—they are welcome. It is really great to see people in person, and to observe the nuances of what they say via body language, but not everybody can get to conferences every year. For this reason there are opportunities to do things outside of the conference as much as possible.

You are cordially invited to join an academic committee. Go to www.amatyc.org to find membership forms. Contact Connie Buller at cbuller@mccneb.edu for more information on the Placement and Assessment Committee.

TEACHER PREP COMMITTEE: “WRITING IN MATH FOR ELEMENTARY TEACHERS COURSES”

by Ed Gallo

You all know about some areas where students write in their math class. One example is the famous “Math Biography” that many instructors use in a developmental math class. This is where students can “let it all out” and discuss where they had bad (or perhaps, good) experiences in math in the past. The “Math Biography” is nice, but here is a discussion for formal and informal writing opportunities in Math for Elementary Teacher courses.

First, why is it desired that students write in these Teacher courses? Here are a few good reasons:

- Writing helps to deepen students' understanding.
- Students can reflect on their own learning.
- Students can make sense of math.
- Teachers can identify:
 - ♦ What students understand, and
 - ♦ What students don't understand.

In the Teacher course, writing can be incorporated throughout the course. The “informal” writing requirements are in the form of having students explain the “how does this work” and the “why does this work” for homework problems, in-class activities and labs, short quizzes, and especially on exams.

Some teachers have included three “formal” writing requirements in each of the Teacher courses. One requirement is a 4–6 page short paper where students are involved in researching various math websites and math articles found in math journals/publications, to include as a minimum one of the following NCTM publications: “Teaching Children Mathematics” or “Teaching in the Middle Schools.” Details are provided on what the students should include in their short paper, as well as a “check list” or rubric that shows how the instructor will assess their writing.

The other two “formal” writing requirements are 1–2 page Reaction Papers. These shorter papers are designed

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STUDENT MATHEMATICS LEAGUE

by Susan R. Strickland

At the time of this writing, Round 2 of the Student Mathematics League competition is underway. 185 schools participated in Round 1 and the results are as follows:

Top 5 Teams

- | | |
|--|--------------|
| 1. West Valley College (CA) | 168 points |
| 2. East Los Angeles College (CA) | 166 points |
| 3. Pasadena City College (CA) | 147 points |
| 4. Mount San Antonio College (CA) | 143.5 points |
| 5. (tie) Los Angeles City College (CA) | 140.5 points |
| Santa Monica College (CA) | |

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 – Normandale CC (MN)
- Southwest – Tarrant County College (TX)
- Northwest – Green River CC (WA)
- West – West Valley College (CA)

Top Individual Rankings

- | | | |
|---------------------|-------------------------------|-------------|
| 1. Dang Minh | Mission College (CA) | 40 points |
| Yushi Wang | Portland CC (OR) | |
| Tianyou Wang | East Los Angeles College (CA) | |
| Che-Cheng Lien | North Seattle CC (WA) | |
| 5. Brendan Fletcher | Central Piedmont CC (NC) | 37.5 points |
| Kevin Heh | West Valley College (CA) | |
| Kevin Mu | West Valley College (CA) | |
| Weilin Shi | Glendale CC (CA) | |
| 9. David Wang | West Valley College (CA) | 36 points |
| Ziqi Hang | East Los Angeles College (CA) | |

As usual after Round 1, it is a tight race. But it is not so usual to have a four-way tie for first place with perfect scores! If your school is not yet participating in the SML competition, consider starting next year. Whether your students score a 40 or a 3, it is good for them to participate and have a little fun outside of class. The dates for next year's competition are Round 1: Friday, October 14 through Saturday October 29, 2011, and Round 2: Friday February 17 through Saturday March 10, 2012. 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.

DEVELOPMENTAL MATHEMATICS COMMITTEE (DMC)

by Kathleen Almy

The goals of AMATYC's DMC are to provide resources, networking, and professional development related to developmental mathematics at the annual AMATYC conference and continue that work throughout the year. There are many projects underway and ways to participate.

- The DMC has a new website, sites.google.com/site/amatycdmc/, for committee information as well as other resources related to developmental mathematics. If you are interested in sharing classroom ideas or information related to course redesign, please contact Kathleen Almy at k.almy@rockvalleycollege.edu to have your ideas added to the website. It is a goal of the committee to continually add to this site, particularly the section on course redesign, since that is a popular topic in community colleges today.
- On the committee website is a link to a new Google group for discussion. You can also access it directly at groups.google.com/group/amatyc-dmc/. Even if you're not a DMC member, feel free to join the conversation. If you don't have a Google account, it will prompt you to set up one if you'd like to post. Google accounts are free.
- The AMATYC Board has given each committee funds to start a webinar series. Topics of interest so far include *New Life/Quantway* (previously known as *Mathway*), course redesign, teaching the developmental student, and ways to increase pass rates. If you have a topic or want to present, please let Kathleen Almy know.
- At the committee meetings held in Boston, the DMC was charged with writing a position paper on the appropriate preparation for all students. Included in this discussion is the role of intermediate algebra and for whom it is most appropriate. A wiki has been started for discussion. It's an important topic that requires the input of many to create something strong. Please check out the DMC website for more information and link to the wiki.
- New Life continues with its work under Jack Rotman's leadership. There is information on the DMC website and a link to the wiki Jack has developed. Pilots and materials are in development to support this initiative.

Anyone is invited to look at the website, discussion board, and wikis. If you would like to become a member of the committee and receive regular updates on happenings, please go to DMC website for information on joining.

INNOVATIVE TEACHING AND LEARNING COMMITTEE: OPEN EDUCATIONAL RESOURCES

by Mary Beth Orrange and Barbara Illowsky

The Innovative Teaching and Learning Committee (ITLC) explores new and creative ways to enhance the learning environment. In this issue, Barbara Illowsky discusses the use of Open Education Resources (OER).

Open Education Resources are learning materials or resources whose copyrights have expired or have been released with an intellectual property license that permits their free use by others for non-commercial educational purposes without the permission of the original author or creators. OER include items such as textbooks, streaming video in classroom lectures, tests, and software. These resources provide free alternatives to traditional classroom materials, such as textbooks, which are requiring an increasing share of community college students' limited budgets.

The Open Educational Resources movement offers community colleges an innovative opportunity to address the rising cost of textbooks, increase college affordability and leverage technology. It is encouraging the creation of free, high-quality content for community college courses to replace commonly used textbooks. There have been many articles and editorials in newspapers and journals, including the *New York Times*, the *Chronicle for Higher Education*, and *Inside Higher Ed* about the high cost of textbooks and/or the efforts to use OER to reduce the costs of education for students. By promoting OER, community colleges can create sustainable academic resources for students and provide professional development opportunities for faculty.

OER was initiated in 1999 by the Massachusetts Institute of Technology's (MIT's) OpenCourseWare project. MIT has now released learning materials for more than 1,000 of its courses as OER. Other colleges and universities participating in the OER movement include UC Berkeley, Johns Hopkins Univ, Carnegie Mellon Univ, and Rice Univ. However, most of these materials are for upper division and graduate level courses and not suitable for community colleges. Fortunately, community college faculty are joining the OER movement and starting to produce and post open content. Community college faculty now have the option to select from the various "open license" levels made possible by Creative Commons and develop or repurpose existing course materials to make them freely accessible to students.

Use of open content or learning materials on a college campus represents a daunting paradigm shift for both faculty and the institution. Orchestrating such a shift requires a coordinated and system-wide effort that marshals the expertise, resources, and skills from a broad spectrum of the campus community. Currently, a subgroup of the Innovative Teaching and Learning Committee is starting to develop a position paper on Open Educational Resources. Watch for more information in Austin!

CONFERENCE PROGRAM COORDINATOR SEARCH

What brought you to AMATYC and what keeps you coming back for more? A large part of the answer is the quality of the annual conference. Exciting speakers, workshops, innovative ideas, panels with lively discussions, strands of interest to the broad scope of participants are all necessary ingredients of a stimulating program. There is perhaps no other person more responsible for preparing a successful conference program than the Program Coordinator.

For the past several years, AMATYC conference programs have been crafted by the current Program Coordinator, Wanda Garner, Cabrillo College. She will be completing her current term with the 2012 Jacksonville conference. AMATYC is searching for an individual to take on the great work Wanda has done.

The incoming Program Coordinator will spend a year "shadowing" the current Program Coordinator. This shadowing experience includes a site refresh visit to Anaheim, site of the 2013 conference, and a March meeting in Memphis to develop the Jacksonville program. The actual appointment as Program Coordinator would begin January 1, 2013 and run for three years.

The Program Coordinator's duties require attention year-round but are especially time intensive in February and March prior to the conference. Work on publications, in which the Program Coordinator participates, occurs during the summer. This position requires attention to details, strong writing and editing skills, and extensive familiarity with the AMATYC conference.

A short list of duties and responsibilities include:

- Direct the proposal submission and review process, working with the AMATYC office staff.
- Chair the Program Proposal Review Committee, consisting of five appointed reviewers, the academic committee chairs, and the Presider Chair.
- Meet in March with the Presider Chair to select proposals and lay out the annual conference program.
- Make editorial changes so that each selected presentation description is an appropriate length, grammatically correct, reflects the content of the presentation, and written in the second or third person.
- Edit and proof for accuracy drafts of the conference miniprogram and program.
- At the conference, track speaker check-in to identify speakers who have not checked in, and develop a contingency plan.
- Solve problems on site to assist speakers.
- Attend conference sessions as time allows.
- Draft thank-you letters to be sent by the office to speakers when the conference is over.
- Update the speaker history file.
- Prepare reports and motions, as needed, for Spring and Fall Executive Board meetings.
- Assist in planning the next conference, including participating in an advance site visit to determine room usage.

A more complete list of duties and responsibilities can be found at www.amatyc.org. If you have questions about the position or just need more information, please contact Jim Roznowski, AMATYC President-Elect, jaroznow@delta.edu.

Interested in applying? Applicants should send a letter of interest and a vitae to Jim Roznowski, AMATYC President-Elect, jaroznow@delta.edu, G213, Delta College, University Center, MI 48710.

WHAT'S NEW: AN UPDATED MEMBERSHIP DATABASE SYSTEM!

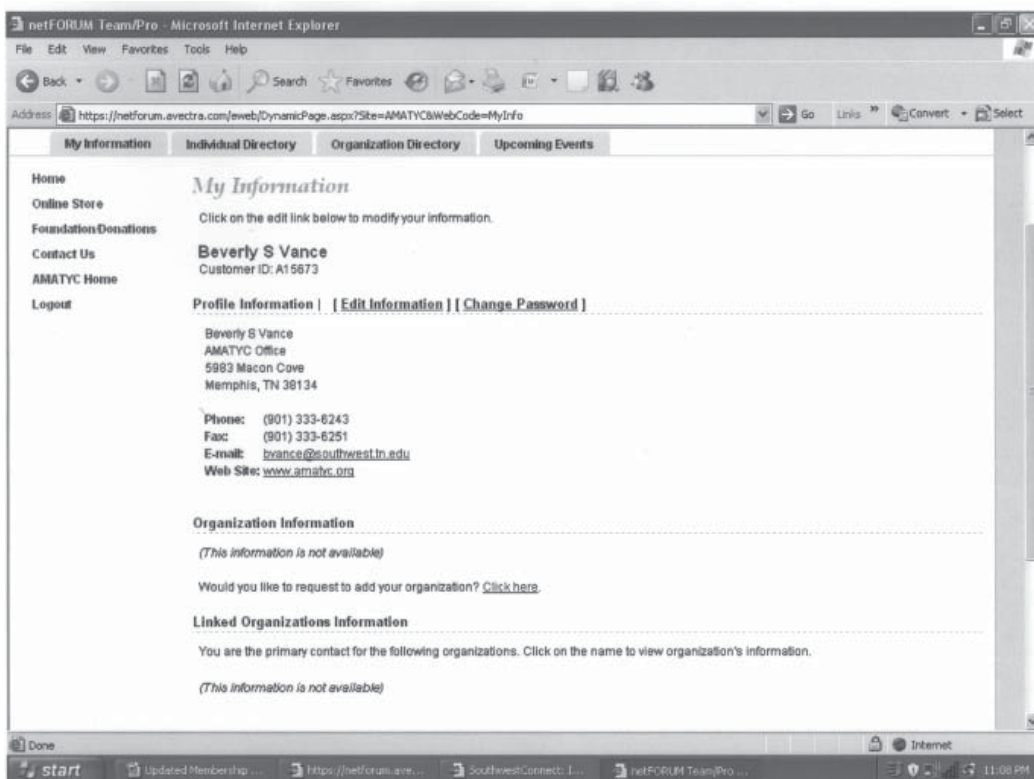
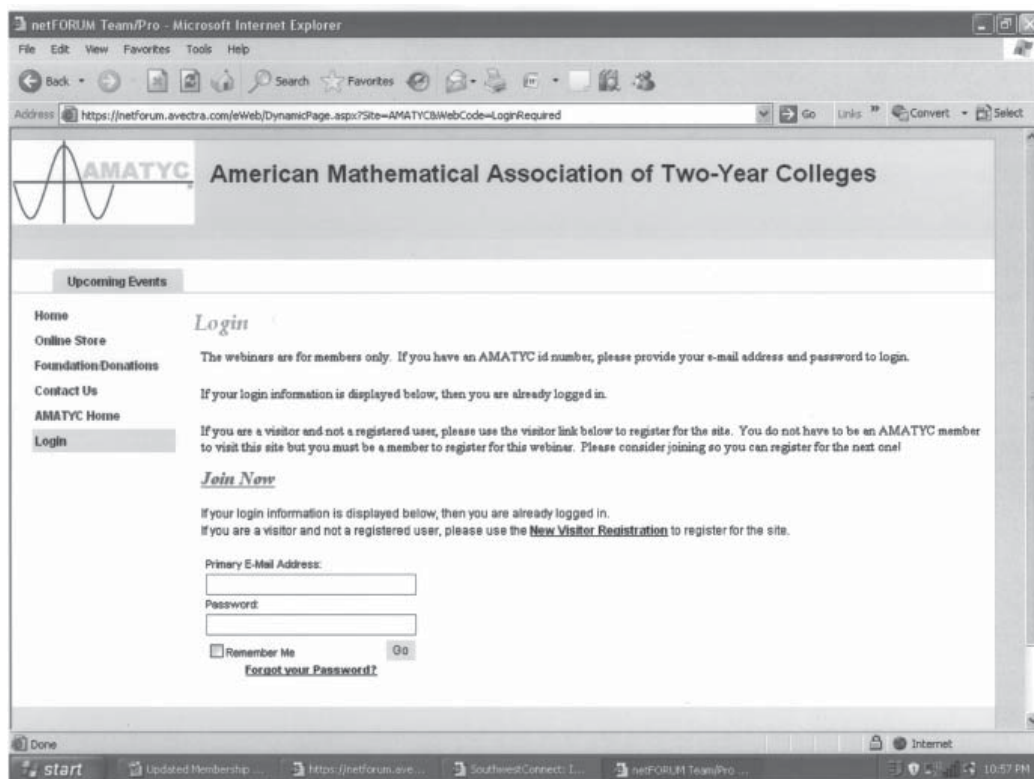
We've finally done it! Done what? We've outgrown our database management system! With ten years of data for approximately 19,000 records, it was time to move to another format to accommodate and manage our membership information. Also, as technology has evolved, moving to a different system, we will now be able to provide a more sophisticated, yet user-friendly, online customer-service to our members.

If you registered for one of the recent AMATYC webinars, you got a sneak peak at the new database system. We are migrating from a Microsoft Access format to an online, web-based, real-time data management module. This new method of maintaining member information will allow members to log in to view and edit personal information as well as register for AMATYC events.

The login requires the email address on file in the office and a pre-set password. Once you have entered the correct information, you will be prompted to change the password to secure your privacy. This web-based system has a shopping-cart type payment feature so you are able to renew your membership, register for the conference and donate to the Foundation. Additionally, you will have access to your payment history, from this year forward, so you are able to review your transactions at your convenience as well as reprint a receipt if needed. (We've not thrown out the payment history for the last ten years; it is safely secured and is it can be retrieved on request if needed.)

- **Credit Card Payments:** Online credit card payments will no longer be delayed by in house processing. When you make a purchase, your credit card will be charged immediately and a receipt will be sent to your email. Of course, we are still accepting personal and college checks for payments if you prefer that method.
- **Verify Personal Data:** Another feature of the new system allows you to edit your personal information and preferences yourself. Once logged in, you can edit your profile – correct or update mailing address changes, decide if you want to be included in the member look-up directory or if you prefer not to have your information

➤➤Cont on page 15



➤➤ **What's New, Cont from page 14**

published online. Once logged in, if you select the "My Information" tab at the top of the screen (see sample on page 14), this is the page where you can make any updates to your database record (profile).

- **Email Opt-Out Choice:** You may also decide if you do not want to allow your email or mailing address sold to third parties by following the opt-out links and selecting the appropriate box.
- **Recent Email Broadcast:** You should have received a database email announcement with your log-in email address and your pre-set password. If you don't have this information, please contact the AMATYC Office.

Additionally, if someone had an active membership that lapsed, or if someone attended a conference without joining, they have a record in the new system. A log-in ID and pre-set password, along with a note stating this would be a perfect time to join, was sent by email to these individuals. Any new non-members will be able to visit the site and register a profile; this will give us an opportunity to capture contact information for prospective members.

To summarize, if you haven't updated your profile follow these directions:

- Go to www.amatyc.org and click the link for the new database.
- Type in your email address that you are using for your AMATYC membership.
- Retrieve your password from the email instructions.
- Select "Update My Information" from the menu bar.

Please report any problems or difficulty getting logged in to Beverly Vance at bvance@amatyc.org.

➤➤ **Grants 101, Cont from page 6**

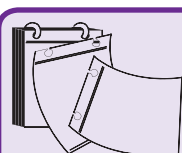
- ♦ Budget and Budget Justification
Most federal agencies will require you to submit a SF 424 Budget form for non-construction projects. This form allows you to itemize project expenses into federally-recognized budget categories. It is a good idea to organize your budget worksheet in the same format, and include matching funds (cash and/or in-kind) when required. The budget narrative fully explains each expense category and provides justification for each listed item. If the item is in the budget, it must also be mentioned in the narrative. Allowable costs vary from grant to grant.
- ♦ Appendix
Letters of Support vs. Commitment
Resumes
Job Descriptions
Required Forms

➤➤ **Committee Reports, Cont from page 11**

to have students read and review a specific topic. Then, the students describe the topic and give their reaction. As an example, one topic is to provide their reaction to the content standards for "Number, Number Sense, and Operations" for grades K-2.

There are many good websites that discuss writing in math in general. Here are three sites that are very helpful. And, by the way, some of the comments and thoughts in this article come from these sites.

- www.mathacademy.com/pr/minitext/writing/
- www.mathwire.com/writing/writing1/
- www.pasd.wednet.edu/school/mathWASL



AMATYC CALENDAR OF EVENTS

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

April 28-30, 2011 MinnMATYC Conference, Duluth Entertainment & Convention Center, Duluth, MN. Contact: ViAnn Olson, viann.olson@roch.edu. Website: www.minnmatyc.org/conferences

April 28-30, 2011 Northwest Regional Conference (ORMATYC & WAMATYC), Skamania Lodge, Stevenson, WA. Contact: Jerry Kissick, jkissick@pcc.edu. Website: www.ormatyc.org

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

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

May 6, 2011 MATYCONN Spring Meeting, Naugatuck CC, Waterbury, CT. Contact: Andre Freeman, afreeman@ccc.comnet.edu

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

May 25-27, 2011 OCMA Annual Mathematics Conference, Orillia, Ontario, Canada. Contact: Paul Balog, pbalog@georgebrown.ca

September 10, 2011 UMATYC Conference, USU-College of Eastern Utah, Price, UT. Contact: Henry Zwick, henryzwick@ceu.edu

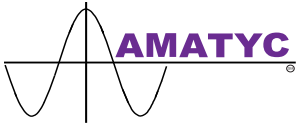
September 24, 2011 WisMATYC Annual Meeting, Marian Univ, Fond du Lac, WI. Website: wis.matyc.org/FallConferences/index.htm

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

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

October 31-November 3, 2013 39th Annual AMATYC Conference, Anaheim, CA. Contact: AMATYC Office, amatyc@amatyc.org

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



Kathryn Kozak, Editor
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THE AMATYC FOUNDATION NEEDS YOU!

The AMATYC Foundation's 2010-2011 fundraising campaign is in full swing, but we still need your help to reach our goal.



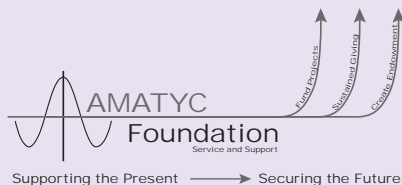
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- Mission, Goal, and Activities
- AMATYC Project ACCESS
- Mini-Grants to Members
- New Endowment Fund

All Gifts Welcomed—Small or Large

- One-Time Donation
- Sustained Giving Plan
- Bequest

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



Dates To Remember!

AMATYC Project ACCESS

Application Deadline:
May 1, 2011

Voting Eligibility
Deadline:
May 31, 2011

AMATYC Mathematics Excellence Award

Nomination Deadline:
November 1, 2011

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

For more information visit
www.amatyc.org