

NEWS

Opening Doors
Through Mathematics



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Plan Ahead for Washington, DC!!!

by Judy Williams, Local Events Coordinator

The Local Events Committee (LEC) has several suggestions to help you choose extra activities at the 34th AMATYC Annual Conference, November 20-23, 2008, in Washington, DC.



First, become a U.S. intelligence officer on an international mission as part of Operation Spy at the Spy Museum (www.spymuseum.org). In your one-hour, hands-on pursuit of a missing nuclear device, your team will conduct video surveillance, crack a safe, and decrypt audio conversation. This event requires a separate ticket from museum admission. Since it tends to sell out, you might want to obtain your "passport" before leaving home.

If spying sounds too dramatic, perhaps a lighter evening is better for you. Attend a Capitol Steps concert (www.capitolsteps.com) Friday or Saturday night at the Ronald Reagan Office Building on Pennsylvania Avenue. This group will entertain you with their musical parodies of current events. It doesn't matter if you lean to the red or the blue, the satire is distributed equally, and the weeks following Election 2008 should be prime time for laughter.

For serious theater-goers, consider seeing Stacy Keach and Alan Cox in *Frost/Nixon* at The Kennedy Center (www.kennedy-center.org). This Tony-nominated play recounts one of the most powerful television interviews of all time in which British talk-show host David Frost elicited the apology the rest of the world was waiting to hear from former President Richard Nixon.

Your family and other guests are encouraged to attend the session just for them at 8:15 am, Thursday, November 20 in the Cabinet Room of the Hilton Washington Hotel. If you are in the hotel Thursday or Friday evening, come by the Edison Room between 7 and 10 pm. Thursday come listen to music and play games as well as just relaxing with old friends and making new ones. Friday night come explore some mathematics in the movies.

"Professional service fosters the building of a community of lifelong learners, who value expertise and encourage collaboration."

Ana Jiménez, Project ACCESS Fellow,
Beyond Crossroads, p 65

AMATYC Project ACCESS

by Karen Gaines

This year marks the beginning of the second year of AMATYC Project ACCESS. The project was originally started in 2004 as a joint effort between AMATYC and the MAA. The Project is currently sponsored by remaining funds from the ExxonMobil grant, a grant from a private donor and funds donated to the AMATYC Foundation for ACCESS.

The ACCESS Fellows from the 2007 Cohort 4 will be joined this year by the newly selected Fellows for Cohort 5. Congratulations to this new cohort of Fellows that were chosen from an excellent pool of applicants:

- | | |
|----------------------|----------------------------|
| Aaron Altose | Cuyahoga CC |
| Teresa Collins | Owensboro CTC |
| Annette Cook | Shelton State CC |
| Elizabeth Cunningham | Santa Barbara City College |
| Roger Davidson | Yuba College |
| Teresa Foley | Asnuntuck CC |
| Megan Goodwin | Anoka Ramsey CC |
| Eliud Joel Gutierrez | Tarrant CC |
| Katrina Keating | Diablo Valley College |
| Tina Lee | Haywood CC |
| Nicolle Lee | Rappahannock CC |
| Kevin McCandless | Evergreen Valley College |
| Ronald McKay | Salt Lake CC |
| Frank Monterisi, Jr. | Trident Technical College |
| Nancy Nichols | Laramie County CC |
| Crystal Ravenwood | Whatcom CC |
| Troy Seffrood | Univ. of Hawaii-Leeward CC |
| Lee Singelton | Whatcom CC |
| Mary Sullivan | Massasoit CC |
| Pete Surgent | CC of Baltimore County |
| Amy Tankersley | Pellissippi State TCC |
| Katerina Vishnyakova | Collin County CC |
| Meredith Watts | Massachusetts Bay CC |
| Thomas Wells | Delta College |

Cohort 5 Fellows will attend the Washington, DC, conference as well as the Las Vegas conference. They will also be attending a local/regional conference for AMATYC, MAA, and/or NCTM in the interim.

It is exciting to note that Fellows from the first three Cohorts are now involved in leadership roles for AMATYC Project ACCESS. Several Fellows are either serving as assistants to the project coordinator, or are participating as leaders or helpers in the workshops this year.

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Enrollments in Developmental Mathematics are increasing! What should be done?

Rikki Blair
Lakeland CC • Kirtland, OH

Did you know that 57% of students enrolled in mathematics courses in US community colleges were enrolled in arithmetic, elementary or intermediate algebra or geometry in 2005? Compared with the overall enrollment increase in US colleges and universities of 14% between 2000 and 2005, enrollments in community college developmental mathematics courses increased by 21%! With 43% of the 1,421,941 ACT-tested students from the high school graduating class of 2008 ready for college-level mathematics coursework, it is not surprising that enrollments in developmental mathematics courses in community colleges continue to increase.

Why are enrollments in developmental mathematics increasing? More students are retaking high school mathematics in college because many stopped taking mathematics courses in high school once they completed their state mathematics graduation requirement. These students are caught in the "if you don't use it, you lose it" trap when they do not take a mathematics course in their senior year. There is a gap between completion (successful or not) of the last high school mathematics course and enrollment in post secondary education. Students who do not enter college immediately after high school also fall into this trap.

High enrollments in developmental algebra are also the result of difficulties in transitioning from arithmetic to algebra. Arithmetic is concrete and makes sense to the students, in contrast to the symbolic and abstract algebra. The lack of "sense-making" in algebra leads to the need to repeat high school Algebra I and/or II in college. A high percentage of students find they are unsuccessful again in mathematics equivalent to high school content. Not only does this situation increase developmental mathematics enrollments, it impacts students' chances of achieving their academic and career goals.

What should be done about it? Today's "millennial" students have never known a day when a computer or other technology was not available to them. Engaging these students actively in the mathematics classrooms is critical. These students learn through practice and participation. They learn by doing and can shift their attention rapidly from one task to another. They prefer to work in teams. They are not "attention deficit" - they just aren't listening!

Addressing and increasing student success in developmental mathematics has become a priority in colleges and for funding agencies across the country. Promising activities and programs are being implemented. Academic enrichment programs and Supplemental Instruction (SI) are being offered in developmental mathematics courses. SI discussion and review sessions are facilitated by trained student SI leaders who have successfully completed the course. Designed to supplement - not replace - class lectures and recitations, SI sessions are interactive and collaborative. Students who attend SI sessions learn to integrate *how* to learn with *what* to learn.

Mathematics "boot camps" are also being offered. These intense experiences are designed to help close the mathematics gap. "Fast track" developmental mathematics courses are also being offered for students to review mathematics in

a shorter period of time. This enables students to move more quickly through developmental mathematics courses and enter a college-level mathematics course within their two-year program.

In meeting the needs of the developmental students, faculty need to be mindful that "one size does not fit all!" All students do not learn in the same way. All faculty do not teach in the same way. Students who are provided opportunities to discover concepts and apply study skills and learning strategies are likely to be more successful. Faculty who choose and use a variety of instructional strategies by considering the learning and teaching styles and particular content are likely to increase student success. A teaching professional is more than a good teacher. Learning is mostly about creating a context for motivation and success in courses, especially in developmental mathematics!

College enrollments have increased significantly... but many freshmen find their goal of earning a college degree frustrated by the fact that they are ill-prepared to succeed in college-level mathematics.

Strengthening Mathematics Skills at the Postsecondary Level,
US Department of Education,
Office of Vocational and
Adult Education,
Division of Adult Education and
Literacy, June 2005.

"Teaching a developmental mathematics course presents unique challenges...Students... should engage in activities to help them view mathematics as interrelated concepts of a formal system, not just as unrelated facts to be memorized."

Beyond Crossroads, page 41

Presiders Needed!

Presiders are still needed for the 34th AMATYC Annual Conference, November 20-23, 2008, in Washington, DC.

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. Your 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 Washington, you will receive a presider packet that includes all the necessary materials for your presider assignment.

To submit a presider application, visit the conference home page accessed at www.amatyc.org. Once there, click on the Call for Presiders button in the far left column and complete the Presider Application form to submit your application. If you have any questions, please contact Bob Malena at bmalena@ccac.edu.

Teaching Technical Mathematics Online

by Jesse Williford

What are you doing new and different in teaching technical mathematics for the AAS programs? Has anyone taught tech math as an online class or a hybrid class? At Wake Tech CC this fall, five sections of the first course in tech math are being offered. The course has three hours of credit and meets for four hours with one hour designated as a lab. All of the seated classes meet twice a week for two hours and always meet in a computer lab. Excel is used extensively as a technology tool and students use scientific calculators.

Last spring, a hybrid class met just one day a week for two hours. This fall, one of the sections is online. All sections, whether seated, hybrid, or online will take versions of the same four tests and the exam. All of the department's online tests and the final exam are taken in a proctored environment. Most of the online students come to campus and take the tests in the Distance Education Testing Center. For those students who do not live near campus, the Distance Education Testing Center works with them to find a proctored environment at a location near them in which to take the tests and final exam.

Twenty-six online students were screened before being allowed to register. The screening process attempts to identify motivated students, with reasonably good mathematics backgrounds, proper computer and Internet equipment, and preferably with some experience in online classes. Students in seated classes are also expected to have some computer and Internet experience since all the quizzes in the class are given online.

At the end of the fall semester, an assessment of the online tech math will be completed. The hope is to see an improvement in retention and in the overall grades. If you are teaching tech math online, Jesse Williford, ljwillif@waketech.edu, would like to hear from you and learn about your experiences.

Implementation Standard: Student Learning and the Learning Environment

Mathematics faculty and their institutions will create an environment that optimizes the learning of mathematics for all students.

Beyond Crossroads, p. 17

Become involved in AMATYC. Join a committee. For a complete listing of committees and contact information visit www.amatyc.org and then click on the Get Involved button and choose Committee.

Classroom Discipline

by Connie Buller

When thinking of placement and assessment, it is rare to think of classroom discipline. Yet how can accurate assessment take place if there are problems with discipline?

In the past, the "average" community college student was a female in her late 20's. The classrooms were mostly filled with adults, who were very serious about their education, coming back to school to qualify for higher-paying jobs. Teachers didn't really need to be concerned with classroom discipline.

Today the community college classroom has many more students coming straight from high school (and in the case of dual enrollment, students still enrolled in high school). A community college teacher has to be nearly as much concerned about discipline as are high school teachers.

Why, then, discipline? The reason is simple: if a student wishes to learn, he or she should have a fair chance to learn, and not have that chance taken away by distractions caused by such things as pairs of students whispering or talking -even "about math!"-while the class as a whole is trying to learn a concept. Students with disabilities are at particular risk of being prevented from learning when classroom discipline is not present. Teachers cannot ignore the problem.

There are many classroom techniques that can address discipline problems:

- ♦ Involve students in the educational process by giving them a chance to work together for minute problems in a "think-pair-share" situation. Then go back to whole class discussion of the topic.
- ♦ Ask students, "What are your questions?" and then wait 30 seconds. Students can then ask the class instead of asking their neighbor. If there are persistent chatterers, the teacher can pause in talking, and say, "Denise, what is your question? You must have a question-it is a good one, and will help us all."
- ♦ Use breaks or come to the classroom area early to speak privately with the disruptive students. Just listening to a student, caring about him or her as a human being with a future, can make a change in classroom behavior.

If the classroom techniques don't work, however, the disruptive students need to leave, and not return until they have spoken directly with the teacher, convincing the teacher that they will allow their classmates to learn. Even if only one student wants to learn, he or she should have a fair chance.

Future AMATYC Conferences

2008	Washington, DC	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11
2013	Anaheim	October 31-November 3

CCLI Conference Draws AMATYC PIs

by Rikki Blair, Christie Gilliland, & Rob Kimball

The National Science Foundation convened a conference for project investigators of CCLI (Curriculum, Course, and Laboratory Improvement) projects in Washington, DC, August 14-15, 2008. The conference was planned by the American Association for the Advancement of Science.

Principal Investigators (PIs) for each CCLI award created a poster display that provided information about the project. During each of three sessions, two-thirds of the PIs roamed the room examining the displays while the other one-third stood next to their display and answered questions.

The CCLI awards are very diverse. Funding goes to support the following disciplines: Biological Sciences, Chemistry, Computer Science, Engineering, Mathematics, Physics, the Social Sciences, as well as some interdisciplinary projects. Information about 387 awards was displayed. The following projects were on display.

- * Information was presented about the first AMATYC *Beyond Crossroads* Summer Workshop, which was held in Colorado Springs in June 2008, and about the second Summer Workshop to be held at Cape Cod Community College, Barnstable, MA, June 11-12, 2009. The goal of the 2009 workshop is for participants to grow as professionals by implementing the recommendations of *Beyond Crossroads*. Individual faculty and college teams of faculty are encouraged to attend.
- * The Math Across the Community College Curriculum Grant was represented by PI Christie Gilliland and Co-PI Deann Leoni. This national dissemination project encourages faculty of all disciplines to integrate mathematics and quantitative reasoning into their courses. Key components of the MAC³ project have included summer institutes, winter institutes, presentations/workshops at AMATYC affiliate meetings, dissemination of the project at national conferences, a new strand of AMATYC traveling workshops, and a website that includes resources available to all faculty (www.mac3.amatyc.org). Efforts are currently underway to write a series of articles on this project. Look for them in the new AMATYC journal.
- * The Right Stuff: Appropriate Mathematics for All Students was represented by PI Rob Kimball. Several people from other disciplines were intrigued by the title of the award and wondered what exactly the "right stuff" was. After a brief explanation, colleagues from other disciplines were excited to know that mathematics teachers are using applications in their classes. They applauded efforts to help students "do" mathematics and not memorize it. Right Stuff workshops were recently hosted in Minnesota, Maryland, Colorado, and California. Upcoming workshops are scheduled in Florida and Texas. Visit TheRightStuff.AMATYC.org for more information.

In addition to the poster sessions, the conference included breakout sessions on classroom research, assessment, Web 2.0, and other areas of interest. Liz Teles, a program officer at NSF, asked the AMATYC participants to encourage other math faculty to write and submit proposals in this area.

Student Mathematics League

by Susan R. Strickland

Welcome to a new year for the AMATYC Student Mathematics League. Round 1 will take place from Friday, October 17 through Saturday, November 1 and Round 2 will take place from Friday, February 13, 2009 (it **could** be good luck!) through Saturday, March 7. If your college is not already participating in the SML, please visit the website at www.amatyc.org/SML to learn more. You can contact the SML Coordinator by email at sml@amatyc.org if you have any questions about the competition or getting your college to participate.

While you are planning which sessions to attend at the annual conference in Washington, DC, don't forget the Faculty Mathematics League competition to be held on Friday, November 21 from 10:30 am to 11:20 am. As always, bring a calculator and a competitive spirit! In addition, don't forget to attend the regional breakfasts where awards for the top regional teams will be given. Last year's Charles Miller Memorial Scholarship recipient and the team receiving the Glenn Smith Team Award will be announced and recognized at the Saturday breakfast.

Research in Mathematics Education for Two-Year Colleges

Are you interested in discussing current trends in mathematics education research? Are you interested in learning about mathematics education research conducted by two-year college faculty and/or with two-year college students? Are you interested in exploring ideas for incorporating research findings into your mathematics classroom?

AMATYC's *Beyond Crossroads* (2006) calls for infusing research into practice where curriculum and instruction is enhanced by research findings in mathematics education. Many two-year college faculty in mathematics across our nation are conducting and participating in research projects devoted to improving student learning and mathematics instruction. It is time to join together to take the next steps necessary for implementing research as a way to improve student learning.

In an effort to build a community of two-year college researchers, AMATYC would like to begin a discussion about fostering research on learning and teaching mathematics at two-year colleges. One goal of the discussion would be to provide support for faculty interested in mathematics education research. Currently, there is little research focused on mathematics education research at the two-year college level. Opening the discussion is a chance to make a difference in college classrooms by joining together to share research knowledge and creating pathways for putting research into practice, specifically at the two-year college level.

If you are interested in being involved in discussions about research in mathematics education in two-year colleges, please contact April Strom at april.strom@sccmail.maricopa.edu.

Crossroads Corner

The BC Summer Workshop at Colorado Springs by Bruce Yoshiwara, *Beyond Crossroads* Implementation Coordinator

Forty mathematics educators met at the Centennial Campus of Pikes Peak CC in Colorado Springs for a *Beyond Crossroads* summer workshop June 6-7, 2008. The stated goals for the participants were

- ♦ To grow as professionals and embrace change and continuous improvement in their classes.
- ♦ To implement the messages of *Beyond Crossroads* in order to develop effective strategies for courses, departments, faculty, and colleges.
- ♦ To learn assessment strategies at the class, course, and program levels, including Scholarship of Teaching methodology.
- ♦ To create an "Implementation Plan" for a project of choice.

Pat McKeague gave plenary talks both days. Other presenters were Rob Farinelli, Valerie Harris, Rob Kimball, Louise Olshan, and the team of Holly Ashton, Jenny Dorrington, and Gwen Wiley. Participants had time to work together on projects of choice, but they were also treated to a picnic dinner and a hike in the Garden of the Gods.

To learn more about the workshop, visit the workshop wiki at <http://beyondcrossroads.wikidot.com/>. The wiki includes notes and other resources from the presenters and reports from the participants. The *Beyond Crossroads* Summer Workshops are partially funded by NSF Grant DUE7428-0410842. The workshop was organized by Shawna Mahan and her Pikes Peak CC colleagues.

Plan now to attend the 2009 *Beyond Crossroads* Summer Workshop, June 11-12, 2009, in Cape Cod, MA. More information will be available online after November 2008.



A Session to Remember

by Patrick Averbek

Psst, don't tell my wife, but I want to make a date with you. Your AMATYC Traveling Workshop Coordinator from Seattle is willing to travel across the country to meet with you to discuss hosting a traveling workshop for your next professional development activity. But, instead of meeting at the top of the Empire State Building, let's meet in Washington, DC. And, let's meet on Friday, November 21 at 10:30 am in the Thoroughbred Room.

Seriously, don't blind dates make you as anxious as a student taking a comprehensive final? Similarly, without any information about AMATYC Traveling Workshops, selecting them for your next professional development activity may be anxiety-inducing just like going on a blind date.

At the upcoming Annual Conference, the AMATYC Traveling Workshop Session on Friday morning will provide you with the information required to gain the confidence to choose a traveling workshop without doing an Internet background check. The session will discuss the various types of workshops that are available and the means for hosting a workshop. With traveling costs soaring, college administrators are having a more difficult time finding the resources to send faculty to various locations around the country for conferences and workshops. The costs for bringing a single facilitator to your institution are much less than they are for sending multiple faculty members to other sites.

Another facet of the traveling workshops that will be discussed is the first ever AMATYC webinar. (A webinar is a workshop conducted online with colleagues from across the country or next door.) Just as there have been many technological advances since 1993 to assist people in dating, there have been many changes in the ways professional development can be delivered. People don't have to travel to meet face-to-face; the Internet has plenty of resources to get people together. This coming February, AMATYC in collaboration with the American Statistical Association, will be offering a webinar on the topic of emphasizing conceptual understanding of statistics.

If these ideas sound appealing to you and keep you sleepless, attend the session in Washington, DC on Friday, November 21. Otherwise, if you can't make that date, please contact Patrick Averbek, the Traveling Workshop Coordinator, at patrick.averbeck@edcc.edu or 425.640.1093, for more information about AMATYC Traveling Workshops.

AMATYC Corporate Partners Program

by Gwen Turbeville, Advertising Chair

AMATYC is pleased to announce that Casio, Inc. has become a Silver Corporate Partner for 2008. This is the fourth consecutive year that Casio has been an AMATYC Corporate Partner. Please look for their support and booths at the 2008 conference in Washington, DC. AMATYC is pleased to have this company, who has been such a strong supporter of AMATYC, continue our mutual working relationship. A big "thank you" goes to Casio for all their support!

JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

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amatyc@amatyc.org www.amatyc.org



Online Store!

Visit the AMATYC Online Store and see interesting items and apparel with the AMATYC logo by following the link on the AMATYC webpage.

Focus on Affiliates

California Mathematics Council Community Colleges (CMC³) plans for another great conference in Monterey, CA

CMC³ will hold its 36th annual conference in Monterey this year on Friday and Saturday December 12 and 13. Millie Johnson will entertain the group with her keynote presentation on Friday evening and Jerry Johnson will present his keynote after lunch on Saturday. Just before the keynote presentation, awards will be presented to a handful of instructors who have exhibited true excellence in teaching and also to one CMC³ member for distinguished service to the organization. Included on that day will be four program time slots where conference goers will get to choose from a half dozen concurrent talks. The strands for this conference include: developmental math, precalculus, calculus and above, statistics, technology, panels and issues, and general math ideas.

Conference goers will also have the opportunity to compete in the annual estimation walk/run, where the prize goes to the participant whose prerace time prediction is closest to that person's actual finishing time. The course is along one of the most beautiful paths in America, where the seals and sea lions come in force to cheer for the racers.

The board meets in person twice a year in the fall and winter and via Webinar once a year in the spring to plan the conferences and discuss issues that affect community college math teaching and learning in California. The 12th annual CMC³ recreational math conference held at Lake Tahoe is also a major topic of discussion during the meetings. This two-day conference focuses on entertaining aspects of mathematics and the latest applications. The conferences attract not only math instructors, but also students from community college math clubs from throughout the state. Other activities that CMC³ organizes include articulation breakfasts where community college math faculty get together with colleagues at their nearby universities. The organization also serves as a statewide voice on issues that affect math students at California community colleges.

Illinois Mathematics Association of Community Colleges

IMACC has for many years held its annual conference in the spring at the historic former country estate of the Allerton family, now a rural conference retreat center in central Illinois. The organization traces its beginnings to two grants funded by the National Science Foundation. In 1969, a series of workshops brought together math faculty from 20 community colleges in the Chicago area, who by 1971 had formed the Northern Illinois Mathematics Association of Community Colleges (NIMACC). Beginning in 1972, the Illinois Community College Mathematics Workshop Program (ICCMWP) brought together faculty from around the state for a series of six curriculum and articulation meetings at Allerton Park and eight meetings at various community college campuses. At the end of that series of meetings, ICCMWP and NIMACC merged to form IMACC in 1975. IMACC has now held 33 annual meetings at Allerton Park and officially became an affiliate of AMATYC in 1981.

Full conference participation begins with a Thursday evening social, ending after lunch on Saturday. Although available at several levels of participation, the full registration fee includes lodging and meals with a Friday evening banquet. The program includes several general session speakers as well as concurrent sessions and an annual business meeting. A lighter presentation follows the banquet. Informal time is spent renewing acquaintances, meeting new colleagues, connecting with book publishers, and discussing professional issues of mutual interest. The conference program budget receives appreciated publisher support and volunteerism of member presenters. Retiring members are awarded an organization life membership. A student scholarship(s) is awarded from donations to the Memorial Scholarship Fund. Funds are raised through an extra contribution submitted with dues, or tickets for a \$1 donation each at the annual conference, entitling ticket-holders to participate in a drawing to determine the order in which donated prizes may be selected. The board meets at the annual meeting and in the fall on a community college campus. More information is available at www.imacc.org.

NMMATYC

At the NMMATYC (New Mexico) 19th Annual Conference in May 2008, NMMATYC awarded three scholarships to students attending two-year colleges in New Mexico. Congratulations to all three!! Application forms are on the NMMATYC website, if you would like to see the qualifications for these scholarships.

SOCAMATYC

The South Carolina Council of Teachers of Mathematics is excited to bring a T³ Regional Conference to their 2008 Fall Conference in Charleston, SC, October 30-31, 2008. During that conference, **Rob Kimball** will present "The Right Stuff" on Friday from 1-2 pm and SOCAMATYC will meet at 3 pm Friday.

TexMATYC

TexMATYC recently chose the 2008-2010 Executive Board. Officers include president, **Paula Wilhite**, Northeast Texas CC; vice president, **Raja Khoury**, Collin County CC; secretary/newsletter editor, **Heather Gamber**, Lone Star College-Cy Fair; treasurer, **Habib Far**, Lone Star College-Montgomery; webmaster, **Charles Odion**, Houston CC-Southwest; and immediate past president, **Mel Griffin**, Walden Univ.

TMATYC

TMATYC (Tennessee) has formed three ad-hoc committees: a constitution committee to review and update the current constitution and by-laws, a developmental math redesign committee to develop a cohesive statement concerning the direction of developmental redesign in Tennessee Board of Regent's schools, and a membership committee to encourage membership from schools in Tennessee.

TMATYC will hold their annual TMATYC State Math Contest during the spring semester. This contest has five divisions that students across the state take part in: Developmental, Statistics, Precalculus, Calculus A (first semester calculus), and Calculus B (second semester calculus or further). The Contest Director is **Jim Borkowski** (jborkowski@jsc.edu).

Call for Proposals for 2009

by Wanda Garner, Program Coordinator

AMATYC's 35th Annual Conference is being planned for Las Vegas, November 12-15, 2009. The conference's theme of "High Expectations" refers to all aspects of the conference, from the level of professional development available through the wide variety of high quality presentations to the overall renewal and energizing feeling provided by the conference experience itself. And, there is the location which holds its own "High Expectations" for those interested in testing the laws of probability "in the field."

You are invited to assist in meeting those "High Expectations" for the program by submitting a proposal to present a session or workshop. Proposals will be accepted electronically through the AMATYC website at www.amatyc.org beginning November 1, 2008, through February 1, 2009. Proposals from two-year college educators are particularly encouraged.

Any topic appropriate for the first two years of undergraduate education in mathematics or for the professional growth of two-year college mathematics faculty will be considered. Broad topic areas include, but are not limited to, learning styles and the learning environment, assessment of student learning, two-year college mathematics curriculum, effective methods of instruction, and topics that enhance the professional growth of mathematics faculty. Presentations that contain information that attendees can apply immediately are key to meeting the "High Expectations" of AMATYC's conferences. Proposals will be objectively reviewed by the program committee and may not promote or highlight a commercially available product.



Final Call for 2009-2011 AMATYC Executive Board Nominations

The Nominating Committee seeks AMATYC members as candidates for AMATYC office for 2009-2011. There are only a few months left to submit your nomination packet for one of the open board positions. The offices to be filled in the 2009 election are President-Elect, Secretary, Treasurer, and Vice President for each region. Serving as an officer is an excellent way to expand your professional horizons and contribute to AMATYC and to your profession. Nomination packets need to be mailed to the chair, Kathy Mowers, Owensboro CTC, 4800 New Hartford Road, Owensboro, KY 42303-1899, and to be received no later than February 1, 2009.

Nomination packets consist of a letter of intent, a vita, and a letter from your supervisor acknowledging the need for a week away from campus in the spring and fall, if elected. For more information about the duties and requirements of office, as well as the nomination process, click on "Get Involved" and then "Nomination for Executive Board" at www.amatyc.org.

Once nominations close, the Nominating Committee will carefully consider the submitted materials of each prospective candidate and draft a slate to forward to the Board, who will finalize the slate at its 2009 Spring Board Meeting. The election will occur during September 2009. The newly-elected Board members will take office at the close of the 2009 AMATYC Annual Conference.

The term of office extends until the close of the 2011 AMATYC Annual Conference in Austin, TX.

If you have questions or wish to recommend someone, including yourself, please contact one of the members of the Nominating Committee, who are listed at www.amatyc.org.

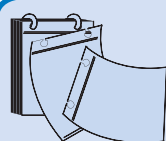
The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by November 27, February 1, April 1, June 1, and September 1 for the respective issues.

Address changes should be sent to:

AMATYC Office
Southwest Tennessee Community College
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amatyc@amatyc.org

All other correspondence should be directed to:

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AMATYC Calendar of Events

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

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

December 12-13, 2008 CMC³ Convention, Asilomar Conference Center, Monterey, CA.
Contact: Larry Green, greenl@ltcc.edu

February 19-21, 2009 TexMATYC/TCCTA Annual Conference, Renaissance Hotel, Austin, TX. Contact: Paula Wilhite, pwilhite@ntcc.edu

February 27-28, 2009 GMATYC Meeting, Georgia Perimeter College-Clarkston, Atlanta, GA. Contact: Jeffrey Gutliph, jeffrey.gutliph@gpc.edu

March 12-13, 2009 NCMATYC Meeting, Cape Fear CC, Wilmington, NC. Contact: Suzanne Williams, suzanne.williams@cpcc.edu

April 3-4, 2009 NMMATYC Joint Meeting with MAA Southwestern Section, Western New Mexico Univ, Silver City, NM. Contact: Fariba Ansari, fansari@epcc.edu

April 17-18, 2009 TMATYC Meeting, Columbia State CC, Columbia, TN. Contact: R. Michael (Mike) Darrell, rdarrell@columbiastate.edu

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.

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Dates To Remember!

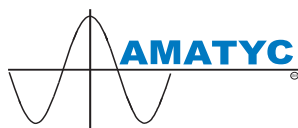
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December 8, 2008

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Deadline:
February 1, 2009

Call for for Presenters and Presiders
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**For more information visit
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