

**AMATYC 2019 Fall Executive Board Meeting
Milwaukee, WI**

Sunday, November 10, 2019

The meeting was called to order at 9:00 am by President Jim Ham. The following members of the Executive Board were present:

Jim Ham	President	Nancy J. Rivers	Southeast Vice President
Jane Tanner	Past President	Jon Oaks	Midwest Vice President
Kate Kozak	President-Elect	Rochelle Beatty	Central Vice President
Behnaz Rouhani	Secretary	April Ström	Southwest Vice President
David Tannor	Treasurer	Sarah Pauley	Northwest Vice President
Sophia Georgiakaki	Northeast Vice President	Eric Matsuoka	West Vice President
Dan Fahringer	Mid-Atlantic Vice President		

Also present were Anne Dudley, Executive Director; Keven Dockter, Conference Coordinator; Turi Suski, Incoming Conference Coordinator, and Laura Watkins, Incoming President-Elect.

President Ham reviewed the reference material. (Attachment A)

President Ham reviewed the rules of conduct.

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

Made by Beatty and seconded by Pauley.

Motion approved

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

Made by Rivers and seconded by Tanner.

Motion approved

CONSENT CALENDAR

The consent reports and motions listed below were received and reviewed.

The Expenditure Approval Committee report and the Tax and Audit Review Committee report were received and reviewed. (Attachment D)

Motion: That the attached changes to PPM 4.3.1 be approved. (Attachment E)

Motion: That the Board approve the (attached) policy revisions related to the AMATYC President (PPM 5.2) effective immediately. (Attachment F)

Motion: That the Board approve the (attached) policy revisions related to Election Procedures (PPM 4.3.3.3) effective immediately. (Attachment G)

Motion: That the reports and motions of the Consent Calendar of the 2019 Fall Business Meeting be approved as written.

Made by Tanner and seconded by Pauley.

Motion approved

ACADEMIC COMMITTEE REPORTS AND MOTIONS

Academic committee chair reports were received and reviewed.

DISCUSSION

Resolution on Professional Development for Teachers of Developmental Mathematics

Discussed the resolution (position statement) on Professional Development for Teachers of Developmental Mathematics. This position statement will follow an expedited review timeline with final approval planned for the Delegate Assembly in 2020. Rochelle Beatty, the liaison to the Committee, will relay the Board feedback to Paula Wilhite, the position statement proposer and Developmental Mathematics committee chair.

Motion: That the Executive Board endorse the spirit of the position statement, “Professional Development for Teachers of Developmental Mathematics”. (Attachment H)

Made by Beatty and seconded by Fahringer.

Motion approved

Motion: That the AMATYC Board endorses the ITLC Position Statement titled “Distance Education in College Mathematics in the First Two Years” as published. (Attachment I)

Made by Georgiakaki and seconded by Rivers.

Motion approved

DISCUSSION

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

Discussed the position statement on Initial Placement of Two-Year College Students into the Mathematics Curriculum. Jane Tanner, the liaison to the committee, will relay the Board feedback to Rachel Bates, the position statement proposer and Placement and Assessment committee chair.

Motion: That the AMATYC Board endorse the concept of the attached Position Statement Initial

Placement of Two-Year College Students into the Mathematics Curriculum. (Attachment J)
Made by Fahringer and seconded by Tanner.

Motion approved

DISCUSSION

Goals of the Placement and Assessment Committee (PPM 9.6.5)

Discussed the proposed new goals of the Placement and Assessment Committee. Jane Tanner, the liaison to the committee, will relay the Board feedback to Rachel Bates, the committee chair.

DISCUSSION

Position Statement on Equity in Mathematics

Discussed the position statement on Equity in Mathematics. Jon Oaks, the liaison to the committee, will relay the Board feedback to Dorota Zak, the Equity committee chair.

Meeting suspended at 12:07 pm.

Meeting resumed at 1:23 pm.

Motion: That the Board approves the scheduling of a six-speaker themed session for each of the following groups for the 2020 Conference.

- Pathways Joint Subcommittee
- Statistics Committee
- Placement and Assessment Committee
- Mathematics Intensive Committee
- International Mathematics ANet
- Mathematics Standards in the First Two Years of College Committee
- Mathematics and its Applications for Careers Committee

Made by Rivers and seconded by Fahringer.

Motion approved

ANet REPORTS AND MOTIONS

ANet leader reports were received and reviewed.

DISCUSSION

International Mathematics ANet Position Statement on Mathematics and Global Learning

Discussed the position statement on Mathematics and Global Learning. David Tannor, the liaison to the ANet, will relay the Board feedback to Steve Krevisky, the ANet leader.

Motion: That the Board approve the spirit of the (attached) draft position statement on Mathematics and Global Learning. (Attachment K)

Made by Tannor and seconded by Beatty.

Motion approved

DISCUSSION

Position Statement on Mathematics for Liberal Arts

Discussed the position statement on Mathematics for Liberal Arts. Jim Ham, the liaison to the Mathematics for Liberal Arts ANet, will relay the Board feedback to Fary Sami, the ANet leader.

Motion: That the AMATYC Board endorse the attached Mathematics for Liberal Arts position statement as published. (Attachment L)

Made by Ham and seconded by Pauley.

Motion approved

SERVICES/COORDINATORS/DIRECTORS/PUBLICATIONS

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

Meeting suspended at 4:25 pm.

Professional Development Committee met 4:45 pm – 6:05 pm. Mari Menard and Pat Riley attended the meeting via ZOOM.

Monday, November 11, 2019

Meeting resumed at 8:30 am.

CONFERENCE

Keven Dockter gave the Conference Coordinator Report, including reports of conference committee members, and local events coordinators (LECs).

MILWAUKEE CONFERENCE

Jim Ham reviewed the AMATYC Board duties during the Milwaukee conference. This included seeking nominations for the Delegate Assembly Minutes Approval Committee, the Nominating Committee, and the Teaching Excellence Committee.

Continued receiving Services/Coordinators/Directors/Publications reports.

Motion: That the AMATYC Board approve the *Teaching for PROWESS* grant project at Level 2 support as a collaborative project among AMATYC, Maricopa Community College District, and Oregon State University.

Made by Ström and seconded by Fahringer.

Motion approved

Motion: That AMATYC approve level two support for an NSF funded proposal for project SLOPE to be submitted in December 2019.

Made by Tanner and seconded by Beatty.

Motion approved

Note: The Board unanimously expressed their appreciation for the work the *IMPACT* team and the Project SLOPE team have done in writing and submitting these NSF grants.

Suspended at 12:00 pm for lunch.

Meeting resumed at 1:11 pm.

ADMINISTRATIVE COMMITTEES

Administrative committee reports were received and reviewed.

AD HOC COMMITTEES

Ad hoc committee reports were received and reviewed.

Motion: That the AMATYC Executive Board approve the attached updated AMATYC By- Laws Article VII Section 2 to establish a new algorithm for determining the composition of the AMATYC Delegate Assembly.

Made by Rivers and seconded by Fahringer.

Motion postponed

TREASURER/BUDGET

Motion: That the expenditures from the checking account register from Feb 1, 2019 through August 31, 2019 be approved.

Made by Tannor and seconded by Kozak.

Motion approved

David Tannor led the Board in a discussion of the 2020 budget.

Meeting suspended at 4:30 pm.

The Finance Committee met 4:30 pm – 6:00 pm.

Tuesday, November 12, 2019

Meeting started at 8:30 am.

STAFF

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.

Motion: That the Executive Board approve the new report form for Ad-Hoc/Task Force committee reports. (Attachment M)

Made by Fahringer and seconded by Tannor.

Motion approved

Motion: That the Executive Board approve the new form for the Committee Chair Post-Conference report. (Attachment N)

Made by Fahringer and seconded by Pauley.

Motion approved

Motion: That the Executive Board approve the new form for the Executive Director board report. (Attachment O)

Made by Fahringer and seconded by Oaks.

Motion approved

EXECUTIVE SESSION

The Board went into Executive Session at 11:01 am. Anne Dudley was asked to join the session.

The board exited the Executive session at 12:02 pm. At that time President Ham reported the following:

- The election results of the 2020-2021 Executive Board. The Board will serve a two-year term commencing January 1, 2020.

President – Kathryn Kozak

President-Elect – Laura Watkins

Past President – Jim Ham

Secretary – Nancy Rivers

Treasurer – Barbra Steinhurst

Northeast Vice President – Sophia Georgiakaki

Mid-Atlantic Vice President – Dennis Ebersole

Southeast Vice President – Alvina Atkinson
 Midwest Vice President - Jon Oaks
 Central Vice President – Dale Johanson
 Southwest Vice President – April Ström
 Northwest Vice President – Sarah Pauley
 West Vice President – Edouard (Eddie) Tchertchian

- The Board received Personnel Committee report.
- The Board discussed personnel issues.
- The following appointments pending membership verification:

Term Begin Date	Term End Date	Appointee	College	Email	Position	Committee
01/01/2020	12/31/2021	Robert Cappetta	Florida Keys CC	robert.cappetta@fkcc.edu	Chair	Mathematics Intensive
01/01/2020	12/31/2021	Jennifer Ackerman	Kentucky Community and Technical College System	JACKERMAN0006@kctcs.edu	Chair	Innovative Teaching and Learning
01/01/2020	12/31/2021	Rachel Bates	Oklahoma State Regents for Higher Education	rbates@osrhe.edu	Chair	Placement and Assessment
01/01/2020	12/31/2021	Ann Sitomer	Oregon State University	Ann.Sitomer@oregonstate.edu	Chair	Research in Mathematics Education for Two-Year Colleges
01/01/2020	12/31/2021	Kathryn Van Wagoner	Weber State University	kathrynvanwagoner@weber.edu	Chair	Developmental Mathematics
01/01/2020	12/31/2021	Froozan Afiat	College of Southern Nevada	Froozan.Afiat@csn.edu	Leader	Mathematics for Liberal Arts ANet
01/01/2020	12/31/2022	Michael Pemberton	Lansing CC	pembertm@lcc.edu	Assistant Program Coordinator	Conference Committee
01/01/2020	12/31/2022	Wendi Morrison	Sheridan College	Wendi.morrison@sheridancollege.edu	LEC 2022 Toronto	Conference Committee
01/01/2020	12/31/2022	Julie Hanson	Clinton CC	Julie.Hanson@clinton.edu	Member	AMATYC/ASA Joint Statistics Committee

Term Begin Date	Term End Date	Appointee	College	Email	Position	Committee
01/01/2020	12/31/2021	Brooke Orosz	Essex County College	borosz@essex.edu	Mid-Atlantic Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Michael Sullivan	Joliet Junior College	sullystats@gmail.com	Midwest Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Norma Bisulca	University of Maine at Augusta	bisulca@maine.edu	Northeast Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Carrie Muir	Whatcom CC	cmuir@whatcom.edu	Northwest Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Tess St. John	Embry-Riddle Aeronautical University	stjohnnt@erau.edu	Southeast Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Shawn Firouzian	MiraCosta CC	sfirouzian@miracosta.edu	West Regional Representative	Statistics Committee
01/01/2020	12/31/2021	Cathey Jordan	Wake Technical College	cajordan@waketech.edu	Member-at-Large Representative	Placement and Assessment Committee
01/01/2020	12/31/2021	Christine Mirbaha	CC of Baltimore County	cmirbaha@ccbcmd.edu	Mid-Atlantic Regional Representative	Placement and Assessment Committee
01/01/2020	12/31/2021	Crystal Wiggins	Northwestern CT CC	cwiggins@nwcc.commnet.edu	Northeast Regional Representative	Placement and Assessment Committee
01/01/2020	12/31/2021	John Hansen	Iowa Central CC	hansen_j@iowacentral.edu	Central Regional Representative	Placement and Assessment Committee
01/01/2020	12/31/2021	Michelle Younker	Owens CC	michelle_younker@owens.edu	Midwest Regional Representative	Placement and Assessment Committee
01/01/2020	12/31/2021	Dan Petrak	Des Moines Area CC	dgpetrak@dmacc.edu	Central Region Representative	Innovative Teaching and Learning
01/01/2020	12/31/2021	Teri Figarola	Delaware Technical CC - Stanton (retired)	trfigarola@verizon.net	Mid-Atlantic Region Representative	Mathematics and Its Application for Careers (MAC)
01/01/2020	12/31/2021	Ward Shaffer	SUNY - Delhi	shaffewj@delhi.edu	Northeast Region Representative	MAC
01/01/2020	12/31/2021	Froozan Afiat	College of Southern Nevada	Froozan.Afiat@csn.edu	West Region Representative	MAC
01/01/2020	12/31/2021	Ella Sitkin	Central New Mexico CC	eesitkin@cnm.edu	Southwest Region Representative	MAC
01/01/2020	12/31/2021	Adriana Mendoza Milligan	Green River CC	amendoza@greenriver.edu	Northwest Region Representative	MAC
01/01/2020	12/31/2021	Andrew Lenzen	Western Nebraska CC	Lenzena@wncc.edu	Central Region Representative	MAC
01/01/2020	12/31/2021	Joe Gallegos	Salt Lake CC	joe.gallegos@slcc.edu	At-large Representative	MAC
01/01/2020	12/31/2021	Lynne Ipin	Univ of Wyoming	ipina@uwyo.edu	At-large Representative	MAC
01/01/2020	12/31/2021	Seth Daugherty	Mesa Community College	seth.daugherty@mesacc.edu	Southwest Region Representative	Statistics Committee
01/01/2020	12/31/2021	Donnabelle Pascual	Leeward CC	donnabel@hawaii.edu	West Region Representative	Equity Committee
01/01/2020	12/31/2021	Helen Burn	Highline College	hburn@highline.edu	Chair	Pathways Joint Subcommittee

Term Begin Date	Term End Date	Appointee	College	Email	Position	Committee
01/01/2020	12/31/2021	Ambika Silva	College of the Canyons	ambika.silva@canyons.edu	Chair	Data Science Subcommittee
01/01/2020	12/31/2022	George Hurlburt	Corning CC	hurlburt@corning-cc.edu	Website Coordinator	
04/01/2019	3/31/2022	Rob Eby	Blinn College	jeby@blinn.edu	Southwest Regional Representative	Test Development Team
04/01/2019	3/31/2022	Scott Barnett	Henry Ford College	sebarnett@hfcc.edu	Midwest Regional Representative	Test Development Team
04/01/2019	3/31/2022	Paul Kinion	Rochester Community and Technical College	paul.kinion@rctc.edu	Central Regional Representative	Test Development Team

President Ham also identified several additional AMATYC projects and leaders:

- Paul Nolting, Nancy Sattler, Julie Phelps, and Annette Cook are leading the next mathematics summit.
- Janet Tarjan and Karen Gaines are leading *AMATYC's Journey to Mars* project.
- Beth Kelch is serving as the AMATYC liaison to the High-Quality Mathematics Education for Nurses Task Force, a project jointly supported by the Charles A. Dana Center at the University of Texas at Austin, the Mathematical Association of America (MAA), and Quality and Safety Education for Nurses (QSEN)
- Scott Adamson served as AMATYC representative and reviewer of the recent updated NAEP framework.

Meeting suspended at 12:07 pm for lunch.

Meeting resumed at 1:07 pm.

NEW BUSINESS

Motion: That the AMATYC board endorse the document “Mathematics Foundations for Success in Introductory Statistics”. (Attachment P)

Made by Kozak and seconded by Pauley.

Motion approved

Motion: That the attached changes to PPM 5.1.3 be approved. (Attachment Q)

Made by Kozak and seconded by Rivers.

Motion approved

Motion: That the attached changes to PPM 2.7.3 and PPM 6.8.1 be approved. (Attachment R)

Made by Kozak and seconded by Pauley.

Motion approved

Motion: That the attached changes to PPM 9.8.1 be approved. (Attachment S)
Made by Kozak and seconded by Beatty.

Motion approved

Motion: That the attached changes to PPM 9.8.2 be approved. (Attachment T)
Made by Kozak and seconded by Rivers.

Motion approved

Motion: That the attached changes to PPM 7.1.5 be approved. (Attachment U)
Made by Kozak and seconded by Pauley.

Motion approved

Motion: That the attached changes to the Moderator's Duties in PPM 10.1.2 be approved. (Attachment V)
Made by Matsuoka and seconded by Pauley.

Motion approved

Meeting suspended at 1:48 pm.

The Membership Committee met from 2:00-3:00 pm.

The pre-conference meeting with the hotel staff was held from 2:00 – 2:30 pm. The President, the President-Elect, the Executive Director, the Treasurer, the Conference Coordinator, the Program Coordinator, the Incoming Conference Coordinator, Assistant Conference Coordinator, and Exhibiting Chair attended this meeting.

Meeting resumed at 3:03 pm.

Motion: That the Board approve the (attached) AMATYC Student Research League policy revisions effective immediately. (Attachment W – PPM 10.8)
Made by Ham and seconded by Rivers.

Motion approved

Motion: That the AMATYC Executive Board approve the attached updated AMATYC By-Laws Article VII Section 2 to establish a new algorithm for determining the composition of the AMATYC Delegate Assembly. (Attachment X)
Made by Rivers and seconded by Fahringer.

Motion approved

Meeting suspended at 4:40 pm.

Wednesday, November 13, 2019

Meeting started at 8:05 am.

Motion: That the Executive Board approve the new report form for the Office Staff report.
(Attachment Y)

Made by Fahringer and seconded by Georgiakaki.

Motion approved

Motion: That the additional funds, approved on April 15, 2019, in the amount of \$2,000 that was added to account 5940 solely to be made available to support up to four AMATYC members to attend ICME-14 in 2020, be rescinded.

Made by Tannor and seconded by Kozak.

Motion approved

Note: These 2020 ICME grants will now be funded by the AMATYC Foundation.

Motion: That the AMATYC Traveling Workshop Grant amount of \$8,000, approved on April 13, 2019, be reduced to \$6,000. Grant amounts are not to exceed \$2,000 per grant.

Made by Tannor and seconded by Beatty.

Motion approved

Motion: That the Affiliate Scholarship Program be discontinued for the 2020 AMATYC Annual Conference.

Made by Georgiakaki and seconded by Tannor.

Motion approved

Motion: That the PPM 6.5 Section 4 (d) be suspended until the AMATYC Board approves the 2020 AMATYC Budget.

Made by Tannor and seconded by Georgiakaki.

Motion approved

Motion: That the 2020 Budget be approved.

Made by Tannor and seconded by Fahringer.

Motion approved

The Board met with the Conference Committee beginning at 9:30 am.

Meeting suspended at 10:30 am.

The Vice Presidents met from 10:30-11:30 am to coordinate Regional Meetings.

The Personnel Committee met from 10:30 – 11:30 am.

Meeting resumed at 12:36 pm.

The Board met with the leadership including the IMPACT Team, Student Math League Coordinator, the Student Research League leaders, the Grants Coordinator and grant PIs, Webinar and Travelling Workshop Coordinators, ACCESS Coordinator, Publications Committee, ANet leaders, Academic Committee and Subcommittee Chairs, and Legal Counsel.

Meeting suspended at 4:30 pm.

Saturday, November 16, 2019

Meeting resumed at 4:28 PM after the Delegate Assembly.

The Board went into executive session at 4:29 pm to discuss potential appointments to open positions. The board returned from executive session at 4:42 pm.

PARKING LOT

Note: Parking Lot is a dedicated time each day for general discussion items. Topics can be added to the Parking Lot during the meeting and can be discussed in any order. An initial list of items in the Parking Lot is included in the Order of Business.

Discussion: Committee Chairs' Board Report Due Date

A request for a change to the committee chairs' fall board report due date was received. The rationale included that September 15 comes before the date that schools which are on the quarter system get back to work. It was pointed out that committee chair appointments span the entire year, and that writing a Board report is not academic work that must be completed while classes are in session. The option of having a revolving deadline that corresponds to a due date several days before the fall conference was discussed; however, no decisions were made.

Discussion: Affiliate Scholarship

The board discussed the Affiliate Scholarship program in response to comments made at the Delegate Assembly. These comments were in response to the recent board decision to suspend the affiliate scholarship for 2020. A future board will consider changes to this program. The following questions could be considered if the affiliate scholarship program is continued in future years: Should there be an application process? Should eligibility change to so that only adjuncts or first-time conference attendees are eligible?

Discussion: Adjuncts and Election

A delegate questioned the lack of benefits of an adjunct AMATYC membership. According to the AMATYC Bylaws, individuals who hold an adjunct or retired AMATYC membership are ineligible to vote in AMATYC elections, serve as an AMATYC delegate, or be appointed to an AMATYC leadership position. It was noted that an individual's academic position or rank does not determine AMATYC benefits, and that an adjunct faculty member who becomes an AMATYC regular member could have all the benefits of other regular members.

Discussion: Dynamic Election with Debate

A delegate raised a question about the AMATYC election process. Enhancements to the process may include presidential candidate debates, the creation of candidate videos where candidates share their visions for AMATYC, and holding a candidate webinar. Another proposed change was to increase voter

eligibility by changing the date of voter eligibility from June 30th to August 30th. A future board may consider changes to the election and/or nominating process.

Discussion: Forums and Themed sessions

Changes to the scheduling of Thursday night forums (position statement hearings) were discussed. Specifically, the idea of moving a position statement hearing from Thursday night to a time during a themed session of a committee (who has a hearing for a position statement) was proposed. This change may lead to more attendance at the forums, but may also reduce the number of 15-minute sessions at themed session. With careful scheduling, this change may also allow attendees to attend all position statement hearings. This information will be passed along to the Conference Committee.

Meeting adjourned at 5:21 pm.

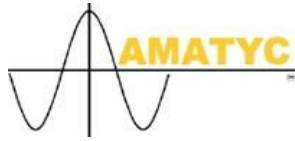
Behnaz Rouhani, Secretary 2018-2019
Date: November 22, 2018

Jim Ham, President 2018-2019
Date: November 22, 2018

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 Motion Guide F. Policies on Welcoming Environment and Harassment G. 2018-2019 affiliate visits H. Board Liaison Assignments I. Board Committees Assignments J. AMATYC conflict of interest agreement K. Email motion report for FBM 2019	17
B	Rules of Conduct	39
C	Order of Business – Meeting Agenda	41
D	Expenditure Approval Committee Report	48
E	PPM 4.3.1 – Teaching Excellence Committee	49
F	PPM 5.2 - President	54
G	PPM 4.3.3.3 – Election Procedures	57
H	Position Statement on Professional Development for Teachers of Developmental Mathematics	59
I	Position Statement on Distance Education	61
J	Position Statement on Initial Placement	64
K	Position Statement on Mathematics and Global Learning	66
L	Position Statement on Mathematics for Liberal Arts	68
M	Form for Ad-Hoc/Task Force Committee Reports	70
N	Form for Committee Chair Post Conference Report	71
O	Form for Executive Director Board Report	72
P	Mathematics Foundation for Success in Introductory Statistics	73
Q	PPM 5.1.3 – Procedures for Email Motions	76
R	PPM 2.7.3 – Course Release & PPM 6.8.1 – Compensation for Reassigned Time	78
S	PPM 9.8.1 – Procedures and Timeline for Development of New Position Statement	79
T	PPM 9.8.2 – Guidelines for Position Statements	83
U	PPM7.1.5 – Office Equipment Replacement Cycle	84
V	PPM 10.1.2 – Student Mathematics League Rules	85
W	PPM 10.8 – Student Research League	86
X	AMATYC By-Laws	92
Y	Form for National Office Staff Report	94

ATTACHMENT A – REFERENCE MATERIAL



AMATYC 2019 Fall Executive Board Meeting Plans November 10-13, 2019

Arrive: Saturday, November 9th any time

Dinner plans on your own (meet in the Hilton lobby at 6:15 pm????)

Lodging:

Hilton Milwaukee City Center
500 W. Wisconsin Ave
Milwaukee, WI 53203
Reservations: 1-800-HILTONS

Hyatt Regency Milwaukee
333 W. Kilbourn Ave
Milwaukee, WI 53203
Reservations: 1-800-233-1234

Depart: Sunday, November 17th anytime after the closing session (if flight permits)

Logistics

- Check your hotel registration for breakfast arrangements
- Make lunch and dinner arrangements “on your own”
- Coffee, drinks, and snacks will NOT be provided in business meetings

Board Meeting Room: Oak (Hilton)

Call to Order: Sunday, November 10, 2019, 9:00 am

Sunday: Business Session: 9:00 am – 4:30 pm (Lunch: Noon – 1 pm)

- Professional Development Committee: 4:45 – 6:15 pm

Monday: Business Session: 8:30 am – 4:30 pm (Lunch: Noon – 1 pm)

- Finance Committee Meeting: 4:30 – 6:00 pm

Tuesday: Business Session: 8:30 am – 4:30 pm (Lunch: Noon – 1 pm)

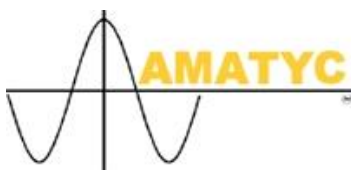
- Finance Committee Meeting: 4:30 – 6:00 pm (if needed)

Wednesday: Business Session: 8:00 am – 5:00 pm (Lunch: 11:30 am – 12:30 pm)

- Leadership Reception: 6:00 pm, Wisconsin Center, Room 103 DE.

Saturday: Post-DA up to 7 pm

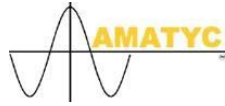
- Board meeting convenes as soon as possible after the Delegate Assembly



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
ACCESS	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 ACCESS: Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC beginning with Cohort 4 in 2007.
AMC	AMATYC Membership Committee
AMPSS	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.
CCSSM	Common Core State Standards for Mathematics
CIRTL	<i>Center for the Integration of Research, Teaching and Learning</i>
CoWIM	Committee on Women in Mathematics, an AMS Committee
CRAFTY	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
GAIMME	Guidelines for Assessment and Instruction in Mathematical Modeling Education
GAISE	Guidelines for Assessment and Instruction in Statistics Education
ICME	International Congress on Mathematical Education. Held every four years. (Seoul, Korea 2012, Hamburg, Germany 2016 Shanghai, China 2020)
IMS	Institute of Mathematical Statistics
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.
MAC^3	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
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.
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.
PAEMT	Presidential Award for Excellence in Mathematics Teaching
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.
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

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Policy on a Welcoming Environment

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.]

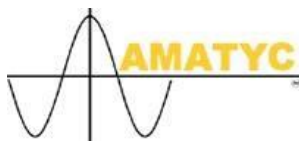
Adopted April, 2013

2018 – 2019 Affiliate Visits

Affiliate Name	2018 Meeting Start Date	Who Plans to Visit in 2018	2019 Meeting Start Date	Who Plans to Visit in 2019
AlaMATYC	03/02/18		02/01/19	Nancy Rivers
ArizMATYC	04/06/18, 10/5/18	April Strom	02/08/19	April Strom, Kate Kozak
CMC^3	12/07/18	Eric Matsuoka	04/26/19	
CMC^3 South			03/01/19	Eric Matsuoka
ColoMATYC			03/01/19	Rochelle Beatty
DeIMATYC	05/22/18	Dan Fahringer	05/21/19	Dan Fahringer
FTYCMA	02/09/18	Nancy Rivers	02/15/19	
GMATYC	02/16/18	Behnaz Rouhani	02/15/19	Behnaz Rouhani, Nancy Rivers
IMACC	04/13/18		04/11/19	
IMATYC	10/12/18	Rochelle Beatty	10/11/19	Rochelle Beatty
INMATYC	04/6/18, 09/21/18	Jon Oaks	04/12/19 09/20/19	Jon Oaks
KAMATYC	03/03/18	Rochelle Beatty		
KYMATYC	02/23/18	Jon Oaks	02/22/19	Jon Oaks
La-MsMATYC	10/06/18		09/28/19	
MATYCNJ	4/7/18, 10/26/18		04/13/19	
MATYCONN	10/19/18	Sophia Georgiakaki	04/12/19	
MichMATYC	10/12/18	Jon Oaks, David Tannor	10/11/19	Jon Oaks, David Tannor, Jim Ham
MinnMATYC	05/05/18	Keven Dockter	04/25/19	Rochelle Beatty
MMATYC	05/31/18	Dan Fahringer	05/30/19	Dan Fahringer
MOMATYC	04/05/18	Rochelle Beatty	04/06/19	Rochelle Beatty
NCMATYC	03/08/18	Nancy Rivers	03/07/19	Nancy Rivers
NDMATYC	10/05/18	Rochelle Beatty	10/06/18	Rochelle Beatty
NebMATYC			04/05/19	Rochelle Beatty
NEMATYC	04/06/18	Sophia Georgiakaki	04/05/19	Sophia Georgiakaki
NMMATYC	05/18/18	April Strom		
NYSMATYC	04/13/18		04/12/19	
OCMA	05/23/18	Sophia or David	05/22/19	Sophia Georgiakaki
OhioMATYC	04/13/18		03/29/19	Jon Oaks
ORMATYC	04/26/18		04/25/19	Sarah Pauley
SOCAMATYC	02/23/18		02/22/19	Nancy Rivers
TexMATYC	03/02/18	April Strom	06/07/19	April Strom, Jim Ham (SW Regional meeting)
TMATYC	04/06/18	Nancy Rivers	03/22/19	
VMATYC	03/23/19	Dan Fahringer	10/26/19	Dan Fahringer
WAMATYC	05/17/18			Sarah Pauley

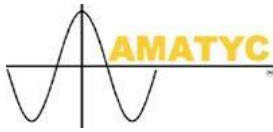
WisMATYC	09/29/18	Jon Oaks	09/28/19	Jon Oaks
WYMATYC	03/23/18	Sarah Pauley		Sarah Pauley

As of September 23, 2019
Revised from Smartsheet



Board Liaison Assignments 2018-2019

Assignment	Chair/Coordinator/Director	Board Member
Affiliate Presidents	45 affiliate presidents	Kate Kozak
AMATYC Legal Advisor	Peter Georgakis	Jim Ham
AMATYC News	Jennifer Travis	Sarah Pauley
AMATYC Project ACCESS	Christy Hediger	Sarah Pauley
Editing Director	Wendi Morrison	Nancy Rivers
Grants Director	Dennis Ebersole	Sophia Georgiakaki
Historian	Open	Behnaz Rouhani
MathAMATYC Educator	Johanna Debrecht – Editor George Alexander – Assistant Editor Anthony Piccolino– Production Manager	David Tannor
Website Coordinator	George Hurlburt	Sophia Georgiakaki
Mu Alpha Theta	Rita Ralph	Jane Tanner
Professional Development Coordinator	Open	Jon Oaks
Traveling Workshop Coordinator	Mari Menard	Jon Oaks
Webinar Coordinator	Open	Jon Oaks
Student Mathematics League	Steve Hundert - Coordinator T.J. Duda – Test Developer	Eric Matsuoka
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	Dan Fahringer
Academic Committees	Chair	Board Member
Developmental Mathematics	Paula Wilhite	Rochelle Beatty
Pathways Joint Subcommittee	Helen Burn	Rochelle Beatty
Innovative Teaching and Learning (ITLC)	Dan Petrak	Sophia Georgiakaki
Mathematics Intensive (MIC)	Bob Cappetta	Dan Fahringer
Placement & Assessment (PAC)	Rachel Bates	Jane Tanner
Research in Mathematics Education in TYC (RMETYC)	Ann Sitomer	April Ström
Statistics	Julie Hanson	Kate Kozak
Data Science Subcommittee	Ambika Silva	Kate Kozak
Teacher Prep	Mark Kuhlman	Jane Tanner
Mathematics and Its Applications for Careers (MAC)	Stefan Baratto	Eric Matsuoka
Equity Committee	Dorota Zak	Jon Oaks
ANets	Leader	Board Member
Division/Department Leadership	Christine Mirbaha	Nancy Rivers
Adjunct Faculty Issues	Judy King	Jon Oaks
International Mathematics	Steve Krevisky	David Tannor
Mathematics for Liberal Arts	Fary Sami	Jim Ham
Conference Committee	Leader	Liaison
Program Chair	Judy Williams	Keven Dockter
Assistant Program Chair	Tim Britt	Keven Dockter
Assistant Conference Coordinator	Nathalie Vega-Rhodes	Keven Dockter
Exhibits Chair	Todd Stine	Keven Dockter
Advertising Chair	Crystal Wiggins	Keven Dockter
Roommate Network Coordinator	Sarah Miller	Keven Dockter
LEC 2019 – Milwaukee, Incoming CC	Turi Suski	Turi Suski
LEC 2020 - Spokane	Pete Wildman	Keven Dockter
LEC 2021 - Phoenix	Ana Jiménez	Keven Dockter
Other	Leader	Board Member
Investments Board	Bill Steenken	Tannor, Ham
Nursing Math: Dana Center, MAA Collaboration	Beth Kelch	Ham
Mars Project	Karen Gaines, Janet Tarjan	Ham



Board Committee Assignments 2018-2019

Updated: August 18, 2019

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: Tannor (Chair), Ham, Kozak, Fahringer, Matsuoka, Dockter, Dudley

Foundation Board

PPM 14.3.1 Manage the affairs of the AMATYC Foundation.

Members: Tanner (Chair), Rivers, Tannor, Cleaves, Ham, Dudley, Ernie Danforth, Bill Steenken, Fred Peskoff

Membership Committee

PPM 5.8.3 The membership committee shall be responsible for marketing and promoting the organization. The membership committee shall assist the office in maintaining accurate membership lists.

Members: Georgiakaki (Co-Chair), Beatty (Co-Chair), Fahringer, Rivers, Oaks, Matsuoka, Pauley, Ström, Tannor, 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: Tanner (Chair, nv), Crystal Wiggins, Matthew Prangel, Eddie Britt, Steve Kifowit, Curtis Mitchell, Jennifer Travis, Timothy Lackner, Froozan Afiat, Nicole Lang, Barbara Leitherer, Chris Oehrlein

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: Kozak (Chair), Chris Yuen, Barbara Leitherer, Beatty, Rouhani, 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: Oaks (Chair), Pauley, Ström, Beatty, Rouhani, Ham*, Dockter*, Julie Gunkelman*, Mari Menard*
***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: Kozak (Chair), Ham, Tanner, Pauley, Fahringer

Delegate Assembly Committees

Mathematics Excellence Award Committee

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

Members: 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: Kozak (Chair), Chris Yuen, David Torain, Debbie Garrison, Kinga Oliver, Melissa Kosch, Elizabeth Gamboa, Barbra Steinhurst, Mary Beard, Brad Pretzer

Delegate Assembly Minutes Approval Committee (2018)

PPM 4.2.3 Approve the minutes of the Delegate Assembly.

Members: Sophia Georgiakaki (Chair), Marty Kellum, Heui Do, Pat Barrientos, Rikki Blair, Behnaz Rouhani*
***ex officio**

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), Judy Ackerman, Phil Mahler, Ham, Tannor*
***ex officio**

Expenditure Approval Committee (EAC)

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

Members: Tannor (Chair), Ham, Kozak, Tanner

Institutional Research 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: Dudley (Chair), Ham, Kozak, Ann Sitomer, 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: Rivers (Chair), Ham, Tanner, Kozak, Tannor, Dudley

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: Tannor (Chair), Dudley, Ham, Kozak, Tanner, Christy Hunsucker

Conference Committee

PPM 8.3 Manage all aspects of the annual conference.

Members: Dockter (Chair), Todd Stine, Judy Williams, Tim Britt, Nathalie Vega-Rhodes, Crystal Wiggins, Pete Wildman, Turi Suski

Social Networking Committee

(1) To monitor AMATYC's presence on social media. (2) To identify administrators for each of AMATYC's social media sites. (3) To consider recommendations or policy related to AMATYC's social media sites or presence. These recommendations may include the format of posts, who can post, or types of posts permitted (informational, announcements, general interest, marketing, etc.).

(4) To collaborate with all of AMATYC's leaders to develop a planned schedule of social media posts. And (5) To consider working with a consultant to help with the charge.

Members: Oaks (Chair), Pauley, Beatty, Georgiakaki, Nicole Lang, Michael Pemberton

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

Delegate Assembly Task Force

Review and make recommendations about the membership of the Delegate Assembly.

Members: Rivers (Chair), Nicole Lang, Fahringer, Ann DeBoever, Ryan Kasha, Margaret Ehrlich, Paula Wilhite, Joshua Hammond

AMATYC Research Associate Task Force

Review AMATYC Policy 11.7 on the AMATYC Research Associate; Review the SLOPE grant, particularly as it relates to the duties and responsibilities of the research associates; Consider policy changes to the AMATYC Research Associate policy (PPM 11.7), if appropriate; Make a recommendation to the Board.

Members: Megan Breit-Goodwin (Chair), Ann Sitomer, Ström, Tanner

Going Green Ad Hoc Committee

To monitor and promote AMATYC's going green program by (1) determining the feasibility of replacing some additional AMATYC printed mailings and materials with electronic versions for members who prefer the electronic version; (2) ensuring that members receive their AMATYC publications in the format they prefer (print or electronic); and (3) promoting the going green program by sending bulk emails, writing newsletter articles, or marketing the program using some other method.

Members: Matsuoka (Chair), Tannor, Dockter, Beverly Vance, Christine Shott, George Hurlburt, Anthony Piccolino

Forms Ad Hoc Committee

(1) To compile a list of AMATYC forms including Board report forms, YM custom forms, SmartSheet forms, etc. (2) To identify the most appropriate format(s) for each form. (PDF, DOC, YM, SmartSheet, multiple). (3) To update forms as appropriate. This may include changing the DOC or PDF form format to online format. (4) To update the internal site so that all forms are up-to-date and easily searchable. And (5) To consider policy changes, if appropriate. For example, the committee may decide to delete all/some (hard copy) forms from the PPM.

Members: Fahringer (Chair), Rivers, Georgiakaki, Oaks, Beverly Vance, George Hurlburt

AMATYC PPM Ad Hoc Committee

To review AMATYC policies and, if appropriate, propose changes to the AMATYC Executive Board.

Members: Kozak (chair), Fahringer, Rivers, Dudley

Position Statement Review Ad Hoc Committee

To identify AMATYC's position statements that are scheduled for review and to recommend an existing academic committee, ANet, or new task force to review each position statement. The charge does not include forming new committees.

Members: Fahringer (Chair), Matsuoka, Georgiakaki, Tannor, Wendi Morrison

Professional Development Coordinator Search Committee

To conduct a search and recommend a candidate to the President/Board.

Members: Oaks (Chair), Mari Menard, Julie Gunkelman, Rouhani, Georgiakaki, Matsuoka

AMATYC Subcommittees Task Force

To review AMATYC subcommittees structure and support; recommend policy related to subcommittees and subcommittee chair support to the AMATYC Executive Board.

Members: Beatty (chair), Matsuoka, Pauley, and Tanner.

ICME Award Criteria Ad Hoc Committee

- Identify parameters for the 2020 ICME Awards. These parameters may include but not be limited to the maximum or minimum number of awards, the maximum amount of each award, and who is eligible to receive the awards. For example, should past recipients be eligible for this award? While the text of the motion will give some guidance, lots of details need to be worked out.
- Award criteria for the eligible applicants must also be determined. One possible strategy would be to list criteria in the form, Preference will be given to eligible AMATYC members who (Then provide the list of criteria.)
- Identify a timeline for introducing the award, the application deadline, and the date when recipients will be selected and notified.
- Decide what to call these awards (awards, grants, scholarships, etc.) so that recipients do not need to pay taxes on the award amounts.
- Write a report for board consideration at the 2019 Summer Conference Call or later that outlines the work and recommendations of the committee.

Members: Rouhani (chair), Oaks, Tanner.

Preconference Event Task Force

- What are the responsibilities of the preconference event organizers? (Registration? Reserving hotel or convention center space? Securing AV? Hotel Rooms? Food? Etc.)
- What are the responsibilities of AMATYC? (Registration? Reserving hotel or convention center space? Securing AV? Hotel Rooms? Food? Etc.)
- Is a preconference event budget required? If so, what should the budget contain?
- What are the added responsibilities of the conference coordinator or other conference committee members for the preconference event? Is any additional compensation required? (See policy 8.4 for possible updates.)
- For each different type of preconference event, identify a fee that will be paid to AMATYC, if any.
- Decide whether to specify if a registration fee would be required, and if so, if the registration fee should be set at a particular amount.
- For each different type of preconference event, identify if a letter of understanding will be required.
- For each different type of preconference event, identify if commercial presentations or products can be held or promoted.

- For each different type of preconference event, if appropriate, identify a timeline with deadlines for all aspects of the planning process leading up to the event.
- Consider updates to other AMATYC policies that will be required due to the updates described above.
- If appropriate, write a motion (or more) for board consideration that addresses the updates or changes to new or existing policies.
- Write a report for board consideration at the 2019 Summer Conference Call or later that outlines the work and recommendations of the committee.

Members: Matsuoka (Chair), Beatty, Strom, Pauley, Dudley, Dockter, Paula Wilhite

Academic Committee Representatives Task Force

- Send the policy (9.1-9.6) to all current academic committee chairs for feedback.
- Update the policy related to academic committees, particularly sections 9.2, 9.4, and 9.5. Updates to these three sections may lead to changes in sections 9.1, 9.3, and 9.6.
- If appropriate, write a motion for board consideration that addresses the updates or changes to the chapter 9 (9.1-9.6) policies.
- Write a report for board consideration at the 2019 Summer Conference Call or later that outlines the work and recommendations of the committee.

Members: Fahringer (chair), Oaks, Tanner, Matsuoka, Dudley, Julie Hanson, Mark Kuhlman

Position Statement Ad Hoc Committee 1

This Ad Hoc Committee will work on the *Selling Textbooks* and *Undergraduate Textbooks* Position Statements.

Members: Beatty (chair), Georgiakaki, Rouhani

Position Statement Ad Hoc Committee 2

This Ad Hoc Committee will work on the *Internship for Faculty* Position Statement

Members: Rivers (chair), Georgiakaki, Kozak, Tannor

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.).

II. 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.

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

IV. 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 SBM 2019***Submitted by Behnaz Rouhani, AMATYC Board Secretary 2018-2019***04/23/19 Lumen Learning Pre-conference Workshop*

Email Motion # 11: That the AMATYC Executive Board approve a pre-conference workshop preceding the 2019 AMATYC Annual Conference, hosted by Lumen Learning. (Passed, May 1, 2019)

05/01/2019 SBM Minutes

Email Motion # 12: That the 2019 SBM minutes be approved as submitted. (Passed, May 9, 2019)

08/12/2019 SCC Minutes

Email Motion # 13: That the 2019 SCC minutes be approved as submitted. (Passed, August 21, 2019)

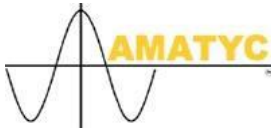
09/03/2019 Community Platform

Email Motion #14: That the Executive Board approve a three-year contract with Higher Logic at a rate of \$8000 per year plus an initial onboarding fee of \$3000. (Passed, September 19, 2019)

09/18/2019 Exhibiting booth prices

Email Motion #15: That effective with the 2020 Spokane conference, AMATYC adopt changes for exhibiting booth prices in the exhibit hall as described in the attached update to policy 6.10.3 on Conference Exhibits. (Passed, September 26, 2019)

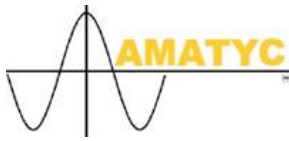
ATTACHMENT B – RULES OF CONDUCT



RULES OF CONDUCT AMATYC Fall Board Meeting November 9-13, 2019 Milwaukee, Wisconsin

- A. Robert's Rules of Order are used. The parliamentarian is **Dan Fahringer**.
- B. Additions or deviations to Robert's Rules:
- Motions submitted after the deadline (September 15th) 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. |
| Discussion items (D) – 10 minutes | Some items in the agenda may have different values assigned than listed here. The timekeeper is Sarah Pauley . |
| Motions involving discussion (M) – 15 minutes | |
- 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: **Jon Oaks** and **Rochelle Beatty** (Report to Keven and Turi at the end of FBM.)
 2. Items relating to Budget: **Dan Fahringer** and **Eric Matsuoka**. (Report to David during the FBM).
 3. Items relating to the Office: **Sophia Georgiakaki** and **April Strom**. (Report to Anne at

- end of FBM).
4. Items relating to VPs: **Nancy** and all VPs.
 5. Items to address at a future board meeting: **Jane Tanner** and **David Tannor**.
(Report to the President and President-Elect at the end of FBM.)
 6. Items related to the PPM: **Kate Kozak**. (Report to Incoming PE at end of FBM).
- G. Draft minutes will be available electronically each evening beginning Sunday evening, unless otherwise specified by Behnaz. 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 Behnaz by the following morning.
- Sunday's Minutes: **Kozak, Beatty, & Rivers**
- Monday's Minutes: **Fahringer, Georgiakaki, & Matsuoka**
- Tuesday's Minutes: **Oaks, Pauley, & Strom**
- Wednesday's Minutes: **Tannor, Tanner, & Kozak**

ATTACHMENT C

**Order of Business – Meeting Agenda
AMATYC Executive Board
Fall Board Meeting (FBM) 2019**

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

Sunday:	4:45 pm – 6:15 pm	Professional Development Committee
Monday:	8:30 am - 9:30 am	Conf Coord & Conference (Sections G-GG)
	3:30 pm - 4:30 pm	Treasurer's Report (Section I)
	4:30 pm - 6:00 pm	Finance Committee Meeting
Tuesday:	8:30 am - 9:30 am	Office Staff Report (Section F)
	2:00 pm – 3:00 pm	Pre-conference Meeting (VPs, Secretary & PP do not attend) Wisconsin Center, Room 103 DE
	2:00 pm – 3:00 pm	Membership Committee Meeting
	4:30 pm - 6:00 pm	Finance Committee Meeting (if needed)
Wednesday:	9:30 am – 10:30 am	Meet with the Conference Committee
	10:30 am – 11:30 am	VPs Meeting to Coordinate Regional Meetings
	10:30 am – 11:30 pm	Personnel Committee Meeting
	12:30 pm – 4:30 pm	Meet with Leadership (See Section GG)
	4:30 pm – 4:45 pm	Quick Wrap-up

Parking Lot: Every day during FBM 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	Ham	
Section A: Meeting Plan, Rules of Conduct, Agenda, Reference Materials			
A1	Meeting Plans	Ham	
A2	AMATYC Mission, Vision, Core Values	Ham	
A3	AMATYC Strategic Plan (2018-2023)	Ham	
A4-A5	Acronyms	Ham	
A6	Brief Robert's Rules of Order (Parliamentary Motions Guide)	Ham	
A7	Policy on a Welcoming Environment	Ham	
A8	Affiliate Visits (2018-2019)	Ham	
A9	Board Liaison Assignments	Ham	
A10-A15	Administrative/Ad Hoc/Other Committees	Ham	
A16-A17	Conflict of Interest	Ham	

A18	Email Motions since SBM 2019	Ham	
A19	Rules of Conduct	Ham	
A20	(M) Adopt Rules of Conduct	Ham	
A21-A27	Order of Business	Ham	
A28	(M) Adopt Order of Business	Ham	
B. Consent Calendar Reports, Board Member Reports			
B1-B3	President	Ham	**
B4-B5	President-Elect	Kozak	
B6-B7	Past President	Tanner	
B8	Secretary	Rouhani	
B9-B10	Treasurer	Tannor	
B11-B12	Northeast VP	Georgiakaki	
B13-B14	Mid-Atlantic VP	Fahringer	
B15-B16	Southeast VP	Rivers	
B17-B19	Midwest VP	Oaks	
B20	Central VP	Beatty	
B21-B22	Northwest VP	Pauley	
B23-B24	West VP	Matsuoka	
B25	Southwest VP	Ström	
C. Consent Calendar- Motions/Reports			
C1	EAC Report	Tannor	
C1	Tax and Audit Review Committee Reports; Federal IRS Documents Review	Tannor	**
C2-C5	(M) Teaching Excellence Award (PPM 4.3.1)	Ham/Kozak	
C6-C10	(M) President (PPM 5.2)	Ham/Kozak	
C11-C12	(M) Operating Funds (PPM 6.14.3.1)	Ham/Steenken	
C13-C15	(M) Election Procedures (PPM 4.3.3.3)	Ham/Kozak	
C16	(M) Approve Consent Calendar Reports/Motions	Ham	
D. Academic Committee Reports & Motions			
D1-D7	(R) Developmental Mathematics (DMC)	Wilhite/ Beatty	**
D8-D12	(D) Position Statement: <i>Professional Development for Teachers of Developmental Math</i>	Wilhite/ Beatty	
D13	(M) Position Statement: <i>Professional Development for Teachers of Developmental Math</i>	Wilhite/ Beatty	
D14-D16	(R) Pathways Joint Subcommittee	Burn/ Beatty	
D17-D19	(R) Innovative Teaching and Learning (ITLC)	Petrak/ Georgiakaki	
D20-D23	(D) Position Statement: <i>Distance Education in College Mathematics</i>	Petrak/ Georgiakaki	
D24	(M) Position Statement: <i>Distance Education in College Mathematics</i>	Petrak/ Georgiakaki	
D25-D28	(R) Placement and Assessment (PAC)	Bates/ Tanner	
D29-D32	(D) Position Statement: Initial Placement of Two-year College Students into the Math Curriculum	Bates/ Tanner	

D33	(M) Position Statement: Initial Placement of Two-year College Students into the Math Curriculum	Bates/ Tanner	
D34-D36	(D) Position Statement: Academic Assessment of Mathematical Programs	Bates/ Tanner	
D37-D38	(M) PAC Goals (PPM 9.6.5)	Bates/ Tanner	
D39-D41	(R) Mathematics Intensive (MIC)	Cappetta / Fahringer	
D42-44	(R) Mathematics and its Applications for Careers (MAC)	Baratto/ Matsuoka	
D45-D49	(R) Research in Mathematics Education for Two-Year Colleges (RMETYC)	Sitomer/ Ström	
D50-D56	(R) Statistics	Hanson/ Kozak	
D57-D61	(R) Teacher Preparation	Kuhlman/ Tanner	
D62-D65	(R) Equity Committee	Zak/Oaks	
D66.1-D66.4	(D) Position Statement: Equity in Mathematics	Zak/Oaks	
D67	(M) Themed Session: Pathways Joint Subcommittee	Burn/ Beatty	
D68	(M) Themed Session: Statistics Committee	Hanson/ Kozak	
D69	(M) Themed Session: PAC	Bates/ Tanner	
D70	(M) Themed Session: MIC	Cappetta / Fahringer	
D71	(M) Themed Session: International Mathematics ANet	Krevisky/ Tannor	
D72	(M) Themed Session: Mathematics Standards	Phelps/ Ström	
D73	(M) Themed Session: MAC	Baratto/ Matsuoka	
DD. ANet Reports and Motions			
DD1-DD3	(R) Division/Department Leadership	Mirbaha / Rivers	
DD4-DD6	(R) Adjunct Faculty Issues	King/Oaks	
DD7-DD8	(R) International Mathematics	Krevisky/ Tannor	
DD9.1-DD9.3	(D) Position Statement: <i>Mathematics and Global Learning</i>	Krevisky/ Tannor	
DD9.1-DD9.4	(M) Position Statement: <i>Mathematics and Global Learning</i>	Krevisky/ Tannor	
DD10-DD11	(R) Mathematics for Liberal Arts	Sami/Ham	
DD12-DD14	(D) Position statement, <i>Mathematics for Liberal Arts</i>	Sami/Ham	
DD15	(M) Position statement, <i>Mathematics for Liberal Arts</i>	Sami/Ham	
E. Services / Coordinators/ Directors / Publications / Grants			

E1-E3	(R) Editing Director	Morrison / Rivers	
E4-E6	(R) <i>AMATYC News</i> Editor	Travis / Pauley	
E7-E9	(R) <i>MathAMATYC Educator</i> Editor	Debrecht / Tannor	
E10-E12	(R) <i>MathAMATYC Educator</i> Assistant Editor	Alexander/ Tannor	
E13-E16	(R) Website Coordinator	Hurlburt/ Georgiakaki	
E17-E18	(R) SML Coordinator	Hundert/ Matsuoka	
E19	(R) SML Test Developer	Duda/ Matsuoka	
E20-E21	(R) SRL Coordinator	Gaines/ Ham	
E22-E23	(R) SRL Thesis Defense Coordinator	Ashton/ Ham	
E24-E37	(M) Student Research League (PPM 10.8)	Gaines/ Ham	
E38-E47	(R) Webinar Coordinator	Riley/ Oaks	
E48-E51	(R) Traveling Workshop Coordinator	Menard/ Oaks	
E52	(R) Mu Alpha Theta	Ralph/ Tanner	
E53-E55	(R) Project ACCESS Coordinator	Hediger/ Pauley	
E56-E57	(R) Mathematics Standards Chair (IMPACT)	Phelps/ Ström	
E58-E59	(R) Standards Digital Coordinator (IMPACT Live!)	Evans/ Ström	
E60.1-E60.3	(M) Level 2 Support – IMPACT NSF Grant	Phelps/ Ström	
E61-E62	(R) Grants Coordinator	Ebersole/ Georgiakaki	
E63-E69	(R) Project SLOPE Grant	Breit-Goodwin/ Tanner	
E70-E79	(M) Level 2 Support – New SLOPE NSF Grant	Breit-Goodwin/ Tanner	
E80-E81	(R) AI@CC Grant	Watkins/ Tanner	
E82-E83	(R) CIRTL/Aspire Includes Grant	Watkins/ Tanner	**
E84-E85	(R) UC Boulder Early Career PD Grant	Watkins/ Tanner	
E86	(R) StatPrep Grant	Kozak	
E87-E88	(R) UTMOST Grant	Mesa/ Ham	
F. Staff: Tuesday, 8:30 – 9:30 a.m.			
F1-F2	(R) Executive Director	Dudley	
F3-F7	(R) Office Report	Dudley/ Vance/ Shott/ Hunsucker	

F8	(R) Membership Report	Dudley/ Vance	
G. Conference: Monday, 8:30 a.m. – 9:30 a.m.			
G1-G10	(R) Conference Coordinator	Dockter	
G11-G16	(R) Assistant Conference Coordinator	Vega-Rhodes/ Dockter	
G17-G23	(R) Program Coordinator	Williams/ Dockter	
G24	(R) Assistant Program Coordinator Report	Britt/ Dockter	
G25-G29	(R) Exhibitor Chair	Stine/ Dockter	
G30-G31	(R) Advertising Coordinator	Wiggins/ Dockter	
G32-G34	(R) 2019 LEC - Milwaukee	Suski	
G35-G36	(R) 2020 LEC - Spokane	Wildman/ Dockter	
G37-G39	(R) 2021 LEC - Phoenix	Jimenez/ Dockter	
G40	(M) Academic Committee Items in Conference Bags	Williams/ Dockter	
GG. Milwaukee Conference: Monday, 8:30 a.m. – 9:30 a.m.			
GG1-GG3	Board Duties in Milwaukee	Ham	
GG4	Exhibit Hall Visits	Ham	
GG5	Wednesday Afternoon Meetings with Leaders	Ham	
GG6	Delegate Assembly Minutes Committee Nomination Form	Ham	
GG7-GG8	Nominating Committee Info Sheet and Nomination Form	Ham	
GG9-GG10	Teaching Excellence Committee Info Sheet and Nomination Form	Ham	
H. Administrative Committees			
H1-H2	(R) Nominating Committee	Tanner	
H3	(R) ME Award Committee	Tanner	
H4-H5	(R) TE Award Committee	Kozak	
H6-H7	(R) Professional Development Committee	Oaks	
H8-H9	(R) Foundation	Tanner	
H10-H11	(R) Organizational Assessment Committee	Kozak	
H12	(R) Past Presidents Advisory Board	Tanner	
H16-H18	(R) Membership Committee	Georgiakaki/ Beatty	
I. Treasurer/Budget: Monday, 3:30 – 4:30 p.m.**			
I1	(M) Approval of Cash Account Register	Tannor	**
I2-I5	Chart of Accounts	Tannor	
I6-I11	2019 Approved Budget	Tannor	
I12-I23	2018 Financials/ Balance Sheet	Tannor	
I24-I28	2018 Foundation Financials	Tannor / Tanner	
I29-I41	History of Income and Expenses, 2008-2018	Tannor	

I42-I43	Investments Board Report	Tannor/ Steenke n	
I44	Investments Account History – Fund 1	Tannor	
I45	Foundation Investments Account History – Fund 2	Tannor	
I46	Contract Agreements and Obligations	Tannor	
I47	Conference Meeting Facilities Contracts	Tannor	
I48-I49	Insurance Policies	Tannor	
I50, I50a- I50g	2020 Draft Budget	Tannor / Tanner	
I51	(M) Suspend Policy 6.5.4 - Deficit Budget	Tannor	
I52	(M) Approve 2020 Budget	Tannor	
J. Ad hoc Committees			
J1	(R) Social Networking Committee	Oaks	
J2-J5	(R) Delegate Assembly Task Force	Rivers	
J6-J9	(M) Approve Bylaws Change	Rivers	
J10-J11	(R) Forms Ad Hoc Committee	Fahringer	
J12-J13	(M) New Ad hoc Committee and Task Force Board Report Form	Fahringer	
J14-J15	(M) New Post Conference Committee Chair Board Report Form	Fahringer	
J16-J17	(M) New Executive Director Board Report Form	Fahringer	
J18	(R) Research Associate Task Force	Ström /Tanner	
J19-J21	(R) PPM Revisions Ad Hoc Committee	Kozak	
J22-J23	(R) Academic Committee Regional Rep Task Force	Fahringer	
J24-J32	(M) Academic Committees (PPM 9.1-9.6)	Fahringer	
J33	(R) Preconference Event Task Force	Matsuoka	
J34	(R) Position Statement (Internships) Ad Hoc Committee	Rivers	
J35	(R) Going Green Ad Hoc Committee	Matsuoka	
K. Strategic Planning			
K1-K19	Strategic Planning Action Items	Kozak/ All	
K20	Plan for Strategic Planning	Kozak/ All	
L. Executive Session			
L1	(R) Personnel Committee	Rivers	
L2	(R) Election Results	Tanner	*
L3-L6	(M) Consent Appointments	Ham	
L7	(D) Executive Session Parking Lot	All	
M. New Business			
M1-M5	(M) Endorse Dana Center Statement	Kozak	
M6-M11	(M) Email Motions (PPM 5.1.3)	Kozak / Dudley	
M12-M14	(M) Course Release (PPM 2.7.3, 6.8.1)	Kozak / Dudley	
M15-M21	(M) Position Statement Procedure and Timeline (PPM 9.8.1)	Kozak / Dudley	

M22-M24	(M) Position Statement Guidelines (PPM 9.8.2)	Kozak / Dudley	
M25-M27	(M) Office Equipment Replacement Cycle (PPM 7.1.5)	Kozak / Dudley	
N. Partnerships/ Miscellaneous Reports			
N1	(R) Joint Committee on Women in Mathematical Sciences (JCW)	Tanner / Mays	
N2-N18	(D) AMATYC's "Journey to Mars"	Ham	
N19.1-N19.3	(R) Nursing Math Guidelines – Dana Center Collaboration	Ham/ Kelch	
O: Parking Lot / Motion to Adjourn			
O1	Parking Lot Discussion Items	All	
O2	(M) Motion to Adjourn	Fahringer	

*** Report yet to be received**

**** Additional documents are available in a folder in Dropbox Updated October 25, 2019**

ATTACHMENT D

Expenditure Approval Committee (EAC) and Tax and Audit Reports
David Tannor, Treasurer
FBM 2019

Members of the 2018-2019 EAC committee: January 1, 2018 through Dec 31, 2019: David Tannor, Kate Kozak, Jim Ham, and Jane Tanner

EAC Approvals from Feb 15, 2019 and Oct 19, 2019

Aug 24, 2018	That additional funds be added to (account # 3036) for staff travel to the Smartsheet conference in Seattle in October. \$585 was approved.
Sept 21, 2019	Additional \$1,000 be added to account 3038- ED Travels for 2019. Approved.
Oct 9, 2019	Additional \$325 for purchase of leadership service plaques related to accounts 3395 and 4700. Approved
Oct 29, 2019	Additional \$50 be added to account 5685 for Student Math League Plaques. Approved

Tax and Audit Review Committee Report

Members of the 2018-2019 Tax and Audit committee: David Tannor, Jane Tanner, Jim Ham, Christy Hunsucker, Anne Dudley

Recent Activities:

The committee met on Sept 6, 2019 via conference call. The audit report, IRS form 990, and an auditing checklist were sent to committee members prior to the call. All members were present, including the auditor Vicki Deweese. The following were addressed, reviewed, or discussed during the meeting:

- A review of IRS form 990, and the 2018 Annual Audit Report.
- AMATYC received a “clean audit.” That is, AMATC’s accounting practices and financial statements were in conformity with U.S. GAAP and IRS regulations.

ATTACHMENT E

4.3.1 Teaching Excellence Committee

The AMATYC Teaching Excellence Awards (TE AWARDS) may be given in odd-numbered years to outstanding AMATYC two-year college mathematics full-time and adjunct instructors. <7/10/2011>

1. Committee Objectives

1. Encourage nominations by placing articles in the *AMATYC News*.
2. Collect data supporting the nominations.
3. Determine the awardee(s) of the TE Award and forward names to the Executive Board.

2. Guidelines

1. The Teaching Excellence Award is intended for AMATYC members whose primary assigned duties are the delivery of instruction and who have made outstanding contributions to mathematics, statistics, or mathematics education at a two-year college. Nominees must have taught at least one relevant course since the presentation of the Teaching Excellence Award during the AMATYC Conference in the previous odd-numbered year.
2. This award is also open to AMATYC members whose primary assigned duties are the delivery of instruction of mathematics courses in the first two years of college. <SPO 2018>
3. Nominees must have a minimum of five (5) years of full-time equivalent mathematics teaching experience at a two-year college or in an associate degree-granting program. For example, five years of full-time equivalent may be 150 semester hours. These years may have been at multiple institutions. Nomination materials should include an explanation of how this requirement has been met.
4. The award will be given every two years (in odd-numbered years.) The TE Award and ME Award are given in alternate years.
5. The TE Award Committee is composed of the President-Elect and a representative from each region elected at the regional meetings at the annual conference in odd-numbered years and an adjunct member appointed by the President.
6. The President-Elect becomes chair of the committee.

3. Procedures - The deadlines for the following are in the TE Award Timeline.

1. Nomination Procedures:
 - a. All business of the committee is strictly confidential.

- b. Current Board members are ineligible to be nominated and remain ineligible until at least two years have elapsed since leaving the Board.
 - c. Nominations may be received from anyone except AMATYC Board members or Teaching Excellence Award Committee Members.
 - d. Members may nominate themselves.
 - e. Board members and TE Award Committee members may not write letters of recommendation for any candidate, even if they are a direct supervisor of the nominee.
 - f. The nominator is responsible for securing the necessary documents to support the nomination. The nominees will NOT be informed by the committee chair that they have been nominated.
2. Second Committee Meeting: The Committee will meet at the annual conference in even-numbered years with the President-Elect to discuss guidelines for ranking and the tally process.
3. Rating: Each member of the TE Award Committee will receive a copy of the documents described in section 6 and will rate the nominees according to guidelines 4. (The President-Elect does not rate the nominees.)
4. Determining the number of awards: Each member of the TE Award Committee will determine the number of awards to be given using the following criteria:
- a) Number of total applicants
 - 1-9 applicants 2 awards maximum
 - 10-15 applicants 4 awards maximum
 - 16-22 applicants 6 awards maximum
 - 23+ applicants 8 awards maximum
 - b) Strength of the applicant pool.
5. Committee members will send their ratings and recommended number of awards to be given to the President-Elect. The number of awards given will be determined by averaging the recommended number from each of the committee members, rounded up to the next whole number.
6. Selection of awardees: The President-Elect will total the points and rank the candidates based on their totals. The President-Elect will write a report for the spring Board meeting presenting the awardees.
7. Awardee notification: The President will notify the awardees that they have been selected for the award. The President will notify anyone who was not selected.

8. Support for travel: The President-Elect will write a letter to the president of the college of each awardee. The president of the college will be informed of the award and be encouraged to provide support for the faculty member to attend the conference to accept the award.
 9. Presentation of Award: The President-Elect of AMATYC will secure the award for all recipients. (The President of AMATYC, or designee, will present the award and any monetary prize at the AMATYC annual conference in odd-numbered years.)
 10. TE Award awardees will be invited (with no review) as speakers for the annual conference following the year of the TE Award. The chair of the TE Award Committee invites the awardees on behalf of the Executive Board. The invitation-to-speak letter will be delivered no later than the time the award is received. The President-Elect will notify the Program Coordinator of the names of the TE awardees so their proposals will not be reviewed. TE awardees who accepted the invitation to present are required to register for the conference and will observe appropriate deadlines for submission of forms.
4. Guidelines for Ranking: Teaching excellence is the main focus of the award.
- A. Instructional Effectiveness and Support of Students (innovative teaching strategies, alternative assessment methods, curriculum development, creating a learning environment for all students, accessible to students in and out of the classroom, etc.) 25 points
 - B. Professional Involvement and Professional Development/Renewal Activities (active participation in professional organizations, speeches, articles, conferences, etc.) 10 points
 - C. Interaction with Colleagues (sharing and discussing ideas with other colleagues, mentor/mentee relationships) 10 points
 - D. Service to Departments/Division/College/Community (active contributor to College community or community activities related to mathematics education) 5 points

Nominees must be AMATYC regular, life, or adjunct members whose primary assigned duties must be delivering instruction in an associate degree granting program. Nominees must have a minimum of 5 years of full-time equivalent mathematics teaching experience. Individuals can receive the award only once.

5. Timetable

TIME	SUPPORT ACTIVITIES	COMMITTEE ACTIVITIES
At Conference odd # year	Regional representatives are elected at regional meetings and the time of the committee meeting at the conference is announced: names of the representatives are forwarded to President-Elect. Call for nominations made (forms distributed) at regional meetings and affiliate presidents luncheon.	Committee meets and process explained
Early even # year	Article in AMATYC <i>News</i> and letters sent to affiliates asking for nominations. VP's generate nominations in their respective regions.	Committee Members contact affiliate presidents and delegates asking for nominations.
About December 10 even # year	Nomination materials due to President-Elect.	
At Conference even # year	President-Elect meets with committee to discuss ranking process. Based on attendance, the discussion may be done through a conference call or some other method.	Committee meets to discuss guidelines for ranking & the tally process.
About December 17 even # year	President-Elect sends materials to Committee.	Committee receives materials & ranks nominees.
March 1 odd # year	President-Elect receives tallies, totals tallies, selects awardees based on total tallies, and writes report for spring Board meeting and committee.	Committee sends tallies to President-Elect for selection of awardees.
Spring Board Meeting odd # year	Board is informed of awardees of the TE Awards; President notifies the awardees.	
Post Spring Board Meeting odd # year	President-Elect invites awardees to submit a not to be reviewed proposal to speak at the annual conference following the year of the TE Award. President-Elect provides the Program Coordinator of the names of the awardees so their proposals will not be reviewed.	

Conference odd # year	Awards presented. President-Elect prepares an introduction for each awardee to be read during the presentation session.	
Post Conference odd # year	President-Elect prepares an article for the <i>AMATYC News</i> announcing the awardees.	

6. Nomination Materials

1. In an effort to compare all candidates on the same basis, any additional information WILL NOT be considered.
2. The letters of support that elaborate on those qualities mentioned in the resume or that point out additional exemplary characteristics of the nominee are more helpful to the committee than letters that simply reiterate items mentioned in the resume.

ATTACHMENT F

5.2 President

Term of Office

The term of office for President is two years in this office beginning January 1 in an even numbered year to December 31 in the next odd numbered year. The President-Elect automatically succeeds the President at the end of the President's term or when the President leaves office permanently. The President automatically succeeds the Immediate Past President at the end of the President's term.

General Duties

1. Prepare the agenda for all Executive Board meetings and submit to the AMATYC Office for distribution. Proposals from non-Board members should be accepted. If present at the open Board meeting session, the presenter may be asked questions regarding the proposal.
2. Prepare the agenda for the Delegate Assembly and submit to the AMATYC Office for distribution.
3. Preside at all general meetings of the association, the Delegate Assembly, and the Executive Board.
4. Assist the President-Elect in overseeing the Strategic Planning process.
5. Oversee management and implementation of all grants. Write appropriate letters of support for proposals, per policy.
6. Initiate an email ballot on policy changes and other issues during times when the Board is not meeting.
7. Schedule time during a Board meeting at the conference for academic committee chairs, coordinators, editors, and other appointees to meet with the Board.
8. Schedule time at the Strategic Planning and Orientation Meeting and the Spring Board Meeting for Strategic Planning and participate in the activities planned by the President-Elect.
9. Perform all duties as outlined in the Policy and Procedures manual.

Office/Budget Duties <FBM 2008>

1. In conjunction with the Executive Director, oversee office operations and work assignments of AMATYC staff.
2. Oversee and authorize cost of living and longevity salary increases to AMATYC staff.
3. Review the annual performance evaluations of the AMATYC staff provided by the Executive Director.
4. Verify that officers, chairs, coordinators, editors, and other appointees have access to the AMATYC Policy and Procedures Manual. Send new officers the previous meeting's minutes.
5. Appoint members to the Finance Committee according to policy and serve as a member of the committee.
6. Serve as a member of the Foundation Board, the Expenditure Approval Committee, the Strategic Planning Committee, and the Tax Review and Audit Committee.

7. Initiate an Executive Board motion on unanticipated expenditures, if necessary.
8. Sign checks on the AMATYC checking account, as appropriate.

Publications Duties

1. Serve as final arbiter for all AMATYC publications.
2. Serve as a proofreader for various AMATYC publications, including AMATYC membership brochures, *AMATYC News*, Traveling Workshop postcard, AMATYC History, AMATYC advertising materials, conference miniprogram, and conference program. <FBM 2008>
3. Write a President's message for every issue of the *AMATYC News*.
4. Write (or designate a writer to write) a regular article in the *AMATYC News* updating the membership regarding AMATYC's involvement in partnerships and national activities.
5. Write other articles for the *AMATYC News* as appropriate.
6. Serve as final arbiter for all AMATYC website content and the implementation of websites to AMATYC affiliates.
7. Approve logos for AMATYC grants and projects, in consultation with the Publications Director.
8. Send an email to AMATYC members to announce new AMATYC publications as follows:
 - Within a week from the day a recorded webinar has been posted in the webinar library at the AMATYC website.
 - Within a week from the day the electronic version of the *AMATYC News* has been published on the website.

Conference Duties

1. Carry out the duties of the President as indicated in the master conference timetable.
2. Execute the policies established for the conference by the Executive Board, including invitation to keynote speakers for conferences over which the President will preside.
3. Participate in the determination of cities to be visited by the conference site selection team.
4. Participate in the first site visit with the conference site selection team after assuming office, if requested by the new President-Elect.
5. Verify that the conference site selection process is functioning properly.
6. Participate in the conference site refresh visit for the conferences over which the President will preside.
7. Sign all conference contracts after any necessary approvals are obtained. The President may request in writing that the Executive Director on behalf of AMATYC sign and mail an approved conference contract. The written authorization shall be filed in the office with the signed contract.
8. See that a conference progress report for all future conferences in the planning cycle is included as part of each Board agenda to all members of the Executive Board.
9. Prepare the President's message for the conference program booklet. Send an electronic copy to the AMATYC Office and Conference Coordinator.
10. Preview the conference miniprogram and program drafts for appropriateness of content and quality of document preparation. Check names of Executive Board members and committees as listed in the conference miniprogram and program for accuracy before they are submitted to the printer.
11. Be responsible for designing and ordering plaques or certificates for hosting institutions, Local Events Coordinator, presidential awards, and all other awards

- given by the organization including outgoing officers, academic committee chairs, etc.
12. Assist the vice president of the region hosting the conference in preparing materials to be sent to department chairs for colleges within a reasonable driving distance of the annual conference. These materials should ask chairs to encourage and provide support for all their faculty members to attend the conference, both full-time and adjunct.
 13. Review the Meeting Event Guide with the Treasurer, the Conference Coordinator, and the Executive Director during its creation.
 14. Meet with the hotel personnel, Treasurer, Conference Coordinator, and Executive Director at the beginning of the conference to review the Meeting Event Guide.
 15. Be available during the conference to assist the Conference Coordinator with any problems that might arise.
 16. Preside at the Delegate Assembly Meeting, the Thursday Keynote Session, the Saturday Awards Breakfast Session, and the Closing Session.
 17. Write a thank-you letter after the conference to the Local Events Coordinator.
 18. Send an email, through the office, to all conference attendees within two weeks of the conference closing. The email should thank the attendees for attending the conference, encourage them to complete the conference evaluation form online, and ask them to tell a colleague about AMATYC and direct them to membership information on the AMATYC website.

Liaison/Committee Duties

1. Act as ex-officio member of all committees except the Nominating Committee, the Teaching Excellence Award Committee, and the Mathematics Excellence Award Committee.
2. Nominate the chairperson of all committees except the Nominating Committee, Strategic Planning Committee, Organizational Assessment Committee, ad hoc committees, and task forces for approval by the Executive Board.
3. Appoint chairs of ad hoc committees and task forces.
4. Appoint an acting chairperson of a committee when necessary.
5. Write a letter asking unproductive officers or committee chairs to resign.
6. Distribute Board reports from all academic committees to all the chairs of these committees.
7. Appoint a Board member as liaison to each committee, coordinator, editor, or director.
8. Coordinate efforts to obtain funding from public and private organizations.
9. Attend meetings and meet with the executive directors and/or presidents of other organizations who share similar concerns and interest to discuss items of mutual benefit and to establish a working relationship with them; this includes (but is not limited to):
 - a. Mathematical Association of America (MAA)
 - b. National Council of Teachers of Mathematics (NCTM); attend the annual meeting;
 - c. Conference Board of Mathematical Sciences (CBMS); attend the semi-annual meetings of this organization.

ATTACHMENT G

4.3.3.3 Election Procedures

The following procedures have been established by the Executive Board for elections:

1. Information on each candidate will be made available to members. Candidates' vitae and ballots for all positions will be listed in alphabetical order. A picture of each candidate (mug-shot, black-white) should accompany the vita. Each President-Elect candidate will offer his/her platform regarding AMATYC philosophy and long-range goals for AMATYC. (Limited to typed one-page, double-spaced.)
2. Uniform Vita Format Guidelines: A uniform vita format must be used for consistency and efficient space utilization. (The form is limited to two typed pages: 1.75-inch margins, double spaced, 12-point Times New Roman font.) The following should be observed in completing the uniform vita form:
 1. AMATYC, MAA, and NCTM, and AMATYC affiliate abbreviations should be used.
 2. U should be used instead of University
 3. CC, JC, TC, or CTC should be used instead of community college, junior college, technical college, or community and technical college.
 4. Zip codes should not be listed; states should not be listed when a city reference is obvious; e.g., Memphis; and two letter abbreviations of states be used, when necessary.
 5. At the option of the nominee, URL(s) may be included.
 6. "Hobbies" and/or reference thereto should not be part of the vita.
 7. The state of the institution of the present position should be included for each candidate.
 8. For officers and memberships on committee, list those as "office, organization, dates" or "member, [organization if other than AMATYC], committee, dates."
 9. For purposes of uniformity, do not include dates for degrees under "Education."
3. Candidates for Regional Vice President may receive, for one time use only, one set of regional labels or email addresses without cost for use in the election process. Similarly, candidates for national office may receive one set of national labels or email addresses for one time use only.
4. All individual AMATYC members as of June 30 of an election year compose the voting membership for the AMATYC election.
5. The results of the election must be delivered to the chair of the Nominating Committee at least one month prior to the annual conference of the election year.

6. Space will be provided on the ballot for a write-in candidate for each position.
7. A draft of the ballot will be prepared by the Office and forwarded to the chair of the committee. The ballot drafts will be sent to the President and the President-Elect by the chair of the Nominating Committee for proofing. After approval, the revised ballot should be converted to a format appropriate for electronic voting.
8. Members may request from the AMATYC office a hardcopy of the appropriate ballot. The name of the member making the request will be removed from the electronic voting process.
9. The voting period for all regular AMATYC Executive Board elections will conclude on September 30th in an election year.
10. The person receiving the greatest number of votes will be declared the winner. If two or more candidates tie with the greatest number of votes, then a random process shall be used to determine the winner.
11. The chair of the nominating committee will notify the current President of the election results immediately, so that the new officers may be invited to the next Executive Board meeting (prior to their taking office).
12. The President will notify the winners and losers as soon as possible after the ballots are tallied. This notification will include election tallies for their race only. The entire slate of new officers should be provided to winners and losers.
13. Once all winners and losers have been notified, an email announcing the results will be prepared by the chair of the Nominating Committee and sent to all AMATYC members. The election results will also be officially announced at the Delegate Assembly and at least one other general session at the annual conference.
14. A photo and list of the newly elected board members will be included in issue #1 of the *AMATYC News* following an election.
15. The chair of the Nominating Committee should prepare a report for the first Board meeting following an election. This report should include the actual tallies for each position. The names and positions of the newly elected board shall be certified by inclusion in the official minutes of the meeting.
16. The President-Elect shall write letters to the supervisors of incoming Board members notifying them that individuals have been elected to serve a two-year term on the AMATYC Executive Board.

ATTACHMENT H

1 Resolution of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on

2 **Professional Development for Teachers of Developmental Mathematics**

3 Teaching developmental mathematics requires both mathematical knowledge and the scholarship of
 4 teaching and learning. Understanding how students learn mathematics and implementing research-
 5 based instructional strategies that promote thinking, reasoning, and making sense of mathematics are
 6 crucial to student success.

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

11 1. Institutions employing teachers of mathematics should:

- 12 • Encourage and reward all mathematics faculty for participation in workshops, in-service
 13 programs, and courses that provide training in the scholarship of teaching and learning
 14 necessary for successfully teaching developmental mathematics;
- 15 • Provide those faculty lacking experience or training in teaching developmental
 16 mathematics the necessary supervision by experienced personnel until such time as they
 17 demonstrate good research-based teaching practices;
- 18 • Recognize and encourage research and publication in the area of developmental
 19 mathematics as professionally significant.

20 2. Institutions preparing teachers to teach through graduate programs in mathematics,
 21 mathematics education, and higher education should:

- 22 • Recognize that the teaching of mathematics requires an understanding of the learning
 23 sciences and, thus, provide appropriate training for graduate students who are the likely
 24 candidates to become developmental mathematics teachers.
- 25 • Develop graduate students' ability to apply the learning sciences in teaching by providing
 26 internship programs as an integral part of their course of study.

27 3. All institutions should collaborate with partner institutions and professional organizations to
 28 promote and provide professional development for faculty who teach developmental
 29 mathematics. Supporting and offering professional growth opportunities for faculty should be
 30 an ongoing initiative of all institutions of higher education.¹

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

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

32 Developmental Mathematics Committee

33

ATTACHMENT I

1 For the purposes of this position statement, Distance Education (DE) shall be defined as follows:
 2 “Education that uses one or more technologies to deliver instruction to students who are separated
 3 from the instructor and to support regular and substantive interaction between the students and the
 4 instructor synchronously or asynchronously.”¹

5 The American Mathematical Association of Two-Year Colleges (AMATYC) provides leadership in
 6 improving mathematics education regardless of the delivery method. AMATYC’s *IMPACT* advocates for
 7 “increased student engagement to boost retention and provide more productive and successful online
 8 learning environments.”²

9 Recognizing that DE mathematics courses are becoming more prevalent in the first two years of college,
 10 institutions must maintain high standards and use research-based practices when designing DE courses.
 11 While DE courses provide students with learning opportunities that may not have previously existed,
 12 these courses may not be appropriate for all students nor all instructors.³ DE requires alternative
 13 teaching and learning methods. Special attention must be directed to the needs and abilities of both
 14 students and faculty.

15 To this purpose AMATYC makes the following recommendations.

16 Planning, Support, and Maintenance

17 Colleges should provide:

- 18 • Ongoing training and support for faculty and students as an integral part of the DE program.
- 19 • Proper infrastructure, including accessible testing centers and well-trained support staff for the
- 20 Learning Management System (LMS) and other DE-specific systems.
- 21 • Support for innovative tools and best practices.
- 22 • Equivalent supports for students in DE courses when compared to students in on-campus
- 23 courses.

24 Expectations for Instructors

25 Instructors of DE courses should strive to:

- 26 • Stay informed of and implement current best practices in DE through professional development.
- 27 • Interact with and support students through regular and substantive communication.
- 28 • Work to continuously improve the DE course and student experience.
- 29 • Give timely and relevant feedback on student learning.
- 30 • Clearly convey course expectations to students.

¹ National Center for Education Statistics (NCES) (2018). *Digest of Education Statistics, 2016*, Appendix B. Washington, D.C.: NCES, https://nces.ed.gov/programs/digest/d16/app_b.asp#d.

² American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching*. (Memphis, TN: AMATYC), 47.

³ Heather Kauffman, “A review of predictive factors of student success in and satisfaction with online learning,” *Research in Learning Technology*, 23: 26507 (August 2015), <http://dx.doi.org/10.3402/rlt.v23.26507>.

31 Expectations for Students

32 Students enrolled in DE mathematics courses should:

- 33 • Be active learners who are strongly motivated and self-disciplined.
- 34 • Participate in class activities consistently.
- 35 • Interact with the instructor and other students regularly in a substantive way.
- 36 • Turn in course assignments on time.

37 Instructional Design

38 Course design should be informed by a wide variety of resources and best practices for DE. Well-
39 designed DE mathematics courses will have these attributes:

- 40 • The course design addresses established course competencies with appropriate quality and
41 mathematical rigor.⁴
- 42 • Course objectives and instructor expectations are clearly communicated.⁵
- 43 • Assessments measure student achievement of the learning objectives.⁶
- 44 • A variety of activities and instructional materials promote frequent and substantive engagement
45 with the content, other students, and faculty.
- 46 • Course tools and activities support the learning objectives.

47 Access and Equity

48 Since mathematics is an integral part of so many programs of study, it is especially important that all
49 students who could benefit from distance education opportunities in mathematics have access to them.
50 Efforts should be made to maximize student access to DE mathematics courses and all such courses
51 should be ADA compliant to ensure they are fully accessible to all students enrolled in the course.

52 Standards and Integrity

53 Mathematical thinking and processes aid in the problem-solving skills needed for success in many
54 programs and disciplines. To this end, DE courses must maintain the same rigor and scope of work as
55 mathematics courses of the same title, regardless of delivery format. Security measures such as the
56 proctoring of exams, as outlined in the AMATYC Position Statement on Proctored Testing for Courses
57 Taught at a Distance,⁷ should be implemented.

⁴ Quality Matters (QM) (2015). *Course Design Rubric Standards, 2nd edition*. Annapolis, MD: QM.

⁵ QualityMatters.

⁶ QualityMatters.

⁷ American Mathematical Association of Two-Year Colleges (AMATYC) (2012). *Position Statement: Proctored Testing for Courses Taught at a Distance*. Memphis, TN: AMATYC.

58 References

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- 63 Center for Applied Special Technology (CAST) (2011). *Universal Design for Learning Guidelines, Version*
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67
- 68 International Association for K-12 Online Learning (iNACOL) (2011). *National Standards for Quality Online Courses,*
69 *Version 2*. Vienna, VA: iNACOL.
- 70 National Center for Education Statistics (NCES) (2018). *Digest of Education Statistics, 2016, Appendix B.*
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- 73 Online Education Initiative (OEI) (2016). *OEI Course Design Rubric*. Sacramento, CA: California Community Colleges
74 Chancellor's Office.
- 75 Online Learning Consortium (OLC) (2016). *OLC Quality Scorecard for the Administration of Online Programs.*
76 Newburyport, MA: OLC.
- 77 Quality Matters (QM) (2015). *Course Design Rubric Standards, 2nd edition*. Annapolis, MD: QM.
- 78 State University of New York (SUNY) & Open SUNY Center for Online Teaching Excellence (2013). *Open SUNY*
79 *Course Quality Review (OSCQR) Rubric and Process*. Albany, NY: SUNY.

ATTACHMENT J

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 also ensure that students are enrolling 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.

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 mathematics department to closely collaborate with advisors, partner disciplines, and student support staff to ensure clear and consistent application of policies and procedures.

51

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

54

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

59**60**

61 *Placement and Assessment Committee. Adopted by Delegate Assembly Fall 2002*

62 *Reaffirmed by the Placement and Assessment Committee, Spring 2013*

63 *Next review, March 2018*

64**65**

ATTACHMENT K

1 Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on
 2 **Mathematics and Global Learning**
 3

4 For the purpose of this position statement, the term global learning is defined to be a process based
 5 upon engagement with diversity, collaborative learning, and a focus on problems that transcend
 6 borders.¹ It reflects the full scope of learning in and about the world and concentrates on issues that can
 7 be examined by all disciplines.² In order to thrive and be successful, twenty-first century students
 8 require multiple opportunities to engage with global learning.³ To this end, global learning in
 9 mathematics includes the development of students' understanding of global and cultural perspectives in
 10 the context of scientific knowledge and methodology. This can be developed even when a student
 11 remains immersed in their own country.⁴ This position statement integrates recommendations from
 12 international scholars and practitioners with the mission, vision, values, and strategic priorities of the
 13 American Mathematical Association of Two-Year Colleges (AMATYC).

14

15 **Rationale**

16 Mathematics is indispensable to every facet of our contemporary world. In its role as the backbone of
 17 the financial sector and the sciences, mathematics helps to quantify global issues, advances research,
 18 and leads to the resolution of problems. As global learning increasingly becomes a central focus of
 19 general higher education curricula, it is time for reflection and action on the integration of global
 20 learning into mathematics education in the first two years of college and to steadfastly develop twenty-
 21 first century essential skills and workplace competencies. These skills and competencies include, but are
 22 not limited to:

- 23 • Critical thinking, creativity, and innovation⁵
- 24 • Global awareness and civic and environmental literacy⁶
- 25 • Understanding the role of mathematics in different cultures⁷
- 26 • Collaborating across disciplines to solve complex, real-world, global problems⁸
- 27

28 **Faculty development**

29 To raise awareness of the importance of global learning, AMATYC recommends that faculty strive to:

- 30 • Be receptive to growth opportunities that strengthen the understanding of global learning, such
 31 as:
 - 32 ○ The identification and implementation of culturally responsive pedagogies⁹
 - 33 ○ The study of high-impact practices that provide students with flexible, rigorous, relevant,
 34 and global curricular and co-curricular experiences
 - 35 ○ The integration of global perspectives into mathematics teaching, curriculum, and
 36 assessment
- 37 • Recognize that global learning through increased engagement benefits all students, particularly
 38 those from underserved groups.¹⁰
- 39 • Consider diverse languages and cultures as assets to mathematical knowledge and highlight the
 40 contributions made from such groups¹¹ as a means of sharing promising pedagogies and
 41 developing an understanding of other cultures and educational systems.
- 42

43 **Administrative Support**

44 To enable mathematics faculty to become successful global learners and educators, it is paramount that
 45 administration provide support in creating a framework for engaging in global learning. To this end,
 46 AMATYC recommends that institutions:

- 47 • Include mathematics, statistics, and quantitative reasoning in global education programs that
- 48 provide experiential learning opportunities such as service learning, internships, and study-
- 49 abroad programs.
- 50 • Share information about the scholarship and practice of mathematics education research,
- 51 including the comparison of student outcomes from national and international sources¹².
- 52 • Create and extend opportunities for local, national, and international networking to faculty
- 53 interested in mathematics in the first two years of college¹³, including the promotion and
- 54 funding of travel to international conferences
- 55

¹ H. Landorf, & S.P. Doscher, "Defining global learning at Florida International University," *Diversity and Democracy*, 18(3); (2015): 24-25.

² D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>

³ H. Landorf, K. MacArthur, & S. Klahr, "Global Learning Inspires College-Level Mathematics," *AAC&U News, Insights and Campus Innovations in Liberal Arts Education*; (2019), <https://www.aacu.org/aacu-news/newsletter/2019/february/perspectives>

⁴ S.P. Doscher & H. Landorf, "Universal Global Learning, Inclusive Excellence, and Higher Education's Greater Purpose," *Peer Review*, 20(1); (2018), <https://www.aacu.org/peerreview/2018/Winter/FIU>

⁵ Association for Supervision and Curriculum Development, "21st Century Skills", *Policy Priorities: A Lexicon for Educating the Whole Child (and Preparing the Whole Adult)*, 21(2); (2015): 6-6. <http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/21st-Century-Skills.aspx>

⁶ Association for Supervision and Curriculum Development, "21st Century Skills", *Policy Priorities: A Lexicon for Educating the Whole Child (and Preparing the Whole Adult)*, 21(2); (2015): 6-6. <http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/21st-Century-Skills.aspx>

⁷ P. Appelbaum, L. M. Friedler, C. E. Ortiz, E. F. Wolff, "Internationalizing the University Mathematics Curriculum," *Journal of Studies in International Education*, 13; (2009): 365-381.

⁸ D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>

⁹ M. Ginsberg & R. J. Wlodkowski (2009), "Diversity and Motivation: Culturally Responsive Teaching in College", 2nd ed. (San Francisco: Jossey-Bass).

¹⁰ D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>

¹¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess and College Teaching* (Memphis, TN: AMATYC), 36.

¹² S. Krevisky & F. Sami, "What Is The Relevance Of TIMSS and PISA Data For Mathematics Educators?" *MathAMATYC Educator – The International Issue*, 5(3); (2014)

¹³ American Mathematical Association of Two-Year Colleges (AMATYC) (2017): *2018–2023 AMATYC Strategic Plan*.

ATTACHMENT L

1 Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on
2 **Mathematics for Liberal Arts**

3 Mathematics for Liberal Arts (MLA) courses are general education quantitative reasoning (QR) courses
4 which provide mathematical skills and perspectives to empower students as they pursue their personal,
5 academic, and career goals. This position statement integrates the position and recommendations of the
6 American Mathematical Association of Two-Year Colleges (AMATYC) for general education mathematics
7 courses.

8 **Rationale**

9 QR is an essential learning outcome of all mathematics courses, supporting student success in the 21st
10 century.^{1, 2, 3} The increasing importance of QR to more programs of study, combined with the national
11 Mathematics Pathways movement, has resulted in MLA courses now being more explicitly focused on
12 developing QR skills. One of three mathematics pathways identified in AMATYC's *IMPACT* is Quantitative
13 Literacy.⁴ Since MLA courses will serve as capstone courses for this pathway, AMATYC presents the
14 following four recommendations.

15 **Course Purpose**

16 MLA courses should be designed with the goal of increasing students' quantitative and logical aptitude.
17 MLA courses should assist students in realizing the relevance of mathematics and developing an
18 appreciation for mathematics.

19 **Course Topics and Approach**

20 Content should be useful and meaningful for students and relate to real world applications. Focus
21 should be placed on conceptual understanding through modelling, interpretation, and real world
22 connections. Topics should be covered in appropriate depth and at an appropriate pace so that students
23 gain a sense of mastery. Technology should be utilized in order to reduce the computational load and to
24 facilitate a broad exploration of the concepts.

25 **Engagement**

26 "*Developing Intellectual Curiosity and Motivation in Learning Mathematics*" for both students and
27 faculty is one of the four pillars of AMATYC's *IMPACT*.⁵ MLA courses should engage students in the
28 learning process by incorporating active learning strategies and exploration through activities and
29 projects that are of general interest to students. Faculty should be encouraged and supported by
30 professional development opportunities to use best educational practices in creating a productive and
31 dynamic learning environment.

32 **Student Audience**

33 While MLA courses are a suitable option to fulfill degree requirements for students in non-STEM-intensive majors,
34 all students in the first two years of college should have access to QR courses because of the great benefits
35 offered. Students in non-STEM-intensive majors should be encouraged to take at least one additional course in the
36 mathematical sciences above their minimal degree requirement.⁶ Students in STEM-intensive majors would also
37 benefit from a QR course.

¹ American Mathematical Association of Two-Year Colleges (AMATYC) (1995). *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus* (Memphis, TN: AMATYC), 40-41.

² American Mathematical Association of Two-Year Colleges (AMATYC) (2006). *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College* (Memphis, TN: AMATYC), 39-41.

³ Association of American Colleges & Universities (AAC&U) (2007). *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise* (Washington, DC: AAC&U), 3.

⁴ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 3.

⁵ *IMPACT*, 43-53.

⁶ Mathematical Association of America (MAA) (2004). *Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004* (Washington, DC: MAA), 28.

ATTACHMENT M**AMATYC Executive Board Report
Ad-Hoc/Task Force Committee***SBM – due February 15**FBM – due September 15***Ad-Hoc/Task Force Committee:****Committee Chair:****Email:****Committee Members:**

-
1. **Committee's charge:**
 2. **Background:**
 3. **Committee's start date:**
 4. **Committee's end date (if known):**
 5. **Discuss recent activities:**
 6. **Discuss future plans:**
 - A. Is the work completed?
 - B. Should this committee be reorganized?
 - C. What activities are planned for the future?
 7. **Are there any recommendations for possible Executive Board action?**

ATTACHMENT N

AMATYC Committee Chair – Post Conference Report

Due December 15th

Report will be submitted to the AMATYC President, the Committee Liaison and the Treasurer.

Name of the Committee:

Name of the Chair:

Email:

Executive Board Liaison:

- 1. Committee activities held during the conference. Include a brief description of the event, the date/time, and the approximate number of attendees.**
 - a.
 - b.
 - c.
- 2. Did your committee present a position statement at a Forum?**
 - a. Name of the position statement:
 - b. Summarize the results of the Forum:
- 3. Agenda for the Committee meeting held at the AMATYC Annual Conference.**
- 4. Attach the minutes from the Committee meeting held at the AMATYC Annual Conference. Be sure to include a list of the names and states of the attendees at the meeting. Regional and At-large representatives should be denoted with an *.**
- 5. Attach the agenda for the Subcommittee meetings held at the AMATYC Annual Conference (if applicable).**
- 6. Attach the minutes from the Subcommittee meetings held at the AMATYC Annual Conference (if applicable). Be sure to include a list of the names and states of the attendees at the meeting.**

ATTACHMENT O

**AMATYC Executive Board Report
Executive Director***SBM – due February 15**FBM – due September 15***Name of Executive Director:****Email:****Term number:** _____ **Year of term (1, 2, 3, 4 or 5):** _____

The term length is five years with an initial term of two years from the date of initial appointment.

Since my last Executive Board report, I have completed the following activities related to:

- 1. Executive Board Duties** (positional/board committees/task forces)
- 2. Office Operations**
- 3. Conference Related**
- 4. National Liaison Activities**
- 5. Other Activities**
- 6. Self-Assessment and/or Reflections** (concerns, future issues, highlights, etc.)

ATTACHMENT P

Mathematics Foundations for Success in Introductory Statistics

August 2019

Roxy Peck

California Polytechnic
State University,
San Luis Obispo

Rob Gould

University of California,
Los Angeles

Jessica Utts

University of California, Irvine
2016 President, American
Statistical Association

The Charles A. Dana Center invited the authors to present their views on the foundational skills that students need to be successful in a college-level statistics course. The authors provide a set of mathematics foundations that would prepare students for Introductory Statistics. This resource is offered to faculty who are reviewing placement and prerequisite requirements in their own departments.

For more information about the Dana Center's position on the mathematics foundations for Introductory Statistics courses, see the Call to Action at <https://dcmathpathways.org/resources/call-action-expand-access-statistics>

Many colleges and universities are now exploring multiple pathways to a credit-bearing, college-level mathematics course. Because the required mathematics course for a wide variety of majors—such as nursing, criminal justice, social work, psychology and kinesiology—is statistics, much attention is now focused on providing a productive pathway to statistics.

In order to place students appropriately and in order to design an efficient and effective pathway to statistics for students

who may need additional support, it is important to think carefully about the mathematical foundations for success in the introductory statistics course. While these foundations include topics typically taught

in courses up to and including beginning and intermediate algebra, there are topics in beginning and intermediate algebra that are not necessary for success in an

“The authors have compiled a dependable reference that identifies the mathematical knowledge and skills employed in college-level Introductory Statistics courses. This document includes an emphasis on the development of the critical thinking ability our students will need as the changing landscape of the statistics profession continues to impact the requirements for statistical literacy.”

Professor Mary DeHart

Chair, AMATYC/ASA Joint Committee

American Mathematical Association of Two-Year Colleges (AMATYC)/American Statistical Association (ASA)

Statement endorsed by the AMATYC Executive Board

introductory statistics course.

This paper describes the topics and concepts that are considered necessary mathematics preparation for success in statistics. In the table that follows, the mathematics foundations for statistics have been grouped into the following general categories: numbers and the number line, operations on numbers, sets, equations and inequalities, graphing points and lines in two dimensions, and reading tables and graphs and approximating areas. The first column of the table lists mathematical foundations, and the second column provides examples of content topics in the introductory statistics course that are dependent on mastery of the associated mathematical foundation.

Numbers and the Number Line	
Students need to be able to . . .	In order to . . .
Plot points and intervals on the number line	Make and interpret dotplots
Represent an inequality as an interval on the number line	Calculate probabilities for continuous random variables, understand and interpret confidence interval estimates
Find the distance between two points on the number line	Calculate deviations from the mean and calculate z-scores
Round decimals	Calculate numerical summary statistics, test statistics, and confidence intervals
Order decimal numbers	Calculate medians and quartiles, and compare <i>P</i> -values to a significance level
Convert between fractions, decimals, and percents	Calculate and interpret probabilities, calculate margin of error and confidence intervals, interpret confidence levels and Type I and Type II error probabilities

Operations on Numbers	
Students need to be able to . . .	In order to . . .
Perform signed number arithmetic	Calculate residuals, z-scores, numerical summary statistics, test statistics, and confidence interval estimates
Calculate powers of a number (using technology)	Calculate the variance and standard deviation of a sample and the value of a chi-square statistic
Calculate the square root of a number (using technology)	Calculate standard deviation and standard error
Use summation notation	Calculate an expected value, the sample mean and standard deviation, the correlation coefficient, the value of the chi-square statistic, and regression coefficients
Understand order of operations in expressions and formulas	Calculate numerical summary statistics, test statistics, and confidence interval estimates

Sets	
Students need to be able to . . .	In order to . . .
Understand Venn diagrams	Understand probability rules and calculations
Use set notation	Define sample spaces and events
Find the complement of a set	Define events and calculate their probabilities
Find the union and the intersection of two sets	Define events and calculate their probabilities
Equations and Inequalities	

Students need to be able to . . .	In order to . . .
Evaluate algebraic expressions	Calculate numerical summary statistics, test statistics, confidence intervals, z-scores and regression coefficients
Solve a linear equation in one variable	Find percentiles for a normal distribution

Graphing Points and Lines in Two Dimensions	
Students need to be able to . . .	In order to . . .
Plot an ordered pair (x, y) in a rectangular coordinate system	Create scatterplots and residual plots
Understand slope as the change in y associated with a 1-unit change in x	Understand and interpret regression coefficients in a data context
Given the equation of a line, draw the graph of the line	Graph the regression line
Use the equation of a line to find the y -value associated with a given x -value	Use the regression line to make predictions
Find the vertical distance between a point and a line	Calculate residuals

Reading Tables and Graphs and Approximating Areas	
Students need to be able to . . .	In order to . . .
Extract information from tables and graphs	Interpret graphical displays of data
Given the total area under a curve or a histogram, approximate the area of a shaded region	Approximate probabilities and P -values and understand graphical displays of data

Because data analysis is conducted in context, the practice of statistics involves reading, problem solving, and writing in context. For this reason, experience in applying mathematical tools in real-world settings and interpreting results in context should also be a part of any course that is designed to support students in an introductory statistics course.

The focus of a contemporary introductory statistics course is primarily on developing statistical thinking and conceptual understanding, with much less emphasis on hand calculations than was the case in the past. Because the use of statistical software and/ or graphing calculators is an integral part of the course, previous work with a graphing calculator or with computer applications is desirable, although not essential.

Students with mastery of the mathematics foundations described here would be adequately prepared for a college-level introductory statistics course. For students who require additional support, a pathway that focuses on this content—whether preceding the introductory statistics course or as a co-requisite support course coordinated with the order of topics in the introductory statistics course—would provide an efficient pathway to statistics.

ATTACHMENT Q

5.1.3 Procedures for Motions <FBM 2008><FBM 2010> <FBM 2019>

Motions

Motions requiring the use of the motion form should include an author who will be present during the discussion of the motion, specifically, a board member, the Executive Director, or the Conference Coordinator. The motion form can be found on the AMATYC internal board website.

Voting

1. Only Executive Board members are eligible to vote. For Executive Session motions, any Executive Board member who is absent from the discussion is ineligible to vote.
2. For email motions and paper ballot motions, the President and Secretary will track the votes, verify tallies of recorded votes, and report results to the Executive Board. If the President or Secretary is unavailable, a designee may be appointed.

Email Motions

1. Guidelines
 - a. All rules for motions apply to email motions.
 - b. Email motions are used in between regular Executive Board meetings to allow the Executive Board to approve motions that are determined to be time-sensitive and cannot be postponed until the next regular Executive Board meeting.
 - c. The President, in consultation with the Past President and/or President-Elect, will determine when an email motion is needed.
2. Procedures and Timeline
 - a. Motions, together with rationale and budget implications, shall be initiated by the President.
 - b. The Secretary sends out the email motion to all Board members, the Executive Director, and the Conference Coordinator. Executive session email motions are only sent to the individuals who would normally be invited by the President to attend executive sessions at a regular Executive Board meeting (see PPM 5.1.1) The email announcing the motion will contain:
 1. the motion,
 2. the time periods for discussion and voting, and
 3. a reminder to the Executive Board members to confirm receipt of the email motion.
 - c. Executive Board members will confirm receipt of each email motion within 48 hours of the initial distribution of the motion. The discussion period will begin immediately after distribution of the email motion, and end at 9:00 pm Eastern four days following the distribution of the motion. The number of days for the discussion period will be increased so that the ending date falls on a business day.
 - d. The voting period will begin at 12:01 am Eastern on the first business day following the end of the discussion period, and end three business days later at 9:00 pm Eastern.
 - e. Any Board member may send in an early vote if circumstances prevent them from sending in their vote during the voting period.
 - f. At the conclusion of the voting period, the Secretary will announce the voting results, including tallies only to those eligible to participate in the discussion.

- g. The Secretary will include a listing of all initiated email motions (including email motions that were withdrawn), the decision, and decision dates in a report for the next regular Executive Board meeting.
- h. Only one email main motion shall be considered in each email session/meeting. Each email session shall be considered a separate email meeting. If more than one email main motion is to be considered, the President shall originate a separate email session for each email motion. Each email session shall be titled with a unique title which will include the motion title. The President shall ensure that discussion pertains to only one motion.
- i. No email motions will be entertained between January 1 of even numbered years and the Strategic Planning and Orientation meeting of that year. <SBM 2016>

3. Quorum

- a. A majority of the members of the Executive Board shall constitute a quorum for email motions. This majority must include at least two of the national officers.
- b. If a quorum is not achieved within 48 hours of the initial distribution of the email motion, the motion will be considered invalid and will be withdrawn by the President.

4. Discussion

- a. Discussion will be primarily by email sent to the distribution list for the email motion.
- b. A conference call can be scheduled at the request of at least two Board members. The request for a conference call must be made no later than the fourth day of the discussion period. If the conference call cannot be scheduled during the discussion period, the President, without objection, may extend the discussion period up to seven days after the original discussion deadline.
- c. Any Executive Board member may make a motion to extend the discussion period. This motion must be seconded by another Executive Board member. Without objection, the President may extend the discussion period as stated in the motion. The maximum extension allowed is seven days after the original discussion deadline.

5. Amendments

- a. A maximum of one amendment may be approved for any email motion. If, during a motion's discussion period, it is determined that the motion will require more than one amendment, the motion should be withdrawn. A new motion may be presented for an email vote if the President determines it is needed based on the criteria above.
- b. Any Executive Board member may make a motion to amend the original motion. This motion must be seconded by another Executive Board member. The amendment motion will have a discussion period of four days, followed by a voting period of three business days. All the policies that apply to the original email motion will apply to the amendment motion.
- c. If the amendment is approved, the amended motion will be sent out by the Secretary to all individuals on the distribution list of the original email motion. The amended motion will have a discussion period of four days, followed by a voting period of three business days. All the policies that apply to the original email motion will apply to the amended motion.
- d. No amendment to an amendment of a motion can be offered. If an amendment needs to be amended, it is expected that the initial amendment will be withdrawn, at which point a new amendment may be offered.

ATTACHMENT R**2.7.3 Course Release**

This PPM entry has been removed. *Details about course release time can be found in PPM 6.8.1*

6.8.1 Compensation for Reassigned Time <FBM 2019>

The intent of AMATYC reassigned time is to provide compensation to an employer for release of the volunteer from teaching or administrative duties. Reassigned time is to free up a person to work for the organization, not to provide monetary compensation. Adequate compensation for reassigned time for volunteer positions will always be beyond the means of AMATYC.

There may be situations where an individual cannot utilize reassigned time. In such situations the Personnel Committee may make a recommendation to the Board to deviate from this policy. This recommendation may include dispersing the allocated funds directly to the volunteer. The Executive Board will approve all deviations to this policy.

The following positions are eligible for reassigned time. Prior to the SBM in odd-numbered years, the Finance Committee will recommend the amount of remuneration for one semester hour. <9/24/2007>

<SBM 2010> Currently, the reassigned time support will be \$1000 per semester hour. <SBM 2010>

Position	Semester hours reassigned time per year	Account number(s)
President	Fifteen	3032
President-Elect	Six	3033
Past President	Six	3034
Treasurer	Six	3040, 3730
Conference Coordinator	Twelve	3730
Program Coordinator	Three	3730

ATTACHMENT S

9.8.1 Procedure and Timeline for Development of New Position Statement <FBM 2017><FBM 2019>

Procedure for new Position Statement:

- A. The initiator contacts a Committee Chair, ANet leader, or an Executive Board member to discuss the idea around which he/she feels a position statement is needed, including answers to the questions listed at the top of the timeline. The contacted AMATYC leader may direct the initiator to the appropriate group within AMATYC. If an appropriate group cannot be determined, the initiator will be referred to the President.
- B. If the group identified in (A) agrees that the position statement is needed and/or appropriate and will support this position statement, then the group will appoint a Sponsor. Otherwise, the initiator will be referred to the AMATYC President. In the latter case, if the President or Executive Board agrees that the position statement is needed, the President will form a task force and appoint a Sponsor to usher the position statement through the process.
- C. With the guidance of the Sponsor, in consultation with the AMATYC President and/or Executive Board Liaison to the group, the decision will be made as to whether the position statement should follow the expedited or standard timeline for development. If at any time during the review process of a position statement following the expedited timeline, the President, Liaison or Executive Board may recommend switching to the standard timeline.
- D. When submitting position statement drafts for review by the Executive Board, the Sponsor will include its cover sheet for the selected timeline, a "DRAFT" watermark, and line numbers. The initial position statement proposal must also contain the rationale for the position statement including answers to the five questions included on the cover sheet.
- E. Revisions to a proposed position statement must include a copy of the statement indicating proposed changes and a clean copy of the statement.
- F. Work on the proposed position statement will continue per the selected timeline as detailed in the coversheet.
- G. If any time in the process the Executive Board does not approve a motion for the position statement, then the Executive Board Liaison will consult the Sponsor to address the concerns of the Executive Board. After addressing the Executive Board's concerns, the Sponsor may adjust the position statement timeline and resubmit another draft of the position statement.
- H. If at the AMATYC Executive Board Fall Board Meeting prior to the Delegate Assembly vote, the Executive Board votes to not endorse the position statement, the Sponsor may present it to the Delegate Assembly. The Delegate Assembly, by a 2/3 vote of those present, may approve the position statement.
- I. Definitions of phrases used in Timelines:
 1. Electronic review: an open forum for communication such as discussion boards, email, web conferencing software, or other electronic means.
 2. Endorse the "concept of": the Executive Board endorses the general idea, the identified needs, and the recommendations posed in the position statement draft. Work on this position statement is heading in a good direction and may continue on its Timeline.
 3. Endorse the "spirit of": the Executive Board endorses the definitive elements of the position statement draft. This position statement may continue on its Timeline.
 4. Endorse the position statement "as presented": the Executive Board endorses the position statement as it is presented in the draft.

Cover sheets can be found on the AMATYC Internal Site (<http://internal.matyc.org/>)

COVER SHEET for the POSITION STATEMENT on**(Insert title)****Submitted by (Insert name of Sponsor and Group) Email****of Sponsor:****Reasons for Initiation of Position Statement**

Include brief but complete answers to the following:

- What is the rationale for the position statement?
- Why is this position statement needed?
- What changes do you hope to see?
- Who will the recommendations of the position statement empower?
- What recommendations might be included in the position statement?

Expedited Timeline

The dates specified in the timeline should be followed as closely as possible. However, there may be times when these dates may need to be modified for a specific position statement. While these dates may change, the activities need to be followed and met.

* If an existing position statement is being revised, the motion to approve the concept of the position statement is not necessary.

Completed	Activity	Year (insert year)
	Sponsor and appropriate group develop position statement and submit it with cover sheet to the liaison for consideration at the SBM. Liaison submits motion.	Feb 15
	First review by Executive Board. Executive Board may endorse the “concept of” the position statement. Suggested edits sent to Sponsor.	SBM
	Sponsor and appropriate group review suggestions and modify position statement as appropriate. Electronic first hearing is scheduled.	May 15
	Members of AMATYC via email notification, are invited to review position statement and are invited to the electronic first hearing. Draft posted on the AMATYC website.	Jun 15
	Electronic hearing is held. Facilitated by the Sponsor.	Jul 15
	Sponsor and appropriate group consolidate comments from hearing and reviews and prepare a final draft.	Aug 1
	Editing Director reviews the position statement and sends comments 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 submits the 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 written.	FBM
	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

COVER SHEET for the POSITION STATEMENT on**(Insert title)****Submitted by (Insert name of Sponsor and Group) Email****of Sponsor:****Reasons for Initiation of Position Statement**

Include brief but complete answers to the following:

- What is the rationale for the position statement?
- Why is this position statement needed?
- What changes do you hope to see?
- Who will the recommendations of the position statement empower?
- What recommendations might be included in the position statement?

Standard Timeline

The dates specified in the timeline should be followed as closely as possible. However, there may be times when these dates may need to be modified for a specific position statement. While these dates may change, the activities need to be followed and met.

* If an existing position statement is being revised, the motion to approve the concept of the position statement is not necessary.

Completed	Activity	Year <i>(insert year 1)</i>
	Sponsor and appropriate group develop position statement and submit it with cover sheet to the liaison for consideration at the SBM. Liaison submits motion.	Feb 15
	First review by Executive Board. Executive Board may endorse the “concept of” the position statement. Suggested edits sent to Sponsor.	SBM
	Sponsor and appropriate group refine draft position statement and send draft to the President.	Aug 1
	President sends draft to Editing Director	Aug 5
	First Review by the Editing Director who sends edited version to President and Sponsor.	Sep 1
	Sponsor and appropriate group further develop position statement and submit it with cover sheet to the liaison for consideration at the FBM. Liaison submits motion.	Sep 15
	Executive Board review: Executive Board may vote to endorse the “concept of” or “spirit of” the position statement.	FBM
	Input hearing (may be a forum at conference) provides Sponsor with feedback. Facilitated by the Sponsor.	<i>Insert conference location</i>
Completed	Activity	Year <i>(insert year 2)</i>
	Sponsor and appropriate group refine draft position statement and sent to President and President-Elect.	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 confere nce location</i>
	Delegate Assembly approval	<i>Insert confere nce 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 T**9.8.2 Guidelines for Position Statements**

The position statement should exhibit professional standards and should appear on the page in a manner pleasing to the eye, with appropriate use of boldface or italics.

1. When requesting approval of the concept of a position statement from the Board, the initiator should complete the cover sheet that includes answers to these questions:
 1. What is the rationale for the position statement?
 2. Why is this position statement needed?
 3. What changes do you hope to see?
 4. Who will the recommendations of the position statement empower?
 5. What recommendations might be included in the position statement?
2. The statement will begin with a clear, concise title which includes a by-line stating, "Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES."
3. Until formal approval by the Delegate Assembly is obtained, all copies of the position statement must be accompanied by its cover sheet, have line numbers, and contain the "DRAFT" Watermark.
4. The first paragraph should be fairly short, stating the point of the position statement clearly and succinctly. Explain any terms that might be confusing.
5. Use bullets for emphasis, use parallel phrase construction, and write for the intended audience(s).
6. The body should more fully develop the concise statement(s) from the first paragraph. If appropriate to the subject of the position statement, the body of the statement should:
 1. Provide rationale
 2. Place the statement in a larger context
 3. Reference appropriate studies, reports, or other relevant sources
 4. Point to the future (place this at the end)
7. Cover sheets can be found on the AMATYC Internal Site (<http://internal.matyc.org/>).
8. The approved position statement will show a date of adoption and group of origin.

ATTACHMENT U**7.1.5 Office Equipment Replacement Cycle <FBM 2012>**

The following is a guide only, not a mandate. If equipment does not need to be replaced, the purchase may be postponed. In that case, funding may need to be budgeted differently than indicated below.

EQUIPMENT REPLACEMENT CYCLE

Year 1: (2021/2025)	Budget
Replace Technical Director's computer	\$1500
Replace Office laptop and travel printer	\$1800
Replace Office printer (color laser)	\$2000
Purchase Conference Coordinator's laptop	\$1500
 Year 2: (2022/2026)	
Replace Accounting Director's computer	\$1500
Purchase Secretary's laptop and printer	\$1800
Purchase President-Elect's equip choice	\$2000
Purchase Executive Director's equip choice	\$1800
 Year 3: (2023/2027)	
Replace Office Director's computer	\$1500
Replace Office laptop and travel printer	\$1800
Replace Office printer/fax (laser, multifunction, 11 x 17)	\$2500
Replace Office scanner	\$1000
 Year 4: (2020/2024/2028)	
Replace Publication Director's computer	\$1500
Replace Office laptop and travel printer	\$1800
Purchase Treasurer's laptop	\$1500
Purchase President-Elect's equip choice	\$2000

ATTACHMENT V**10.1.2 Student Mathematics League Rules****Moderators' Duties**

The moderator at each school is responsible for the proper administration of the examinations, examination security before and during the period in which they are to be administered, and the scoring and reporting of examination results. The moderator is encouraged to construct potential exam questions and send them to the Student Mathematics League Test Developer by April 1. <[FBM 2019](#)>

[Note: all other sections of this policy will remain unchanged.]

ATTACHMENT W

10.8 Student Research League

[10.8.1 Student Research League Goals](#)

[10.8.2 Student Research League \(SRL\) Rules](#)

[10.8.3 SRL Coordinator](#)

[10.8.4 SRL Thesis Defense Coordinator](#)

[10.8.5 SRL Challenge Problem Design Team](#)

[10.8.6 SRL Thesis Defense Evaluation Team](#)

[10.8.7 SRL Duties and Timeline Summary](#)

10.8.1 Student Research League Goals

- A. To encourage research problem solving and to motivate an interest in extracurricular mathematics activities among two-year college students.
- B. To provide an outlet for two-year college students wishing to compete in mathematical research contests equivalent to the Moody's Mega Math Challenge Annual High School Research Contest as organized by the Society for Industrial and Applied Mathematics.
- C. To implement Goals A and B by creating, administering, and compiling results of a nine- day research Challenge Problem period to be given each academic year in March/April.
- D. To reward outstanding student research problem-solvers through a scholarship and prizes to be given to the top participants, both individual and team, in League competition, and to recognize colleges with outstanding mathematics students through national awards.
- E. To increase overall participation in the SRL by at least five percent annually, with at least 10 participating colleges in each of the eight regions of AMATYC.

10.8.2 Student Research League (SRL) Rules

A. General Eligibility

Two-year colleges may enter either an individual student or a team of two or three students. Hereafter, an "individual student" or a "team of two or three students" shall be referred to as "individual/team student(s)".

Two-year colleges may enter one or more individual/team student(s). Each student is eligible to compete if s/he has not earned a two-year degree (or higher) or if s/he has not achieved junior standing (or higher) at a four-year institution. Part-time students are eligible. The SRL Coordinator or AMATYC President shall approve any eligibility issues that may arise.

B. Americans with Disabilities Statement

The administration of the SRL challenge shall comply with the Americans with Disabilities Act. Any accommodation will be in accordance with the procedures used on the campus where the challenge is administered.

C. Academic Integrity

Academic Integrity is a serious matter within the SRL Challenge. Infractions include, but not limited to, copying the work of individual(s) or oral interviews without proper recognition in the Thesis Defense Reference Citation Section and Thesis Defense is written by anyone other than the individual/team student(s). An individual/team student(s) may seek counsel from the team's Faculty Mentor regarding SRL Policy, but not seek information about the Challenge Problem solution. If it is found that an individual/team student(s) has violated the Academic Integrity of the SRL Challenge, their Thesis Defense will not be reviewed, and those student(s) will not be allowed to participate in future SRL Challenges.

D. Eligibility for the Grand Prize

In addition to meeting the general eligibility requirements each individual/team student(s) must have successfully completed a minimum of 12 semester hours (or equivalent quarter hours) of college course work by the end of the Challenge Problem period, including courses in progress at the time of the Challenge Problem period which are completed successfully.

Students enrolled in a four-year institution or in high school at the time of the competition are NOT eligible for the grand prize, nor are previous recipients of the grand prize. Official transcripts and a letter signed by the student(s) and local Faculty Mentor certifying eligibility will be required in order to award the grand prize.

E. Dues

The annual dues are \$35 for the first individual/team student(s) of each college, and \$20 per team for each additional individual/team student(s) and must be received by AMATYC no later than March 15th. This money is used for prizes and for printing/mailing expenses. All registration will be handled electronically. Registration begins January 1st.

Institutional members as of March 15th may have one team complimentary SRL registration.

F. Faculty-Mentors' Duties

The Faculty-Mentor will be responsible for the eligibility of each individual/team student(s). The Faculty-Mentor for each individual/team is responsible for the proper administration of the SRL policy. Each individual/team must have a different Faculty Mentor to allow for personalized attention and guidance in the competition.

The Faculty-Mentor will be asked to submit comments about their experience and recommend a Challenge Problem "TOPIC" each year for future SRL consideration by April 15th.

G. Challenge Problem Administration Procedures

The Challenge Problem that constitutes the contest is administered locally during March/April. Every effort will be made to avoid the Student Mathematics League competition as well as Easter holidays, and to fit with semester and quarter schedules. The dates will be set by the SRL Coordinator each year. The length of the contest will be adjusted according to suggestions from Faculty Mentors and Individual/Team students(s).

The Challenge Problem will be posted on the SRL website the first day of the contest.

The individual/team student(s) will have an assigned Challenge Problem period to complete their Thesis Defense and must electronically submit their SRL five components not to exceed 15 pages (excluding appendices) in APA format via a Smartsheet by the last day of the assigned Challenge Problem period at midnight of their time zone. (Partial Thesis Defenses will be accepted.)

The level of the competition is geared toward statistics or Precalculus mathematics or higher, but may be

attempted by students at lower levels. Individual/team student(s) will not be able to compete in the competition without access to digital technology.

H. Challenge Problem Format

1. Challenge Problem

The Challenge Problem component is an open-ended STEM problem and is at the center of the SRL. The Challenge Problems will be selected to allow multiple approaches and to take advantage of the full range of student creativity. Each Challenge Problem will have a scope that admits numerous links with two-year college mathematics. Sources of the Challenge Problems include fields in science, technology, engineering, mathematics, and education, but are not limited to them.

2. Problem Research

The Problem Research component will use the Internet as its main investigative avenue for gathering digital information. Investigative forms from other sources i.e. individual information are encouraged to solve the Challenge Problem. Each Challenge will be designed to involve the individual/team student(s) in an Internet search to understand the Challenge Problem, collect data on the Challenge Problem, and determine its mathematical characteristics. All forms of Problem Research are needed to support the following elements: scientific inquiry, experiential learning, and understanding the Challenge Problem, proposing hypotheses, testing hypotheses, and stating the results.

3. Job/Career Research

The Job/Career Research component is the workforce investigative avenue for gathering background information about STEM occupations. During the Problem Research about the Challenge Problem, individual/team student(s) will encounter creative and brilliant work that has been done by many people in science, technology, engineering, and mathematics occupations. Individual/team student(s) will be required to research two STEM individuals who are tied to the field or theme of the Challenge Problem and develop a Case Study showing how these STEM individuals used mathematics in their work on the Challenge Problem. Each Case Study will use Inquiry-based learning and include the following Job/Career information about the individual occupation: Identify Job/Career, Job Academic Background, Job Environment, Job Average Yearly Pay, Job/Career Outlook, and Similar Jobs/Careers.

4. Mathematics Tools

The Mathematics Tools component is the main vehicle that will be used throughout the process of modeling a Challenge Problem. Individual/team student(s) will be required to select the Mathematics Tools that best fit the Challenge Problem and use them to understand the problem, create a mathematical model that approximates the data collected, and design a potential solution that can be defended in the individual/team student(s) Thesis Defense.

5. Thesis Defense

Each Challenge Problem is designed to give the individual/team student(s) an opportunity to organize what they have learned and express their results in the form of a Thesis Defense. The Thesis Defense is an organized, coherent synthesis of information based on the Challenge Problem, Problem Research, Job/Career Research, and Mathematics Tools. The Thesis Defense will use experiential learning and include data collected with reference citations, a mathematical model with a discussion of the mathematical tools used and the rationale for the chosen model, implications and predictions, the design of a possible solution to the Challenge Problem, and recommendations for further research.

I. Scoring and Results

The SRL Thesis Defense Coordinator will verify and summarize the overall results. The results of the year's competition are final once printed and distributed.

J. Individual/Team Student(s) Prizes

The grand prize for the qualified individual/team is \$1000 per team member up to a maximum of \$3000. The second place prize for the qualified individual/team is \$500 per team member up to a maximum of \$1500.

The third place prize for the qualified individual/team is \$250 per team member up to a maximum of \$750.

Additional prizes, plaques, and certificates will be awarded depending on the number of participating individual/team student(s). All prizes, plaques, and certificates are sponsored by AMATYC. When possible through sponsorship, all of the students that are named Regional Finalists will receive an official SRL t-shirt.

K. Disaster Circumstance

Because the SRL Challenge Problem doesn't require campus activity, campus disaster circumstances will normally not interfere with the solution of the Challenge Problem. If a disaster circumstance does occur and the individual/team student(s) is unable to complete the Challenge Problem due to the disaster then AMATYC SRL will refund their registration fee with proof of circumstances.

10.8.3 SRL Coordinator

The SRL Coordinator oversees all activities related to the Challenge Problem process, and Thesis Defense process.

A. Appointment Process

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

B. Term of Office

The term length is two years. The starting date of each term is July 1 and ending on June 30. The term limit is three consecutive terms; exceptions may be granted by the Executive Board to waive the term limit for extenuating circumstances by a 2/3 vote of the entire Executive Board or 9 votes.

C. Duties

1. Work closely with the AMATYC Executive Board seeking SRL sponsorship.
2. Work closely with the SRL Thesis Defense Coordinator to seek volunteers to design Challenge Problems.
3. Work closely with the SRL Thesis Defense Coordinator to seek volunteers to review and evaluate Thesis Defenses.
4. Solicit comments and suggestions from Faculty Mentors and students for improving the SRL.
5. Chair the SRL Challenge Problem Design Team.
6. Supervise the construction of the Challenge Problem in accordance with the SRL Policy.
7. Select, work, and edit the Challenge Problem to be used in the Challenge Problem each year.
8. Ensure each Challenge Problem is completed in a timely manner.
9. Work closely with the SRL Thesis Defense Coordinator to make sure each Thesis Defense evaluation is completed in a timely manner.
10. Work with the AMATYC Office to order plaques for the individual/team student(s) nationally and the top individual/team student(s) in each region.
11. Present the award plaques at each AMATYC conference.
12. Act as liaison with the scholarship sponsor.
13. Regularly monitor and keep current the SRL website. Send updates of these webpages to the AMATYC Website Coordinator as needed.

10.8.4 SRL Thesis Defense Coordinator

The SRL Thesis Defense Coordinator oversees all activities related to the Thesis Defense process.

A. Appointment Process

The SRL Thesis Defense Coordinator is recommended by the President and appointed by the Executive Board.

B. Term of Office

The term length is two years. The starting date of each term is July 1 and ending on June 30. The term limit is three consecutive terms; exceptions may be granted by the Executive Board to waive the term limit for extenuating circumstances by a 2/3 vote of the entire Executive Board or 9 votes. Duties

1. Work closely with the SRL Coordinator and AMATYC Executive Board seeking SRL sponsorship.
2. Work closely with the SRL Coordinator to seek volunteers to design Challenge Problems.
3. Work closely with the SRL Coordinator to seek volunteers to evaluate Thesis Defenses.
4. Solicit comments and suggestions from the Faculty Evaluators for improving the SRL evaluation process.
5. Chair the SRL Thesis Defense Evaluation Team.
6. Supervise the construction of the Thesis Defense evaluation method in accordance with the SRL Policy.
7. Ensure the Thesis Defense evaluation is completed in a timely manner.

10.8.5 SRL Challenge Problem Design Team

A. Appointment Process

The SRL Coordinator in consultation with the Thesis Defense Coordinator will appoint the SRL Challenge Problem Design Team. It is expected that it will be composed of three volunteers from the STEM community.

B. Term of Office

The term length is one year.

C. Duties

Design Team members will aid the SRL Coordinator in the Design of the Challenge Problem.

10.8.6 SRL Thesis Defense Evaluation Team

A. Appointment Process

The SRL Thesis Defense Coordinator in consultation with the SRL Coordinator will solicit AMATYC members from each of the Regions to be Evaluators for the first round of evaluations to determine the Regional Finalists.

The SRL Thesis Defense Coordinator in consultation with the SRL Coordinator will appoint the SRL Thesis Defense Evaluation Team to determine the 3 national finalists from the Regional Finalists. It is expected that it will be composed of three volunteers from the STEM community.

B. Term of Office

The term length is one year.

C. Duties

Evaluation Team members will aid the SRL Thesis Defense Coordinator in the Evaluation of the Thesis Defenses.

10.8.7 SRL Duties and Timeline

December - February	SRL Coordinator will complete the Challenge Problem materials and update the SRL website.
March - April	SRL Coordinator will complete all arrangements for the Challenge Problem period. SRL Thesis Defense Coordinator will complete all arrangements for the Thesis Defense evaluation.
April - August	SRL Thesis Defense Coordinator will facilitate the evaluations for Regional Finalists followed by the national prize evaluations.
September - October	SRL Coordinator will work with the SRL Thesis Defense Coordinator and AMATYC Office to prepare the SRL prizes, awards, and certificates for presentation to the winning individual/team students.
October - November	SRL Coordinator will present the year's SRL winners at the AMATYC conference.

ATTACHMENT X

Article VII Delegate Assembly

Section 1 The association shall have an annual business meeting (Delegate Assembly) in conjunction with its annual conference. Notice of the Delegate Assembly meeting shall be publicized in writing or electronically at least one month in advance.

Section 2 The Delegate Assembly shall be composed of delegates who are regular members of AMATYC as follows:

A State/Province Delegates

1. There should be at least two state/province delegates from each state and province appointed for a term of two years by the appropriate Regional Vice-President. Terms of state/province delegates shall commence on July 1, or date of appointment, whichever is later, and terminate on June 30, in odd numbered years.
2. States and provinces with more than 50 regular individual members of AMATYC are permitted one additional state/province delegate for each 50 regular individual members of AMATYC or fraction thereof above 50, determined by each member's preferred address. The count of regular individual AMATYC members will be done on June 30 in odd numbered years.
3. An alternate delegate from the same state/province may be appointed to serve as delegate in place of a state/province delegate who is unable to attend the Delegate Assembly.

B. Affiliate Delegates

1. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization. A proxy cannot take the place of an Affiliate President as a delegate.
2. Each affiliate organization may appoint one additional affiliate delegate. Term of appointment will be determined by the affiliate.
3. An alternate delegate from the same affiliate may be appointed to serve as a delegate in place of an affiliate delegate (from B. 2.) who is unable to attend the Delegate Assembly.

C. Each Executive Board officer is a delegate.

D. Each AMATYC Past President is a delegate.

E. Each AMATYC academic committee chair is a delegate.

F. Additional delegates to represent countries not specified in Section XI may be appointed by the Executive Board.

G. No delegate at the Delegate Assembly is entitled to more than one vote.

H. Regional Vice-Presidents shall submit a list of affiliate and state/province delegates to the AMATYC Secretary no later than thirty (30) days prior to the start of the Delegate Assembly.

I. Alternate Delegates may be named by the Regional Vice-President as the delegate replacing an affiliate or state/province delegate at the Delegate Assembly, by notifying the AMATYC Secretary in writing and providing appropriate credentials in writing no later than 6 pm of the day prior to the start of the Delegate Assembly.

ATTACHMENT Y

AMATYC Executive Board Report National Office Report

*SBM – due February 15**FBM – due September 15***Executive Director:****Members of Office Staff (including position titles):**

-
- 1. Goals:**
 - 2. Requests for next Budget Items:**
 - 3. Office Management:**
 - a. Current Conference: Location/Year _____**
 - 1. Completed:**
 - 2. In Progress/On-Going:**
 - 3. To Do:**
 - b. Next Conference: Location/Year _____**
 - 1. Completed:**
 - 2. In Progress/On-going:**
 - 3. To Do:**
 - c. Membership Services**
 - 1. Completed:**
 - 2. In Progress/On-going:**
 - 3. To Do:**

4. General Support**a. Completed:****b. In Progress/On-going:****c. To Do:****5. Finance****a. Completed:****b. In Progress/On-going:****c. To Do:****6. Publications and Other****a. Completed:****b. In Progress/On-going:****c. To Do:****7. Student Math League****a. Completed:****b. In Progress/On-going:****c. To Do:****8. Student Research League****a. Completed:****b. In Progress/On-going:****c. To Do:****9. Foundation****a. Completed:****b. In Progress/On-going:**

c. To Do:

10. Grants:

11. Project ACCCESS:

12. Personnel:

13. Professional Development:

Discuss future plans

- A. What activities are planned for the future?
- B. Are there any recommendations for possible Executive Board action?
- C. Are there any budget implications? What is the projected budget for the plans detailed above, if applicable?