

NEWS

Opening Doors
Through Mathematics



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2007 AMATYC Conference Program Highlights

by Wanda Garner

Join your AMATYC colleagues November 1-4, 2007, in Minneapolis for sessions and workshops centered on the conference theme, "Building a Better Tomorrow." AMATYC's own Pat McKeague will present the keynote address in Thursday's Opening Session. Learn from Pat "What a Difference Five Minutes Makes" in the lives of students when faculty share their personal career path experiences. Hear Presidential Award for Excellence in Science and Mathematics Teaching winner Dan Kennedy discuss "My Year with NUMB3RS: Mathematics Goes to Hollywood" during the Saturday Morning Awards Breakfast.



On Friday, participate in a special symposium on "Mathematics Across the Curriculum and Quantitative Literacy" (MAC/QL) featuring an address by Bernie Madison, president of the National Numeracy Network. Following Madison's session, Rebecca Hartzler, Deann Leoni, Caren Diefenderfer, Fredrick Reese, and Klement Teixeira will conduct an interactive workshop that will provide activities and strategies to implement MAC/QL at the course, departmental, and institutional level. Then, visit a new, creative poster session and learn from colleagues who have developed MAC/QL projects as a result of recent AMATYC institutes.

Additional conference events not to be missed include:

- ❖ "Infinity Bottles of Beer on the Wall or What's So Funny About Mathematics?" by invited speaker Lew Lefton;
- ❖ "The Derivative as a Linear Transformation" by invited speaker Wayne Roberts;
- ❖ Themed session "Math on the Web" presented by instructors skilled in effective distance learning pedagogy;
- ❖ Themed session "Placement and Assessment—Using Ideas from *Beyond Crossroads*;"
- ❖ Themed session "Implementing *Beyond Crossroads*" featuring ways to improve student achievement;
- ❖ Themed session "Successful Activities/Projects in Teacher Preparation;"
- ❖ The return of the popular "Division/Department Chair Colloquium;"
- ❖ The NSF Poster Session;
- ❖ Friendly competition in the "Faculty Math League Contest;"
- ❖ Sharing sessions to address the needs of adjuncts, affiliate leaders, and website coordinators;
- ❖ The latest advances in technology demonstrated in several commercial sessions; and
- ❖ An exhibit hall filled with representatives from all your favorite publishing companies eager to share materials designed to help your students succeed.

Make plans now to renew your professional energy by joining your friends and colleagues at AMATYC's 33rd Annual Conference in Minneapolis.

Building a Better Tomorrow The New Orleans in Minneapolis Conference

by Keven Dockett

"Tickets! Get your tickets!" "Do you have yours?" "What tickets?" you ask.

Your plane ticket for starters! AMATYC is going to Minneapolis on November 1, 2007. Located halfway between Los Angeles and New York City, Minneapolis is less than a three-hour flight from most U.S. cities.

Why should you get your ticket to Minneapolis? The Twin Cities are one of *Frommer's* top destinations for 2007; *Kiplinger's* ranked Minneapolis #2 as America's "Smart Cities" and one of "7 Cool Cities." Minneapolis takes top honors as the best city for sleep according to *Money* magazine and is the cleanest city in the country according to *Travel + Leisure!*

What other tickets do you need? You will want to get a ticket to Thursday evening's Magic show or Friday evening's performance of *Calculus: The Musical!* You will love the unique approach taken by the cast of the play to show you how they once taught calculus. Additionally in your registration materials will be tickets for Friday's regional meetings and the Saturday Morning Awards Breakfast, two other events you will not want to miss.

Please check out the link on the conference website at www.amatyc.org to see what local events are scheduled during the conference and for links to purchase advance tickets! Call your friends around the country and get a group together and see Disney's *The Lion King* or the hilarious *Triple Espresso* at the Music Box Theatre located only a block away from the conference hotels.

Now you know what tickets you need! Get yours today. Join your colleagues in Minneapolis this fall for an outstanding conference as we honor our colleagues from the New Orleans area!

Calculus: The Musical tickets
\$25

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Kathy Mowers

Owensboro Community & Technical College

Owensboro, KY

Once every five years since 1965, a sample of United States two-year colleges has been surveyed as part of an overall study of collegiate mathematics programs. The results of the 2005 survey are now published. Sponsored by the Conference Board of the Mathematical Sciences (CBMS) and supported by the NSF, many faculty have found the results of previous surveys invaluable in their quest for grants. In addition, AMATYC was able to use statistics from the 2005 survey in *Beyond Crossroads* long before publication of this report. For 2005, Stephen Rodi served as the Associate Survey Director for Two-Year Colleges, and Ray Collings and Susan S. Wood served as Assistant Survey Directors for Two-Year Colleges.

If you have not already done so, now is the time for you to visit the AMATYC website to read some fascinating facts that Stephen has summarized about two-year college mathematics programs in the United States. If you want to read even more, with all the supporting data, you can download the CBMS2005 report as a PDF file at www.ams.org/cbms. You can also review the 32-page survey form.

In my work as your president, I have often experienced the disconnect between what we who teach in the two-year college mathematics department understand about our students, faculty, and workload, and what our colleagues in other settings believe. The data in this survey throws light on many of these issues. Without all of you who responded to the survey, we would not have these results to share and use.

To pique your interest, I've written a little quiz (following the model of Past President Philip H. Mahler) so you can test yourself before you read the highlights of the full survey report.

Unless otherwise stated, every question refers to fall 2005, mathematics faculty and programs, and two-year colleges.

1. In fall 2005, two-year colleges enrolled 1,739,014 students or about ___ of all undergraduate mathematics students at U.S. colleges and universities.
 - (a) 25%
 - (b) 36%
 - (c) 48%
 - (d) 58%
2. About _____ students were dually enrolled in fall 2005 in a two-year college mathematics course that gave credit at both the high school and at the college.
 - (a) 25,000
 - (b) 42,000
 - (c) 89,000
 - (d) 525,000
3. What percentage of two-year colleges required placement testing of first-time enrollees?
 - (a) 55%
 - (b) 65%
 - (c) 80%
 - (d) 97%
4. About ___ of the two-year college mathematics and statistics enrollment in fall 2005 was in pre-college (formerly called remedial) courses.
 - (a) 45%
 - (b) 57%
 - (c) 65%
 - (d) 75%
5. Which one of the following courses experienced the largest percentage enrollment increase from fall 2000 to fall 2005?
 - (a) College Algebra
 - (b) Elementary Statistics
 - (c) Mathematics for Liberal Arts
 - (d) Mathematics for Elementary Teachers
6. What percentage of the class sections was taught by part-time faculty?
 - (a) 44%
 - (b) 50%
 - (c) 61%
 - (d) 69%
7. What percentage of two-year colleges offered mainstream Calculus II at least once over a two-year window, with comparison to fall 2000?
 - (a) down 7 percentage points to 87%
 - (b) down 1 percentage point to 59%
 - (c) down 6 percentage points to 70%
 - (d) down 10 percentage points to 78%
8. There were almost ___ permanent full-time mathematics faculty in public two-year college mathematics programs in fall 2005. This was an increase of 26% from fall 2000.
 - (a) 3,500
 - (b) 7,000
 - (c) 8,800
 - (d) 28,000
9. In fall 2005, the number of part-time faculty was ___ the number of full-time faculty.
 - (a) one-half
 - (b) double
 - (c) triple
 - (d) four times
10. About ___ of the permanent full-time faculty in fall 2005 were ethnic minorities and 50% were women.
 - (a) 2%
 - (b) 6%
 - (c) 14%
 - (d) 18%
11. What was the average age for the permanent full-time faculty members?
 - (a) 39.2
 - (b) 47.8
 - (c) 50.1
 - (d) 55.4
12. The average teaching assignment for permanent full-time mathematics faculty _____ to 15.3 hours weekly contact hours from the fall 2000 average.
 - (a) increased
 - (b) decreased
13. The average size of on-campus classes was ___ with only 21% of classes above 30, the class size recommended by the MAA.
 - (a) 20
 - (b) 23
 - (c) 25
 - (d) 28
14. Required periodic teaching evaluations for all full-time faculty members dropped from 98% in 2000 to ___ in 2005.
 - (a) 50%
 - (b) 75%
 - (c) 89%
 - (d) 95%

****Answers on page 6**



"My favorite things to do were math and music, and with the math I really like the way the numbers fit together," he said. "And with the music I like to let out ideas by composing notes -- and the spelling is just a bunch of memorization."

Evan M. O'Dorney, 13
2007 Scripps National Spelling Bee Winner

Don't Wait, It's Time to Submit Nominations for the Mathematics Excellence Award

Before you get too busy with the new fall 2007 semester, please consider nominating someone who has made significant, outstanding contributions to mathematics or mathematics education at the two-year college for the AMATYC Mathematics Excellence (ME) Award. Award criteria are national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a regional, state, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education.

A nomination consists of a resume, not to exceed three pages, and three letters in support of the nomination, one of which is the letter of nomination. At least one of the letters of support should be from a region other than the nominee's AMATYC region.

Nominations should be sent to the Mathematics Excellence Award Committee Chair, Judy Ackerman. Nominations **must be received by November 2, 2007**. Note that the due date is in the middle of the 2007 Annual AMATYC Conference so you want to be sure that nomination packets are sent in before you leave for the conference.

For more information visit www.amatyc.org/awards/Math-Excellence/Nomination.htm, or contact: Judy Ackerman, Chair ME Award Committee, Montgomery College, 51 Mannakee Street, Rockville, MD 20850, 240-567-5010, judy.ackerman@montgomerycollege.edu.

Southwest Regional Conference

by Brena Bellovich

The AMATYC Southwest Regional Conference was held June 15-16, 2007, in San Antonio, TX. Conference attendees gathered in San Antonio just in time to celebrate the hometown Spurs' NBA Championship victory; banners reading "Go Spurs Go" were displayed all over town. The conference hotel was close to the downtown festivities that lasted well into the night!

The two-day conference was packed with almost 50 presentations held at San Antonio College. The hardest part for the one hundred fifty attendees was choosing which sessions to attend. The conference also featured talks given by Joseph Gallian and Gloria White along with twelve exhibitors to visit. Many friendships were begun or renewed during informal discussions over breakfast, lunch, and snacks.

The conference planning was a collaboration among the four state affiliates of the Southwest Region: ArizMATYC, NMMATYC, OkMATYC, and TexMATYC. Hopefully, this successful conference will serve as a model for more AMATYC Regional conferences in the future. Thanks to all who presented and attended!



Your Vote Counts

AMATYC holds elections to fill positions on the Board in odd-numbered years. Watch for your ballot in the mail in late August. Every member's vote counts, so please take the time to help determine who will lead AMATYC for the next two years.

Ballots for each AMATYC region will ask you to vote for one of the candidates for President-Elect, Secretary, Treasurer, and the Vice President for your region. Winners will be announced by an email to all AMATYC members as well as at the 2007 AMATYC Annual Conference in Minneapolis. The newly elected officers will take office at the close of that conference, serving until the close of the 2009 AMATYC Annual Conference. Ballots must be returned in the envelope provided and must be postmarked by **Monday, September 24, 2007**, and received by Friday, September 28.

You are eligible to vote if you were an active, regular member, or lifetime member on May 31, 2007. Please note that the following membership categories do not carry voting privileges: retired, adjunct, student, and institutional. If you are the contact person for your college's institutional membership, you must also hold a regular, individual membership to be eligible to vote. Questions regarding your membership status should be directed to the AMATYC Office by email to amatyc@amatyc.org or by phone to 901.333.4643. If you are eligible to vote and do not receive a ballot by Wednesday, September 12, 2007, please contact the AMATYC Office.

2007-2009 AMATYC Board Election Slate

The slate of candidates is given below, with candidates in alphabetical order by last name. Write-ins are permitted for each office.

President-Elect: Robert Farinelli

Secretary: Irene Doo, Dennis C. Runde

Treasurer: Nancy J. Sattler

Northeast Vice President: Stephen A. Krevisky, Jane D. Tanner

Mid-Atlantic Vice President: Chris Allgyer, Ruth E. Collins

Southeast Vice President: Gerald L. (Jerry) Marshall, Donna Saye

Midwest Vice President: Jim Trefzger

Central Vice President: Joseph M. Gallegos, Pete Wildman

Southwest Vice President: Jean Woody, Linda R. Zientek

Northwest Vice President: Stefan Baratto

West Vice President: Mike Hardie

Thank you in advance for taking the time to vote in the election of AMATYC officers for the 2007-2009 board and for your active participation in AMATYC.

JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

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Top U.S. Mathematics Students Recognized

AMATYC is a sponsoring society of the USA Mathematical Olympiad (USAMO), a series of examinations given to thousands of high school students across the nation. Five hundred five outstanding high school students qualified for the USAMO. These students took a challenging, six-question, nine-hour examination, and the top 12 USAMO students were honored in Washington, D.C. in May. This year a three-peater, Brian Lawrence, a 12th grade student from Montgomery Blair High School in Maryland, took the highest honors. One of the USAMO winners, Tedrick Leung from Los Angeles City College also had the top individual score in the AMATYC Student Mathematics League for 2006-2007.



From Left to Right: Adam Hesterberg, Sherry Gong, Krishanu Sankar, Haitao Mao, Brian Lawrence, Alex Zhai, Sergei Bernstein, Arnav Tripathy, Eric Larson, Delong Meng, Tedrick Leung, Jacob Steinhardt, Margie Hobbs, and Cheryl Cleaves

In Washington, D.C., President Kathy Mowers, Executive Director of Office Operations Cheryl Cleaves, and Conference Coordinator Margie Hobbs represented AMATYC at a reception for the USAMO awardees and their families at the MAA Carriage House on May 20, and at the Awards Ceremonies at the U.S. State Department Building on May 21.

Following the celebration, the winners took the team selection test (TST) to qualify for the U.S. team at the International Mathematical Olympiad (IMO) that was held in Hanoi, Vietnam in July. Each year the team going to the IMO consists of the six students with the highest combined scores from the TST and the USAMO. Once selected, the students spent three weeks at the Univ of Nebraska-Lincoln training for the IMO.

Stop the “Math Wars” Hype

by Steve Kinholt

This commentary was published in the Seattle Post-Intelligencer in March 2007.

Many of us have devoted our professional lives to improving mathematics education. Over this time we have seen steady growth in the way that mathematics is taught and learned, from kindergarten to graduate school. But after all these positive gains there is now a concerted effort by a few to derail these efforts. (See *Rally decries state schools’ math failings*, Seattle PI, Tuesday, February 20, pg. B2).

If you are old enough, you may remember mathematics being taught as steps to be memorized with only one correct approach. The teacher demonstrated this one method over and over. Mathematics was boring. Rarely were we allowed to share alternative approaches or ask WHY. Some people thrived on this drill approach to math but most did not. Perhaps you are one of those who never got math, never understood why you were doing it, and today you fear it? Don’t blame yourself - the blame may lie with the way you were taught!

The mathematics that we teach today and the way that we teach it have changed for the better. Irrelevant word problems have been replaced by real world applications. Examine your children’s textbooks and you will find problems that allow multiple approaches to a problem, such as examining a metro bus schedule to determine optimal travel time and fares. Students are still required to learn traditional approaches, but they are linked to visual and hands-on models that provide meaning. Washington State’s WASL [Washington’s Assessment of Student Learning] assessment asks children to compute total costs for a bird house given the building plan, or to determine speed and gas used on a trip. They must support their answers using words, charts and/or pictures. These problems will help children value mathematics instead of fearing it.

In the midst of all these positive changes, small but vocal groups, such as members of *Where’s the Math*, are working to reverse the progress and set mathematics education back a couple of decades. They use recent WASL math scores to generate panic and confusion. They don’t tell you that WASL scores continue to make steady gains and that perhaps more students are actually learning to like and value mathematics. While many of us continue our work to improve student performance, some seek to derail the effort. They do this through sensationalized rhetoric, using terms like “fuzzy math” and “math wars” hoping that parents and legislators will panic and dump the WASL. Don’t believe the hype when you hear such things as “our schools are now teaching children that one plus one no longer equals two.” It is just that, hype.

Those who are using WASL scores to fuel a sense of panic are not helping to improve our system. Some groups may be interested in starting a “math war” but most of us are not. This is a time that we need to join together instead of taking up arms. As the stakes get higher with pending graduation requirements that are tied to WASL scores, our efforts should now be towards a reexamination of requirements to determine what is reasonable, continued improvements of our standards and assessments, and most of all, towards helping students, parents and teachers implement positive reforms in the ways that we teach and learn mathematics.

The views expressed in the editorial represent the opinions of the author and do not necessarily represent AMATYC.

Guest editorials and letters to the editor are invited. Submissions must be related to mathematics, mathematics education, or AMATYC. Suggestions for reprints must include the correct citation as well as permission from the original source.

Highlights of the 2007 AMATYC Spring Board Meeting

by Irene Doo

The AMATYC Executive Board met at Southwest Tennessee CC in Memphis on April 20-23, 2007. During the meeting, the Board took the following actions:

- ◆ Appointed the following new academic committee chairs:
 - ◇ Division/Department Issues, Anne Dudley, Glendale CC, AZ
 - ◇ Developmental Mathematics, Jack Rotman, Lansing CC, MI
 - ◇ Placement and Assessment, Connie Buller, Metropolitan CC, NE
 - ◇ Teacher Preparation, Darlene Winnington, Delaware County TCC, DE
 - ◇ Mathematics Intensive/College Mathematics, Klement Teixeria, Borough of Manhattan CC, NY
 - ◇ Mathematics for AAS Programs, Jesse Williford, Wake TCC, NC
 - ◇ Innovative Pedagogy Strategies, Mike Martin, Johnson CC, KS
- ◆ Reappointed the following individuals:
 - ◇ Wanda Garner, Cabrillo College, Program Coordinator
 - ◇ Bob Malena, CC of Allegheny County, Presider Chair
 - ◇ Jay Martin, Wake Technical CC, Exhibits Chair
 - ◇ Gwen Turbeville, J S Reynolds CC, Advertising Chair
 - ◇ Linda Kodama, Kapi'olani CC, Roommate Network Director
 - ◇ Peter Georgakis, Santa Barbara City College, Legal Advisor
 - ◇ Dave Graser, Yavapai College, Digital Products Coordinator
 - ◇ Kate Acks, Maui CC, Program Committee
 - ◇ Steve Blasberg, West Valley College, Student Mathematics League Test Developer
 - ◇ Wayne Mackey, U of Arkansas, MATHEDCC List Manager
- ◆ Appointed Jim Ham, Delta College, as Website Coordinator.
- ◆ Appointed the New Orleans and Minneapolis local events committees for the 2007 conference.
- ◆ Appointed the local events committee for the 2008 conference.
- ◆ Approved minor revisions in the position statements on Student Learning Problems and Teacher Qualifications for Developmental Mathematics.
- ◆ Reaffirmed the position statement on Guidelines for Academic Preparation at Two-Year Colleges.
- ◆ Recommended a final hearing at the 2007 conference for the position statement on The Use of Technology in Mathematics Education.
- ◆ Approved the Cape Cod Summer Institute on Statistics.
- ◆ Endorsed the pre-proposal draft of the *Beyond Crossroads* 2008 Summer Workshops.
- ◆ Approved rules of conduct for the AMATYC electronic list, MATHEDCC.
- ◆ Approved an AMATYC contribution to the AMATYC Foundation's New Orleans fund.
- ◆ Approved the theme and logo for the 2009 conference in Las Vegas.
- ◆ Established a task force to develop a plan to implement the changes in *The AMATYC Review* suggested by the focus groups at the 2006 conference.
- ◆ Approved support for the first annual Mu Alpha Theta Two-Year College convention to be held at Manatee CC.
- ◆ Created a task force to look at the role of the Delegate Assembly and make suggestions for change.
- ◆ Approved a conference registration fee structure for two-year college students attending the 2007 and 2008 conferences.

Crossroads Corner

by Bruce Yoshiwara

One Affiliate's Efforts

NCMATYC Promotes *Beyond Crossroads*

AMATYC's standards document, *Beyond Crossroads*, challenges us to embrace change for continuous improvement in mathematics education. Of course no person can accept that challenge in isolation. We must find or recruit others to share the benefits and burdens. Some of AMATYC's affiliates began the effort even before the official unveiling of *Beyond Crossroads* in November 2006. Jan Mays (jmays@elon.edu), NCMATYC president, shares with us the following report.



Since North Carolina has 58 different community college campuses, spreading *Beyond Crossroads* across the state is an enormous task. NCMATYC decided to begin by educating instructors on the contents of the document through a series of sessions held at our annual state conference in March 2006 before the official unveiling at the AMATYC conference in November. In a block of sessions held after lunch, panel discussions focused on each of the chapters in *Beyond Crossroads*. Feedback from conference attendees indicates this helped raise awareness of the document and its contents.

This spring, in a joint conference with South Carolina (SOCAMATYC), we followed up with another round of panel discussions. This time the focus was on how to apply *Beyond Crossroads* to various disciplines such as developmental math, liberal arts math, college algebra, statistics, and calculus. Conference attendees were encouraged to bring ideas to share with hopes of starting conversations across the state.

In an effort to reach more campuses in our state, NCMATYC will sponsor regional one day workshops beginning this fall. We hope to bring an AMATYC traveling workshop to a different region of the state each fall in hopes of reaching those unable to attend the NCMATYC annual conference and others looking for more in depth information on implementing *Beyond Crossroads*.

NCMATYC continues to look for ways to spread the word. We are encouraging members to attend AMATYC and bring ideas back to share. Sharing our successes and failures through our newsletter, listserv, and conference we hope will help us find innovative ways to bring *Beyond Crossroads* to life and improve mathematics education for our students.

For more information about *Beyond Crossroads*, visit the *Beyond Crossroads Live!* website at www.beyondcrossroads.com. For more information about NCMATYC, visit their website at www.ncmatyc.com/. You can find the list of all the AMATYC affiliates at www.amatyc.org/affiliates/affiliates-regions.htm.

Placement and Assessment (PAC)

by Ed Gallo

Here is an exciting development! If you are interested in mathematics assessment projects that illustrate the implementation of chapter 5 of *Beyond Crossroads*, you can go to the PAC website and view some assessment digital products. If you have an example of an excellent assessment project and want to share it with others in AMATYC, get in touch with Jim Ham, jaham@delta.edu.

Visit the PAC website, <http://placement.amatyc.org>, to find out more about the PAC and its three subcommittees (Classroom Assessment, Course and Program Assessment, and Placement). When you visit the PAC website, you will notice that we have a section on "History of PAC." Please send an email to ed.gallo@sinclair.edu with any additional information that you may have on the Placement and Assessment Committee so that we can update our history.

Lastly, if you are interested in becoming a member of the Placement and Assessment Committee, just send an email to Jim Ham, and he will add you to the membership list.

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

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Continuity

AMATYC's New Academic Committees

by Jim Roznowski

"You can draw it without lifting up your pencil." "It doesn't have any holes or breaks." "There is a limit, there is a y-value, the limit and the y-value are the same." No matter how you describe it, continuity is something we all appreciate. It does not matter if you are looking at a function, your life, or the AMATYC Committee structure.

At the close of the 2007 AMATYC Conference, AMATYC's new academic committee structure will take effect. Some of AMATYC's current committees will continue. These include Placement and Assessment, Developmental Mathematics, and Mathematics for AAS Programs. The new Innovative Pedagogy Strategies Committee will continue the work of the Distance Learning and the Technology in Mathematics Education committees. Others will continue the work of current committees but with a more focused set of objectives. For example: Division/Department Issues, Teacher Preparation, and Mathematics Intensive/College Mathematics.

The new structure recognizes that there are issues that transcend any single committee. Two such issues include the implementation of *Beyond Crossroads* and the support of equal opportunities in mathematics. The issue of providing all members of our society an equal opportunity to succeed in mathematics needs to be addressed in the placement of students, in the teaching of developmental and college-level mathematics, in the preparation of our future educators, in the use of technology or access to distance education, and in the hiring of new members of our departments. That is why the Board has directed all the new committees to address these issues in their goals and objectives.

Times change; issues appear. To provide for this reality we will now have the option of creating additional emerging issues committees. These committees will address topics that are new to community college mathematics education or topics that are growing in their importance. Any AMATYC member may suggest the creation of such a committee through their regional vice president.

The new committee structure also calls for an Executive Committee for each committee made up of a representative from each of AMATYC's eight regions. To be a regional representative, contact your regional vice-president who will appoint a member to each committee's board. But the success of the new structure depends upon the active involvement of all AMATYC members who choose to join a committee. During the 2007 AMATYC Conference in Minneapolis, plan on attending one of the scheduled committee meetings and learn more about the transition to the new structure. If you are unable to attend the conference, visit amatyc.org in November to learn more about the new committees and how to become a part of the continuation.

THE AMATYC REVIEW

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

**Answers, Continued from page 2

Answers:

1. c; 2. b; 3. d; 4. b; 5. d; 6. a; 7. d; 8. c; 9. b; 10. c; 11. b; 12. a; 13. b; 14. c

Delaware

DelMATYC held its annual meeting at the Terry campus of Delaware Tech & CC in Dover, DE, on June 11. The agenda included time devoted to discussions on common course standards and testing, assessment, and *Beyond Crossroads* implementation within the college.

Maryland

MMATYC's First Annual Spring Conference, held May 21st at Howard CC, was a huge success with faculty from across the state presenting sessions on innovative teaching techniques, student success tips, and use of technology in the classroom. We are proud to offer the continued opportunity for professional development and a chance to network with your colleagues by making their presentations available here for your reference. Presentations and PowerPoints from the conference are available at www.itc.csm.d.edu/mmatyc2/

Michigan

As part of Delta College's Annual Middle School Mathematics Competition, participants learned a little about parallel processing by assembling "the world's largest" jigsaw puzzle. The 18,000+ piece puzzle was completed in about three hours.

Nevada

The 2007 NevMATYC annual meeting was held on April 20 in conjunction with the Nevada Community Colleges Conference at Truckee Meadows CC in Reno, NV.

At the meeting, *Beyond Crossroads* and its implementation were discussed. The new NevMATYC officers for 2007-08 were introduced: president, **Jeff Downs**, Western Nevada CC; vice president north, **Jeff Lapp**, Truckee Meadows CC; and vice president south/secretary/treasurer, **Jim Matovina**, CC of Southern Nevada. It was also announced that CC of Southern Nevada and Western Nevada CC will be renamed to the College of Southern Nevada and Western Nevada College, respectively, effective July 1—they will still be community colleges.

New Jersey

After over a year of research and the collection and analysis of data, the Bergen CC Developmental Mathematics Faculty has completed its periodic program review of the Developmental Mathematics Program. If you would like to know

more about our review and/or would be interested in serving as an outside evaluator, please contact **Sandra Silverberg**, Department Head of Mathematics and Computer Science, or **Ruth Feigenbaum**, Coordinator, Math Basic Skills at Bergen CC.

At Brookdale CC, the College Basic Skills Committee hosted Outreach 2007, a conference for high school professionals, on March 23. The goal of this annual conference is to foster improved communication between Brookdale and high schools in Monmouth County in order to facilitate a smooth transition for prospective college students.

The 13th annual "Women Who Dare" day at County College of Morris was held on May 11, 2007. This one-day conference targets high school females who are interested in careers in Mathematics, Engineering, Computer Science, and/or Business.

Ohio

At its spring 2007 meeting, **Melissa Luebben** was awarded OhioMATYC's biannual Distinguished Service Award. Melissa has served in many positions in OhioMATYC and AMATYC. In April 2007, OhioMATYC's T³ Regional Conference was attended by 260 mathematics and science educators, and featured 70 presentations.

South Carolina

SOCAMATYC met jointly in Charlotte, NC, with NCMATYC in April. The conference was well attended, and we thank **Suzanne Williams**, **Jerry Marshall**, and **Jan Mays** for coordinating the efforts to make the joint conference a success. New officers have been elected and are president, **Laura Hoye**, Trident Technical College; vice president, **Bob Indrihovic**, Florence-Darlington Technical College; secretary, **Patty Amick**, Greenville Technical College; treasurer, **Robert Walker**, ITT Tech.

Tennessee

TMATYC's Annual Conference was held April 20-21. Besides some of the most memorable barbecue anybody's ever tasted, there were other significant topics worth noting from the conference, hosted by Jackson State CC. **Tim Britt** and **Kim White**, the conference coordinators, set a standard by which we can measure our future conferences. *Beyond Crossroads* was formally introduced to the conference attendees by **Cheryl Cleaves**.

The conference keynote speaker, **Scott Eddins**, Secondary Mathematics

Coordinator, Tennessee State Department of Education, presented a look into the future of secondary mathematics education in Tennessee, in light of the American Diploma Project and Project ACHIEVE.

The use of technology was a recurrent theme in many of the presentations, suggesting that the traditional lecture-style of delivery is on the way out. The use of technology as a tool is on the way in.

The Tennessee Board of Regents has mandated that alternative forms of delivery be proposed beginning with the spring 2008 semester with the goal of improving student performance and retention.

Virginia

VMATYC held their 21st annual spring conference at Thomas Nelson CC in Hampton on April 13-14. Over 105 faculty from across the state were in attendance to enjoy and benefit from the gathering. This conference is also recognized by the Virginia Community College System as the peer group meeting for mathematics and computer science faculty. Guest speaker for the event was **John Adam** of Old Dominion Univ. His presentation was titled "Mathematical Patterns in Nature."

Among highlights at the conference was the recognition of **Assane Ndiaye**, a student at Northern Virginia CC, as the 2006-2007 recipient of the Glenn Fox VMATYC Mathematics and Computer Sciences Scholarship. The 2007-2009 Executive Board was also presented to the members. President of the new Executive Board is **Sarah Martin**, Virginia Western CC. There were multiple sessions on Friday afternoon and Saturday, with most of the presenters being VMATYC members.

West Virginia

March 31st was the meeting date for the spring conference of WVMATYC, held in beautiful Charleston, WV. The program, planned by **Robin Hensel** and led by WVMATYC President **Linda King**, included six separate presentations on a wide variety of topics and mathematical concentration areas. The afternoon program concentrated on possible ways to implement *Beyond Crossroads* in areas of assessment within your course, department, and college. After a general introduction, a six-person panel shared their experiences and thoughts on alternative assessment possibilities in the classroom, and there was considerable discussion and participation from the audience.

Right Stuff Project Headed Right Way

by Rob Kimball

The newest series of AMATYC Traveling Workshops will help faculty make changes that will enable them to refocus their college algebra course to meet the needs of all students. The workshops will focus on implementing standards-based instructional methods that use technology as a tool in a problem-solving oriented course where students are engaged in contextually-rich problems and must be able to communicate results both orally and in writing. Many of the activities will involve collecting and/or analyzing data and making predictions and decisions based on models or trends.

A team that first met in Memphis during mid-May is developing the materials for these workshops. The Task Force (pictured below) selected exemplary materials from resources collected from all the participants, and is now in the process of organizing and finalizing those activities for use in traveling workshops.

If your college wants to implement a refocused college algebra course and would like some assistance and guidance, then you may want to apply for a traveling workshop on college algebra. The workshops are partially funded by a grant from the National Science Foundation to AMATYC.

To learn more, please visit the project's webpage at www.therightstuff.amatyc.org. There you can find an application for a traveling workshop on college algebra.



Back row (L to R): Mike Martin, Marcial Echenique, Rob Farinelli, Cheryl Cleaves
 Fifth row: Gary Whalen, Jim Ham, Jeff Morford
 Fourth row: Chris Yarrish, Jerry Kissick, Larry Gilligan, Rikki Blair, Stefan Baratto
 Third row: Bruce Crauder, Norma Agras, Cathy Cantin, George Alexander, Lisa Yocco, Connie Buller, Vern Kays
 Second row: Frank Wilson, Anne Dudley, Kathy Mowers, Rob Kimball, Kathy Rodgers, Dana Calland
 Front row (L to R): Margie Hobbs, Jane Damaske, Jo-Ann Williams, Dan Fahringer, Dave Graser
 Not pictured: Susan Ganter, Beverly Michaels, John Peterson, Jeannette Ward

FUTURE AMATYC CONFERENCES

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

MATHEDCC

by Wayne Mackey

Got a question?

- Should I use any of the software drill packages?
- How can I deliver a "lecture/discussion" to my online class?
- Should we teach "transformation of axes" or "transformation of functions"?
- How useful are the peripherals with textbooks?

Got an opinion?

- Grades should be based on attendance and effort instead of test results.
- Partial credit is destroying the nation.
- Examples of why units are important.
- The "cookbook" method of instruction should be outlawed.
- Everybody should teach computer programming as a way to teach mathematics.

Do you have a novel and effective approach to teaching a particular topic? Are you having difficulty getting your students to understand a particular topic? Do you need some fresh ideas inserted into your classroom? Or do you just enjoy discussing mathematics and mathematics education?

If any of these, or anything else related to mathematics or mathematics education interest you, by all means subscribe to MATHEDCC. It's free, it's fun, and it's easy.

To subscribe, go to www.amatyc.org and click on "Member Resources." Then read the rules of conduct, follow the directions, and you will be a member of the "in crowd."



Join the AMATYC Team! Become an Institutional Member!

Effective July 1, 2007, Institutional Membership for your college is now \$455. It includes one complimentary discount conference registration, complimentary membership in the Student Mathematics League, and other benefits described at www.amatyc.org/Join-AMATYC/institutionalmembership.htm.

Travel Grants to Attend ICME-11 in Monterrey, Mexico

by Rikki Blair

Applications for travel grants are now available to attend the Eleventh International Congress on Mathematical Education (ICME-11), which will be held in Monterrey, Mexico, July 6-13, 2008 (visit www.icme-11.dk/). Contingent on the funding of a proposal pending at the National Science Foundation, grants will be available and awarded by the close of 2007. These grants will be available only to U.S. citizens and will support travel expenses to ICME-11 that include hotel accommodations, meal costs, and conference registration. They also can be used toward air transportation (on American carriers only). Travel grant awardees under this program may not use funds from other NSF programs to supplement their international travel (airfare to Mexico or subsistence at ICME-11). The National Science Foundation grants will support travel expenses to ICME-11 for K-12 mathematics teachers, mathematicians, graduate students, and mathematics teacher educators from the United States.

The International Congresses are held every four years and offer a unique opportunity for mathematics educators from the United States to discuss issues related to mathematics education with international leaders from developed and developing countries. Grants will enable participants to listen to world-renowned scholars in mathematics and mathematics education and to take part in small, focused discussion groups on a wide range of topics, including a special emphasis on educating students from diverse cultures, mathematics education for second language learners, the relationship between research and practice in mathematics education, the professional development of mathematics teachers; closing the achievement gap, and information and communication technology in mathematics education.

Mathematics faculty at all levels and graduate students are strongly encouraged to apply. Questions can be directed to Gail Burrill, burrill@msu.edu. The travel grant application and selection criteria are available on the NCTM website at www.nctm.org/icme.aspx or from Margaret Iding, 116 North Kedzie, Division of Science and Mathematics Education, Michigan State Univ, East Lansing, MI 48824; telephone (517) 355-1708, ext. 105; fax (517) 432-9868, email idingm@msu.edu. The application **deadline is September 30, 2007**. Notifications will be made by December 30, 2007.



Monroe CC, NY,
has paid for 32
active AMATYC

memberships and three adjunct memberships. Congratulations to Monroe CC for its commitment to mathematics excellence through the support of mathematics educators.

VIVA Two-Year College Mathematics Faculty at ICME-11

by Sadie Bragg

Two-year college mathematics faculty will join their colleagues from around the world at the Eleventh International Congress on Mathematical Education in Monterrey, Mexico, July 6-13, 2008. Sadie Bragg, Borough of Manhattan CC, NY, will co-chair Discussion Group (DG) 23—"Current Problems and Challenges in Non-University Tertiary Mathematics Education" with George Ekol, Kyambogo Univ, Uganda. They will be joined by team members Soledad Bravo (Mexico), Ching Auxencia Limjap (Philippines), and Low-Ee Huei Wuan (Singapore).

Under the team's leadership, DG 23 is designed to gather Congress participants who are interested in discussing certain challenging or controversial issues and dilemmas of substantial, non-rhetorical nature pertaining to the theme of the Discussion Group. The International Planning Committee of the Congress has identified some suggested key questions for the Discussion Group to consider. These include:

- What are the most current problems and challenges pertaining to the teaching and learning of mathematics at the non-university level and where do these problems and challenges lie?
- Are these issues or dilemmas of a controversial nature?
- How should these problems, issues and challenges be handled?

The organizing team is in the process of framing the discussions and identifying more specific issues and questions for DG 23.

Participants in the group will be invited to propose responses to identified issues and specific questions and to make some suggestions/recommendations for possible solutions. There are no oral presentations in a DG, only discussions based on the information or position papers that will be made available to the group prior to attending the Congress. If you would like to be a DG 23 participant, attend ICME-11 and join your U.S. and international colleagues in these discussions.

Following the Congress, Sadie Bragg, a member of the United States National Commission on Mathematics Instruction (USNC/MI), and Marilyn Mays from North Lake College, TX, and a former member of USNC/MI, will co-chair a workshop focused on a yet-to-be-named aspect of education that is of common interest to U.S. educators and their international partners. The main objective of the workshop is to bring together these invited educators so that they can dialogue in greater detail and focus on what they can learn from each other with respect to the selected topic, with the goal of crafting recommendations to policy or decision makers. This workshop, funded by the National Science Foundation, is sponsored by the USNC/MI.

To obtain more information about the Congress and Discussion Group 23, visit www.ICME11.org.mx. If you are interested in flying to a city in the southwest and taking a charter bus directly to Monterrey, email Marilyn Mays, memays@dcccd.edu and put "Bus to ICME-11" in the subject line.

Window on Washington

by Rob Farinelli

National Science Foundation (NSF) support for community colleges continues to grow incrementally. In fiscal year (FY) 2006, the last year for which final numbers were available, community colleges received \$82 million in direct grants from the NSF and were partners in many other projects. The bulk of this funding, approximately \$45.4 million, came through the Advanced Technological Education (ATE) program. Other important sources of NSF support for community colleges include the S-STEM program that advances scholarships for needy students in science, technology, engineering, and mathematics (STEM) fields and the Science and Technology Talent Expansion (STEP) program.

The Bush administration has proposed a healthy increase for ATE in FY 2008—a \$5.12 million addition to their FY 2007 request of \$46.5 million, for a total of \$51.62 million. The STEP program is slated for a \$3.2 million increase over last year's request, for a total of \$29.7 million. The S-STEM program is funded by the fees employers pay to obtain H-1B visas for foreign, skilled workers. Barring a modification to the cap on these visas or an increase in the fee, that pot of money would remain the same in FY 2008.

The NSF is due to be reauthorized this year, and the House Science and Technology Committee is making progress on its reauthorization plans. The Chairman and Ranking Member of that committee, Rep. Bart Gordon (D-TN) and Ralph Hall (R-TX) have introduced the "10,000 Teachers, 10,000 Minds Science and Math Scholarship Act (H.R. 362)." Drawing its name and inspiration from the National Academies' report *Rising Above the Gathering Storm*, the Act seeks to bolster STEM teacher preparation and development activities supported by the NSF. Among other things, the bill would expand the Robert Noyce Scholarship program, which provides funds for scholarships and prospective K-12 STEM teachers and programming to support them, to include all of undergraduate education. Currently the program is focused on students in the junior and senior years, limiting community college involvement. The bill would also separately authorize Teacher Institutes that are currently allowable under the Math and Science Educational Partnership programs, and would also modify the STEP program to create new centers within that program.



Project ACCESS

by Karen Gaines

Project ACCESS (Advancing Community College Careers: Education, Scholarship, Service) has been an important part of AMATYC for four years. Through conference workshops, networking opportunities, and projects, new faculty are encouraged to play a vital role in mathematics education at two-year colleges. The Fellows from the first three Cohorts are already deeply involved in advancing mathematics education by their involvement in various activities.

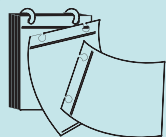
Several Fellows have taken on leadership roles in AMATYC organizations. Jeff Downs is president of NevMATYC. Heather Gamber is on the TexMATYC board, edits the newsletter, and is one of the Texas delegates. Michael Darrell is chair of the TMATYC nominating committee.

Other Fellows are taking on assignments for their college. James Spratt serves on the academic advising taskforce. Lina Williams is the college algebra coordinator for her campus and the secretary for the faculty senate. Michael Darrell is also the mathematics representative on the faculty senate for his campus. Ana Jimenez is the lead faculty for her department. James Giumarra has now been chair of the math/physics department for two years. Kristy Woods is the co-coordinator for her mathematics department and is working to infuse some new ideas and approaches for teaching various courses at her college.

Working on grants to improve mathematics education has also been a part of the involvement of some of the Fellows. Kirk Bradley received a grant to enhance developmental studies and Amy Adams and James Guimarra have submitted a proposal for an NSF grant to build a lab dedicated to project-based learning.

And finally, several Fellows have been recognized for their excellence in teaching and in service. Nikki Grantham received the College Service Award for the honors program. Stacy Jurgens received an Award for Excellence for her role in making "Pi Day" at her school a success. She also was voted Teacher of the Year by her colleagues. Marianne Rosato received the NISOD teaching excellence this year.

Keep your eyes on the ACCESS Fellows! They are the future, and the future looks good!



AMATYC CALENDAR OF EVENTS

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

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

September 29, 2007 WisMATYC Annual Conference, Fox Valley Tech CC, Appleton, WI. Contact: George Alexander, galexander@matcmadison@edu

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

October 5, 2007 OhioMATYC Conference, Columbus State CC, Columbus, OH. Contact: T. J. Duda, tduda@csc.edu

October 25-26, 2007 SOCAMATYC Fall Meeting with the South Carolina Council of Teachers of Mathematics, Carolina First Center, Greenville, SC. Contact: Donna Foster, foster.d@ptc.edu

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

February 15-16, 2008 21st Annual GMATYC Meeting/Georgia Perimeter College Mathematics Conference, Georgia Perimeter College-Clarkston, Clarkston, GA. Contact: Andrea Hendricks, ahendric@gpc.edu

Thanks for Supporting AMATYC through the AMATYC Foundation

The AMATYC Foundation supports important AMATYC projects and meets special needs of AMATYC and its members through its **General Development Fund**. The **Project ACCESS Fund** provides professional development for new faculty and helps to develop the future two-year college mathematics leaders while the **Beyond Crossroads Fund** is used to help to communicate the message and standards of *Beyond Crossroads*. A special **New Orleans Fund** was established during 2006 to raise funds



so that the 2007 New Orleans Conference Local Events Committee could come to the relocated 2007 conference in Minneapolis to work with the Minneapolis Local Events Committee. That fund is expected to successfully reach its goal thanks to the generosity of our members. Donors contributing to the New Orleans Fund in excess of the AMATYC Foundation supported travel expenses for the New Orleans Local Events Committee will be offered the choice of having their contributions returned or re-designated.

This is a special thank you for contributions that were made between January 1-December 31, 2006.

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Grant's Corner

by Mary Kay Abbey

There is still time to submit an application for the Poster Session at the Minneapolis meeting. This is an excellent way to let everyone know what wonderful things are happening at your school due to your successful NSF grant proposal. Just email Mary Kay Abbey at marykay.abbey@montgomerycollege.edu to get an application.

Presiders Needed!

by Robert Malena

Presiders are needed for the 33rd AMATYC Annual Conference, November 1-4, 2007, in Minneapolis, Minnesota.

Serving as a presider is a great way to become involved in the conference program and in AMATYC. As a presider you play an important role in the success of the conference. Presider duties include seeing that sessions start and end on time, introducing the speaker(s), and distributing, collecting, and summarizing the session evaluation forms.

At conference registration in Minneapolis, you will receive a presider packet including all the necessary information for your assignment, a step-by-step procedure list, and session evaluation forms.

It is not too late to submit your presider application. Visit the conference website at http://amatyc.org/Events/conferences/2007/presenters/Presider_Application1.htm and complete the Presider Application form to submit your application.

If you have any questions, please contact Bob Malena at bmalena@ccac.edu.

Dates To Remember!

Election of the 2007-2009 Officers
Ballot Postmark Deadline:
September 24, 2007

2007 Annual Conference
in Minneapolis
Discount Registration Deadline:
September 30, 2007

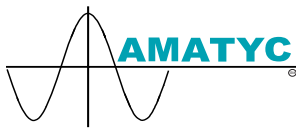
ICME-11 Travel Grant Applications
Deadline:
September 30, 2007

Mathematics Excellence Award
Nominations Deadline:
November 2, 2007

Application to Host a Refocused
College Algebra Traveling Workshop:
As Soon As Possible
www.TheRightStuff.AMATYC.org/

2007-2008 Student Mathematics
League Test Dates:
Round #1: October 19, 2007 to
November 3, 2007
Round #2: February 15, 2008 to
March 8, 2008

For more information visit
www.amatyc.org



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