

FBM 2020 Minutes – Saturday, November 7

**AMATYC 2020 Fall Executive Board Meeting
Virtual via Zoom**

Saturday, November 7, 2020

(Note: all times given are Eastern Standard Time)

The meeting was called to order at 12:03 pm by President Kate Kozak. The following members of the Executive Board were present:

Kate Kozak	President	Alvina Atkinson	Southeast Vice President
Jim Ham	Past President	Jon Oaks	Midwest Vice President
Laura Watkins	President-Elect	Dale Johanson	Central Vice President
Nancy Rivers	Secretary	April Ström	Southwest Vice President
Barbra Steinhurst	Treasurer	Sarah Pauley	Northwest Vice President
Sophia Georgiakaki	Northeast Vice President	Eddie Tchertchian	West Vice President
Dennis Ebersole	Mid-Atlantic Vice President		

Also present were: Anne Dudley, Executive Director; Turi Suski, Conference Coordinator

President Kozak reviewed the reference material. (Attachment A)

President Kozak reviewed the rules of conduct.

Motion: Approve the meeting's Rules of Conduct. (Attachment B)

Made by Ham and seconded by Atkinson.

Motion approved

Motion: Approve the Agenda provided on the previous pages. (Attachment C)

Made by Pauley and seconded by Steinhurst.

Motion approved

Consent Calendar

Officer reports were received and reviewed.

Expenditure Approval Committee and Tax and Audit reports were received and reviewed. (Attachment D)

Motion: That the Board approve the (attached) policy revisions related to the Affiliation Procedure (PPM 13.1) effective immediately. (Attachment E)

Motion: That the Board approve the (attached) policy revisions related to the Conference History (PPM 15.4) effective immediately. (Attachment F)

FBM 2020 Minutes – Saturday, November 7

Motion: That the Board approve the (attached) change to the Expedited Position Statement cover sheet clarifying that a draft of an AMATYC position statement shared on the AMATYC website includes the word DRAFT as a watermark (PPM 9.8.1, Expedited). (Attachment G)

Motion: That the Board approve the (attached) change to the Standard Position Statement cover sheet clarifying that the sponsor of a position statement should send a draft of the position statement that includes the word DRAFT as a watermark to the President and President-Elect. (PPM 9.8.1, Standard). (Attachment H)

Motion: That the Board approve the (attached) policy revisions related to the Mathematics Excellence Award (PPM 4.3.2) effective immediately. (Attachment I)

Motion: That the reports and motions of the Consent Calendar of the 2020 Fall Business Meeting be approved as written.

Made by Ham and seconded by Rivers.

Motion approved

Academic Committees

Several Academic committee chair reports were received and reviewed.

Motion: That the AMATYC Executive Board approve the position statement titled **Professional Development for Faculty Teaching Developmental Mathematics** as published. (Attachment J)

Made by Ham and seconded by Oaks.

Motion approved

Motion: That the AMATYC Executive Board endorse the concept of the position statement titled **Mathematics Pathways**. (Attachment K)

Made by Ham and seconded by Oaks.

Motion approved

Motion: That the AMATYC Executive Board endorse the concept of the position statement titled **Corequisite Courses**. (Attachment L)

Made by Ham and seconded by Tchertchian.

Motion approved

Motion: That the AMATYC Board approve the spirit of the position statement titled **Proctored Testing for Courses Taught at a Distance**. (Attachment M)

Made by Ham and seconded by Pauley.

Motion approved

FBM 2020 Minutes – Saturday, November 7

Meetings suspended at 2:00 pm.

Meeting resumed at 2:30 pm.

TREASURER/BUDGET (2:30 – 4:30 pm)

Christy Hunsucker, Accounting Director joined the board meeting for the Treasurer’s Report and budget discussions.

Motion: That the expenditures from the cash account register from February 15, 2020 through September 15, 2020 be approved.

Made by Steinhurst and seconded by Pauley.

Motion approved

Motion: That we suspend Roberts Rules of Order until additional information is provided.

Made by Tchertchian and seconded by Johanson.

Motion defeated

Motion: That we allow the Treasurer to discuss the Treasurer’s Report in any order.

Made by Ham and seconded by Pauley.

Motion approved

Motion: That the PPM 8.12 Section 3 Item 1 be suspended until the AMATYC Board reevaluates the 2021 Annual Conference Discount Registration Fee.

Made by Watkins and seconded by Rivers.

Motion approved

Motion: That effective with the 2021 annual conference, the full conference discount registration rate is \$400.

Made by Steinhurst and seconded by Watkins.

Motion approved

Motion: That the PPM 3.2 Section 1 Item 1 be suspended until the AMATYC Board reevaluates the 2021-2022 Institutional Membership Fee.

Made by Steinhurst and seconded by Rivers.

Motion approved

FBM 2020 Minutes – Saturday, November 7

Motion: That the institutional member dues be set at \$555 for the period July 1, 2021 through June 30, 2022.

Made by Steinhurst and seconded by Tchertchian.

Motion approved

Barbra Steinhurst gave the Treasurer's Report.

The Investments Board Report was reviewed.

The draft 2021 AMATYC Budget was reviewed.

Academic Committees Continued

The remaining Academic Committee chair reports were received and reviewed.

Motion: That the AMATYC board approves in spirit the **Initial Placement of Two-Year College Students into the Mathematics Curriculum** position statement (attached). (Attachment N)

Made by Kozak and seconded by Steinhurst.

Motion approved

Meeting suspended at 5:05 pm.

FBM 2020 Minutes – Sunday, November 8, 2020

Sunday, November 8, 2020

Meeting resumed at 12:00 pm

Motion: That the AMATYC board approves as written (attached) the Equity in Mathematics position statement. (Attachment O)

Made by Rivers and seconded by Atkinson.

Motion approved

ANets

ANet leader reports were received and reviewed.

Motion: That the AMATYC board approves the (attached) position statement entitled Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College as published. (Attachment P)

Made by Pauley and seconded by Atkinson.

Motion to Amend: That the AMATYC board approves the spirit of the (attached) position statement entitled Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College. (Attachment P)

Made by Georgiakaki and seconded by Ham.

Motion to amend defeated

(Original) Motion approved

Motion: That the AMATYC Board approve the (attached) position paper entitled **Mathematics and Global Learning** as published. (Attachment Q)

Made by Watkins and seconded by Johanson.

Motion approved

FBM 2020 Minutes – Sunday, November 8, 2020

SERVICES/COORDINATORS/DIRECTORS/PUBLICATIONS

One Director report was received and reviewed.

Meeting suspended at 2:05 pm.

Meeting resumed at 2:35 pm.

Karen Gaines, Online Community Coordinator joined the meeting for her report.

Additional Services/Coordinators/Directors/Publications reports were received and reviewed.

Motion: That the Board approve the attached policy revisions related to the AMATYC Student Mathematics League (PPM 10.1.2, Disaster circumstance only) effective immediately. (Attachment R)

Made by Ham and seconded by Watkins.

Motion approved

OTHER CONFERENCE

Board duties and tasks during the Virtual Conference 2020 were discussed.

Strategic Planning

Laura Watkins, President-Elect, led the Board in a Strategic Planning Session (2018-2023) from 4:00 – 5:00 pm

Meeting suspended at 5:09 pm.

FBM 2020 Minutes – Saturday, November 14, 2020

Saturday, November 14, 2020

Meeting resumed at 12:00 pm

OFFICE/STAFF REPORT (12:00 – 12:28 pm)

Beverly Vance, Office Director; Christine Shott, Publications Director; and Christy Hunsucker, Accounting Director, joined the meeting for the Office Report.

The Executive Director and Office Reports were received and reviewed.

Christy Hunsucker remained to discuss the latest version of the 2021 Draft Budget. Treasurer Steinhurst reviewed the changes made by the Finance Committee during its meeting.

Motion: That the 2021 Draft Budget be approved.

Made by Rivers and seconded by Steinhurst.

Motion: That the 2021 Draft Budget be amended to set the Spring Board Meeting Line Items 5040, 5060, 5080, 5120, and 3595 to \$0.00.

Moved by Ham and seconded by Ebersole.

Motion to Amend approved

Amended Motion: That the 2021 Draft Budget, with the Spring Board Meeting Line Items 5040, 5060, 5080, 5120, and 3595 set to \$0.00, be approved.

Amended Motion approved

The remaining Services/Coordinators/Directors/Publications reports were received and reviewed.

Motion: That the attached changes to PPM 11.1.3, “Traveling Workshop Coordinator” and PPM 11.8 “Traveling Workshops” be approved, effective immediately. (Attachment S)

Made by Oaks and seconded by Pauley.

Motion approved

FBM 2020 Minutes – Saturday, November 14, 2020

Motion: That the AMATYC membership requirement of myAMATYC be waived through June 30, 2021.

Made by Rivers and seconded by Tchertchian.

Motion to Amend: That the date be changed to May 31, 2021.

Made by Steinhurst and seconded by Georgiakaki.

Motion to Amend approved

Amended Motion: That the AMATYC membership requirement of myAMATYC be waived through May 31, 2021.

Amended Motion approved

CONFERENCE

Turi Suski gave the Conference Coordinator report.

Meeting suspended at 2:00 pm.

Meeting resumed at 2:30 pm.

CONFERENCE

Turi Suski addressed questions on the conference report and gave the reports of Conference Committee members and LECs (Local Event Coordinators).

Motion: That the Phoenix LEC, Ana Jimenez, the Phoenix local committee, and the Conference Coordinator work together on a financial donation drive for the Kamanzi Secondary School in Kenya. The drive would be held in conjunction with the 2021 AMATYC Annual Conference in Phoenix, AZ.

Made by Watkins and seconded by Ham.

Motion approved

ADMINISTRATIVE COMMITTEES

Administrative committee reports were received and reviewed. The Membership Report was reviewed along with the Membership Committee's report.

FBM 2020 Minutes – Saturday, November 14, 2020

AD HOC COMMITTEES/PROJECTS

Ad hoc and other committee (Task Forces and Search Committees) reports were received and reviewed.

Motion: That the Board approve the attached policy changes to the AMATYC Research Associate (PPM 11.7) effective immediately. (Attachment T)

Made by Tchertchian and seconded by Johanson.

Motion approved

Motion: That the Board approve the (attached) policy revision (PPM 8.10.6) creating a deadline for the receipt of letters of understanding for invited speakers. (Attachment U)

Made by Steinhurst and seconded by Pauley.

Motion approved

Motion: That the attached changes be made to the Pre-conference Workshops policy (PPM 8.13.8) (Attachment V)

Made by Ham and seconded by Watkins.

Motion approved

Meeting suspended at 5:03 pm.

FBM 2020 Minutes – Sunday, November 15, 2020

Sunday, November 15, 2020

Meeting resumed at 12:00 pm

Ad Hoc Committees

The remaining Ad hoc and other committee (Task Forces and Search Committees) reports were received and reviewed.

Motion: That the AMATYC History policy (PPM 12.6) be amended as attached. (Attachment W)

Made by Ham and seconded by Rivers.

Motion approved

EXECUTIVE SESSION

The Board went into Executive Session at 12:52 pm. Anne Dudley, and Turi Suski were asked to stay for the Executive Session.

The Board exited Executive Session at 1:39 pm. At that time, Secretary Rivers reported out the following:

- The Board made the following appointments, pending membership verification:

Term Begins Term Ends	Appointee's Name, College & Email	Position/Region	Committee/Position
11/14/2020 – 12/31/2021	Benjamin Aschenbrenner, Ivy Tech CC, baschenbrenner@ivytech.edu	Regional Rep/Midwest	Equity Committee
11/21/2020 – 12/31/2021	Micah Miller, Borough of Manhattan CC, mmiller@bmcc.cuny.edu	Regional Rep/Northeast	Equity Committee
11/15/2020 – 11/15/2023	Amanda Olson, Metropolitan CC, akolson1@mccneb.edu	Local Events Coordinator for 2023 AMATYC Annual Conference in Omaha	Conference Committee
04/01/2021 – 03/31/2024	Austin Jones, Wake Technical CC, ahjones2@waketech.edu	SML Test Development Team Regional Rep/Southeast	Student Math League

04/01/2021 – 03/31/2024	Bob Koca, CC of Baltimore County, rkoca@ccbcmd.edu	SML Test Development Team Regional Rep/Mid-Atlantic	Student Math League
01/01/2021 – 12/31/2024	Cheryl Cleaves, ccleaves@bellsouth.net	Member	Foundation
01/01/2021 – 12/31/2022	Helen E. Burn, Highline College, hburn@highline.edu	Chair, Pathways Joint Subcommittee	
11/21/2020 – 12/31/2023	Jonathan Weisbrod, Rowan College at Burlington CC, jweisbrod@rcbc.edu	Mu Alpha Theta Representative from AMATYC	Mu Alpha Theta
01/01/2021 – 12/31/2023	Kelly Fitzpatrick, County College of Morris, kfitzpatrick@ccm.edu	AMATYC Rep	AMATYC/ASA Joint Statistics Committee
04/01/2021 – 03/31/2024	Steve Kilner, Monroe CC, skilner@monroecc.edu	SML Test Development Team Regional Rep/Northeast	Student Math League
07/01/2021 – 06/30/2023	Matthew Prangel, Harrisburg Area CC, meprangel@hacc.edu	SML Coordinator	Student Math League
04/01/2019 – 03/31/2023	TJ Duda, Columbus State CC, tduda@csc.edu	Test Developer	Student Math League

New Business

Motion: That the AMATYC Board endorse the Dana Center document “Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics”. (Executive summary attached) (Attachment X)

Made by Kozak and seconded by Watkins.

Motion approved

Motion: That a themed session on Corequisites be held during the 2021 AMATYC Annual Conference in Phoenix.

Made by Pauley and seconded by Georgiakaki.

Motion approved

Motion: That a themed session on Innovative Assessments to Help Your Students Rise from the Ashes be held during the 2021 AMATYC Annual Conference in Phoenix.

Made by Tchertchian and seconded by Georgiakaki.

Motion approved

Motion: That the Board approves the scheduling of a six-speaker Themed Session for the Statistics Committee for the 2021 AMATYC Annual Conference. Title: Active Learning in the Introductory Statistics Classroom.

Made by Georgiakaki and seconded by Tchertchian.

Motion approved

FBM 2020 Minutes – Sunday, November 15, 2020

Motion: That the AMATYC Board approves the Equity Committee to hold a Themed Session during the 2021 AMATYC Annual Conference in Phoenix.

Made by Tchertchian and seconded by Rivers.

Motion approved

Motion: That the International Math Education ANet be approved for a themed session consisting of 6 speakers for the 2021 AMATYC Annual Conference in Phoenix.

Made by Watkins and seconded by Atkinson.

Motion approved

Motion: That the AMATYC Board approve the Mathematics Standards in the First Two Years of College to have a themed session at the 2021 AMATYC Annual Conference in Phoenix. This session will be comprised of the AMATYC IMPACT standards in their applications to practice.

Made by Atkinson and seconded by Ham.

Motion approved

Meeting suspended at 2:03 pm.

Meeting resumed at 2:33 pm.

Motion: That the Board approve the (attached) policy revisions related to the calendar requirements of AMATYC finances (PPM 6.15) effective immediately. (Attachment Y)

Made by Ham and seconded by Rivers.

Motion approved

Motion: That the AMATYC Board approve Level II support to Project SLOPE.

Made by Watkins and seconded by Pauley.

Motion approved

Motion: That the AMATYC Board provide preliminary approval for 2023 and 2025 Project SLOPE Conference Symposia, pending funding of the grant.

Made by Ham and seconded by Oaks.

Motion approved

FBM 2020 Minutes – Sunday, November 15, 2020

Motion: That the Board approve the (attached) policy revisions related to the Partnership Policy (PPM 2.12) effective immediately. (Attachment Z)

Made by Ham and seconded by Johanson.

Motion approved

Partnerships/Miscellaneous Reports

President Kozak pointed out the reports shared from our Partner Organizations.

Parking Lot

Discussion on Forums: Because of the success of the virtual forums (increased attendance from our members) and considering other reflections on this year's forums that were shared it was suggested that we would try holding all forums for position statements and Bylaws changes virtually going forward. The forums that would have been held on the Thursday evening of the annual conference could be held in August preceding the conference so that the board packet would include the draft version with changes made at the forum. In addition, we could move the Leadership Reception to the Thursday evening of the annual conference. Each Board member will gather feedback from the committee/ANet, to which they are assigned as a liaison, as to thoughts on virtual versus face-to-face forums and share this input with the entire board.

PPM Changes: Several PPM sections appear to need updating. The appropriateness of the PPM committee working on each of these was discussed. Possible updates to various sections of the PPM were discussed.

Topics for Discussion Raised in the AMATYC Research Associates (ARA) report:

1. How might AMATYC support the travel of an ARA to share outcomes of the project conducted by an AMATYC Research Associate? ARA's can request funding from the board in the form of a motion to approve their budget, but AMATYC has not committed to providing this funding.
2. How might AMATYC provide structured support around publication of project outcomes (e.g. with partnership with the MathAMATYC Educator)? PPM 11.7 #6 covers this.
3. How might AMATYC continue to consider actual programming around the appointment as a sustained activity within AMATYC (similar to a Project SLOPE or Project ACCCESS type program)? We take this as a question about institutionalizing Project SLOPE. We would need to bolster or plan for funding before this could be done.

Process of Sending Delegates their Duties when they are Appointed: It was suggested that we send out a *Call For Delegates* along with a file showing the duties of a delegate. Sarah Pauley will lead a committee to improve our process regarding delegates.

Different Timing of the AMATYC Election: This was discussed, and no action will be taken at this time.

Gender Designation on the SML and SRL: Tchertchian and Ham will ask the SML and SRL Coordinators if they are using the gender data in any way and, if not, to remove this gender specification from the forms. If they do, then the gender question needs to be updated to provide additional responses.

FBM 2020 Minutes – Sunday, November 15, 2020

Affiliate Sharing Session Format: Attendance has been poor. Having it after the Affiliate Presidents' Luncheon appears to discourage non-presidents from attending. Some Affiliate Presidents leave after the luncheon. A plan of prepared discussion topics helps the session. The VP's will discuss this.

Mathematical Fiction Series: At this time, we will not pursue the idea.

Meeting suspended at 5:03 pm.

FBM 2020 Minutes – Saturday, November 21, 2020

Saturday, November 21, 2020

Meeting resumed at 3:23 pm.

EXECUTIVE SESSION

The Board went into Executive Session at 3:23 pm. Anne Dudley, and Turi Suski were asked to stay for the Executive Session.

The Board exited Executive Session at 3:26 pm. At that time, Secretary Rivers reported out the following:

- The Board made the following appointment, pending membership verification:

Term Begins Term Ends	Appointee's Name, College & Email	Position/Region	Committee/Position
09/01/2021 – 08/31/2023	Vinodh Chellamuthu, Dixie State College, Utah, (Vinodh.Chellamuthu@dixie.edu)	Coordinator	Student Research League

New Business

Motion: That an Ignite! event be held on the Friday evening of the 47th AMATYC Annual Conference in Phoenix, AZ. Made by Tchertchian and seconded by Rivers.

Motion approved

Motion: That the board approve payment in the amount of \$15,746 to purchase the Whova conference app for use during the 2021, 2022, 2023, 2024, and 2025 AMATYC Annual Conferences.

Made by Rivers and seconded by Watkins.

Motion approved

Motion: To adjourn the Fall 2020 FBM.

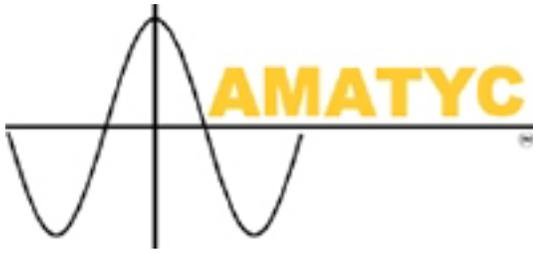
Made by Atkinson and seconded by Ham.

Motion approved

The 2020 Fall Board Meeting was adjourned at 3:41 pm.

ATTACHMENTS

	Title	Page
A	Reference Material A. Meeting Plans B. AMATYC Mission, Vision, Tagline and Value Statements C. AMATYC Strategic Plan (2018-2023) D. Acronyms E. Parliamentary Motions Guide F. Policies on Welcoming Environment and Harassment G. 2020-2021 Affiliate Visits H. Board Liaison Assignments I. Board Committee Assignments J. AMATYC Conflict of Interest Agreement K. Email motions report since Jan. 1, 2020 with Sunshine Fund Report	17
B	Rules of Conduct	37
C	Order of Business – Meeting Agenda	39
D	Expenditure Approval Committee Report and Tax Audit Report	44
E	PPM 13.1	45
F	PPM 15.4	46
G	PPM 9.8.1, Expedited	47
H	PPM 9.8.1, Standard	48
I	PPM 4.3.2	49
J	Professional Development for Faculty Teaching Developmental Mathematics position statement	53
K	Mathematics Pathways position statement	55
L	Corequisite Courses position statement	57
M	Proctored Testing for Mathematics Courses Taught at a Distance position statement	59
N	Initial Placement of Two-Year College Students into the Mathematics Curriculum position statement	63
O	Equity in Mathematics Education position statement	65
P	Academic Preparation of Faculty Teaching Mathematics position statement	67
Q	Mathematics and Global Learning position statement	71
R	PPM 10.1.2, Disaster Circumstance Only	72
S	PPM 11.1.3, 11.8	73
T	PPM 11.7	76
U	PPM 8.10.6	77
V	PPM 8.13.8	79
W	PPM 12.6	81
X	Launch Years Executive Summary	82
Y	PPM 6.15	87
Z	PPM 2.12	88

Attachment A: Reference Material

**AMATYC 2020 Fall Executive Board Meeting Plan
Virtual
November 7, 8, 14,15, 2020**

Saturday: November 7 12 p.m. – 5 p.m. EST

- Section A, B, C from 12 until. 12:30
- Section D 12:30 until 2
- Break for meal (2 p.m. until 2:30 p.m.)
- **Treasurer's Report: Saturday, 2:30 – 4:30** Section I
- Section D continued 4:30 until 5

Sunday: November 8 12 p.m. – 5 p.m. EST

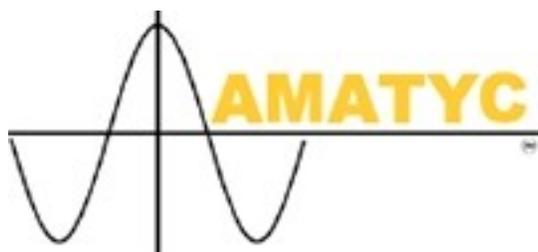
- Section DD 12 until. 1
- Section E 1 until 2
- Break for meal (2 p.m. until 2:30 p.m.))
- Section G 2:30 until 3:30
- Section GG 3:30 until 4
- **Strategic Planning: Sunday, 4:00 – 5:00 p.m.**

Saturday: November 14 12 p.m. – 5 p.m. EST

- Meeting with the Office 12 p.m. – 1 p.m. Section F
- Section H 1 until 2
- Break for meal (2 p.m. until 2:30 p.m.)
- Section J 2:30 until 5

Sunday: November 15 12 p.m. – 5 p.m. EST

- Section L 12 until 1
- Section M 1 until 2
- Break for meal (2 p.m. until 2:30 p.m.)
- Section. N 2:30 until 3
- Section. O 3 until 5



AMATYC Mission, Vision, Values

AMATYC Mission Statement: The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to provide high quality professional development, to advocate and collaborate at all levels, and to build communities of learners for all involved in mathematics education in the first two years of college. (Adopted by the Board on April 1, 2016)

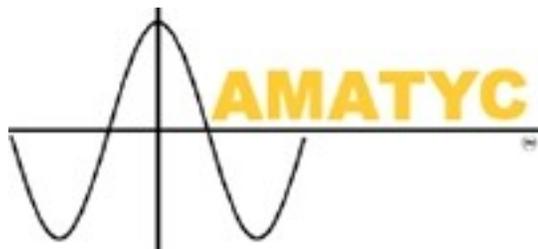
AMATYC's Vision: To be the leading voice and resource for excellence in mathematics education in the first two years of college. (Adopted by the Board on April 1, 2016)

AMATYC's Tagline: *Opening Doors Through Mathematics* (Adopted by the Board on June, 2016)

AMATYC's Core Values

Core Values represent core priorities, traits, or qualities in the organization's culture that are considered worthwhile. They are timeless and unchanging. (Alphabetical Order, Approved May 2006)

Core Value:	Operational Definition:
Academic Excellence	Presenting a quality educational experience in mathematics that is responsive to the needs of all students while recognizing student achievement in mathematics as an essential life goal.
Access	Acknowledging the right of all students to experience learning mathematics in ways that maximize their individual potential.
Collegiality	Providing opportunities for networking and encouraging mutual respect for other mathematics professionals for the betterment of the mathematics teaching profession.
Innovation	Creating, developing, implementing, and redefining successful instructional strategies, curricula in mathematics, and classroom practices based on the research of how students best learn mathematics and how faculty best teach mathematics.
Integrity	Safeguarding the qualities of honesty, sincerity, trustworthiness, global consciousness, and a code of sound moral professional principles.
Professional Development	Building expertise and exhibiting leadership in the teaching and learning of mathematics, enhancing personal growth, and improving teaching methods and effectiveness as a personally initiated life-long responsibility.
Teaching Excellence	Designing and implementing a dynamic mathematics curriculum, promoting the use of innovative and effective teaching strategies, assessing student learning outcomes in mathematics with appropriate methods, and creating a successful learning environment for all students.



2018-2023 AMATYC Strategic Plan

Approved April 21, 2017

AMATYC will be guided during the years 2018-2023 by this strategic plan consisting of the five priorities below and accompanying initiatives.

Priority I: Advocate for mathematics educators and mathematics students.

- A. Expand the visibility of AMATYC.
- B. Further a common vision by strengthening collaborations with other organizations.
- C. Recruit and retain individuals from under-represented groups into AMATYC membership and leadership.
- D. Attract and retain students into mathematics intensive fields, particularly students from under-represented groups.
- E. Advance seamless course and program articulation.
- F. Develop and maintain standards for mathematics education in the first two years of college.
- G. Educate the public on the AMATYC IMPACT standards and other AMATYC or national initiatives.

Priority II: Provide and promote professional development opportunities to faculty whose primary focus is mathematics in the first two years of college.

- A. Create year-round AMATYC opportunities for professional development utilizing various modalities.
- B. Offer professional development focused on mentoring new faculty teaching mathematics in the first two years of college.
- C. Enhance access to high quality professional development for all mathematics faculty.
- D. Collaborate with other organizations to provide professional development opportunities.

Priority III: Promote research on the teaching and learning of mathematics and statistics in the first two years of college.

- A. Encourage qualitative and quantitative research focused on student learning for a diverse range of learners.
- B. Train and support faculty who are interested in conducting research and classroom research.
- C. Pursue grants and other means of financial support for classroom research on teaching and learning.
- D. Continue to improve instructional resources based on classroom research.
- E. Advocate for the continued improvement of placement processes based on program assessment.
- F. Assist faculty, departments, and colleges to institute innovative practices informed by research.
- G. Disseminate resources and model practices for research-based teaching and learning.

Priority IV: Improve mathematics and statistics curricula in the first two years of college.

- A. Seek to provide a strong and relevant mathematics curricular experience for all students.

- B. Design and refine pathways for both STEM (Science, Technology, Engineering, and Mathematics) and non-STEM students.
- C. Promote the appropriate instruction and assessment of curricula.
- D. Encourage the appropriate use of technologies to enhance student learning.
- E. Facilitate the communication of successful curricular innovations that improve student learning.

Priority V: Build connections within communities of educators across regions, departments, and institutions.

- A. Enrich relationships with and provide support for AMATYC affiliate organizations.
- B. Support and increase participation in AMATYC's academic committees and AMATYC networks (ANets).
- C. Extend opportunities for local, national, and international networking to those interested in mathematics in the first two years of college.
- D. Promote a diverse community of mathematics educators which recognizes and welcomes the unique contributions of all participants.

ACRONYMS

AACC	American Association of Community Colleges
ACCC ESS	Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC and MAA for beginning two-year college mathematics faculty, funded for 2003-2006 by the ExxonMobil Foundation (Cohorts 1, 2, 3)
APA	AMATYC Project ACCCESS: Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC beginning with Cohort 4 in 2007.
AMC	AMATYC Membership Committee
AMPS S	Advancing Mathematics Pathways for Student Success
AMS	American Mathematical Society, who along with MAA and SIAM host the Joint Mathematics Meetings each January
AMTE	Association of Mathematics Teacher Educators
ARG	Association Review Group. NCTM successfully used an ARG process to conduct a formal review of the Standards 2000 drafts.
ASA	American Statistical Association
ASL	Association for Symbolic Logic
ASSM	Association of State Supervisors of Mathematics
AWM	Association for Women in Mathematics
BBA	Benjamin Banneker Association. “Dedicated to mathematics education advocacy, establishing a presence for leadership, and professional development to support teachers in leveling the playing field for mathematics learning of the highest quality for African-American students.”
BMS	Board of the Mathematical Sciences, a Board of the National Research Council.
CAMC	Committee on the American Mathematics Competitions. CAMC develops and sponsors the exams which lead to the identification of the USAMO team.
CAP	MAA Committee on Articulation and Placement
CBMS	Conference Board of the Mathematical Sciences. Made up of representatives (usually the presidents and executive directors) of about 17 mathematics/ mathematics education organizations. AMATYC is a member. David Bressoud is the Executive Director. CBMS meets twice a year, in early May and early December.
CCSS M	Common Core State Standards for Mathematics
CIRTL	<i>Center for the Integration of Research, Teaching and Learning</i>
CoWI M	Committee on Women in Mathematics, an AMS Committee
CRAF TY	Curriculum Renewal Across the First Two Years Committee, an MAA Subcommittee of the MAA Committee on the Undergraduate Program in Mathematics (CUPM).
CSSP	Council of Scientific Society Presidents
CTYC	Committee on Two-Year Colleges, an MAA Committee. The AMATYC President is an ex officio member.
CUPM	Committee on the Undergraduate Program in Mathematics, an MAA Committee.
DCMP	Dana Center Mathematics Pathways
FBM	AMATYC's Fall Board Meeting
GAIME	Guidelines for Assessment and Instruction in Mathematical Modeling Education
GAISE	Guidelines for Assessment and Instruction in Statistics Education
HL	Higher Logic, the platform that hosts my.AMATYC.org

ICME	International Congress on Mathematical Education. Held every four years. (Seoul, Korea 2012, Hamburg, Germany 2016 Shanghai, China 2020)
ICW	In conjunction with the annual conference
IMS	Institute of Mathematical Statistics
IMPACT	Improving Mathematical Prowess and College Teaching
INFORMS	Institute for Operations Research and the Management Sciences
IP Guide	MAA's Instructional Practices Guide
IUSE	Improving Undergraduate STEM Education (NSF grant program)
JCW	Joint Committee on Women in Mathematical Sciences
JMM	Joint Mathematics Meeting. Meetings hosted each January by AMS, MAA, and SIAM.
JPBM	Joint Policy Board for Mathematics. A coalition of AMS, MAA, and SIAM.
JSM	Joint Statistical Meeting
MAA	Mathematical Association of America. Executive Director is Michael Pearson.
MAC³	Mathematics Across the Community College Curriculum was an NSF grant to AMATYC.
MathFest	MAA's Summer Meeting
MET	The Mathematics Education of Teachers document, written for college mathematics departments outlining the mathematics that K-12 teachers ought to know.
PMET	Preparing Mathematicians to Educate Teachers Project, a CBMS Project, offering workshops to college and university faculty.
MSEB	Mathematical Sciences Education Board, a Board of the National Research Council. Established in 1985 to provide continuing national overview and assessment capability for mathematics education and is concerned with excellence in mathematical sciences education for all students at all levels. Nancy Sattler serves on MSEB at this time,
NACCTEP	National Association of Community College Teacher Education Programs.
NADE	National Association of Developmental Education, renamed NOSS
NAS	National Academy of Sciences
NASSMC	National Alliance of State Science and Mathematics Coalitions
NCTM	National Council of Teachers of Mathematics. Bob Doucette is the Executive Director.
NCSM	National Council of Supervisors of Mathematics.
NFR	Not for review session
NRC	National Research Council, organized by the NAS in 1916. NRC is the umbrella organization of the NAS, the National Academy of Engineering (NAE), and the Institute of Medicine (IOM).
NSF	National Science Foundation. Provides government funding for scientific endeavors.
NOSS	National Organization for Student Success
PAEMT	Presidential Award for Excellence in Mathematics Teaching
OCC	Online Community Coordinator
PPM	AMATYC's Policy and Procedures Manual
RUME	Research in Undergraduate Mathematics Education, a special interest group of the MAA.
SBM	AMATYC's Spring Board Meeting
SIAM	Society of Industrial and Applied Mathematics. One of the three sponsors of the Joint Mathematics Meetings held each January.
SLOPE	Scholarly Leaders Originating as Practicing Educators in Two-Year College Mathematics
SOA	Society of Actuaries

SPO	AMATYC's Strategic Planning and Orientation meeting
SUMMA	Strengthening Underrepresented Minority Mathematics Achievement (SUMMA) Program of the MAA was established in 1990 to increase the representation of minorities in the fields of mathematics, science and engineering and improve the education of minorities.
TLC3	Transitioning Learners to Calculus in Community Colleges
TODOS	TODOS: Mathematics for all – advocate for equity and high quality mathematics education for all
TPSE Math	Transforming Post-Secondary Education in Mathematics
Triangle Coalition	A Washington DC-based nonprofit organization comprised of more than 100 member organizations with representation from business, education, and scientific and engineering societies. The coalition's mission is to bring together the voices of business, government, and education to improve the quality and outcome of STEM education.
USAMO	USA Mathematical Olympiad. Through a series of competitions taken by thousands, a team of 8 is identified for participating in the IMO. The team is honored at a special event in Washington each June.
USNCMI	United States National Committee on Mathematics Instruction
UTMOST	Undergraduate Teaching of Mathematics with Open Software and Textbooks (NSF grant)
YM	YourMembership.com. AMATYC association management (online database) and web hosting service

Parliamentary Motions Guide

Based on *Robert's Rules of Order Newly Revised (11th Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ?	DEBATE?	AMEND?	VOTE?
§21 Close meeting	I move to adjourn	No	Yes	No	No	Majority
§20 Take break	I move to recess for	No	Yes	No	Yes	Majority
§19 Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§18 Make follow agenda	I call for the orders of the day	Yes	No	No	No	None
§17 Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16 Close debate	I move the previous question	No	Yes	No	No	2/3
§15 Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14 Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13 Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12 Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority
§11 Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10 Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority

Incidental Motions - No order of precedence. Arise incidentally and decided immediately.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ?	DEBATE?	AMEND?	VOTE?
§23 Enforce rules	Point of order	Yes	No	No	No	None
§24 Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
§25 Suspend rules	I move to suspend the rules which ...	No	Yes	No	No	2/3
§26 Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3
§27 Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
§29 Demand rising vote	I call for a division	Yes	No	No	No	None
§33 Parliamentary law question	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
§33 Request information	Request for information	Yes (if urgent)	No	No	No	None

Motions That Bring a Question Again Before the Assembly - no order of precedence. Introduce only when nothing else pending.

§34 Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority
§35 Cancel or change previous action	I move to rescind/ amend something previously adopted...	No	Yes	Yes	Yes	2/3 or maj. w/ notice
§37 Reconsider motion	I move to reconsider the vote ...	No	Yes	Varies	No	Majority

Jim Slaughter, Certified Professional Parliamentarian-Teacher & Professional Registered Parliamentarian

336-378-1899(W) 336-378-1850(F) P.O. Box 41027, Greensboro 27404

web site: www.jimslaughter.com

It is the policy of the American Mathematical Association of Two Year Colleges (AMATYC) that all participants in AMATYC activities will enjoy a welcoming environment free from all forms of discrimination, harassment, and retaliation. As a professional society, AMATYC is committed to providing an atmosphere that encourages the free expression and exchange of ideas. In pursuit of that ideal, AMATYC is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of gender, gender identity or expression, race, color, national or ethnic origin, religion or religious belief, age, marital status, sexual orientation, disabilities, veteran status, or any other reason not related to scientific merit. Harassment, sexual or otherwise, is a form of misconduct that undermines the integrity of AMATYC meetings.

This policy applies to all attendees at AMATYC activities, including mathematicians, students, guests, staff, contractors and exhibitors, participants in scientific sessions, tours, and social events of any AMATYC meeting or other activity. All individuals participating in AMATYC activities are asked to agree to behavior consistent with these standards. Violations of this policy should be reported to the President of AMATYC. Individuals violating these standards may be asked to leave the activity without refund of registration fees and may have their behavior reported to their employer. Repeat offenders may be banned from future AMATYC activities. Retaliation against individuals who file a complaint will not be tolerated and will be treated in a manner similar to harassment.

Definition of Sexual Harassment

Sexual harassment is a form of sex discrimination. The legal definition of sexual harassment is “unwelcome verbal, visual, or physical conduct of a sexual nature that is severe or pervasive and affects working conditions or creates a hostile work environment.” Behavior and language that are welcome/ acceptable to one person may be unwelcome/offensive to another. Consequently, individuals must use discretion to ensure that their words and actions communicate respect for others. This is especially important for those in positions of authority since individuals with lower rank or status may be reluctant to express their objections or discomfort regarding unwelcome behavior.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore, interferes with work effectiveness. The following are examples of behavior that, when unwelcome, may constitute sexual harassment: sexual advances, or propositions; verbal comments or physical actions of a sexual nature; sexually degrading words used to describe an individual; a display of sexually suggestive objects or pictures; sexually explicit jokes; unnecessary touching.

Definition of Other Harassment

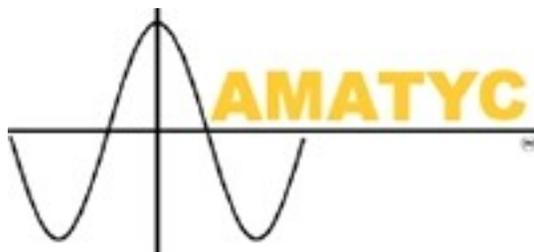
Harassment on the basis of any other protected characteristic is also strictly prohibited. This conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.

[Proposed policy and definitions of harassment adapted from those given in the anti-harassment policy of the American Astronomical Society, aas.org.]

Adopted April, 2013

2020-2021 Affiliate Visits

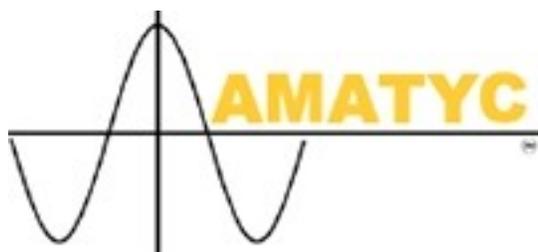
Affiliate Name	2020 Meeting Start Date	Who Plans to Visit in 2020	2021 Meeting Start Date	Who Plans to Visit in 2021
ORMATYC	04/23/20			
KYMATYC	02/28/20	Jon Oaks	Virtual - 02/19/21	Jon Oaks
IMACC	04/02/20	Jon Oaks Cancelled		
MichMATYC	04/03/20	Cancelled		
OhioMATYC	04/03/20	Cancelled	Virtual - TBA	Jon Oaks
INMATYC	Virtual - 04/04/20 09/18/20	Jon Oaks		
WisMATYC	Virtual - 09/26/20	Jon Oaks	09/25/21	Jon Oaks
MichMATYC	10/02/20	Jon Oaks Cancelled	04/09/21 10/08/21	Jon Oaks
DeIMATYC	05/21/20	Cancelled		
MMATYC	05/28/20	Cancelled		
PSMATYC	03/28/20	Cancelled		
WYMATYC	04/03/20	Sarah Pauley		
ORMATYC	04/23/20	Sarah Pauley	Spring 2021	Cancelled
WAMATYC	04/30/20	Cancelled	Spring 2021	Cancelled
NMMATYC	04/03/20	Cancelled	TBD (virtual)	April Strom
ArizMATYC	10/02/20	April Strom	3/5/21 (virtual)	April Strom
TexMATYC	02/27/20		2/26/21 (virtual)	April Strom
ColoMATYC	03/13/20	Dale Johanson		
MOMATYC	04/02/20	Cancelled		
NebMATYC	04/03/20	Cancelled		
MinnMATYC	04/24/20	Cancelled		
NEMATYC	04/04/20	Cancelled	04/05/21 (virtual)	Sophia Georgiakaki
NYSMATYC	04/17/20	Cancelled	04/16/21	Sophia Georgiakaki
MATYConn	04/24/20	Sophia Georgiakaki	04/XX/21	Sophia Georgiakaki
OCMA	05/20/20 10/27/20	Cancelled Did not attend	05/XX/21	Sophia Georgiakaki
IMATYC	10/09/20 (virtual)	Dale Johanson		
NDMATYC	10/09/20 (virtual)	Dale Johanson		
AlaMATYC	04/03/20	Cancelled		
GMATYC	02/07/20	Alvina Atkinson	2/12/21 (Virtual)	
FTYCMA	02/21/20	Alvina Atkinson	2/19/21 (Virtual)	
LaMsMATYC	None		2/21/2021	
NCMATYC	03/12/20	Cancelled	3/12/21 (Virtual)	
SOCAMATYC	02/29/20	Nancy Rivers	2/27/21	
TMATYC			2/26/21 or 2/27/21 (Virtual)	
CMC3	12/11/2020 (virtual)	Eddie Tchertchian		
CMC3-S	April 2020	Eddie T. (cancelled)		
UMATYC	10/23/20 (virtual)	Eddie Tchertchian		
MATYCNJ	4/18/20 11/7/20 (virtual)	Cancelled Dennis Ebersole		
VMATYC	3/27/20 4/4/20	Cancelled Cancelled		
WVMATYC	4/4/20	Cancelled		



Board Liaison Assignments 2020-2021

Assignment	Chair/Coordinator/Director	Board Member
Affiliate Presidents	44 affiliate presidents	Laura Watkins
AMATYC Legal Advisor	Peter Georgakis	Kate Kozak
AMATYC Office (office@amatyc.org)	Beverly Vance, Christy Hunsucker, Christine Shott	Anne Dudley
AMATYC News	Jennifer Travis	Sarah Pauley
AMATYC Project ACCESS	Lisa Feinman	Barbra Steinhurst
Editing Director	Vicky Mayfield	Nancy Rivers
Grants Coordinator	Megan Breit-Goodwin	Dennis Ebersole
Historian	Chris Ward	Dale Johanson
MathAMATYC Educator	Johanna Debrecht- Editor George Alexander – Assistant Editor Wendi Morrison– Production Manager	Jim Ham
Website Coordinator	George Hurlburt	Sophia Georgiakaki
Online Community Coordinator	Karen Gaines	Jim Ham
Mu Alpha Theta	Rita Ralph	Nancy Rivers
Professional Development	Behnaz Rouhani – Coordinator Pat Riley – Webinar Coordinator Mari Menard – Traveling Workshop Coord.	Jon Oaks
Student Mathematics League	Steve Hundert - Coordinator T.J. Duda – Test Developer	Eddie Tchertchian
Student Research League	Karen Gaines - Coordinator Holly Ashton – Thesis Defense Coordinator	Jim Ham
AMATYC <i>IMPACT</i> Mathematics Standards in the First Two Years of College	Julie Phelps - Chair Evan Evans – Standards Digital Coordinator	April Ström
Vice-Presidents (Senior VP)	8 VPs	Sarah Pauley
Academic Committees	Chair	Board Member
Developmental Mathematics	Kathryn Van Wagoner	Alvina Atkinson
Pathways Joint Subcommittee	Helen Burn	Alvina Atkinson
Equity	Anders (AJ) Stachelek	Nancy Rivers
Innovative Teaching and Learning (ITLC)	Jennifer Ackerman	Eddie Tchertchian
Mathematics and Its Applications for Careers (MAC)		Dale Johanson
Mathematics Intensive (MIC)	Robert Cappetta	Dennis Ebersole
Placement & Assessment (PAC)	Rachel Bates	Kate Kozak
Research in Mathematics Education in TYC (RMETYC)	Ann Sitomer	April Ström
Statistics/ ASA/AMATYC Joint Committee	Julie Hanson	Sophia Georgiakaki
Teacher Prep	Mark Kuhlman	Sarah Pauley
ANets	Leader	Board Member
Division/Department Leadership	Christine Mirbaha	Alvina Atkinson
Adjunct Faculty Issues	Jonathan Bonafiel	Jon Oaks
International Mathematics	Barbara Leitherer	Laura Watkins
Mathematics for Liberal Arts	Froozan Afiat	Jim Ham

Other AMATYC Activities	Leader	Board Member
Investments Board	Bill Steenken	Barbra Steinhurst, Jim Ham
Nursing Math: Dana Center, MAA Collab.	Beth Kelch	Kate Kozak
Mars Project	Karen Gaines, Janet Tarjan	Kate Kozak
National Math Summit	Nancy Sattler	Kate Kozak
Carnegie Math Pathways	Nancy Sattler	Kate Kozak



Board Committee Assignments 2020-2021

Board Standing Committees: Required in By-Laws

Finance Committee

PPM 5.8 The Finance Committee shall be responsible for coordinating and presenting a budget to the Executive Board.

Members: Barbra Steinhurst (Chair), Laura Watkins, Kate Kozak, Jon Oaks, Alvina Atkinson, Turi Suski, Anne Dudley

Foundation Board

PPM 14.3 Manage the affairs of the AMATYC Foundation.

.1

Members: Jim Ham (Chair), April Ström, Barbra Steinhurst, Cheryl Cleaves, Kate Kozak, Anne Dudley, Ernie Danforth, Bill Steenken, Fred Peskoff

Membership Committee

PPM 5.8 The membership committee shall be responsible for marketing and promoting the organization. The

.3 membership committee shall assist the office in maintaining accurate membership lists.

Member: Sophia Georgiakaki (Chair), Dennis Ebersole,

Members: Alvina Atkinson, Jon Oaks, Dale Johanson, April Ström, Sarah Pauley, Eddie Tchertchian, Barbra Steinhurst, Anne Dudley*, Beverly Vance*

*ex officio

Nominating Committee

PPM 4.3.3 The Nominating Committee recommends a slate of candidates to the Executive Board for consideration at the Spring Board Meeting of an election year. The report on the nominating process will include the names of all persons considered for each position. In recommending the slate, the Nominating Committee must follow the term limits for each office as defined in the Bylaws.

Members: Jim Ham (Chair, *nv*) (jimham@amatyc.org); Chair, Behnaz Rouhani (brouhani@gsu.edu), Member-at-large; Rochelle Beatty (rbeatty@kckcc.edu); Member-at-large, Julie Gunkelman (jagunkel@oaklandcc.edu), Member-at-large; Dona Boccio (dboccio@gcc.cuny.edu), Northeast Regional Rep; Christine Mirbaha (cmirbaha@ccbcmd.edu), Mid-Atlantic Regional Rep; Penny Morris (pmorris@polk.edu), Southeast Regional Rep; Florian Haiduc (fhaiduc@starkstate.edu), Midwest Regional Rep; Nicole Lang (nlang@nhcc.edu), Central Regional Rep; Luke Audette (lkaudette@gmail.com), Northwest Regional Rep; Paula Wilhite (pwilhite@ntcc.edu), Southwest Regional Rep; Shane Tang (Shane.Tang@slcc.edu), West Regional Rep

Organizational Assessment Committee

PPM 5.8.5 Coordinates the planning and implementation of assessment of AMATYC programs and activities. The Committee reports to the AMATYC Board on its findings and the implications for maintaining and improving the quality of AMATYC programs and activities.

Members: Laura Watkins (Chair), Eddie Tchertchian, Nancy Rivers, Barbara Leitherer, David Tannor

Professional Development Committee

PPM 5.8.4 Monitors, coordinates, and evaluates AMATYC's professional development efforts in order to provide the membership with high quality opportunities and a wide breadth of activities.

Members: Jon Oaks (chair), Dennis Ebersole, Sarah Pauley, Nancy Rivers, Kate Kozak*, Turi Suski*, Professional Development Coordinator*, Mary Menard*, Pat Riley*

*ex officio

Strategic Planning Committee

PPM 15.6 Assists with scheduled strategic planning sessions at Board meetings. Submits a report for Board consideration at each Board meeting, and submits a report for Delegate Assembly member consideration during the fall conference. Every six years, creates a new strategic plan.

Members: Laura Watkins (Chair), Jim Ham, Kate Kozak, Sarah Pauley, Alvina Atkinson

Delegate Assembly Committees

Mathematics Excellence Award Committee

PPM 4.3.2 Recommend a recipient of the AMATYC ME Award to the Executive Board.

Members: Jim Ham (Chair), 8 regional reps elected at the 2020 conference

2018-2020 committee:

Tanner (Chair), Patty Zabel (Northeast), Lisa Feinman (Mid-Atlantic), Anne Magnuson (Southeast), Paul McCombs (Midwest), Mike Lueke (Central), Anne Reynolds-Garza (Southwest), Peter Wildman (Northwest), Reina Ojiri (West)

Teaching Excellence Award Committee

PPM 4.3.1 Select the recipients of the AMATYC TE Award in odd-numbered years.

Members: Laura Watkins (PE, Chair), Chris Yuen (Northeast), Chris Ward (Mid-Atlantic), Debbie Garrison (Southeast), Diane Koenig (Midwest), Susan Bornsen (Central), Patrick Kimani (Southwest), Kendall Jacobs (Northwest), Spencer Bartholomew (West), Pat Barrientos (Adjunct)

Delegate Assembly Minutes Approval Committee

PPM 4.2.3 Approve the minutes of the Delegate Assembly.

Members: 2019 committee: Chair: **Sophia Georgiakaki**, Northeast Vice President; GeorgiS@tompkinscortland.edu, State Delegate: **Matthew Westerhoff** (MA); mwesterhoff@nvcc.edu, Affiliate Delegate: **Frank Marfai** (SW); frank.marfai@phoenixcollege.edu, Affiliate President: **Sarah Sexton** (C); ssexton11@stlcc.edu, AMATYC Past President: **Nancy Sattler** (MW); nsattler@terra.edu, **Behnaz Rouhani**, AMATYC Secretary, will serve in an ex officio capacity; brouhani@gsu.edu

2020 committee: Appointed at the 2020 conference, Sophia Georgiakaki

Other Board Administrative Committees in Policy

Investments Board

PPM 6.12 Provides continuity of oversight of the financial assets of the AMATYC reserve funds and assures that "prudent investor" precepts are developed and followed in managing the financial assets of the AMATYC reserve funds. It is the duty of this board to implement and assure that all aspects of the AMATYC investment policy of the organization are followed with respect to the reserve funds.

Members: Bill Steenken (Chair), Phil Mahler, Judy Ackerman, Jim Ham, Anne Dudley*, Barbra Steinhurst*

*ex officio

Expenditure Approval Committee (EAC)

PPM 5.8.2 Approves over-budget line item expenses between Board Meetings.

Members: Barbra Steinhurst (Chair), Kate Kozak, Jim Ham, Laura Watkins

Institutional Review Board (IRB)

PPM ch.16 Approve, monitors, and reviews biomedical and behavioral research involving humans. The AMATYC IRB is responsible for critical oversight functions for research conducted on human subjects that are *scientific, ethical, and regulatory*.

Members: Anne Dudley (Chair), Laura Watkins, Kate Kozak, Ann Sitomer, April Ström

Personnel Committee

PPM 5.8.1 Reviews job performance evaluations of AMATYC office staff performed by the Executive Director. Creates and reviews job descriptions for appointed positions. Assists the President as needed in candidate selection. Provides the President with a list of positions that will soon be up for appointment / reappointment.

Members: April Ström (Chair), Jim Ham, Laura Watkins, Kate Kozak, Barbra Steinhurst, Anne Dudley,

Social Networking Committee

PPM 11.10 The Professional Networking Committee shall provide assistance and input into AMATYC's presence on social media.

Members: Eddie Tchertchian (chair), Dale Johanson , Sophia Georgiakaki, Jon Oaks, Michael Pemberton,

Tax Review and Audit Committee

PPM 5.8 Review AMATYC's year-end financials; Review IRS form 990 prior to its filing on May 15th; Review the Conflict of Interest Policy/completed forms; review the results of the annual audit, answer questions, and consider recommendations from the auditor.

Members: Barbra Steinhurst (Chair), Anne Dudley, Jim Ham, Kate Kozak, Laura Watkins, Christy Hunsucker

Conference Committee

PPM 8.3 Manage all aspects of the annual conference.

Members: Turi Suski (Chair), Judy Williams, Todd Stine, Michael Pemberton, Nathalie Vega-Rhodes, Crystal Wiggins, Pete Wildman, Ana Jimenez, Sarah Miller

Other Committees (Ad hoc Committees, Task Forces, Search Committees, Other)

Committee
AMATYC Research Associate Task Force – Megan Breit-Goodwin (Chair), Ann Sitomer, April Ström, David Tanner, Jane Tannor - continue
Preconference Event Task Force – April Strom (chair), Dennis Ebersole, Sophia Georgiakaki, Turi Suski, Keven Dockter, Paula Wilhite
SRL Coordinator and Thesis Defense Coordinator search committee – Jim Ham (Chair), Karen Gaines, Holly Ashton, Dennis Ebersole, April Ström
SML Coordinator – Eddie Tchertchian, Nancy Rivers, Dale Johanson
Ad Hoc committee for Crisis Plan – Barbra Steinhurst (chair), Sophia Georgiakaki, Jim Ham, Anne Dudley
Task Force on 50 th Anniversary Celebration – Nancy Rivers (chair), Alvina Atkinson, Turi Suski, Chris Ward, Jane Tanner, Nancy Sattler
Ad hoc on Affiliate Scholarship – Sarah Pauley (chair), Jon Oaks, Eddie Tchertchian, Dale Johanson, Alvina Atkinson, Barbra Steinhurst, April Strom
Task Force on adjunct and retiree rate – Eddie Tchertchian (chair), Jon Oaks, Barbra Steinhurst, April Strom, Jim Ham
Task Force on TE PPM language - Laura Watkins (chair), Sarah Pauley, Anne Dudley, Jon Oaks
Program Coordinator Search Committee – Nancy Rivers (chair), Eddie Tchertchian, Turi Suski, Judy Williams, Tim Britt

Online Community Coordinator Committee – Laura Watkins (chair), Jon Oaks, April Ström, Anne Dudley

Task Force on Committees and ANet structure – Sophia Georgiakaki (chair), Dennis Ebersol, Jim Ham, Nancy Rivers, Julie Hansen, Christine Mirbaha

AMATYC
CONFLICT OF INTEREST AGREEMENT

AMATYC has adopted its conflict of interest policy to assist the Executive Board in carrying out its duties and responsibilities in an ethical manner while also protecting the integrity of the organization as a whole.

The Conflict of Interest Policy and Agreement covers interests of a monetary or economic nature and religious, political, corporate or institutional interests which may influence an elected or appointed person's duties and responsibilities in an AMATYC position. The Policy covers instances where there may be a personal benefit or the avoidance of loss or any instances in which there is a personal benefit resulting from information obtained.

As an elected or appointed leader or staff member of AMATYC, I understand that a conflict of interest is any situation in which a personal interest of mine may be incompatible or in conflict with my responsibility in my AMATYC position or my membership in another organization may, or may be perceived, to influence me carrying out my duties and responsibilities.

I accept that conflicts of interest may be real – that is, an interest that may influence my AMATYC duties and responsibilities; or potential, in that it could influence; or apparent, where there are reasonable grounds to believe there may be a conflict even if, in fact, there is none.

To avoid real, potential or apparent conflict of interest situations, I agree that I will:

- declare a conflict of interest and the nature of the conflict, at the earliest opportunity to the AMATYC Executive Board or President
- ensure the conflict is recorded
- if unsure whether there is a conflict, raise the potential or apparent conflict with the President and Executive Board for its decision and refrain from voting

Where a conflict does exist, I agree to:

- withdraw from the discussion while the matter is being discussed and/or voted upon
- not attempt in any way before, during or after the meeting to influence the voting
- not discuss anything in relation to any decision taken on the matter outside of the meeting

As an AMATYC leader or staff member, I understand and accept that if I violate the above Policy in any way that the Executive Board may exercise one of the following options:

- issue me a verbal or written reprimand
- request that I resign
- recommend to the President that my appointment be rescinded

I _____ hereby agree to abide by the AMATYC Conflict of Interest Policy
(AMATYC Leader/Staff Printed Name)
at all times in exercising my responsibilities as an AMATYC leader or staff member.

Signature of AMATYC Leader or Staff Member _____

Date _____

Disclosure of Current activities

AMATYC Conflict of Interest

Please provide the information requested below regarding **relevant** organizational/business affiliations, grant involvement, publications, and additional information (if any). Information is "relevant" if it is related to -- and might reasonably be of interest to others concerning -- your knowledge, experience, and personal perspectives regarding the AMATYC position and any potential source of bias or conflict..

I. ORGANIZATIONAL AFFILIATIONS. Report your relevant business relationships (as an employee, owner, officer, director, consultant, author etc.) and your relevant remunerated or volunteer non-business relationships (e.g., professional organizations, trade associations, public interest or civic groups, etc.).

III. GRANT SUPPORT. Report relevant information regarding both public and private sources of grant support (other than your present employer), including sources of funding, equipment, facilities, etc.

IV. PUBLICATIONS. List any professional publications or other publications related to the teaching mathematics.

V. ADDITIONAL INFORMATION. If there are relevant aspects of your background or present circumstances not addressed above that might reasonably be construed by others as affecting your judgment in matters related to your AMATYC position for which you have been invited to serve, and therefore might constitute an actual or potential source of bias, please describe them briefly.

Signature of AMATYC Leader or Staff Member _____

Date _____

Email Motions and Other Board Actions since January 1, 2020

Submitted by Nancy Rivers, AMATYC Board Secretary 2020-2021

Email Motion #1: That the 2020 SPO minutes be approved as submitted. (Passed, January 25, 2020)

Email Motion #2: That the Board approve the creation of the position of Online Community Coordinator (PPM 11.1.6) in support of my.AMATYC.org, effective immediately, and the attached changes to Conference Reimbursements (PPM 6.9.3). (Passed, February 28, 2020)

Email Motion #3: That the SBM 2020 minutes be approved as submitted. (Passed, May 13, 2020)

Email Motion #4: That the 2020 SCC minutes be approved as submitted. (Passed, June 26, 2020)

Email Motion #5: That the 2020 SCC Part 2 minutes be approved as submitted. (Passed, August 4, 2020)

Email Motion #6: That the 2020 SCC Part 3 minutes be approved as submitted. (Passed, August 18, 2020)

Email Motion #7: That the Board approve the (attached) policy revisions related to the AMATYC Student Research League (PPM 10.8) effective immediately. (Passed, September 29, 2020)

Sunshine Fund

Balance as of Jan. 1, 2020	\$441.00
Card Pat Riley, Mar. 10, 2020	-\$3.76
Postage for card AJ Stachelek, May 7, 2020	-\$0.55
Adjustments to reconcile cash in fund with balance sheet	+\$5.71
Sympathy cards purchased (4), June 9, 2020	-\$22.27
Postage for card Dale Johanson, June 9, 2020	-\$0.55
Postage for card Herb Gross family, June 12, 2020	-\$0.55
Donation to "Life is Good Kids Foundation (Herb Gross), June 12, 2020	-\$104.20
Postage for card David Graser Family, 6/22/2020	-\$0.55
Donation to Saginaw VA Hospital (Jim Ham's father), August 7, 2020	-\$100.00
Postage for cards Ham and Kozak, August 7, 2020	-\$1.10
Contribution	+\$20.00
Plants (Kate Kozak's mother), August 18, 2020	-\$94.92
Postage (S. Georgiakaki & Jennifer Ackerman sympathy)	\$1.10
Balance as of Sept. 7, 2020	\$131.45

AMATYC Executive Board Sunshine Fund

At the Spring 2005 board meeting, the following guidelines were developed for the Sunshine Fund:

1. The Sunshine Fund will be maintained by the Secretary.
2. Money will be collected from Board members, the Conference Coordinator, and the Executive Director. Whenever contributions are solicited, a copy of these guidelines will be made available.
3. The money shall be used in the event of the hospitalization of an Executive Board Plus member or AMATYC staff member, or the death of an immediate family member of an Executive Board Plus member or AMATYC staff member. Immediate family is defined to be spouse, children, and parents.
4. In the cases specified in item 3, the President shall determine whether to send a plant, flowers, or a donation.
5. For other sympathy situations, the Secretary will send a card from the AMATYC board.
6. The Secretary will send an email to all fund contributors whenever a disbursement has been made from the Sunshine Fund.
7. The secretary will maintain a ledger for the Sunshine Fund, along with all applicable receipts.

Note: "Executive Board Plus = Executive Board + Executive Director + Conference Coordinator

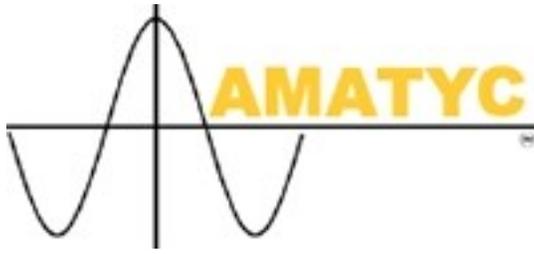
To be honest, I have not done #6. Can we amend #6 as follows:

6. The Secretary will include a report showing all contributions to and disbursements from (during the current year) the Sunshine Fund as well as the starting and current balances for every SBM, SCC and FBM.

In addition, I have transferred the information from the old ledger into a Smartsheet, therefore, can we amend #7 as follows:

7. The secretary will maintain a record of all transactions for the Sunshine Fund in Smartsheet. All applicable receipts will also be kept.

Attachment B: Rules of Conduct



RULES OF CONDUCT
AMATYC Fall Board Meeting (FBM)
November 6, 7, 14, 15, 2020

- A. Robert's Rules of Order are used. The parliamentarian is **Sarah Pauley**.
- B. Additions or deviations to Robert's Rules:
- Motions submitted after the deadline (September 15, 2020) must have at least one co-sponsor.
 - Motions related to extended time will not be recorded in the minutes.
 - Motions that do not make it to the floor will not be noted in the minutes.
 - Motions that were discussed but withdrawn will be noted in the minutes.
 - Instances when gavel is passed back and forth are not mentioned in the minutes.
 - Attachments to the motions that are approved by the Board, but require slight modifications, will be edited by the person who wrote the motion and he/she will send the clean copy as well as one with track changes to the secretary after the board meeting.
 - Attachments of withdrawn motions will not be included in the minutes.
- C. The following time limits will be applied unless otherwise noted:
- | | |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reports (R) - 5 minutes | Times on individual items may be extended by a majority vote of the Board. Some items in the agenda may have different values assigned than listed here. |
| Discussion items (D) – 10 minutes | |
| Motions involving discussion (M) – 15 minutes | The timekeeper is Dennis Ebersole |
- D. No speaker may speak on a motion more than two times, and this will be monitored by the Parliamentarian. Members are encouraged to display the “thumbs up” or “thumbs down” signs rather than to use their speaking times to echo comments previously expressed. Order of speakers is not guaranteed and may be changed at the option of the Chair.
- E. Professional decorum is expected at all times during the board meeting. The chair shall interrupt and rule a speaker out of order, if appropriate. **Please silence all cell phones.** Refrain from computer use other than board business.
- F. The following individuals are asked to track items throughout the meeting.
1. Items relating to Conference: **Sarah Pauley** and **Dale Johanson** (Report to Turi and Keven at the end of SPO.)
 2. Items relating to Budget: **Jon Oaks** and **Alvina Atkinson**. (Report to Barbra Steinhurst at the end of SPO).
 3. Items relating to the Office: **Sophia Georgiakaki** and **Eddie Tchertchian**. (Report to Anne Dudley at end of SPO).
 4. Items relating to VPs: **April Strom** and all VPs.
 5. Items to address at a future board meeting: **Jim Ham** and **Barbra Steinhurst**. (Report to the President at the end of SPO.)
 6. Items related to the PPM: **Laura Watkins**.

G. Draft minutes will be available electronically each evening beginning Friday evening, unless otherwise specified by Nancy Rivers. Everyone is encouraged to review the minutes each day. Three board members are asked to specifically review the minutes for their assigned day(s) for completeness and accuracy of motions and return comments electronically to Nancy by the following morning.

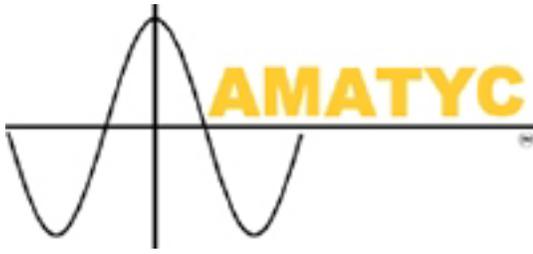
November 7 Minutes: **Ham, Johanson, & Georgiakaki**

November 8 Minutes: **Watkins, Strom, & Tcherchian**

November 14 Minutes: **Oaks, Pauley, & Ebersole**

November 15 Minutes: **Atkinson, Steinhurst, Watkins**

Attachment C: Order of Business



**Order of Business – Meeting Agenda
AMATYC Executive Board
Spring Board Meeting (SBM) 2020**

The board meeting will proceed in a linear fashion with the exceptions listed below.

Parking Lot: during SBM there may be time to discuss items raised in board reports or by AMATYC members. Discussion items may be added to the Parking Lot during the meeting. Items in the Parking Lot can be discussed in any order. An initial list is included in Section O in this order of business. If appropriate, some Parking Lot items will be discussed in Executive Session.

Reports (R) – 5 minutes

Discussion (D) – 10 minutes

Motions (M) – 15 minutes

Page	Agenda Item	Who?	Notes
	Call to Order	Kozak	
Section A: Meeting Plan, Rules of Conduct, Agenda, Reference Materials			
A1	Meeting Plans	Kozak	
A2	AMATYC Mission, Vision, Core Values	Kozak	
A3	AMATYC Strategic Plan (2018-2023)	Kozak	
A4-A5	Acronyms	Kozak	
A6	Brief Robert's Rules of Order (Parliamentary Motions Guide)	Kozak	
A7	Policy on a Welcoming Environment	Kozak	
A8	Affiliate Visits (2020-21)	Kozak	
A9-A10	Board Liaison Assignments	Kozak	
A10-A14	Administrative/Ad Hoc/Other Committees	Kozak	
A15-A16	Conflict of Interest	Kozak	
A17-A18	Email Motions since SPO 2020	Kozak	
A19	Rules of Conduct	Kozak	
A20	(M) Adopt Rules of Conduct	Kozak	
A21-A26	Order of Business	Kozak	
A27	(M) Adopt Order of Business	Kozak	
B. Consent Calendar Reports, Board Member Reports			
B1-B3	President	Kozak	
B4-B5	President-Elect	Watkins	
B6-B7	Past President	Ham	
B8-B10	Secretary	Rivers	
B11-B12	Treasurer	Steinhurst	
B13-B14	Northeast VP	Georgiakaki	
B15-B16	Mid-Atlantic VP	Ebersole	
B17-B18	Southeast VP	Atkinson	
B19-B20	Midwest VP	Oaks	
B21-B22	Central VP	Johanson	

B23-B24	Southwest VP	Ström	
B25-B26	Northwest VP	Pauley	
B27-B28	West VP	Tchertchian	
C. Consent Calendar- Motions/Reports			
C1	EAC and Audit report	Steinhurst	
C5-C7	(M) PPM13.1	Watkins	
C8-C12	(M) PPM15.4	Watkins	
C13-C15	(M) PPM 9.8.1, Expedited	Watkins	
C16-C18	(M) PPM 9.8.1, Standard	Watkins	
C19-C26	(M) PPM4.3.2	Watkins	
C27	(M) Consent Reports and Motions	Kozak	
D. Academic Committee Reports & Motions			
D1-D5	(R) Developmental Mathematics (DMC)	Wagoner/ Atkinson	
D6-D10	(M) Professional Development for Faculty Teaching Developmental Mathematics Position Statement	Wagoner/ Atkinson	
D10-1-5	(M) Mathematics Pathways Position Statement	Wagoner/ Atkinson	
D11-D17	(M) Corequisite Position Statement	Wagoner/ Atkinson	
D18-D21	(R) Innovative Teaching and Learning (ITLC)	Ackerman/ Tchertchian	
D22-D24	(M) ITLC motion PPM Changes	Ackerman/ Tchertchian	
D25-D35	(M) ITLC Proctored Testing Position Statement	Ackerman/ Tchertchian	
D36-D38	(R) Mathematics and its Applications for Careers (MAC)	?/ Johanson	
D39-D41	(R) Mathematics Intensive (MIC)	Cappetta/ Ebersole	
D42-D45	(R) Placement and Assessment (PAC)	Bates/ Kozak	
D46-D52	(M) Initial Placement of Two-Year College Students into the Mathematics Curriculum Position Statement	Bates/Kozak	
D53-D56	(R) Research in Mathematics Education for Two-Year Colleges (RMETYC)	Sitomer/ Ström	
D57-D64	(R) Statistics	Hanson/ Georgiakaki	
D65-D68	(R) Teacher Preparation	Kuhlman/ Pauley	
D69-D73	(R) Equity Committee	Stachelek/ Rivers	
D74-D78	(M) Equity in Mat Ed Position Statement	Stachelek/ Rivers	
DD. ANet Reports and Motions			
DD1-DD4	(R) Division/Department Leadership	Mirbaha/ Atkinson	
DD5-DD14	(M) Academic Preparation of Faculty Teaching Mathematics position statement	Mirbaha/ Atkinson	
DD15-DD16	(R) Adjunct Faculty Issues	Bonafiel/ Oaks	
DD17-DD20	(R) International Mathematics	Leitherer/ Watkins	
DD21-DD25	(M) Mathematics and Global Learning Position Statement	Leitherer/ Watkins	
DD26-DD27	(R) Mathematics for Liberal Arts	Afiat/ Ham	

E. Services / Coordinators/ Directors / Publications / Grants			
E1-E6	(R) Editing Director	Mayfield/ Rivers	
E7-E11	(R) <i>AMATYC News</i> Editor	Travis / Pauley	
E12-E14	(R) <i>MathAMATYC Educator</i> Editor	Debrecht/ Ham	
E15-E17	(R) <i>MathAMATYC Educator</i> Assistant Editor	Alexander/ Ham	
E18-E19	(R) <i>MathAMATYC Educator</i> Production Editor	Morrison/ Ham	
E20-E24	(R) Website Coordinator	Hurlburt/ Georgiakaki	

E25-E26	(R) Historian	Ward/ Johanson	
E27-E29	(R) SML Coordinator	Hundert/ Tchertchian	
E30-E31	(M) Motion PPM10.1.2	Hundert/ Tchertchian	
E32	(R) SML Test Developer	Duda/ Tchertchian	
E33-E34	(R) SRL Coordinator	Gaines/ Ham	
E35	(R) SRL Thesis Defense Coordinator	Ashton/ Ham	
E36-E38	(R) Professional Development Coordinator	Rouhani/ Oaks	
E39-E47	(R) Webinar Coordinator	Riley/ Oaks	
E48-E50	(R) Traveling Workshop Coordinator	Menard/ Oaks	
E51-E61	(M) Motion PPM 11.8 11.1.3	Menard/ Oaks	
E62	(R) Mu Alpha Theta	Ralph/ Rivers	
E63-E64	(R) Project ACCCESS Coordinator	Feinman/ Steinhurst	
E65-E74	(R) Online Community Coordinator	Gaines/Ham	
E75-E83	(R) Mathematics Standards Chair (IMPACT) and Standards Digital Coordinator (IMACT Live!)	Phelps and Evans/ Ström	
E84-E85	(R) Grants Coordinator	Breit-Goodwin / Ebersole	
E86-E89	(R) Project SLOPE Grant	Breit-Goodwin	
E90	(R) UC Boulder Early Career PD Grant	Watkins	
E91-E92	(R) CIRTL/Aspire Includes Grant	Watkins	
E93	(R) StatPREP Grant	Kozak	
E94-E95	(R) UTMOST Grant	Mesa	
E96-E99	(R) Tfp Grant	Dudley	
F. Staff: 11/14 12. p.m.-1 p.m. EST			
F1-F2	(R) Executive Director	Dudley	
F3-F7	(R) Office Report	Dudley/ Vance/ Shott/ Hunsucker	
F8*	(R) Membership Report*	Dudley/ Vance	

G. Conference			
G1-G10	(R) Conference Coordinator	Suski	
G11-G14	(R) Assistant Conference Coordinator	Vega-Rhodes/ Suski	
G15-G19	(R) Program Coordinator	Williams/ Suski	
G20-G23	(R) Assistant Program Coordinator Report	Pemberton/ Suski	
G24	(R) Exhibitor Chair	Stine/ Suski	
G25	(R) Advertising Coordinator	Wiggins/ Suski	
G26-G27	(R) 2020 LEC - Spokane	Wildman/ Suski	
G28-G30	(R) 2021 LEC - Phoenix	Jimenez/ Suski	
G31-G33	(M) Phoenix 2021 Service Project	Jimenez/ Suski	
G34-G35	(R) 2022 LEC – Toronto	Morison/ Suski	
GG. Virtual Conference			
GG1-GG3	Board Duties During Virtual Conference	Kozak	
GG4	Small Meetings Scheduled for Virtual Conference	Kozak	
GG5	2020 Delegate Assembly Minutes Committee	Kozak	
GG6-GG7	2022 ME Committee Form	Kozak	
GG8-GG9	Corporate Sponsor Sessions	Kozak	
H. Administrative Committees			
H1	(R) Nominating Committee	Ham	
H2	(R) ME Award Committee	Ham	

H3	(R) TE Award Committee	Watkins	
H4	(R) Professional Development Committee	Oaks	
H5-H6	(R) Foundation	Ham	
H7	(R) Organizational Assessment Committee	Watkins	
H8-H9	(R) Past Presidents Advisory Board	Ham	
H10	(R) Membership Committee*	Georgiakaki	
H11-H12	(R) Social Networking Committee	Tchertchian	
I. Treasurer/Budget: 11/7 2:30-4:30 p.m. EST			
I1	(M) Approval of Cash Account Register	Steinhurst	
I2-I3	(M) Suspend PPM. 8.12.3.1	Steinhurst	
I4-I8	(M) approve revised 2021 Annual Conference Discount Registration Fee	Steinhurst	
I9-I10	(M) Suspend PPM 3.2 section1	Steinhurst	
I11-I12	(M) Institutional Membership Dues	Steinhurst	
I13-I16	Chart of Accounts	Steinhurst	
I17-I25	2020 Approved budget	Steinhurst	
I26-I33	2019 Financials/Balance Sheet	Steinhurst	
I34-I35	2019 Foundation Financials	Steinhurst/Ham	
I36-I50	History of Income and Expenses, 2008-2019	Steinhurst	
I51	Investment Board Report*	Ham	
I52-I53	Conference Meeting Facilities Contracts	Steinhurst	
I54-I55	Insurance Policies	Steinhurst	
I56-I62	2021 Draft Budget	Steinhurst	
I63	(M) Suspend PPM 6.4 Section 4	Steinhurst	
I64	(M) Approve 2021 Budget	Steinhurst	
J. Ad hoc Committees			
J1-J3	(R) Research Associate Task Force	Breit-Goodwin/ Ström	
J4-J7	(M) PPM 11.7	Breit-Goodwin/ Ström	
J8	(R) PPM Revision Committee	Watkins	
J9-J12	(M) PM8.10.6	Watkins	
J13-J14	(R) Preconference Event Task Force	Ström	
J15-J19	(M) PPM 8.13.8	Ström	
J20	(R) Task Force on TE PPM Language	Watkins	
J21	(R) Task Force Committee and ANet Structure*	Georgiakaki	
J22	(R) Ad hoc crisis plan	Steinhurst	
J23	(R) Task Force 50th anniversary	Rivers	
J24-J25	(M) PPM 12.6	Rivers	
J26	(R) Ad hoc affiliate scholarship	Pauley	
J27-J28	(R) Task Force adjunct retiree rate	Tchertchian	
J29	(R) SRL Coordinator Search Committee	Ham	
J30	(R) SML Coordinator Search Committee	Tchertchian	
J31	(R) Program Coordinator Search Committee	Rivers	
J32	(R) Online Community Coordinator Committee	Watkins	
K. Strategic Planning			
K1-K20	Strategic Planning	Watkins/ All	
L. Executive Session			
L1	(R) Personnel Committee	Ström	
L2	(M) Suspend PPM 10.1.5		
L2-L5	(M) Consent Appointments	Kozak	

L6	(D) Executive Session Parking Lot	All	
L7	(M) SRL Coordinator Appointment	Ham	
M. New Business			
M1-M2	(M) CRAFTY Statement*	Kozak	
M2-M8	(M) Launch Years**	Kozak	
M11-M12	(M) Corequisite Themed Session	Wagoner/ Atkinson	
M13-M14	(M) ITLC Themed Session	Ackerman/ Tchertchian	
M15-M16	(M) Statistics Themed Session	Hanson/ Georgiakaki	
M17	(M) Equity Themed Session	Stachelek/ Rivers	
M18-M19	(M) Themed Session International Mathematics	Leitherer/Watkins	
M20-M21	(M) Standards Themed Session	Phelps/ Ström	
M22-24	(M) PPM 15.3	Ham	
M25-M33	(M) Project SLOPE Level II	Breit-Goodwin/ Ebersole	
M34-M35	(M) Project SLOPE Conference Symposia	Breit-Goodwin/ Ebersole	
M36-M38	(M) PPM 2.12	Watkins	
M39-M40	(M) Ignite! Event at 47 th AMATYC Annual Conference	Tchertchian	
M41-M43	(M) Purchase of Conference App for 2021-2025	Suski	
N. Partnerships/ Miscellaneous Reports			
N1	(R) Carnegie Math Pathways	Kozak/ Sattler	
N2	(R) Nursing Math Guidelines – Dana Center Collaboration	Kozak/ Kelch	
N3-N5	(R) Joint Committee on Women in Mathematical Sciences (JCW)	Kozak / Sattler	
N6	(D) AMATYC's "Journey to Mars"	Kozak/ Gaines	
N7	(R) National Mathematics Summit	Kozak/ Sattler	
N8	(R) TPSE-Math	Kozak/Sattler	
O: Parking Lot / Motion to Adjourn			
O1	Parking Lot Discussion Items	All	
O2	(M) Motion to Adjourn	Kozak	

* Report yet to be received

** Additional documents are available in a folder in Dropbox

Updated September 26, 2020

Attachment D: Expenditure Approval Committee Report and Tax Audit Report**Expenditure Approval Committee (EAC) and Tax and Audit Reports
Barbra Steinhurst, Treasurer
FBM 2020**

Members of the 2020-2021 EAC Committee: Barbra Steinhurst, Kate Kozak, Jim Ham, and Laura Watkins

EAC Approvals from February 15, 2020 to September 15, 2020

- June 20, 2020: Approve to expend up to \$5,000 for a lawyer licensed in Washington State to assist with negotiations regarding the Spokane conference in light of the COVID-19 pandemic

**Federal IRS Documents Review and Audit Review Committee Report
Barbra Steinhurst, Treasurer**

Members of the 2020-2021 Tax and Audit Committee: Barbra Steinhurst, Kate Kozak, Jim Ham, Christy Hunsucker, and Anne Dudley

The committee met on August 27, 2020 via Zoom. All members were present. The audit report, IRS Form 990, and an auditing checklist were sent to committee members prior to the meeting. The following were addressed, reviewed, or discussed during the meeting:

- A review of IRS Form 990, and the 2019 Annual Audit Report that included the following:
 - Independent Auditor's Report
 - Statement of Financial Position
 - Statement of Activities
 - Statement of Cash Flows
 - Notes to Financial Statements
- AMATYC received a "clean audit." In other words, the auditor found that AMATYC's accounting practices and financial statements for 2019 were in conformity with U.S. GAAP and IRS regulations.

To view these documents, see subsection 3 of Section I - Treasurer's Report.

Attachment E: PPM 13.1**13.1 Affiliation Procedure**

1. The state or regional organization must recognize AMATYC as a prime national association concerned with the first two years of college mathematics instruction. This recognition is evidenced by voting for affiliation with AMATYC.

2. The affiliate must appoint one individual to be a delegate for the organization in the AMATYC Delegate Assembly. The delegate appointment should be made directly after voting for affiliation. The affiliate president of each AMATYC affiliate is also an affiliate delegate of the Delegate Assembly. Proxies for the affiliate president are not accepted. Note: All delegates must be members of AMATYC or become AMATYC members at the time of their appointment.

3. New affiliate organizations must submit a request through the appropriate Regional Vice President to the President for affiliation as soon as possible after the organization has voted to affiliate with AMATYC. This request must be accompanied by a copy of the affiliate's constitution and bylaws, if these have been adopted by the affiliate. If the request is made in time to be placed on the agenda of the next Executive Board meeting, the President will so place it. Otherwise the President will conduct an email ballot for approval of the request for affiliation. The AMATYC President will formally acknowledge the affiliation with a letter to the president of the state or regional organization.

Attachment F: PPM 15.4

15.4 Conference History

A listing of all AMATYC annual conferences can be found at the AMATYC website.

Attachment G: PPM 9.8.1, Expedited

Completed	Activity	Year (insert year 2)
	Sponsor and appropriate group refine draft position statement and sent to President and President-Elect with a DRAFT watermark	Jan 15
	Draft sent by President-Elect to Affiliate Presidents for solicitation of feedback.	Feb 1
	Sponsor and appropriate group continue to develop position statement and submit it with cover sheet to the liaison for consideration at the SBM. Liaison submits report on position statement work.	Feb 15
	Executive Board review: Executive Board may suggest changes that are then sent to Sponsor.	SBM
	Sponsor and appropriate group refine draft position statement and sends draft to the President.	Aug 1
	President sends second draft to Editing Director	Aug 5
	Second Review by the Editing Director who sends edited version to President and Sponsor.	Aug 15
	Statement sent to President for inclusion in the Delegate Packet. Draft statement posted on the AMATYC website for review.	Sep 1
	Sponsor and appropriate group submit position statement with cover sheet to the liaison for consideration at the FBM. Liaison submits motion.	Sep 15
	Executive Board may vote to endorse the statement, either the “spirit of” or “as presented”.	FBM Draft due by Sept. 15
	Final hearing, minor changes may be made as necessary. Facilitated by the Sponsor.	<i>Insert conference location</i>
	Delegate Assembly approval	<i>Insert conference location</i>
	Grammatical editing and review by Editing Director (no content or intent changes)	Dec 1
	Position Statement formatted and posted on the AMATYC website.	Dec 15

Edited 7/18

Attachment H: PPM 9.8.1, Standard

Completed	Activity	Year <i>(insert year 2)</i>
	Sponsor and appropriate group refine draft position statement and sent to President and President-Elect with a DRAFT watermark	Jan 15
	Draft sent by President-Elect to Affiliate Presidents for solicitation of feedback.	Feb 1
	Sponsor and appropriate group continue to develop position statement and submit it with cover sheet to the liaison for consideration at the SBM. Liaison submits report on position statement work.	Feb 15
	Executive Board review: Executive Board may suggest changes that are then sent to Sponsor.	SBM
	Sponsor and appropriate group refine draft position statement and sends draft to the President.	Aug 1
	President sends second draft to Editing Director	Aug 5
	Second Review by the Editing Director who sends edited version to President and Sponsor.	Aug 15
	Statement sent to President for inclusion in the Delegate Packet. Draft statement posted on the AMATYC website for review.	Sep 1
	Sponsor and appropriate group submit position statement with cover sheet to the liaison for consideration at the FBM. Liaison submits motion.	Sep 15
	Executive Board may vote to endorse the statement, either the “spirit of” or “as presented”.	FBM Draft due by Sept. 15
	Final hearing, minor changes may be made as necessary. Facilitated by the Sponsor.	<i>Insert conference location</i>
	Delegate Assembly approval	<i>Insert conference location</i>
	Grammatical editing and review by Editing Director (no content or intent changes)	Dec 1
	Position Statement formatted and posted on the AMATYC website.	Dec 15

Attachment I: PPM 4.3.2

4.3.2 Mathematics Excellence Committee

A. Committee Objectives

1. Encourage nominations by placing articles in the *AMATYC News*.
2. Collect data supporting the nominations.
3. Make recommendations to the Executive Board according to established guidelines.

B. Guidelines

1. The Mathematics Excellence Award (ME Award) is intended for educators who have made outstanding contributions to mathematics or mathematics education in the first two years of college.
2. The award may be given every two years (in even-numbered years).
3. The ME Award Committee is composed of the Past President and a representative from each region elected at the regional meetings at the annual conference in even-numbered years.
4. The Past President is the chairperson of this committee. When officers change on January 1 in even years, the immediate Past President becomes a non-voting member of the committee and the retiring Past President remains the chair of the committee until the committee's work concludes.

C. Procedures - the deadlines for the following are in the ME Award Timetable.

1. Solicitation of Nominations: Announcements of the Award, selection criteria, and nomination procedure will be made in the *AMATYC News* early in odd-numbered years. This information also will be forwarded to affiliate presidents and will be distributed in regional meetings and at the affiliate presidents' luncheon at the conference in even years. Each affiliate should be encouraged to nominate a qualified individual of national prominence. The nomination and award information will also be published on the AMATYC website and should use identical wording to that in the policy.
2. Nomination Procedures:
 - a. The list of nominees and all business of the committee is strictly confidential.
 - b. Current Board members are ineligible to be nominated, and remain ineligible until at least three years have elapsed since that individual last served on the Board. In addition, in the event that a nominee is elected to the Board after the nomination packet has been submitted, the nomination for this individual must be withdrawn. <SBM 2009>
 - c. Any interested person may submit a letter of nomination.
 - d. Members may nominate themselves.
 - e. Board members and members of the ME Award Committee may not write letters of recommendation for any candidate. At least one letter of recommendation should be from outside the nominee's AMATYC region.

f. The nominator is responsible for securing documents to support the nomination. The nominees will NOT be informed by the committee chair that they have been nominated.

3. First Committee Meeting: The Committee will meet at the conference in even-numbered years and discuss the process for selection and for soliciting nominations and gathering materials. The meeting of the ME Award committee should be scheduled on Saturday of the conference.

4. Solicitation of nominations and supporting documents: The Past President and members of the committee will solicit nominations through the methods outlined in C1 and through personal contacts.

5. Second Committee Meeting: These materials are duplicated by the Past President and distributed to the committee members at a committee meeting on Saturday at the fall annual conference in odd-numbered years. The President attends the meeting if possible. The rating process is discussed.

6. Rating: The members of the ME Award Committee will rate the nominees according to guidelines listed in section D and will send their ratings to the committee chair by December 15th in the odd-numbered year. (The committee chair does not rate the candidates.)

7. Selection of top three candidates: The committee chair writes a report for the spring Board meeting presenting the top three candidates to the Board. The selection of the top three will depend on factors such as the relative point totals, the number of committee members rating a candidate number one, etc.

8. Selection of Winner: The Executive Board will select the recipient of the ME award at the spring Board meeting.

9. Winner notification: The President will notify the winner that he/she has been selected for the award. The Past President shall notify the nominators of anyone not selected.

10. Presentation of Award: The Past President of AMATYC will secure the award for the recipient. The President of AMATYC presents the award and a life membership to the recipient at a general session of the annual conference in even-numbered years.

11. The recipient of the ME award will have travel, meals, and single room reimbursed according to Board policy.

D. Guidelines for Ranking

National reputation	15 points
Leadership and activities in professional organizations	15 points
Professional talks and presentations	15 points
Awards and grants received	15 points
Publications	15 points
Professional activities on a regional, state, and national scale	10 points

Teaching expertise

15 points

E. Timetable

TIME	SUPPORT ACTIVITIES	COMMITTEE ACTIVITIES
At Conference even # year	Regional representatives are elected at regional meetings and the time of the committee meeting at the conference is announced: the names of the representatives are forwarded to the Past President. Call for nominations made (forms distributed) at regional meetings and affiliate presidents luncheon.	Committee meets and process explained
Early in odd # year	Article in <i>News</i> and letter sent to affiliates asking for nominations.	Committee members contact affiliate pres. and delegates in their region asking for nominations
Nov 1 odd # year	Nomination materials must be received by the Past President. <SBM 2011>	
At Conference odd # year	Past President meets with committee; President (soon to be Past President) attends when possible.	Committee meets to receive materials and discuss the rating guidelines and selection process
Dec. 15 in odd # year	(New) Past President receives tallies and writes report for the Spring Board meeting.	Committee sends tallies to Past President
Spring Board Meeting even # year	Board selects winner of ME Award; President notifies the winner.	
Conference, even # year	Award presented.	

F. Nomination Materials <SBM 2018>

The following information is to be submitted for each nominee. The nominator may submit all items (1-3) below to the Past President as a pdf document. All letters require a signature. Electronic signatures are acceptable.

1. A formal cover letter and letter of recommendation from nominator. The letter of recommendation may not exceed 3 pages.
2. A resume or vita, not to exceed 3 pages.
3. Two additional formal letters of recommendation, each no longer than 3 pages.

The letters of recommendation should be submitted on college letterhead, when appropriate. Ideally, the letters of recommendation will elaborate on items from the resume or point out additional exemplary characteristics of the nominee, rather than reiterating items from the resume.

In an effort to compare all candidates on the same basis, any additional materials submitted will not be considered. Incomplete nominations will not be considered.

Attachment J: Professional Development for Faculty Teaching Developmental Mathematics position statement**Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES****Professional Development for Faculty Teaching Developmental Mathematics**

Supporting and offering professional growth opportunities for faculty should be an ongoing initiative of all institutions of higher education. Teaching what has been traditionally referred to as developmental mathematics (below college level), whether as a stand-alone course or in the co-requisite format, requires mathematical knowledge and understanding the scholarship of teaching and learning. Fostering mathematical proficiency in students requires understanding how students learn mathematics while implementing evidence-based pedagogical strategies that promote thinking, reasoning, and making sense of mathematics.¹

Faculty employed, full- or part-time, to teach mathematics courses in the first two years of college may at some time be called on to teach developmental mathematics. Therefore, it is the position of the American Mathematical Association of Two-Year Colleges (AMATYC) that higher-education institutions adopt the following recommendations.

1. Institutions and/or departments employing faculty to teach mathematics will:
 - Provide opportunities and support for all mathematics faculty to participate in professional development activities, such as: workshops, in-service programs, and courses that provide training in the scholarship of teaching and learning necessary for implementing effective mathematics teaching in developmental mathematics classes;
 - Provide those faculty lacking experience or training in teaching developmental mathematics the necessary mentoring by experienced personnel until such time as they demonstrate effective evidence-based teaching practices;
 - Recognize and encourage research and publication in the area of developmental mathematics as professionally significant.
2. Institutions and/or departments preparing faculty to teach through degree programs in mathematics, mathematics education, and higher education will:
 - Recognize that teaching mathematics requires an understanding of the scholarship of teaching and learning and, thus, provide appropriate training in pedagogy and the learning sciences for their students who are the likely candidates to become developmental mathematics teachers.
 - Develop their students' ability to apply the learning sciences in teaching by providing internship programs as an integral part of their course of study.

¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 56.

The above recommendations will be best accomplished through collaboration among institutions that employ faculty to teach developmental mathematics, institutions that provide coursework on relevant pedagogy, AMATYC, and other professional organizations focused on excellence in mathematics education.

Adopted October 9, 1981, Revised February 2007, February 2013, February 2019.

Developmental Mathematics Committee

Attachment K: Mathematics Pathways position statement

Draft Position Statement on Mathematics Pathways

August 2020

Mathematics pathways represent a paradigm shift in the field of postsecondary mathematics education where college algebra has traditionally been the default entry-level or general education mathematics requirement. Colleges that implement mathematics pathways offer students a choice of transferable gateway college mathematics courses aligned to their program of study. Gateway mathematics courses include but are not limited to introductory statistics, quantitative reasoning, modeling, and precalculus or calculus. Students needing remediation have a pathway to and through developmental mathematics to ensure timely completion of the gateway mathematics course (typically within one year). Implementing mathematics pathways at scale requires effective mathematics placement, student advising, curriculum, and instruction. Mathematics pathways represent an equity strategy that challenges the traditional notion of what it means to be college ready in mathematics. Offering multiple mathematics pathways provides students with a strong foundation in mathematics and removes barriers imposed on them by requiring long sequences of developmental mathematics courses.

AMATYC makes the following recommendations around Mathematics Pathways

- **Build a case for mathematics pathways on your campus.** Lead with a cross-sector team that uses enrollment data and national recommendations to establish the case for mathematics pathways. AMATYC recommends colleges offer at least two pathways--one pathway to calculus for STEM majors and one pathway for students better served through either a quantitative reasoning or statistics course. A cross-sector team approach helps educate the campus community about mathematics pathways and can strengthen connections to other campus initiatives.
- **Design mathematics pathways purposefully and intentionally to align with a college-level gateway course, with the option to complete within one year.** This is made possible when mathematics placement processes align with the different pathways and accurately place students into the highest possible course in their pathway. The gateway course should transfer and apply to programs of study at primary transfer institutions. Any developmental mathematics courses in a mathematics pathway should align with the gateway course. The STEM math pathway may identify calculus as the gateway course and work to usher students to and through that course, including aligning with AP courses.
- **Continuously improve mathematics pathways using an equity lens.** Examine data on student outcomes in math pathways disaggregated at a minimum by race/ethnicity within gender. Use throughput data in addition to course-level data, and check that advising and placement practices are aligned. Increase the use of evidence-based instructional practices, curricula, and technology. Be responsive to campus needs that emerge around pathways, including continually looking to determine whether the bridges between the pathways are working or, perhaps, even necessary.
- **Review AMATYC position statements related to mathematics pathways topics.** Implementing mathematics pathways at scale requires attention to multiple areas of institutional practices, including mathematics placement, student advising, curriculum, and instruction. Relevant AMATYC position statements may include The Appropriate Use of Intermediate Algebra as a

Prerequisite Course, Initial Placement of Two-Year College Students into the Mathematics Curriculum, Time Limits for Course Prerequisites, Equal Opportunity in Mathematics, Addressing Factors Critical to Student Success, Fostering Learning, and Mathematics for Liberal Arts.

References?

Attachment L: Corequisite Courses position statement

AMATYC Position Statement on Corequisite courses

The traditional sequence of developmental mathematics courses has long been a roadblock to students' completion of college-level mathematics. Additionally, data indicate the traditional sequence does not necessarily improve student success in college level mathematics courses. While there are many reasons for these barriers, lack of success is often due to the number of transition points inherent in the developmental mathematics sequence, the time required to complete the sequence, and the often-irrelevant mathematics (depending on target college-level course) taught in the developmental mathematics curriculum. All institutions of higher education are being pressured to increase persistence, completion, and/or graduation rates, which can be improved by increasing the number of students completing college-level mathematics in the first year. Corequisite models are a proven alternative to traditional developmental mathematics. Students in a corequisite model are more likely to complete a college-level mathematics course than those who take the traditional developmental mathematics sequence.

Therefore, it is the position of the American Mathematical Association of Two-Year Colleges (AMATYC) that institutions of higher education should implement corequisite courses to support underprepared students in completing aligned college-level mathematics within their first year.

To facilitate this, institutions of higher education should:

- Be proactive and implement corequisite mathematics courses, even if they have not been mandated. There is ample evidence to indicate that corequisites are more effective than the traditional developmental sequence.
- Be aware of any regional or state requirements for corequisite design and coordinate with transfer institutions to ensure transferability.
- Ensure all students are able to enroll in a college-level math course relevant to their area of study within the first year, supported by corequisites as appropriate. Designing these corequisite courses should be done in conjunction with larger math pathways and guided pathways reforms.
- Use best practices to design corequisite support courses, including:
 - Backward mapping: Identify the necessary knowledge and skills needed in the corequisite course to enable students to achieve the learning objectives of the college-level course. Corequisite courses that consist of attaching a traditional developmental course along with the college-level course have not appeared to be as effective as corequisite courses where the content is aligned daily or weekly to support the college-level skills.
 - Literature study: Identify models that have been shown to be successful at similar institutions, considering questions of equitable outcomes, cohort vs. comingle, staffing, grading, scheduling, units, pedagogical strategies, appropriate use of technology, etc. Departments may find different models are needed for courses in different pathways.
 - Pedagogical strategies: Maximize conceptual understanding using evidence-based strategies that require higher-order thinking and develop students' mathematical communication skills.
 - Affective Strategies: Educate the student holistically, aligning with the principles of developmental education, to incorporate non-cognitive skills such as self-regulation, persistence, growth mindset, supporting students as independent learners, culturally relevant teaching strategies, etc.

- Data Analysis: Every corequisite model will benefit from a plan for continuous improvement with intentional data analysis regarding disaggregated outcomes, success rates, etc. and these should be built into the implementation plan from the beginning.
- Professional Development: Faculty may need support in implementing an active classroom model, supporting non-cognitive skill development, supporting students with a wide variety of prerequisite skills, etc. Staff, especially advisors, may need additional support to effectively advise and place students into the new pathways and corequisite courses, particularly to avoid inequitable results from implicit bias. Studies have shown that white students are advised into acceleration models, corequisite courses included, at a higher rate than Black, Indigenous, and students of color, unless very clear advising and placement rubrics are implemented.

References

Where references are used should be included (the footnote format of other position statements)

Bailey, T., Jeong, D. W., Cho, S.-W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 255–270.

Bailey, T. R., Jaggars, S. S., Jenkins, D. (2015) *Redesigning America's Community Colleges*. Cambridge, MA: Harvard University Press.

Daugherty, Lindsay, Rita Karam, Daniel Basco, and Julia H. Kaufman, *Tools for Improving Corequisite Models: A Guide for College Practitioners*. Santa Monica, CA: RAND Corporation, 2019.

Available at: <https://www.rand.org/pubs/tools/TL319.html>.

Ganga, E., Mazzariello, A. (2018) *Math Pathways: Expanding Options for Success in College Math*. Denver, CO: Education Commission of the States.

Jaggars, S. S., Stacey, G.W. (2013). *What We Know About Developmental Education Outcomes*. New York, NY: Columbia University, Teachers College, Community College Research Center.

Logue, A. W. (2018) *The Extensive Evidence of Co-Requisite Remediation's Effectiveness*. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2018/07/17/data-already-tell-us-how-effective-co-requisite-education-opinion>

Logue, A. W., Douglas, D., Watanabe-Rose, M. (2019) *Corequisite Mathematics Remediation: Results Over Time and in Different Contexts*. *Educational Evaluation and Policy Analysis*, Vol 41, No. 3, 294-315

Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, K.M. (2010). *Course-taking patterns, policies, and practices in developmental education in the California Community Colleges*. Mountain View, CA: EdSource.

Attachment M: Proctored Testing for Courses Taught at a Distance position statement

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES
on

Proctored Testing for Courses Taught at a Distance

As courses taught at a distance become more prevalent in the first two years of college, institutions must maintain high standards and use research-based practices to maintain academic integrity.¹ Distance Education (DE) requires alternative teaching, learning, and assessment methods. While special attention must be directed to the needs and abilities of both students and faculty, proctored testing is paramount to maintaining academic integrity in a DE environment.

For the purposes of this position statement, we define the following:

Distance Education (DE)

The National Center for Education Statistics (NCES) defines distance education as “Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.”²

Proctored Testing

“Proctored tests or examinations are managed by a person [the instructor or designee] or service that administers and monitors assessments other than the instructor. A proctor or proctoring service has the responsibility of verifying the identity of the test taker, ensuring appropriate test conditions are met, and monitoring the actual tests or exams.”³

Non-Proctored Testing

“Not all assessments of student work require proctors. For example, some instructors employ graded alternative assessment approaches, such as projects or journals. Likewise, take-home exams, low-stakes quizzes, or term papers are usually accomplished without proctoring. Non-proctored tests or examinations are administered without a proctor and allow for students to take exams at a location of their convenience and within a time frame specified by the instructor. Take-home exams are included in this category.”³

Controlled Assessments

A test in a proctored setting or other assessment such as a class project or presentation that demonstrates mastery of the course material and verifies student identity and authorship is a controlled assessment.

Rationale

In addressing integrity, the Higher Learning Commission states, “An institution offering distance education ... shall have processes through which the institution establishes that the student who registers in the distance education ... courses or programs is the same student who participates in and completes and receives the academic credit.”^{4,5}

Proctored testing is a means to ensure that the student registered for the course is taking the assessment. In mathematics courses taught at a distance, all students should be required to test in a proctored setting or complete other assessments such as a class project that demonstrates mastery of the course material and verifies student identity and authorship.

Such controlled assessments give credibility to and respect for the grade students earn in their distance learning courses as well as to the distance learning program itself. Some institutions may not accept mathematics classes taught at a distance as transfer credit without documented proctored tests. When colleges stop allowing credit transfers from other colleges without proctored tests, it is a serious indicator of the need for controlled assessment. It is important that guidelines and position statements such as this one are published, and that colleges create regulations that verify student identity.

To this purpose AMATYC makes the following recommendations.

Expectations of Institutions

1. Provide for proctored testing with flexibility of method and scheduling for students and the timely return of exams to the instructor. All proctoring options must be accessible and equitable for all students. These options must include the potential for real-time human intervention, monitoring, verified identity, and continuous line of sight with the test taker. Minimally, institutions should provide access to at least one of the following:
 - a. An in person, on-campus testing facility
 - b. A remote synchronous proctoring solution
 - c. Third-party proctoring, pre-approved by the institution and/or faculty
2. Work collaboratively with faculty and staff to develop institutional and departmental standards for proctored testing.
3. Clearly articulate and communicate proctoring guidelines and institutional and departmental standards to faculty and staff.
4. Inform students of established institutional proctoring guidelines and standards as well as required technology and additional expenses prior to course registration. Whenever possible, also inform students of departmental proctoring guidelines and standards prior to registration. ⁴
5. Provide professional development for faculty on distance education proctoring, access, and equity.

Expectations of Departments

1. Establish departmental policies for the percentage of controlled or proctored assessments in the computation of a final course grade. These assessments should comprise a meaningful portion (50% or more) of the course grade.
2. Set clear expectations for verification of student identity and authorship on graded assessments.
3. Inform faculty and staff (advisors, registrar, counselors, etc.) of established departmental proctoring guidelines and standards as well as required technology, ensuring access and equity for all students.

Expectations of Faculty

1. Communicate with students clearly the procedural, technical, and financial requirements for proctored assessments and evaluation criterion for grade determination. This communication must be contained within the course syllabus. Reiterating this information multiple times throughout the semester and in multiple ways is highly recommended.
2. Deliver assessment guidelines to proctors in advance of assessment windows. These guidelines may include time limits, allowed resources, prohibited resources, assessment password and/or instructions for the return of a completed assessment to the faculty.
3. Provide for student access to proctored assessments in an established timeframe.
4. Support student learning through meaningful feedback and grading in a timely manner.
5. Work with any student and the proctoring tool to meet ADA accommodations as authorized by the appropriate institutional agency.

Expectations of Students

1. Exhibit academic integrity and honesty by completing original work on all assessments.
2. Adhere to the steps, policies and procedures given by the instructor for all assessments.
3. Meet the procedural, technical, and financial requirements for proctored assessments. Support may be available through the student's institution or other resources.
4. Plan for assessments in such a way to consistently meet deadlines, even when unforeseen problems arise.
5. Communicate any necessary personal proctoring information, including any institution approved ADA accommodations, with the instructor within an established timeframe for approval purposes.
6. Use only the approved tools (scratch paper, whiteboard, etc.) as determined and stated by departmental/instructor standards for the purpose of showing student work. Submit work per instructor directions.

Access and Equity

Lack of access for proctored testing is an equity issue. Every effort must be made to ensure that each student in an online class has access to proctored (or controlled) assessments that provide accommodations approved by the appropriate institutional personnel. Issues, such as reliable internet and access to required equipment (for example, a webcam, headset, microphone), affect student access. Institutions, departments, faculty and students must work together to enable students to meet the procedural or technological requirements for proctored testing. Institutions, departments, and faculty should adhere to best practices in access and equity (See AMATYC's Position statement on Equity).⁶

Standards and Integrity

Assessments of student learning may take many forms, as discussed in AMATYC's IMPACT document.⁷ Controlled assessments in DE are proctored tests and/or verifiable student work such as projects or presentations. Controlled assessments should comprise a meaningful portion (50% or more) of the course grade.

Violations of academic integrity must be addressed according to the institution's policies and code of student conduct. Only through controlled assessments and ramifications of violations can the integrity of student grades and college programs be assured.

Works Cited

¹ American Mathematical Association of Two-Year Colleges (AMATYC). "Distance Education in College Mathematics in the First Two Years." Approved 11/16/19, www.amatyc.org

² National Center for Education Statistics (NCES). "Digest of Education Statistics, 2016, Appendix B." 2018, nces.ed.gov/programs/digest/d16/app_b.asp#d.

³ South Alabama University. "Policy and Procedures for Proctoring." Approved 7/11/2012, www.southalabama.edu/departments/academicaffairs/resources/policies/proctoring%20-%20policyproceduresformscombinedfile.pdf

⁴ Higher Learning Commission. "Policy Title: Practices for Verification of Student Identity." Number: FDCR.A.10.050, June 2019, www.hlcommission.org/Policies/verification-of-student-identity.html

⁵ Higher Education Opportunity Act, PUBLIC LAW 110–315—AUG. 14, 2008, Part H, Sec. 495, Sec. 496 Subsection (a) Paragraph 4 (B) (ii) www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf

⁶ American Mathematical Association of Two-Year Colleges (AMATYC). “Position Statement: Equity in Mathematics.” 2020, www.amatyc.org

⁷ American Mathematical Association of Two-Year Colleges (AMATYC). “AMATYC IMPACT: Improving Mathematical Prowess and College Teaching.” 2018, www.amatyc.org

Sources

WICHE Cooperative for Educational Technologies. “Best Practice Strategies to Promote Academic Integrity in Online Education”, Version 2.0, June 2009 <https://wcet.wiche.edu/sites/default/files/docs/resources/Best-Practices-Promote-Academic-Integrity-2009.pdf>

Online Learning Consortium (Author Unknown). “Student Identity Verification Tools and Live Proctoring in Accordance with Regulations to Combat Academic Dishonesty in Distance Education.”

2014, https://secure.onlinelearningconsortium.org/effective_practices/student-identity-verification-tools-and-live-proctoring-accordance-regulations-c

Raritan Valley Community College. “Online Student Identity Verification.” [https://www.raritanval.edu/academic-programs/online-courses/online-student-identity-verification-](https://www.raritanval.edu/academic-programs/online-courses/online-student-identity-verification-policy#:~:text=Based%20on%20the%20United%20States%20Federal%20Higher%20Education,course%20or%20program%20and%20receives%20the%20academic%20credit.)

[policy#:~:text=Based%20on%20the%20United%20States%20Federal%20Higher%20Education,course%20or%20program%20and%20receives%20the%20academic%20credit.](https://www.raritanval.edu/academic-programs/online-courses/online-student-identity-verification-policy#:~:text=Based%20on%20the%20United%20States%20Federal%20Higher%20Education,course%20or%20program%20and%20receives%20the%20academic%20credit.)

Attachment N: Initial Placement of Two-Year College Students into the Mathematics Curriculum position statement

Position Statement of AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on

Initial Placement of Two-Year College Students into the Mathematics Curriculum

AMATYC recommends that all two-year colleges develop policies for the initial placement of students into the mathematics curriculum. The placement policy should include multiple measures of college readiness, align to multiple mathematics pathways, and ensure that the vast majority of students can access gateway courses within their first year of enrollment through accelerated and corequisite support models.

The MAA's Common Vision 2025 report states: "Appropriate placement in entry-level courses is an ongoing challenge in higher education. Despite the tremendous amount of effort and resources devoted to establishing effective placement mechanisms, many agree that our community has not solved the problem of placing students in appropriate entry-level courses." And, the [CBMS Survey 2015](#) (2018, p. 74) found that more than half of university mathematics departments are reevaluating their placement systems and RFA ([cite](#)) finds that a majority of states and systems have adopted policies consistent with these recommendations.

A cross-departmental college placement team, led by faculty from the mathematics department, should develop policies and for the placement of all two-year college students entering the mathematics curriculum. These procedures should be applied equitably to all students and use an analysis of multiple measures, which may include:

- High school GPA;
- Scores on college entrance examinations;
- Scores on placement tests; and,
- Social and emotional assets such as, motivation, family and work obligations, special needs, educational, career, and personal goals.

Placement policies should ensure students are placed in the most appropriate mathematics pathway aligned to their programs of study. The increasing prevalence of multiple entry-level courses that do not require proficiency with intermediate algebra, such as statistics, data science, and quantitative reasoning, challenges colleges to ensure that placement mechanisms are appropriately aligned with the pre-requisite knowledge and skills associated with these courses. This recommendation aligns with AMATYC's position statement on the Appropriate use of Intermediate Algebra as a Prerequisite Course (AMATYC, 2014).

Placement procedures must not be used to restrict access to a college education, but rather to ensure that all students who enroll in a mathematics course have the opportunity to achieve success. Placement systems that replace multi-semester

sequences of pre-requisite developmental courses with co-requisite support models have been empirically shown to equitably increase access and success in gateway math course completion.

Evaluation of the placement process should be ongoing. Colleges should validate their placement tests and procedures used for initial placement into the mathematics curriculum. Colleges must continually assess placement procedures as content, pedagogy, and technological changes occur which affect the mathematics curriculum.

~~All those involved in the testing, advising, and placement of students into the mathematics curriculum should be well versed in the elements of the policy. Appropriate staff, facilities, and equipment are essential to the success of the program.~~

It is the responsibility of the college ~~mathematics department~~ to advise students on policies, procedures, and implications of the placement program prior to enrollment. ~~closely collaborate with advisors, partner disciplines, and student support staff to ensure clear and consistent application of policies and procedures.~~

Opportunities to prepare for the placement test should be provided by the college, and information regarding these opportunities should be disseminated to all students prior to placement testing.

~~Evaluation of the placement process should be ongoing. Colleges should validate their placement tests and procedures used for initial placement into the mathematics curriculum. Colleges must continually assess placement procedures as content, pedagogy, and technological changes occur which affect the mathematics curriculum.~~

Placement and Assessment Committee. Adopted by Delegate Assembly Fall 2002

Reaffirmed by the Placement and Assessment Committee, Spring 2013

Next review, March 2018

Attachment O: Equity in Mathematics position statement

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES: Equity in Mathematics

AMATYC's core values acknowledge the rights of all students to have access to high quality mathematics education in ways that maximize their individual potential. Thus, AMATYC rejects all forms of discrimination and embraces a strong commitment to equity in mathematics education by:

- Supporting and celebrating a multitude of diverse experiences and cultural backgrounds,
- Recruiting and providing support to retain marginalized individuals in its membership and leadership,
- Ensuring diverse perspectives among its conference presenters and keynote speakers, and
- Facilitating professional development that focuses on equity in mathematics education.

Rationale:

Inequity in mathematics education in the first two years of college exists and limits students' achievement. In order to ensure that all students receive a fair and equitable educational experience, the existence of inequities must be realized and acknowledged.¹ Explicit and implicit biases range from subtle microaggressions to open discrimination, both inside the classroom and at the institutional level.^{2,3} Decisions regarding curriculum and assessment practices offer disproportionate success to certain student groups.^{4,5} Even more apparent is the stratification of access to resources due to socioeconomic status, with marginalized students experiencing less overall support and a lower chance of academic success. At the institutional level, inequitable hiring practices that disadvantage underrepresented faculty and staff can negatively impact students' success. Furthermore, policies and procedures that dictate course sequencing, design, and placement also disadvantage marginalized students.

Recommendations for Faculty

To improve equity in mathematics, faculty should consider the following ways to humanize student learning while maintaining high expectations.

- Provide support for the cognitive and affective needs of each student.
- Increase student participation through the use of active and collaborative learning techniques with relevant examples.
- Counteract implicit bias, stereotype threat, and racial microaggressions.
- Increase marginalized students' sense of belonging.
- Recognize that all students are unique individuals with distinct stories, aspirations, prior knowledge, and challenges.

Recommendations for Institutions

Equity reform in mathematics teaching requires institutional change, such as the following:

- Collect data that is disaggregated, longitudinal and includes quantitative and qualitative components and use it to improve the retention and success of marginalized students.
- Create multiple pathways for students in different areas of study.
- Include co-requisite models for developmental mathematics education, if applicable.

- Design equitable hiring practices with clear criteria for hiring before the process begins, inclusion of marginalized faculty in the hiring process, and actively recruit more underrepresented candidates.
- Provide professional development around equity in mathematics education for faculty and staff that advances best practices in the classroom.
- Establish high quality student support services that include appropriate support for students with different abilities

While every college structure is unique, faculty, administration, staff, and professional organizations can have a positive impact on equity in mathematics education.

¹ F. Harris III & E. M. Bensimon, "The equity scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes," *New Directions for Student Services*, 120 (2007): 77-84.

² P. Caplan & J. Ford, "The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences and Their Perceptions About their Institutions' Progress Toward Diversity," *Aporia*; 6(4); (2014): 30-69.

³ D. W. Sue, C. M. Capodilupo, G. C. Torino, J. M. Bucceri, A. M. B. Holder, K. L. Nadal, & M. Esquilin, "Racial microaggressions in everyday life: Implications for clinical practice," *American Psychologist*, 62(4); (2007): 271-286.

⁴ D. Miller-Jones & B. Greer, "Conceptions of assessment of mathematical proficiency and their implication for cultural diversity," *Culturally Responsive Mathematics Education*, Eds. Greer, B. et al; (2009).

⁵ Mathematical Sciences Education Board (1993): *Measuring What Counts: A Conceptual Guide for Mathematical Assessment* (Washington, DC: National Academy Press): 91-111.

Attachment P: Academic Preparation of Faculty Teaching Mathematics I the First Two Years of College position statement

THE ACADEMIC PREPARATION OF FACULTY TEACHING MATHEMATICS IN THE FIRST TWO YEARS OF COLLEGE

Position Statement of the American Mathematical Association of Two-Year Colleges
(AMATYC)

Statement of Purpose

As the leading professional mathematics organization that represents mathematics instruction in the first two years of college, it is AMATYC's responsibility to promote the integrity of our profession and the quality of mathematics instruction in the first two years of college. This document is addressed to individuals who are preparing to teach college-level mathematics in the first two years of college. Our goal is to provide guidelines that reflect the collective wisdom and expertise of mathematics educators throughout the United States and Canada regarding appropriate preparation for college faculty involved in the teaching of mathematics, whether on a full-time or part-time basis.

Definitions

The term *faculty* is used to refer to persons who teach the first two years of post-secondary mathematics. No particular level within a ranking system is implied.

The term *dual enrollment courses* refers to college-level courses in which students are earning both high school and college credit concurrently.

The phrase *mathematics in the first two years of college* refers to the mathematics content and courses typically offered as part of the first two years of post-secondary education.

Recommendation

Only properly qualified personnel should teach mathematics.

All full-time, adjunct and dual enrollment course faculty must possess at least the qualifications listed under *minimal preparation*.

All full-time faculty should begin their careers with at least the qualifications listed under *standard preparation*.

Many college students suffer from mathematics anxiety and core mathematical misconceptions at some level; this could be reinforced or exacerbated through poor mathematics instruction. Properly prepared faculty can positively impact students' knowledge of, beliefs about, and attitudes toward mathematics. Individuals trained in other disciplines should have sufficient mathematical training prior to teaching mathematics courses. Moreover, individuals hired to teach mathematics at one level should not be permitted to teach at another level unless they possess appropriate credentials.

Guidelines for Formal Preparation

Mathematics curricula at colleges reflect diverse missions and needs. Because of this diversity, the guidelines for the mathematical preparation of college faculty must be sufficiently robust to provide institutions flexibility in identifying qualified faculty.[1] These guidelines, defined below, are divided into these parts: minimal preparation and standard preparation.

Minimal Preparation

All full-time and part-time mathematics faculty should possess at least a master's degree in mathematics or in a related field with at least 18 semester hours (27 quarter hours) graduate-level mathematics, applied mathematics and/or statistics courses. Of these 18 semester hours, at least six (6) (nine (9) quarter hours) are graduate-level mathematics. Coursework and/or training in pedagogy is desirable.

Standard Preparation

All full-time mathematics faculty are expected to begin their careers with at least a master's degree in mathematics or a related field with at least 30 semester hours (45 quarter hours) of graduate-level mathematics or statistics. Of these 30 semester hours, at least nine (9) (13.5 quarter hours) are in graduate-level mathematics. Coursework and/or training in mathematics pedagogy should be included, as well. In addition, they should have mathematics teaching experience at the secondary and/or post-secondary level. The teaching experience may be fulfilled through a program of supervised teaching, for example as a graduate student. A strong knowledge of calculus and statistics is considered to be indispensable.

Adjunct Faculty

Adjunct faculty must possess the minimal preparation level and are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching.

Dual Enrollment Faculty

Dual enrollment faculty must possess the minimal preparation level. These faculty are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching. For further information, see AMATYC's "Dual Enrollment" position statement. [2]

Resources

[1] American Mathematical Association of Two-Year Colleges. (2018). *IMPACT: Improving Mathematical Prowess And College Teaching*. Memphis, TN: Author.

[2] American Mathematical Association of Two-Year Colleges (AMATYC). (2020). *Position statement: Dual Enrollment*. Memphis, TN: 2020

NOTE: This position statement is a revision of *Guidelines for the Academic Preparation of Mathematics Faculty at Two-Year Colleges*, which was adopted by AMATYC in 1993. Approved by the Delegate Assembly, November 15, 2014.

Attachment Q: Mathematics and Global Learning position statement

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on Mathematics and Global Learning

Rationale

The American Mathematical Association of Two-Year Colleges (AMATYC) recognizes that mathematics is universal and indispensable to every facet of our contemporary world. In its role in the sciences as well as the financial sector, mathematics helps to quantify global issues, advances research, and leads to the resolution of problems. In order to thrive and be successful, 21st century students require multiple opportunities to engage with *global learning*ⁱ. In mathematics, *global learning* aims for the development of students' understanding of global and cultural perspectives in the context of scientific knowledge and methodology, which can be developed even when a student remains immersed in their own country.ⁱⁱ As *global learning* increasingly becomes a central focus of general higher education curricula, its integration into mathematics education in the first two years of college requires faculty preparedness, institutional support, and the development of 21st century essential skills and workplace competencies. These include, but are not limited to:

- Critical thinking, creativity, and innovationⁱⁱⁱ
- Global awareness, and civic and environmental literacy^{iv}
- Understanding the role of mathematics in different cultures^v
- Collaborating across disciplines to solve complex, real-world, global problems^{vi}

Faculty Development

To raise awareness and understanding of the importance of *global learning*, AMATYC recommends that faculty strive to be receptive to growth opportunities that:

- Address the need of implementing culturally responsive pedagogies.^{vii}
- Integrate global perspectives into mathematics teaching, curriculum, and assessment.
- Study high-impact practices that provide students with flexible, rigorous, relevant, and global curricular and co-curricular experiences.
- Recognize that *global learning* through increased engagement benefits all students, particularly those who have been marginalized.^{viii}
- Consider diverse languages and cultures as assets to mathematical knowledge and highlight the contributions made from such groups^{ix} as a means of sharing promising pedagogies and developing an appreciation of different cultures and educational systems.

Institutional Support

To enable mathematics faculty to become successful global learners and educators, it is paramount that administration provide a supportive framework for engaging in global learning. AMATYC recommends that institutions:

- Make mathematics, statistics, and quantitative reasoning part of global education programs that provide experiential learning opportunities such as service learning, internships, and study-abroad.
- Share information about the scholarship and practice of mathematics education research, including the comparison of student outcomes from national and international sources^x.
- Create and extend opportunities for local, national, and international networking to faculty interested in mathematics in the first two years of college^{xi}, including the promotion and funding of travel to international conferences.

Attachment R: PPM 10.1.2, Disaster Circumstance Only**Disaster circumstance**

Should a disaster of any type cause a participating campus to be closed and unable to give the SML during the last week of a testing window, that campus will be allowed to participate, provided they can administer the exam by the end of the seven-day period following the closing of the testing window. Proof of the circumstances and the campus closure must be sent to the SML Coordinator by the end of the same seven-day period following the testing window. If it is impossible to schedule the test in the extension period, the team score for the year for that campus will be double the score of the round in which they were able to participate or 90% of the points the top team in the region earned for the round they missed, whichever is less (but no individual scores may be doubled and students from that campus will most likely not be eligible for any awards). SML Moderators should be alert to the potential weather-related disasters when possible and plan accordingly when scheduling dates for the test. <[SBM 2013](#)>

Attachment S: PPM 11.1.3, 11.8**11.1.3 Traveling Workshop Coordinator <05/2012><FBM 2017>**

The Traveling Workshop Coordinator serves a major role in the promotion of the Traveling Workshop program and works closely with the Professional Development Coordinator, the Professional Development Committee, the Executive Board liaison and the AMATYC Office. Traveling workshops are offered in mathematical content, pedagogy, curriculum development and other areas to support the professional development of faculty teaching mathematics in the first two years of college.

11.1.3.1 Appointment Process

The Traveling Workshop Coordinator is recommended by the President and appointed by the Executive Board.

11.1.3.2 Term of Office

The term length is three years. The starting date of each term is January 1, and the ending date is December 31. The term limit is three consecutive terms; exceptions may be granted by the board to waive the term limit for extenuating circumstances by a 2/3 vote of the entire Executive Board.

11.1.3.3 Qualifications

1. AMATYC member with a regular membership.
2. Good written and verbal communication skills.
3. Experience as a presenter.
4. Experience in program evaluation.
5. Well organized and able to work on a regular schedule.
6. Ability to respond to requests for Traveling Workshops promptly.
7. Ability to work with colleagues and to provide leadership.
8. Ability to take direction from and work with others cooperatively.

11.1.3.4 Duties

1. Work closely and have regular communication with the Professional Development Coordinator.
2. Assist the Professional Development Coordinator in developing workshop options and curricula for new workshop strands in accordance with PPM 11.8.1.
3. Meet with the Professional Development Coordinator at the AMATYC Annual Conference.
4. Work closely with the Executive Board liaison.
5. Prepare written Executive Board reports twice annually (2/15 and 9/15) using the format provided by the Executive Board.
6. Prepare a promotional Traveling Workshop Flyer with input provided by the Executive Board and AMATYC Office. The purpose of the traveling workshop Flyer is to provide information related to a traveling workshop that colleges and affiliates can easily share with faculty and administrators.
7. Maintain regular contact with the AMATYC Office regarding the status of inquiries on Traveling Workshops.
8. Provide the AMATYC Office with information on current Traveling Workshops following the Fall Board meeting
9. Work with the AMATYC Office to ensure the Traveling Workshop Flyer is archived and meets AMATYC standards, including the correct use of the AMATYC logo.
10. Work with the AMATYC Office when a request to print the Traveling Workshop Flyer is received to determine the feasibility of the request. Printing requests may be denied.
11. Work with the Traveling Workshop Director to clarify the goal(s) for the workshop.

The Traveling Workshop Director is the person who is in charge of implementing each workshop at the host site. Preferably, the Director should be an AMATYC member at the institution hosting the workshop. The Traveling Workshop Director will be invited to provide feedback to the Traveling Workshop Coordinator upon the conclusion of the workshop via a survey.

12. Provide a selection of appropriate and qualified facilitators for each workshop to the Director.
13. Serve as a liaison between the facilitator and the Director once a facilitator has been chosen. Select an appropriate facilitator for each workshop with consideration given to geographic proximity to the workshop site and rotation of workshop assignments among qualified facilitators. If a host site requests a particular facilitator, such a request may be honored.
14. Follow up with the Director and facilitator to ensure workshop goals and expectations were met.
15. Coordinate the recruitment of new Traveling Workshop facilitators.
The Traveling Workshop Facilitator works with the Traveling Workshop Director to plan the workshop, facilitates (presents) the requested workshop, works with the Director regarding travel, and other duties as needed or required for the workshop to be successful. The Facilitator is an AMATYC member, math faculty, or administrator with an outstanding presentation record.
16. Maintain regular contact with all Traveling Workshop facilitators, including any revisions to the facilitator application.
17. Provide workshop facilitators with a survey for evaluating traveling workshops and AMATYC publicity materials to be distributed at the workshop. Review evaluations of Traveling Workshops and revise these materials as needed.
18. Coordinate the orientation and training of new Traveling Workshop facilitators at the AMATYC Annual Conference or via web training.
19. Traveling Workshop Promotion. Coordinate the promotion of AMATYC Traveling Workshops through activities such as, but not limited to:
 - a. Traveling Workshop Flyer. The Flyer will be evaluated annually, or as needed, to see if any updates are required based on changes to AMATYC policies and procedures.
 - b. Communication with AMATYC affiliates and institutional members.
 - c. Submit articles on Traveling Workshops for the *AMATYC News*.
 - d. Meet with AMATYC Committee Chairs and ANet Leaders before each AMATYC Annual Conference.
 - e. Display information about the Traveling Workshops, for informational, recruitment, and other purposes at the AMATYC Annual Conference.
 - f. Provide the AMATYC Website Coordinator with updated information on the AMATYC Traveling Workshops, including posting updates to the Traveling Workshop Flyer.
 - g. Perform other duties necessary to promote successful Traveling Workshops.

11.8 Traveling Workshops

[11.8.1 Instituting New Traveling Workshop Strands](#)

11.8.2 Traveling Workshop Honorarium

11.8.1 Instituting New Traveling Workshop Strands

The following policies and procedures should be followed for initiating new workshop strands. These policies should in no way be construed as a contractual agreement between AMATYC and any college or organization, or between AMATYC and workshop facilitators.

Instituting New Traveling Workshop Strands

1. An individual or academic committee may propose a new traveling workshop strand through the Traveling Workshop Coordinator. The proposal shall include:
 - a. The title and description of the workshop strand.
 - b. A statement of need for the workshop strand.
 - c. A list of possible workshop topics.
 - d. Possible facilitator(s) for the workshop topics as well as a plan for recruiting workshop facilitators from the AMATYC membership.
 - e. A plan to orient workshop facilitators to ensure high quality presentations.
 - f. The plan for advertising the traveling workshop strand.
 - g. The plan for evaluating the traveling workshop strand.
2. The workshop strand may not be commercial in nature.
3. An established traveling workshop strand will continue until such time that either AMATYC or the Traveling Workshop Coordinator recommends that a strand be terminated.

11.8.2 Traveling Workshop Honorarium

Facilitator Honorarium

The honorarium for the facilitator of an in person or virtual traveling workshop will be as follows:

- a. One-day traveling workshop - \$500
- b. Two-day traveling workshop - \$750
- c. If the workshop has more than one facilitator, the standard honorarium will be split among the facilitators.

Details on eligibility restrictions for AMATYC leaders receiving honoraria can be found in Section 6.1, General Financial Policies.

Attachment T: PPM 11.7**11.7 AMATYC Research Associate**

An AMATYC Research Associate (ARA) appointment is an opportunity for AMATYC members who are interested in doing classroom-based research or research on practices in mathematics instruction in the first two years of college mathematics. The research may be in conjunction with activities such as graduate work, a sabbatical project, or a grant-funded project. AMATYC may provide support to ARA appointees such as access to membership lists; permission to use AMATYC logos; introduction to the AMATYC Foundation, AMATYC Grants Coordinator, AMATYC Committee or ANET chairs, meeting with the Research Committee (RMETYC) Chair; publicity and recognition of appointment and research project.

1. The RMETYC chair will publish an article soliciting proposals from interested members for an ARA appointment will appear in the *AMATYC News* once a year in issue #4.
2. Information on how to apply for an ARA appointment will be provided on an AMATYC web page and myAMATYC space. The RMETYC chair will oversee the publication of this information and will be a listed point of contact for inquiries regarding the ARA appointment.
3. Applications for an ARA appointment can be made at any time during the year. Interested members should submit a statement of interest, an outline of the research proposal, a resume, and letters of support from their institution and/or graduate program to the AMATYC Executive Director.
4. The application packet will be reviewed by a committee comprised of the AMATYC Executive Director, the President, the chair of the Research Committee, and one Regional Vice President. The committee will determine the ways that AMATYC may be able to support the research project and if the application should move forward to the Board for approval. The final outline of the project will be presented to the Board for final approval, pending receipt of a letter from the applicant's institution and/or graduate program.
5. When an ARA appointment is made, the President may appoint a Board member to serve in a liaison capacity to the ARA appointee.
6. The ARA appointee will be expected to report back to the Board about the project and to submit an article to the *MathAMATYC Educator*, host a webinar, or apply to present at the AMATYC annual conference reporting the outcomes of the research associated with the appointment.

Attachment U: PPM 8.10.6**8.10.6 Invited Speaker Documents ONLY**

Speaker invitations and acceptances are done by the President-Elect (1 and 2) for the Thursday Keynote and Breakfast speakers. Invitations for symposia speakers and local group invitees are done by the President with appropriate dollar changes for the honorarium.

1) Invitation - President Elect

This may be done by letter, phone, or email, and should include:

- a) Type of presentation (keynote, breakfast)
- b) Date of presentation
- c) Location of presentation
- d) Honorarium (\$1,000)
- e) Travel: coach airfare, AMATYC per diem for meals, hotel room supplied by AMATYC

2) Acceptance Letter - President-Elect

This is done by letter, with a copy to the office and Treasurer, and should include:

- a) Type of presentation (keynote, breakfast)
- b) Date of presentation
- c) Location of presentation
- d) Honorarium (\$1,000)
- e) Travel: coach airfare, AMATYC per diem for meals, hotel room supplied by AMATYC
- f) Statement that one year out the Letter of Understanding will be sent by the office as well as registration materials, and that the office and Conference Coordinator will deal with details after this

g) Statement that the recipient will be added to the AMATYC mailing list for newsletters and conference materials.

3) Letter of Understanding - Office

This is issued one year prior to the conference by the office, in collaboration with the President who will preside at the conference, Conference Coordinator, Program Coordinator, and Treasurer. The letter should be returned to the office by December 31st of the year prior to the conference and include:

- a) Type of presentation (keynote, breakfast)
- b) Date of presentation
- c) Location of presentation
- d) Honorarium (\$1,000) - this may be different for symposium speakers and local group invitees
- e) Travel: coach airfare, AMATYC per diem for meals, hotel room supplied by AMATYC
- f) Speaker name, mailing address, SSN (for stipend)
- g) Special contact considerations in the three months prior to the presentation
- h) Any special equipment requests (most related info is in the speaker proposal)
- i) Request for publicity photo with permission to use the photo in AMATYC conference publications, press releases, and publicity
- j) Speaker signature

Attachment V: PPM 8.13.8**8.13.8 Pre-conference Events****Definition**

An AMATYC pre-conference event is a meeting held prior to and in conjunction with AMATYC's Annual Conference. Pre-conference events may be sponsored by 1) an AMATYC community such as a committee, subcommittee or ANet, 2) a Corporate Partner or other vendor with pre-approval for holding a pre-conference event, or 3) any other entity including professional organizations. All pre-conference events require Executive Board approval.

Submitting a Letter of Intent and/or Event Plan

The sponsor of a proposed pre-conference event must submit a plan for the event to the AMATYC Conference Coordinator and President. The plan should include the following:

1. Event name and sponsor
2. Description of the topic of the event and its relation to AMATYC's strategic priorities
3. Event schedule to include event dates
4. Individuals responsible for planning the event and contact person(s)
5. Estimated number of participants
6. Estimated number of meeting rooms needed with size requirements
7. Any necessary food needs (required only for AMATYC communities)
8. Anticipated audio-visual and/or internet needs (required only for AMATYC communities)
9. Projected event registration fees, if applicable

Since the amount of work required of the conference team varies based on both the length of the event and who is sponsoring the event, the deadlines for letter of intent¹ and plan submission vary depending on these two variables. The table below summarizes the deadlines.

Sponsor	Length of Event	
	One day or less	Multi-day
AMATYC Community	Letter of intent not required. A plan for the event to be submitted by September 15 one year prior to pre-conference event.	Letter of intent to be submitted by September 15 two years prior to pre-conference event. A plan for the event to be submitted by September 15 one year prior to pre-conference event.

Corporate Partner or other vendor	Letter of intent not required. A plan for the event to be submitted by April 1 of year of pre-conference event.	Letter of intent not required. A plan for the event to be submitted by April 1 of year of pre-conference event.
Other (e.g., professional organizations)	Letter of intent not required. A plan for the event to be submitted by September 15 one year prior to pre-conference event.	Letter of intent to be submitted by September 15 two years prior to pre-conference event. A plan for the event to be submitted by September 15 one year prior to pre-conference event.

¹The letter of intent should at least include the dates of the event, an estimate of the number of participants, and any food needs.

Event Budget

The sponsor is also required to work with the AMATYC Conference Coordinator to develop a budget for the event and an agreement on how and when AMATYC will be reimbursed for its costs associated with the event. Sponsors that are other entities including professional organizations or vendors are required to pay AMATYC a fee of \$1000 for a half-day or \$2000 for a full-day or longer pre-conference event. The budget for these sponsors should include the appropriate fee. The fee can be paid to AMATYC or donated to the AMATYC Foundation at the discretion of the sponsor. The Executive Board can waive this fee.

Responsibilities of AMATYC

AMATYC will:

- Assist in expanding the current room block at the conference hotel to additional nights if a full-day or multi-day event is approved, at the AMATYC Annual Conference room rate pending availability of rooms and hotel agreement to expand the room block.
- Attempt to find space for a pre-conference event within the contracted space. If additional space needs to be rented, the sponsor will be responsible for payment.
- Promote the pre-conference event for AMATYC members through AMATYC's announcements regarding the conference, posts on the conference website, and promotional materials via social media. The AMATYC Conference Coordinator must approve all materials created by the sponsor of the event.

Attachment W: PPM 12.6**Clean / Updated Version:****12.6 AMATYC History**

The history of AMATYC will be updated annually by the Historian, and reviewed by the President, President-Elect, and Secretary. After review, the history will be posted on the AMATYC website. Every twenty-five years, on the anniversary of the founding of AMATYC, the history will be prepared and distributed to the entire membership. An electronic copy of the document should be sent to the AMATYC Website Coordinator and the Office for posting, safekeeping, and distribution. The Historian should consult with the Executive Director and the Treasurer two years in advance of this anniversary to plan for this distribution and any budgetary implications.

Why Launch Years? Why Now?

Executive Summary

Why Launch Years?

Too many of our students are blocked from postsecondary and career opportunities by inequitable opportunities to learn that are fueled by misaligned and outdated mathematics requirements and policies.



The Launch Years initiative aims to remove these barriers by mobilizing a coordinated movement to develop new mathematics pathways that propel students smoothly from high school through postsecondary education and into the work world.

One of the most urgent education issues of our time is ensuring equitable access to an excellent, and progressively more advanced, mathematics education for all students. The rapidly evolving labor market and the quantitative demands of daily life require increasingly sophisticated mathematical knowledge and skills. And we see exciting potential for greater, and more diverse, applications of mathematics for everyday people in everyday life.

Yet, a mathematics pipeline that experts term “dysfunctional”^{*} is contributing to inequitable access to postsecondary opportunities such as certifications, apprenticeships, two- and four-year college degrees, and education options in the military. These inequities particularly affect students who are Black, Latinx, Native American, or who come from low-income backgrounds.

^{*}See, for example, page 5 in Phil Daro and Harold Asturias. (2019 October). *Branching Out: Designing High School Math Pathways for Equity*. Berkeley, CA: Just Equations. Available via <https://justequations.org/resource/branching-out-designing-high-school-math-pathways-for-equity>

About the Launch Years Collaborative and This Call to Action

In 2019, the Charles A. Dana Center at The University of Texas at Austin convened the Launch Years Consensus Panel—made up of leaders representing K–12 and higher education, state governance, business and industry, research, and equity advocacy—to join a collaborative effort to establish a new vision for the transition from high school mathematics to postsecondary success.

The Consensus Panel helped develop this **Call to Action** and a set of supporting recommendations to mobilize action across sectors and stakeholder groups. The full-length call to action and the recommendations are included in the complete report: *Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics*.

We are optimistic that policymakers, researchers, educators, and other leaders across the K–12, higher education, business, and workforce sectors will heed the Launch Years collaborative’s call. Many already recognize the need for change and have begun work.

Together, we can remove barriers and create new pathways so that all students can pursue postsecondary training and education, enter into rewarding careers, and engage in society as quantitatively literate consumers and citizens.

The Case for Change

Three major barriers impede students during the crucial transition from their junior and senior years of high school mathematics through their first year of postsecondary education.

1) Students experience inequitable opportunities to learn.

A large body of research literature documents the many inequities—from the state policy level down to local implementation—in American students’ opportunities to learn and succeed in mathematics.

Mathematics requirements vary across states, but the high school mathematics curriculum commonly offered across the nation has been, and remains, a course in geometry sandwiched between two courses in algebra, advancing students on a narrow pathway toward calculus. This course sequence fails to serve most students.

The quality of local curriculum and instruction varies, with students coming from higher-income backgrounds tending to have access to higher-quality programs. Access to advanced courses is too often influenced by race or family income. And inequitable access to courses and effective instruction may reflect, or be exacerbated by, educators’ biases and racial stereotypes about mathematics ability—all of which interfere with student learning.

2) Mathematics is misused in college admissions criteria.

The negative effects of inequitable opportunities to learn in high school are amplified by inconsistent and often arbitrary college admissions requirements across states—and across institutions of higher education.

Many colleges and universities use mathematics as an admissions gatekeeper. Admissions requirements often explicitly stipulate that a student must have completed Algebra II. Yet requirements that prioritize algebra have little to no relation to students’ readiness to succeed in courses such as statistics or quantitative reasoning—which are more relevant to a wide range of credentials and careers.

College admission standards requiring Algebra II signal to high schools, parents, and students that courses leading to calculus are the best, or only, mathematics options to pursue in preparation for college. Yet there is mounting evidence that those students who do not take the traditionally required algebra courses and sequences are still successful in college.

3) Postsecondary readiness policies are inconsistent and misaligned.

The definition of *postsecondary readiness* varies across K–12 and higher education, leading to incoherent articulation of coursework requirements across the sectors. How postsecondary readiness is defined, and how that definition is used, often determines whether a student will be required to repeat courses or be placed into non-college-credit remedial courses, both of which are barriers to on-time graduation.

This lack of a shared understanding between K–12 and higher education of what constitutes postsecondary readiness raises the question of whether high schools can adequately prepare students for postsecondary education. High school students are too often told to aim for a certain standard or course sequence, only to find that after they graduate, the criteria at their new institution are different. And such experiences naturally most negatively affect families with less understanding of—and experience with—postsecondary education, as they of necessity must rely more heavily on the guidance provided by their local K–12 schools.

The Opportunities for Action

While the barriers we have described are not new and may feel intractable, we see opportunities for positive, achievable change. Four opportunities in particular hold promise:

1) Advanced quantitative literacy skills are increasingly in demand.

Quantitative literacy is increasingly important for informed participation in our society and democracy. In addition, new and expanding fields of work center on working with data and on quantitative analysis and reasoning. Just as important, many existing fields, such as social work and nursing, are increasingly relying on data-driven analysis to inform research and decision making.

But employers and studies on workforce needs report a lack of in-demand math skills. Some cite a lack of general math skills, while others are more specific about the kinds of skills—such as mathematical modeling and statistical analysis—that are increasingly in demand yet difficult to find in the U.S. labor force.

More than half of those pursuing higher education say that their primary reason for doing so is to get a good job.** It is essential, then, that our education systems collaborate to respond to these new and diverse applications of mathematics and to prepare students appropriately and equitably.

2) Mathematics leaders are calling for modernizing mathematics pathways.

Mathematics professional associations across education sectors are reaching an emerging consensus that algebraically intensive courses, such as College Algebra, ought not to be the default requirement for all students.

These associations make the case that students are not well served by the traditional College Algebra course; thus, mathematics pathways focused on problem solving, modeling, statistics, and applications should be developed and aligned to the mathematics requirements in students' intended fields of study. Importantly, this redesign creates an opportunity for new mathematics pathways to be designed to achieve more equitable outcomes.

3) Higher education innovations are increasing options, equity, and success.

The higher education sector is responding to the call to modernize mathematics content with widespread implementation of multiple mathematics pathways that offer differentiated, rigorous mathematics options tailored to students' academic and career goals. In addition, more institutions of higher education are implementing co-requisite models that enable more students to enter immediately into college-credit-bearing courses with support. Colleges and universities are also

**Strada Education Network and Gallup. (2018 January). *Why Higher Ed? Top Reasons U.S. Consumers Choose Their Educational Pathways*. Indianapolis, IN: Author. Available at <https://futureu.education/wp-content/uploads/2018/03/Strada-Gallup-January-2018-Why-Choose-Higher-Ed.pdf>

using a variety of measures for college placement that may include factors other than a placement test, such as student performance in relevant high school coursework.

There is evidence that mathematics pathways with co-requisite supports combined with new placement practices are drastically increasing student success across demographic groups. These findings call into question preconceptions about the ability and postsecondary readiness of students, particularly those students who have historically been marginalized by the system.

4) Innovations in K–12 systems are showing promise.

Efforts to create new mathematics pathways in higher education provide the K–12 sector with the opportunity to re-envision high school mathematics as well. The National Council of Teachers of Mathematics recommends moving away from the traditional high school mathematics sequence and instead moving toward courses that cover essential concepts—such as statistics and mathematical modeling—for all high school students. NCTM also advises that after these courses, students should choose a fourth-year course based on their personal and professional goals.

Some states and districts are heeding this call to establish new pathways in statistics, mathematical modeling, and the data sciences. Others are also addressing policies and practices to increase student success and achieve more equitable outcomes.

We see strong interest in engagement across sectors as part of state-level mathematics pathways work and in a recent forum held by the Conference Board of the Mathematical Sciences in which 22 states participated. The dramatic increase in dual enrollment is also driving collaboration at the local level.

Conclusion: The Launch Years Call to Action

No student should face unnecessary obstacles in the transition from high school to postsecondary education.

We acknowledge that the work ahead includes many challenges, including

- Removing outdated, irrelevant, and misaligned gatekeeper requirements to college access and college completion;
- Creating mathematics courses that prepare students for programs, careers, and lives that engage a range of mathematical skills; and
- Monitoring student enrollment patterns and outcomes to measure explicitly whether equity is being achieved.

All students should leave high school prepared to engage in college-level mathematics aligned to their future goals—and ready to pursue, and succeed in, their chosen postsecondary pathway.

It is our collective responsibility, then, to

- Address systemic factors that create obstacles to success and that fuel inequity.
- Ensure that our education systems help students expand their ideas of what is possible and what they can achieve.
- Enact new policies, structures, and practices that propel students forward to successful futures.

Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics

Find the full report online at <https://utdanacenter.org/launchyears>

Please cite the full report as follows:

Charles A. Dana Center at The University of Texas at Austin. (2020). *Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics*. Austin, Texas: Author. Available via the Dana Center's Launch Years website:

<https://utdanacenter.org/launchyears>

The full report includes the Launch Years collaborative's

- "Call to Action," summarizing the case for change and the opportunities for action and
- "Taking Action on Launch Years," detailing recommendations and strategies for advancing the movement.

It also includes an extensive list of references that informed the development of these resources.

About Launch Years

Launch Years is an initiative led by the Charles A. Dana Center at The University of Texas at Austin—in collaboration with Community College Research Center, Achieve, Education Strategy Group, and the Association of Public and Land-grant Universities—focused on addressing systemic barriers that prevent students from succeeding in mathematics and progressing to postsecondary and career success. Leveraging work within states, the initiative seeks to modernize math in high school through relevant and rigorous math courses as well as policies and practices leading to more equitable outcomes for all students.

Learn more at: utdanacenter.org/launch-years.

Attachment Y: PPM 6.15**6.15 Calendar Requirements**

Two items should be accomplished during the year to manage AMATYC financial accounts: 1) Moving funds from/to the checking account to/from the investment accounts or among investment funds to assure that appropriate operating fund balances are maintained for the AMATYC Executive Board and for the AMATYC Foundation, and 2) Foundation investment accounts are revalued at calendar year end.

6.15.1 Checking Account Balances

In the case of the Executive Board, budgetary analysis should be accomplished to determine if the Executive Board checking account balance is sufficient to meet the needs of the organization. If additional funds are required from investments income, this information should be transmitted to the AMATYC President, the Treasurer, the Executive Director, and the Chair of the Investments Board. The need for the latter to be informed is so funds can be withdrawn in an optimal manner. Checking account monies that have accumulated and are not needed to support upcoming AMATYC expenses should be swept into the AMATYC Investment Account (Fund 1).

In the case of the Foundation, monies that have accumulated and are not needed to support upcoming Foundation expenses should be swept into the Foundation Investment Account (Fund 2). If monies are not available in the checking account to facilitate the transfer of accumulated funds to the Foundation Investment Fund (Fund 2), the monies will be transferred from the AMATYC Investment Account (Fund 1).

6.15.2 Yearly Revaluation of Foundation Investment Accounts

At calendar year end, the Foundation investment accounts should be revalued taking into account previous year-end adjustments, interest earned, dividends received, investment expenses, cash added or disbursed, credits, debits and unearned capital gains or losses. Each of these items, other than cash disbursed or added, will be proportionally allocated to each individual account in the Foundation Investment Fund based on the value of each account at the beginning of the year that currently ended. Cash added or disbursed will be assumed to occur on the last business day of the calendar year.

6.15.3 Procedure for the Transfer of Monies from One Investment Fund to Another

When necessary to transfer monies from one investment fund to another at year end (e.g., Fund 1 to Fund 2 or vice versa), the transfer is to be effective the last day of the calendar year and should take place as soon as possible thereafter, but no later than January 31st in the next year.

If the transfer does not take place by January 31st, then the principal amount to be transferred shall be adjusted based on the rate of return determined by the year-end total balance shown in the Merrill Lynch fund statement and the total balance shown in the latest Merrill Lynch fund statement, both for the receiving fund to which the monies are being transferred.

The amount of monies to be transferred shall be the principal amount that was supposed to be transferred on December 31st multiplied by the ratio of the current balance shown in the latest statement for the receiving fund divided by the recent end-of-year balance in the receiving fund.

NOTE: Section 6.15 should also be added to the Table of Contents of the PPM.

Attachment Z: PPM 2.12

2.12 Partnership Policy <SBM 2008>

An organization, institution, or commercial enterprise (hereafter referred to as “entity”) may choose to enter into a formal “partnership” with AMATYC. Partnerships between AMATYC and the entity could include, but not be limited to offering professional development activities jointly, using existing services of AMATYC for an activity of another organization, or contracting for other services of AMATYC. A partnership may involve some financial obligation on the part of the partner entity and/or AMATYC. Any partnership with AMATYC requires Board approval. To enter into a partnership with AMATYC, the entity must provide documentation that shows the partnership will:

1. Support the mission of AMATYC;
2. Provide direct benefits to AMATYC;
3. Outline the specific details of the partnership AMATYC, including timeline, activities, and any financial commitments of AMATYC and the partner entity;
4. Has approval of the appropriate board/executive officer of the partner entity and the AMATYC board; and
5. Does not conflict with the AMATYC Strategic Plan, *Crossroads*, *Beyond Crossroads* or *IMPACT*.

A partnership approved by the Board will become official when a written contract or Memorandum of Agreement is signed by the AMATYC president or Executive Director and the appropriate executive officer of the partner entity. This contract will outline the details of the partnership agreement. Requests for partnerships should be sent to the AMATYC President or Executive Director at least two months in advance. It is recommended that partnerships be discussed in a meeting of the board at either the spring or fall board meeting.

To evaluate the partnership and to provide feedback to the Board on the activities of the partnership, the Board may request that the partner entity:

1. Provide the Board with a copy of all partner activities; and/or
2. Provide financial support to enable a member of the Board, selected by the partner and AMATYC, to attend an activity.

If approved, the partner may use a statement of AMATYC’s partnership along with the AMATYC logo on:

1. Promotional material;
2. Material provided to participants, if appropriate; and/or
3. Materials constructed as a result of the activity.

The President-Elect will bring existing or current partnerships to the Board for review at the Spring Board meeting in even-numbered years.