EXECUTIVE BOARD MEETINGS

January 26, 2023 Minutes

February 23, 2023 Minutes

Spring Board Meeting Minutes

May 25, 2023 Minutes

AMATYC 2023 Monthly Executive Board Meeting

Thursday, January 26, 2023
Virtual (via Zoom)

Thursday, January 26, 2023

Note: All times are EST

The meeting was called to order at 6:33 pm by President Laura Watkins. The following members of the Executive Board were present:

Laura Watkins	President	Alvina Atkinson	Southeast Vice President
George Hurlburt	President-Elect	Brandon Bartley	Midwest Vice President
Kathryn Kozak	Past President	Dale Johanson	Central Vice President
Nancy Rivers	Secretary	Shannon Ruth	Southwest Vice President
Barbra Steinhurst	Treasurer	Sarah Pauley	Northwest Vice President
Dennis Ebersole	Mid-Atlantic Vice President	Eddie Tchertchian	West Vice President

Also present was: Anne Dudley, Executive Director

President Watkins reviewed the Order of Business – Meeting Agenda. (Attachment A)

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

Made by Tchertchian and seconded by Bartley.

Motion Approved

The AMATYC Executive Board entered Executive Session at 6:35 pm. Anne Dudley was asked to remain.

The AMATYC Executive Board exited Executive Session at 6:37 pm.

Secretary Nancy Rivers reported:

- The Board made the following appointments, pending membership verification:
    - Lorisha Riley, (Santa Fe College, lorisha.riley@sfcollege.edu), Program Assistant, Project ACCCESS. Effective 01/01/23 through 12/31/25.
    - Anthony Tavares, (Sheridan College, anthony.tavares@sheridancollege.ca), *MathAMATYC* Educator Editorial Panel - NE Region 1, *MathAMATYC* Educator. Effective 01/01/23 through 12/21/25.

Motion: That the AMATYC Executive Board approve the attached table be appended to PPM Section 6.10.1, effective immediately. (Attachment B)

Made by Steinhurst and seconded by Hurlburt.

Motion Approved

Motion: That the AMATYC Executive Board approve the 2022 Fall Board Meeting Minutes, including the minutes from the October monthly meeting, as attached. (The 2022 Fall Board Meeting Minutes are posted online)

Made by Rivers and seconded by Pauley.

Motion Approved

Motion: That the AMATYC Executive Board approve the updated AMATYC Vision, effective January 1, 2024. (PPM 1.4)

AMATYC's Vision

To be the leading voice and resource for excellence and inclusion in the first two years of mathematics in colleges and universities.

Made by Hurlburt and seconded by Tchertchian.

Motion Approved

Motion: That the AMATYC Executive Board accept the changes to the AMATYC Mission, effective January 1, 2024. (PPM 1.2)

AMATYC Mission Statement

The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to provide high quality professional development, to build inclusive communities of scholars, and to collaborate with and advocate for all involved in mathematics education in the first two years of college.

Made by Bartley and seconded by Tchertchian.

Motion Approved

Motion: That the AMATYC Executive Board accepts the changes made (see attached) to Standards for Pedagogy published in Crossroads in Mathematics pages 15-17 and allow the revisions to be published online (my.amatyc.org) as a revision, effective immediately. (Attachment C)

Made by Hurlburt and seconded by Kozak.

Motion Defeated

Motion: That the AMATYC Executive Board accepts the changes made (see attached) to Standards for Content published in Crossroads in Mathematics pages 12 – 14 and allow the revisions to be published online (my.amatyc.org) as a revision, effective immediately. (Attachment D)

Made by Hurlburt and seconded by Kozak.

Motion Defeated

Parking Lot

Discussion: *MathAMATYC Educator* appointments

The term lengths and possible staggering of terms for *MathAMATYC Educator* supported positions was discussed.

Discussion: Project ACCCESS thoughts from the Project ACCCESS Coordinator

Questions on numerous aspects of the Project ACCCESS program were shared, in particular language around eligibility and program leadership positions.

Discussion: Appointment

Many of our appointees' terms end the end of 2023. The ramifications of this were discussed.

Motion: To adjourn the 2023 AMATYC January Board Meeting and suspend SBM.

Made by Rivers and seconded by Tchertchian.

Motion Approved

The January 26, 2023 Monthly Executive Board Meeting was adjourned and the Spring Board Meeting suspended at 8:15 pm.

Nancy Rivers, Secretary 2022 – 2023
January 26, 2023

Laura Watkins, President 2022 – 2023
January 26, 2023

ATTACHMENTS

	Title	Page
A	Agenda – Order of Business	
B	PPM 6.10.1, Membership Dues Table	
C	Standards for Pedagogy, Crossroads in Mathematics, pages 15 - 17	
D	Standards for Content, Crossroads in Mathematics, pages 12 - 14	

Attachment A: Agenda

Order of Business – Meeting Agenda
AMATYC Executive Board
January 2023 Meeting

Page	Agenda Item	Who?
	Call to Order	Watkins
Section A: Meeting Agenda		
A1	Order of Business	Watkins
A2	**(M) Adopt Order of Business**	Watkins
Section L: Executive Session		
L1-L2	**(M) Consent Appointments**	Watkins
Section M: New Business		
M1-M2	**(M) PPM Section 6.10.1**	Steinhurst
M3-M55	**(M) October and FBM Minutes Approval**	Rivers
M56-M57	**(M) Motion to update the AMATYC Vision**	Hurlburt
M58-M59	**(M) Motion to update the AMATYC Mission**	Hurlburt
M60-M69	**(M) Motion to update Standards for Pedagogy**	Hurlburt
M70-M77	**(M) Motion to update Standards for Content**	Hurlburt
Section O: Parking Lot / Motion to Adjourn		
O1	Parking Lot Discussion Items	All
O2	**(M) Motion to Adjourn**	Watkins

*D = Discussion

Attachment B: PPM 6.10.1, Membership Dues Table

PPM 6.10.1 (add the following at the end of the section)

Effective July 1, 2023, through June 30, 2024. <SBM 2021>

Regular	$98 for 1 year $191 for 2 years $279 for 3 years
Student (Associate)	$10
Life	$1,960
Institutional	$568
Adjunct	$49
Retired	$49
Library	$98

Attachment C: Standards for Pedagogy, Crossroads in Mathematics, pages 15 – 17

Standards for Pedagogy

When planning a mathematics lesson a teacher should start with the question "what should students do?", rather than "what should I do?" Learning is a social endeavor, therefore, it is important that we humanize the culture of learning mathematics (Yeh & Otis, 2019). The most impactful mathematics classrooms use learner-centered pedagogies in a classroom environment that fosters a sense of community (NCTM , 2014). Faculty must create frequent opportunities for students to develop and demonstrate conceptual, contextual, and procedural understanding of topics. This requires pedagogical practices that may include students using concrete tools to model abstract ideas, engaging in mathematical discourse, connecting different representations of the same mathematical idea, using prior knowledge to construct new knowledge, and understanding connections between the mathematics they are learning and what they already know.

Progress has been made toward the goal of more effectively teaching students to deeply understand mathematics; however, there is a need for more faculty to consistently identify and use pedagogical strategies that promote equitable student learning. The Standards for Pedagogy that follow recommend the use of instructional strategies that provide for student activity and student-constructed knowledge. Evidence-based strategies which can be incorporated by most teachers without requiring substantial faculty development are highlighted in these standards. Furthermore, the standards are in agreement with the instructional recommendations contained in Professional Standards for Teaching Mathematics **(**NCTM**,** 1991).

Citations:

Principles to Actions: Ensuring Mathematical Success for All. Reston, VA: NCTM, National Council of Teachers of Mathematics, 2014.

Professional standards for teaching mathematics. Reston, VA: NCTM, National Council of Teachers of Mathematics, 1991.

Yeh, C., & Otis, B. M. (2019). Mathematics for Whom: Reframing and Humanizing Mathematics. Occasional Paper Series, 2019 (41). Retrieved from https://educate.bankstreet.edu/occasional-paperseries/vol2019/iss41/8

Standard P-1: Active Learning

Mathematics faculty will facilitate active learning that promotes increased and deeper mathematical reasoning abilities in students. Widespread implementation of high-quality active learning can help reduce or eliminate achievement gaps in STEM courses and promote equity in higher education.

Active learning is defined by the following guiding principles: (1) students' deep engagement in mathematical thinking (PRoficiency), (2) instructors' interest in and use of student thinking (OWnership), (3) student-to-student interaction (Engagement), and (4) instructors' attention to equitable and inclusive practices (Student Success) (Larsen & Rassmussen, 2019). Active learning benefits all students, but offers disproportionately greater benefits for individuals from underrepresented groups by reducing achievement gaps in exam scores and passing rates (Smith, et al, 2021).

Learning occurs when students construct their own knowledge through collaboration and when students are cognitively engaged in the mathematics (Smith, et al, 2021). Participation in mathematical discourse, as well as writing and reading about mathematical ideas teaches students how to communicate about mathematics both orally and in writing. This creates a sense of community in the classroom and allows students to learn to work

effectively to solve challenging problems. Students are more willing to ask questions and take risks in small groups.

Laursen, S. L., & Rasmussen, C. (2019). I on the prize: Inquiry approaches in undergraduate mathematics. *International Journal of Research in Undergraduate Mathematics Education*, *5*(1), 129-146.

Smith, W. M., Voigt, M., Ström, A., Webb, D. C., & Martin, W. G. (Eds.). (2021). *Transformational change efforts: Student engagement in mathematics through an institutional network for active learning* (Vol. 138). American Mathematical Soc..

Standard P-2: Making Mathematical Connections

Mathematics faculty will actively involve students in meaningful mathematics problems that connect to students' experiences and focus on broad mathematical themes that build connections within branches of mathematics, and between mathematics and other disciplines. Students will view mathematics as a connected whole that is relevant to their lives. Making mathematics relevant and meaningful is the collective responsibility of faculty and producers of instructional materials with administrators supporting faculty in this effort.

Traditionally, there has been a disconnect between classroom mathematics and real-world mathematics. Mathematics must not be presented as an isolated set of rules and procedures, rather as a discipline that arose out of, and is connected to, the needs of other fields. Further, students should be encouraged to make explicit connections between traditionally siloed concepts of mathematics. Topics learned in one branch of mathematics should be explicitly aligned with topics from another, e.g. how principles learned in arithmetic can be generalized to principles in algebra, which can then be connected to topics in geometry.

Students must have the opportunity to observe the interrelatedness between scientific and mathematical investigation, and see first-hand how mathematics connects to their lives. Curriculum should include meaningful mathematics problems that allow students to bring their experiences into the mathematics classroom. Genuine applications help students see how mathematics is relevant in their lives and in the world around them (Benson-O'Connor, 2019).

Understanding that mathematics has relevance to their life and to the world in general improves student motivation to learn and ability to connect ideas. Students who understand the role that mathematics has played in their cultures and the contributions of their cultures to mathematics are more likely to persevere in their study of the discipline. Faculty should include aspects of mathematics history and contemporary mathematics that provide counterexamples to the pervasive Eurocentric bias found in modern mathematics. Instructional activities should provide examples of how mathematics was and is used in a variety of cultures, and by people of every race, ethnicity, gender identity, class, and other social groups. Additionally, mathematics instruction should be culturally relevant, culturally responsive, and culturally sustaining (Alim, 2017).

Citations:

Benson-O'Connor, C. D., McDaniel, C., & Carr, J. (2019). Bringing Math to Life: Provide Students Opportunities to Connect Their Lives to Math. Networks: An Online Journal for Teacher Research, 21(2), 3.

H. Samy Alim and Django Paris, eds., Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World, Teachers College Press (2017).

Standard P-3: Multiple Representations and Approaches

Mathematics faculty will provide opportunities for students to use, share, and make sense of multiple representations of mathematical ideas, including words, equations, different algebraic notations, graphs, diagrams, models, manipulatives, and computer code, to encourage and feature multiple approaches for solving problems.

Mathematics must not be presented as a set of meaningless, isolated rules and procedures. Mathematics is a connected web of knowledge where conceptual knowledge links the individual pieces of information. "The development of this conceptual knowledge can only be done so by the construction of relationships between pieces of information" Hiebert (1986).

Mathematical power includes the ability to solve complex problems using a variety of techniques as well as the ability to work through open-ended problem situations (Pollak, 1987). Mathematics faculty will provide opportunities for students to explore complex problems, guide them to solutions that use multiple approaches, and encourage both oral and written communication. Using multiple representations broadens and deepens the connections students make between concepts (Abell et al., 2018; Gleason & Hughes Hallett, 1992; Knill, 2009). This will motivate students to go beyond the mastery of basic operations to a real understanding of how to use mathematics, the meaning of the answers, and how to interpret them (NRC., 1989).

Citations:

Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), Conceptual and procedural knowledge: The case of mathematics (pp. 1–27). Lawrence Erlbaum Associates, Inc.

Abell, M. L., Braddy, L., Ensley, D., Ludwig, L., & Soto, H. (2018). MAA instructional practices guide. Mathematics Association of America (MAA). https://www.maa.org/programs-and-communities/curriculum%20resources/instructional-practices-guide

Knill, O. (2009). On the Harvard Consortium Calculus. https://people.math.harvard.edu/~knill/pedagogy/harvardcalculus/

Standard P-4: Teaching with Technology

Faculty will use appropriate technology to promote deeper student learning and will model the use of technology as a mathematical tool.

Technology is an essential part of modern mathematics instruction. Pedagogy will include the use of technology to solve, model, and investigate mathematical problems and will provide students with opportunities to practice using technology. Emphasis should be placed on the use of high-quality, flexible, accessible technologies that enhance learning. The use of tools that students are likely to encounter in future work and careers is beneficial. Faculty should be purposeful in their selection of technology, considering how it aids learning mathematical, statistical, and data science ideas.

Standard P-5: Experiencing Mathematics

Mathematics faculty will provide learning activities beyond the scope of the classroom that promote independent thinking and challenge students to persistently pursue efforts over an extended time period.

Mathematics faculty will seek opportunities to expand student knowledge of how mathematics is used beyond the scope of the classroom by providing learning activities, including open-ended projects and

research opportunities. In addition, they will help their institutions form partnerships with area businesses and industries to develop opportunities for students to have realistic career experiences (Reich, 1993). Such activities will enable students to acquire the confidence to access and use needed technical information, and to independently form conjectures from an array of specific examples, and to draw conclusions from general principles.

Citation

Reich, R. P. (1993). *Strategies for a changing workforce.* Educational Record, 74 (4), 22-23.

Attachment D: Standards for Content, Crossroads in Mathematics, pages 12 - 14

Standards for Content

Rather than focusing solely on content knowledge, this document takes the position that to truly know mathematics and statistics, one must know it conceptually, contextually, and procedurally and that problem solving is the heart of doing mathematics. The successful problem solver can view the world from a mathematical perspective (Schoenfeld, 1992).

Students develop the ability to solve meaningful problems through in-depth study of mathematics and statistics topics that build on their prior knowledge and experiences When presented in the context of relevant applications, abstract topics grow naturally out of the need to describe or represent the patterns that emerge. In general, the meaning use, and communication of mathematical and statistical ideas must be emphasized. Attention to rote memorization and manipulation must decrease.

The content standards that follow are not meant to outline a set of courses. Rather, they are strands to be included in all post-secondary mathematics pathways in whatever structural form they may take. The specific themes were selected so that learners can develop the knowledge and skills needed to be discerning citizens, making data-based decisions and evaluating mathematical and statistical arguments. Students should also be equipped to pursue more advanced study in mathematics and other disciplines.

Standard C-1: Numeracy

Students will accurately perform arithmetic operations, and will process, interpret, and communicate numerical information.

"Numeracy is the ability to process, interpret, and communicate numerical, quantitative, spatial, statistical, even mathematical, information, in ways that are appropriate for a variety of contexts, and that will enable a typical member of the culture or subculture to participate effectively in activities that they value." (Evans, 2000) Students should be able to identify and perform appropriate arithmetic operations, to estimate reliably, to judge the reasonableness of numerical results, to understand orders of magnitude, to think proportionally, and to make sense of data (especially large data sets) in order to recognize patterns. This mathematical reasoning may be enhanced through the use of technology.

Evans, J. (2000) Adults' Mathematical Thinking and Emotions: A Study of Numerate Practice. London, Routledge. Page 236

Standard C-2: Symbolism and Algebra

Students will translate problems into appropriate symbolic representations and use those representations to answer questions and make predictions.

Students will move beyond concrete numerical operations and use algebraic thinking and symbols to solve problems. Students will represent mathematical situations symbolically and use a combination of appropriate algebraic, graphical, and numerical methods to form conjectures about the problems. Applications of algebraic thinking include derivation of formulas, translation of realistic problems into mathematical statements, conversion between different representations, and the solution of equations by appropriate methods.

Standard C-3: Geometry

Students will develop a spatial and measurement sense.

Geometry is the study of visual patterns. Every physical object has a shape, so every physical object is geometric. Furthermore, mathematical objects can be represented geometrically. For example, real numbers are represented on a number line, forces are represented with vectors, and statistical distributions are represented with the graphs of curves. The use of dynamic geometry software provides for efficient integration of geometric concepts throughout the curriculum, allowing students to more effectively visualize geometric representations.

Students will demonstrate their abilities to visualize, compare, and transform objects using geometric representations. Students will develop a spatial sense including the ability to draw one-, two-, and three-dimensional shapes from different perspectives, and extend a concept, such as vectors, to higher dimensions. Their knowledge of geometry will enable them to determine dimensions, area, perimeter, and volume of common plane and solid figures. Suggested topics might include comparison of geometric objects (including congruence and similarity), graphing, prediction from graphs, measurement, and vectors.

Standard C-4: Function

Students will demonstrate understanding of the concept of function by several means (verbally, numerically graphically, and symbolically) and incorporate it as a central theme into their use of mathematics.

Students will know when a relation is a function. Students will interpret functional relationships between two or more variables, formulate such relationships when presented in tabular, graphical, symbolic, or verbal representations and transform functional information from one representation to another. Students will use function notation and perform operations on functions. Suggested topics include generalization about families of functions, transformations of functions, use of functions to model realistic problems, and the behavior of functions.

Standard C-5: Discrete Mathematics

Students will use discrete mathematical algorithms and develop combinatorial abilities in order to solve problems of finite character and enumerate sets without direct counting.

This standard provides guidance for incorporating topics from discrete mathematics courses (which may require precalculus or calculus as prerequisites) into introductory college mathematics courses. Applications in the social and behavioral sciences, business, computing, and other areas frequently do not exhibit the continuous nature commonly treated by techniques studied in introductory college mathematics pathways. Rather, these applications involve discrete objects and focus on logic and enumeration (Dossey, 1991; Hart, 1991). The standard echoes the recommendations made in the NCTM *Standards* (NCTM, 2008) and in *Reshaping College Mathematics* (Siegel, 1989); namely, the conceptual framework of discrete mathematics should be integrated throughout the introductory mathematics pathways, as appropriate, in order to improve students' problem-solving skills and prepare them for the study of higher levels of mathematics as well as for their careers. Suggested topics in discrete mathematics may include set theory, logic, graph theory, game theory, algorithms, sequences, series, permutations, combinations, recursion, linear programming, finite graphs, voting systems, and matrices.

Navigating Through Discrete Mathematics in Grades 6-12 (Principles and Standards for School Mathematics Navigations) Paperback – January 1, 2008

Standard C-6: Statistics and Probability

Students will use data to inform decisions and understand the world around them.

The basic concepts of statistics, data science, and probability should be integrated throughout curriculum using relevant contexts and appropriate technology. Students should recognize and describe variability, take variability into account when making decisions, and make and communicate data-based arguments. Suggested topics include appropriate methods for collecting data, creating and interpreting data visualizations, sampling variability, drawing conclusions from sample data, modeling, applications of probability, and the ethical use of data.

Standard C-7: Deductive Proof

Students will appreciate the deductive nature of mathematics as an identifying characteristic of the discipline, recognize the roles of definitions, axioms, and theorems, and identify and construct valid deductive arguments.

The use of deductive proof in mathematics sets it apart as a unique area of human endeavor. Where appropriate to enhance student understanding of mathematical concepts, mathematical proofs, including indirect proofs and mathematical induction, will be introduced Students will engage in exploratory activities that will lead them to form statements of conjecture, test them by seeking counterexamples, and identify and, in some instances, construct arguments verifying or disproving the statements. A variety of proof techniques, including the use of diagrams and pictures, should also be encouraged.

AMATYC 2023 Monthly Executive Board Meeting

Thursday, February 23, 2023
Virtual (via Zoom)

Thursday, February 23, 2023

Note: All times are EST

The meeting was called to order at 4:05 pm by President Laura Watkins. The following members of the Executive Board were present:

Laura Watkins	President	Brandon Bartley	Midwest Vice President
Kathryn Kozak	Past President	Dale Johanson	Central Vice President
Nancy Rivers	Secretary	Shannon Ruth	Southwest Vice President
Barbra Steinhurst	Treasurer	Sarah Pauley	Northwest Vice President
AJ Stachelek	Northeast Vice President	Eddie Tchertchian	West Vice President
Dennis Ebersole	Mid-Atlantic Vice President		

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

President Watkins reviewed the Order of Business – Meeting Agenda. (Attachment A)

President Watkins reminded the members of the Executive Board to sign AMATYC's Conflict of Interest form (Attachment B). A pdf of the form can be found on the internal site, completed, and submitted through the appropriate link, also on the internal site. This is to be done annually.

Motion: That the AMATYC Executive Board approve the Agenda provided on the previous pages.

Made by Steinhurst and seconded by Stachelek.

Motion Approved

Motion: That the AMATYC Executive Board approve a NASA NCAS dissemination project for capstone students of AMATYC's members titled: Mathematics Aerospace Scholars, effective immediately. (Attachment C)

Made by Ebersole and seconded by Pauley.

Motion Approved

Motion: That the AMATYC Executive Board approve the following changes to the PPM, Section 10.5, Legal Advisor, effective immediately. (Attachment D)

Made by Rivers and seconded by Kozak.

Motion Approved

Motion: That the AMATYC Executive Board approve the following changes to PPM , Section 10.3.6, Bulk Email Guidelines, effective immediately. (Attachment E)

Made by Bartley and seconded by Stachelek.

Motion Defeated

Parking Lot

Discussion: Delegate Assembly – In-person at conference or virtual

Motion: That the AMATYC Executive Board approve the 2023 Delegate Assembly be held virtually in conjunction with the AMATYC Annual Conference held in Omaha.

Made by Kozak and seconded by Tchertchian.

Motion Approved

The Delegate Assembly was scheduled to be held virtually on November 18, 2023 at 3:00 pm Eastern time.

Discussion: Raise Airfare Max-without-treasurer-permission

A motion will be brought forward for SBM.

Discussion: SRL and SML student eligibility

The Executive Board was informed of an effort underway to change eligibility for the SRL and SML to allow **s**tudents with an associate's degree and those with more than 63 credits to participate in the competitions.

Discussion: Student Conference Rate

The undergraduate student rate has not changed in years. Should it? The graduate student rate is calculated based on the discount conference rate. No decision was made.

Discussion: Guests at the conference

Registered guests take staff time and the cost of a badge for the conference. Currently we do not charge for guests. Consideration would need to be given to guests of keynote speakers and guests of awardees. No decision was made.

Discussion: Meetings for leaders at the AMATYC Annual Conference

Various meetings that have been held on the Wednesday of conference week of leaders with leaders, leaders with board, leaders with board liaisons were discussed. Various ways to make these meetings more meaningful and respectful of leaders' time were discussed.

Discussion: Frequency of reporting for leaders

A task force will be formed during SBM to consider an overhaul of our reporting practices.

Motion: To adjourn the 2023 AMATYC February Board Meeting and suspend SBM.

Made by Tchertchian and seconded by Kozak.

Motion Approved

The February 23, 2023 Monthly Executive Board Meeting was adjourned and the Spring Board Meeting suspended at 5:42 pm.

Nancy Rivers, Secretary 2022 – 2023
February 23, 2023

Laura Watkins, President 2022 – 2023
February 23, 2023

ATTACHMENTS

Attachment A: Agenda

Order of Business – Meeting Agenda
AMATYC Executive Board
February 2023 Meeting

Page	Agenda Item	Who?
	Call to Order	Watkins
Section A: Meeting Agenda		
A1	Order of Business	Watkins
A2 – A3	Conflict of Interest	Watkins
A2	**(M) Adopt Order of Business**	Watkins
Section L: Executive Session		
L1-L2	**(M) Consent Appointments**	Watkins
Section M: New Business		
M1 – M8	**(M) Dissemination of a NASA Community College Program (NCAS)**	Ebersole
M9 – M10	**(M) Update to Legal Advisor appointment dates, PPM 10.5**	Hurlburt
M11 – M13	**(M) Update to Definition of Bulk Email, PPM 10.3.6**	Hurlburt
Section O: Parking Lot / Motion to Adjourn		
O1	Parking Lot Discussion Items	All
O2	**(M) Motion to Adjourn**	Watkins

*D = Discussion

Attachment B: Conflict of Interest Form

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 _____

Attachment C: AMATYC Journey to Mars: Mathematics Aerospace Scholars

AMATYC
Journey to Mars
(Earth, Moon, Mars and Beyond - Then, Now and Tomorrow)

Mathematics Aerospace Scholars

Submitted by
John Pazdar, Karen Gaines, Patricia Hirschy, Dennis Ebersole, Natalia Postrigan

January 24, 2023

I. Introduction

NASA has created an aerospace scholars project for students who attend America's two-year colleges, entitled: NASA Community College Aerospace Scholars (NCAS). AMATYC as a leader in two-year college mathematics education can provide its membership the opportunity to bring forth NCAS information (Appendix A) to their students who wish to seek a career in STEM, specifically, aerospace.

We propose to create an AMATYC Journey to Mars - Mathematics Aerospace Scholars (MAS) component. MAS will start by creating a team of AMATYC Regional Affiliate members to begin the process of identifying students who meet NCAS criteria and offering needed help for those who wish to investigate a STEM career in aerospace.

According to "American Association of Community Colleges Fast Facts 2022" there are a total 1,043 colleges (Public, Tribal, Independent) with a headcount enrollment of 4.1 million students, Fall 2022. While AMATYC does not claim to reach this entire population, AMATYC, with its rich history of 4+ decades of teaching mathematics to students who attend two-year colleges, is the largest two-year college mathematics education national organization that is dedicated directly to improving students' academic careers each year.

With AMATYC's history and its reach across America (Appendix B) via its organization is a natural fit for NCAS to utilize AMATYC's structure to further the goal of developing NASA's STEM opportunities to America's students who are enrolled in two-year colleges. If every AMATYC member encouraged one student to apply to the NCAS then a thousand+ potential students will be in the position of taking advantage of the NCAS. Realistically, that number might by in the 1% range of enrolled mathematics students, if so, then NCAS can envision multiple AMATYC-based student applications each year from AMATYC's affiliated two-year college institutions.

II. Participants

The majority* of the MAS coordinators (Prof. John Pazdar*, Emeritus; Prof. Karen Gaines*, Emeritus; Dr. Patricia Hirschy*, Emeritus; Prof. Dennis Ebersole*, Emeritus; Prof. Natalia Postrigan) have worked with former NASA Leadership (Mr. Frank Owens, NASA Education Director - retired), KSC Leadership (Dr. Greg Buckingham, KSC Undergraduate Director -

retired), and multiple KSC STEM Specialists on two NSF grants. The grants NASA materials were published and disseminated in two books representing their goals (will forward book copies upon request).

III. Mean of Accomplishment

MAS coordinators will lead this journey to disseminate NCAS information to AMATYC's membership students. First, coordinators will meet with the NCAS team to develop the best material for dissemination. Second, coordinators will meet with the Regional Vice Presidents and their Affiliate Presidents to finalize dissemination within AMATYC's leadership organizational structure. Third, coordinators will meet with AMATYC's organization structure of network chair-people to bring forth the MAS connection and highlight NCAS. Finally, coordinators will disseminate the NCAS via AMATYC's communication networks to AMATYC members, including postings on the my.amatyc.org website.

IV. Conclusion

MAS Journey will provide NCAS an immediate and sustainable mathematics home for dissemination to most two-year colleges in America. Dissemination is backed-up by AMATYC's organization structure that has served mathematics-education students who attend two-year college for nearing 5 decades.

This relationship will provide AMATYC's professors and adjuncts an opportunity to make their capstone students aware that additional challenging mathematics materials are available within NASA's NCAS organization. AMATYC MAS Journey is a flexible opportunity for NASA to have direct contact with thousands of two-year college students yearly where NASA's NCAS and AMATYC's MAS can bring forth the mathematics component of America's STEM initiatives.

Appendix A

NASA Community College Aerospace Scholars (NCAS)

Students participating in the NASA Community College Aerospace Scholars (NCAS) activity can expect to advance their capabilities in STEM, helping to prepare them for better representation and service in STEM fields. NCAS has three missions designed to challenge and build student knowledge and skills by focusing on NASA's mission goals, collaboration, and career pathways.

Mission 1: Discover

Mission 1: Discover is a 5-week, self-paced online course. This orientation to NASA sets a baseline for all students wishing to pursue subsequent NCAS missions. Students will gain a broad knowledge of what NASA has in its current plan and how they can play a role. STEM based activities embedded in the online course include live and recorded subject matter expert lectures, interactive multimedia on NASA content, interactions with fellow aerospace scholars, knowledge assessments including a final project, and guidance and support from trained professional educators.

Eligibility

- U.S. Citizenship
- High school graduate or equivalent
- At least 18 years of age
- Currently attend a U.S. community college
- Concurrent enrollment or completion of 9+ hours of STEM coursework
- Able to commit to a 5-week online session
- Internet access
- Have not previously participated in NCAS

Mission 2: Explore

Mission 2: Explore allows students to choose one of two educational simulation experiences.

- Exploration simulation is a gamified mission to the Moon or Mars where students develop a design solution that integrates multiple systems. This simulation highlights the acts of prioritizing and making trade-offs to remain within limits.
- Career simulation situates students to take on fictitious roles as NASA employees to gain exposure to workplace structure and culture. This simulation highlights the personal responsibilities and team dynamics needed to accomplish a huge goal such as a lunar surface exploration mission.

Eligibility

- Must have successfully completed NCAS Mission 1: Discover

Mission 3: Innovate

Mission 3: Innovate is an engineering design challenge. Participating students will be hosted onsite for a week at an NCAS partner institution or a NASA field center. STEM based activities for all students will include a capstone problem to solve as well as facility tours, live subject matter expert presentations, a resume workshop, a networking event, a job shadowing opportunity, and a 4-year college campus visit. However, the type of engineering design challenge differs depending on the host location.

Students affiliated with an NCAS partner institution will participate in a robotics competition. During the 4-day engagement, students collaborate with team members as a fictitious aerospace company vying for a NASA rover contract. Working in assigned roles, students utilize STEM-industry mentors to guide the rover design.

Students unaffiliated with an NCAS partner institution will participate with a NASA mission directorate in a collaborative a capstone problem based on current challenges faced by NASA. Thus, this engagement begins with online activities two weeks prior to the actual onsite event to brief students on the emerging and relevant details of the problem. Leading up to and during the 4-day onsite event, students develop possible solutions to the capstone problem and report them to a panel of NASA guests.

Eligibility

- Must have successfully completed NCAS Mission 1: Discover and NCAS Mission 2: Explore

NCAS Timeframe

NCAS has two consecutive schedules to engage community college students and institutions year-round.

- Schedule A: August through February
- Schedule B: February through August

How to Apply

To complete the NCAS application, visit the NASA STEM Gateway.

You will need to provide:

- Contact information.
- Community college transcripts (official or unofficial) or screenshots including:
  - Your name.
  - Your school's name.
  - 9 hours of STEM courses, either completed or in-progress.
  - Proof of current enrollment.
- Contact information of College Professor who will provide a recommendation on your behalf.
- 300-word (max) explanation of why you want to participate in NCAS.

If you experience any technical difficulties with the application, please email to hq-nasa-stem-gateway@mail.nasa.gov.

Learn more about NCAS

What is NCAS?
NCAS Experience
Astronaut Victor Glover Discusses NCAS

NASA Contact

For more information about the NASA Community College Aerospace Scholars program, please email questions to JSC-NCAS@mail.nasa.gov.

MUREP activities address NASA Strategic Goals and Objectives:
Strategic Goal 3: Address national challenges and catalyze economic growth.
Strategic Objective 3.3: Inspire and engage the public in aeronautics, space, and science.

Appendix B

AMATYC's Bylaws divide the United States, Canada, and other countries into eight regions. Each region is represented by a regional vice president. Within each region are affiliates that represent 47 states and 1 province. Currently there are 45 AMATYC affiliates. They are listed alphabetically by region and then by state. The New England affiliate represents the states of Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Central Region	Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Manitoba, Saskatchewan
Mid-Atlantic Region	Delaware, District of Columbia, MaryIand, New Jersey, PennsyIvania, Virginia, West Virginia
Midwest Region	Illinois, Indiana, Kentucky, Michigan, Ohio, Wisconsin
Northeast Region	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont; New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec
Northwest Region	Alaska, Idaho, Montana, Oregon, Washington, Wyoming; Alberta, British Columbia, Northwest Territories, Nunavut, Yukon Territory, other International Locations
Southeast Region	Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, Virgin Islands and other Caribbean Islands
Southwest Region	Arizona, Arkansas, New Mexico, Oklahoma, Texas, Mexico
West Region	Northern California, Southern California, Hawaii, Nevada, Utah, Pacific Islands

Attachment D: PPM 10.5 Legal Advisor, appointment dates

10.5 Legal Advisor

Appointment Process

The Legal Advisor is recommended by the President and appointed by the AMATYC Executive Board. The President serves as the liaison to the Legal Advisor.

Term of Office

The term length is five years with an initial term of two years from the date of initial appointment. The starting date of each term is January 1 and the ending date is December 31. There is no term limit for this position. <FBM 2007> <Feb 23, 2023>

Attachment E: PPM 10.3.6, Bulk Email Guidelines

10.3.6 Bulk Email Guidelines <FBM 2013><FBM 2015><SBM 2021>

Definition: Bulk email is defined as any official email representing the organization as a whole or on behalf of AMATYC sent from the AMATYC membership management system or online community.

Each bulk email must conform to the following guidelines:

- The AMATYC logo or the approved logo of an AMATYC group should appear at the top of the email.
- An unsubscribe statement should appear in the footer of the email.
- Regional Vice-Presidents may create and send bulk emails to the members and/or nonmembers of their region only.
- Attachments should be avoided unless absolutely necessary to communicate the content of the email message. In lieu of an attachment, insert a link to a file that is posted on the website.
- All bulk email requests should be submitted through the email broadcast request form on the internal site.
- Each message should be proofed by someone other than the author prior to submitting through the email broadcast request form on the internal site.
- Bulk emails (other than those sent by VPs) will require review by author and approval by the Executive Director and/or President.
- When possible, bulk emails will include a list of upcoming events and/or deadlines.

SBM 2023 Minutes – Friday, March 31, 2023

AMATYC 2023 Spring Executive Board Meeting

Virtual via Zoom

Friday, March 31, 2023

(Note: all times given are Eastern Daylight Time)

The meeting was called to order at 11:08 am by President Laura Watkins. The following members of the Executive Board were present:

Laura Watkins	President	Alvina Atkinson	Southeast Vice President
Kathryn Kozak	Past President	Brandon Bartley	Midwest Vice President
George Hurlburt	President-Elect	Dale Johanson	Central Vice President
Nancy Rivers	Secretary	Shannon Ruth	Southwest Vice President
Barbra Steinhurst	Treasurer	Sarah Pauley	Northwest Vice President
Anders Jasson (AJ) Stachelek	Northeast Vice President	Eddie Tchertchian	West Vice President
Dennis Ebersole	Mid-Atlantic Vice President		

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

President Watkins reviewed the reference materials. (Attachment A)

President Watkins reviewed the Rules of Conduct.

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

Made by Tchertchian and seconded by Hurlburt.

Motion approved

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

Made by Bartley and seconded by Pauley.

Motion approved

Consent Calendar

Officer reports were received and reviewed.

Expenditure Approval Committee approvals between September 15, 2022, and February 15, 2023 were reviewed. The following approvals were given:

- $690 over budget for event (conference) insurance coverage
- $4,481.70 over budget to print the winter edition of the AMATYC Educator
- $731.37 over budget to mail the AMATYC Educator winter edition due to putting the magazine in an envelope.

Federal IRS Documents Review and Audit Review Committee report was received. We received a clean audit of the 2021 financial statements. The audit of the 2022 financial statements is expected to happen between SBM 2023 and FBM 2023.

The start dates for the OCC and OCAC found in sections 11.1.6 and 11.1.7 of the PPM were changed, effective immediately. (Attachment D)

Changes to the Statistics and Data Science ANet goals were approved, PPM 9.1.9.7, effective immediately. (Attachment E)

Motion: That the reports and motions of the Consent Calendar of the 2023 Spring Business Meeting be approved as written.

Made by Bartley and seconded by Steinhurst.

Motion approved

ANets

ANet leader reports were received and reviewed.

SERVICES/COORDINATORS/DIRECTORS/PUBLICATIONS/Grants

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

Meeting suspended at 2:00 pm.

Meeting resumed at 2:30 pm.

SERVICES/COORDINATORS/DIRECTORS/PUBLICATIONS/Grants

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

CONFERENCE

Turi Suski gave the Conference Coordinator Report, including reports of Conference Committee members and LECs (Local Event Coordinators).

OTHER CONFERENCE

The Conference Evaluation Summary Report for the 2022 AMATYC Annual Conference (Toronto) was received and reviewed.

OFFICE/STAFF REPORT (4:00 – 5:00 pm)

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

The Executive Director and Office Reports were received and reviewed.

Meeting Suspended at 4:52 pm

Saturday, April 1, 2023

Meeting resumed at 11:07 am

ADMINISTRATIVE COMMITTEES

Administrative Committee reports were reviewed and received.

AD HOC COMMITTEES/PROJECTS

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

EXECUTIVE SESSION

The Board went into Executive Session at 12:32 pm. Anne Dudley and Turi Suski were asked to stay for the Executive Session.

The Board exited Executive Session at 1:37 pm. At that time, Secretary Rivers reported out the following:

- The Personnel Committee report was received.
- The evaluation of the Executive Director was received.
- The Board approved the 2024-2025 AMATYC Executive Board Election Slate. The Board would like to thank the Nominating Committee.
- The recipients of the 2023 Teaching Excellence Awards were announced. The Board would like to thank the 2023 Teaching Excellence Award Committee for their work over the past year.

Meeting suspended at 1:40 pm.

Meeting resumed at 2:30 pm.

The Membership Committee met 2:30 – 4:00 pm.

Strategic Planning

George Hurlburt, President-Elect, shared the report of the Strategic Planning Committee as well as a draft of the 2024-2029 Strategic Plan, and led the Board in a Strategic Planning Session (2018-2023) - from 4:00 – 5:00 pm.

Meeting Suspended at 5:02 pm

Friday, April 14, 2023

Meeting resumed at 11:05 am

EXECUTIVE SESSION

The Board went into Executive Session at 11:07 am. Anne Dudley and Turi Suski were asked to stay for the Executive Session.

The Board exited Executive Session at 11:13 am. At that time, Secretary Rivers reported out the following:

The following appointments were made, pending membership verification:

- Benjamin Aschenbrenner, (baschenbrenner@hotmail.com), Equity ANet Chair. Effective 01/01/24 through 12/31/25.
- Jonathan Weisbrod, (Rowan College at Burlington County, jweisbrod@rcbc.edu), Mu Alpha Theta Rep. Effective 01/01/24 through 12/31/25.
- TJ Duda, (Columbus State Community College tduda@cscc.edu), SML Test Developer. Effective 03/01/23 through 2/28/25.

ANet Representatives

- Kelly Spoon (San Diego Mesa College, kspoon@sdccd.edu), West, Innovative Teaching and Learning. Effective 01/01/24 through 12/31/25.
- Bukurie Gjoci (CUNY - LaGuardia CC, bgjoci@lagcc.cuny.edu), Northeast, Innovative Teaching and Learning. Effective 01/01/24 through 12/31/25.
- Evan Evans (Frederick Community College, eevans@frederick.edu), Mid-Atlantic, Innovative Teaching and Learning. Effective 01/01/24 through 12/31/25.

Approved that the allocated compensation equivalent to reassigned time for the position of Program Coordinator be dispersed directly to the Program Coordinator for the budget years 2023 and 2024.

New Business

Motion: That the AMATYC Executive Board approve the attached changes to the PPM, Sections 13.1, 13.2, 13.3, and the deletion of Section 13.4, effective immediately. (Attachment F)

Made by Hurlburt and seconded by Rivers.

Motion approved

Motion: That the AMATYC Executive Board approve the attached changes to PPM Section 6.9.1, effective immediately. (Attachment G)

Made by Steinhurst and seconded by Johanson.

Motion approved

Motion: That the AMATYC Executive Board approved the attached addition to the PPM, Section 2.5.7, AMATYC Regional Scholarship, effective immediately. (Attachment H)

Made by Pauley and seconded by Kozak.

Motion approved

Motion: That the AMATYC Executive Board approve the attached updates to the AMATYC Values, effective Jan. 1, 2024. (Attachment I, however, there is no true attachment when a motion is withdrawn)

Made by Hurlburt and seconded by Bartley.

Motion withdrawn

Motion: That the AMATYC Executive Board approve the spirit of the attached changes to Standards for Content published in Crossroads in Mathematics, pages 12-14. (Attachment J)

Made by Hurlburt and seconded by Kozak.

Motion approved

Motion: That the AMATYC Executive Board approve the spirit of the attached changes to Standards for Intellectual Development published in Crossroads in Mathematics, pages 9-12. (Attachment K)

Made by Hurlburt and seconded by Pauley.

Motion approved

Motion: That the AMATYC Executive Board approve the spirit of the attached changes to Standards for Pedagogy published in Crossroads in Mathematics, pages 15-17. (Attachment L)

Made by Hurlburt and seconded by Bartley.

Motion approved

Motion: That the AMATYC Executive Board approve the spirit of the attached changes to Chapter 1 published in Beyond Crossroads, pages 5-6. (Attachment M)

Made by Hurlburt and seconded by Pauley.

Motion approved

Motion: That the AMATYC Executive Board approve the attached changes to PPM 9.1.9.9, Equity, effective immediately. (Attachment N)

Made by Rivers and seconded by Kozak.

Motion approved

Motion: That the AMATYC Executive Board set the annual membership dues for a regular individual AMATYC member as $111, effective July 1, 2024.

Made by Steinhurst and seconded by Tchertchian.

Motion approved

Motion: That the AMATYC Executive Board set the full Conference Discount Registration rate as $415, effective with the 2024 AMATYC Annual Conference.

Made by Tchertchian and seconded by Kozak.

Motion approved

Motion: That the AMATYC Executive Board approve that the Institutional Member Dues be set at $586, effective July 1, 2024 through June 30, 2025.

Made by Steinhurst and seconded by Bartley.

Motion approved

PARTNERSHIPS/MISCELLANEOUS REPORTS

Partnerships and miscellaneous reports were included in the board packet.

TREASURER/BUDGET (1:00 – 2:00 pm)

Christy Hunsucker, Accounting Director, joined the meeting for the Treasurer's Report.

Motion: That the AMATYC Executive Board approve the expenditures from the cash account register from September 1, 2022 through February 15, 2023.

Made by Steinhurst and seconded by Bartley.

Motion approved

Barbra Steinhurst gave the Treasurer's Report.

PARKING LOT:

Note: Parking Lot is a dedicated time for general discussion items. Topics can be added to the Parking Lot during the meeting and can be discussed in any order.

Discussion: Traveling Workshops

The Professional Development Committee will consider a possible move to Summer Institutes returning in lieu of Traveling Workshops. References to Traveling Workshops will be removed from the website.

Discussion: "Go green" option for the *MathAMATYC Educator*

Kate Kozak will discuss with the editorial team of the *MathAMATYC Educator* the possibility of giving our members the option to "go green" and only receive their "copy" of the journal digitally. The Executive Board is in favor of this option.

Meeting suspended at 2:00 pm.

Meeting resumed at 2:36 pm.

Administrative Committees

Office Director Beverly Vance joined the meeting.

The Membership Report was reviewed.

The Membership Committee met 2:49 pm – 3:34 pm.

Strategic Planning

George Hurlburt, President-Elect, led the Board in a Strategic Planning Session (2018-2023) - from 3:35 – 4:16 pm.

PARKING LOT (continued):

Discussion: Videos from Candidates

Because the Executive Board has already approved the slate for the upcoming election and candidates did not have videos on their radar when they agreed to run, the possibilities of videos of candidates in our AMATYC Executive Board elections will be addressed in the future for the election of the 2026-2027 Board.

Discussion: AMATYC "Showcase" for Conference (as suggested by Lisa Feinman)

The idea of ANet, publication, and other leaders showcasing their area of AMATYC to those present at a conference was discussed. This could also be for Project ACCCESS fellows only. The Omaha program is already set. We will return to this idea at a future board meeting.

Meeting Suspended at 5:01 pm

Saturday, April 15, 2023

Meeting resumed at 12:30 am.

(Note: In the absence of secretary Rivers, minutes were taken by Past-President Kate Kozak.)

PARKING LOT (continued):

Discussion: Videos from Candidates (discussion resumed)

The Board determined that candidates can include links to videos and websites in their emails to the voters. In addition, candidates can have links in their official bios from AMATYC per PPM 4.3.3.3 #2e Uniform Vita Guidelines

Discussion: Update from the Marketing/PR Committee

Progress of the team tasked with investigating Marketing/PR was shared. Work is continuing and more will be shared in the future.

Discussion: Possible Partnership with the National Association of Mathematicians (NAM)

AMATYC is excited about the possibility of and considering a reciprocity agreement with NAM. Anne Dudley will share our agreements with other organizations with Alvina Atkinson to see what aspects from other agreements could be appropriate with NAM.

Discussion: Affiliate Support

The relationship between AMATYC and our affiliates was discussed. The Board sees the relationship as one of reciprocity which should be clearly communicated with each affiliate president. Suggested avenues of support for affiliates such as a community for affiliate presidents and one for affiliate treasurers (both including the VPs) was discussed. This might be discussed further at SPO.

Discussion: ANet Chairs Sharing

AJ Stachelek will work with the ANet chairs to discuss what they construe as valuable support. Suggestions made include a Zoom convening (optional) of ANet chairs 3 – 4 times a year, a Zoom meeting prior to the conference, no longer requiring them to meet on the Wednesday afternoon before the conference, and inviting them to the leadership reception but not requiring their attendance.

Discussion: Future Conference Locations

A general discussion of the process of looking at locations for future conferences occurred. Topics included appropriate states and the type of city that would best suit AMATYC and our members.

Discussion: AMATYC Cares email

The Board discussed who should receive emails from amatyc.cares@amatyc.org. The best way to make this email option available to our membership was discussed.

Nancy Rivers will hold a meeting to ascertain further action needed.

Three new task forces were formed. More members may be added.

Reminders:

- ANet chair terms as well as ANet executive team rep terms end 12/31/2023. Reappointment or new appointments for ANet chairs need to be made. Board members should check with liaises to make the appropriate nominations.
- This is the year to appoint state delegates for a 2-year term.

Motion: To adjourn the 2023 AMATYC Spring Board Meeting.

Made by Atkinson and seconded by Stachelek.

Motion approved

Meeting adjourned at 5:00 pm.

Nancy Rivers, Secretary 2022-2023
Date: April 15, 2023

Laura Watkins, President 2022-2023
Date: April 15, 2023

ATTACHMENTS

ATTACHMENT A – REFERENCE MATERIAL

AMATYC 2022 Spring Executive Board Meeting Plans
March 25, 26 & April 8, 9, 2022

Logistics

- Dress is business casual for the board meeting. AMATYC attire is acceptable.
- Wear your nametag for the board meeting.
- Put any last-minute submissions in the Google drive in the folder called *Added March 5th*.

Zoom Details:

Meeting ID: 89294373316
Passcode: 802149

Call to Order: Friday March 31st, 8:00 am PDT/11:00 am EDT

Friday, March 31st:
Business Session: 8:00 am – 2:00 pm PDT/11:00 am - 5:00 pm EDT
(Break: 11:00 am PDT/2:00 pm EDT, 30 minutes)

- **Section F/Office report**: 1:00 – 2:00 pm PDT/4:00 – 5:00 pm EDT

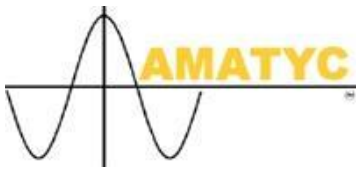
Saturday, April 1st:
Business Session: 8:00 am – 2:00 pm PDT/11:00 am - 5:00 pm EDT
(Break: 11:00 am PDT/2:00 pm EDT, 30 minutes)

- **Section K/Strategic Planning:** 11:30 am – 12:30 pm PDT/2:30 – 3:30 pm EDT
- **Membership Committee:** 12:30 – 2:00 pm PDT/3:30 – 5:00 pm EDT

Friday, April 14th:
Business Session: 8:00 am – 2:00 pm PDT/11:00 am - 5:00 pm EDT
(Break: 11:00 am PDT/2:00 pm EDT, 30 minutes)

- **Section I/Treasurer's Report:** 10:00 – 11:00 am PDT/1:00 – 2:00 pm EDT

Saturday, April 15th:
Business Session: 8:00 am – 2:00 pm PDT/11:00 am - 5:00 pm EDT
(Break: 11:00 am PDT/2:00 pm EDT, 30 minutes)



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
ACCCESS	Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC and MAA for beginning two-year college mathematics faculty, funded for 2003-2006 by the ExxonMobil Foundation (Cohorts 1, 2, 3)
APA	AMATYC Project ACCCESS: Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC beginning with Cohort 4 in 2007.
AMC	AMATYC Membership Committee
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
ARA	AMATYC Research Associate
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	*Center for the Integration of Research, Teaching and Learning*
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
GAINS	Graduate student And Instructor Networking System
GAISE	Guidelines for Assessment and Instruction in Statistics Education
GDPR	General Data Production Regulation
HL	Higher Logic, the platform that hosts my.AMATYC.org
ICME	International Congress on Mathematical Education. Held every four years. (Seoul, Korea 2012, Hamburg, Germany 2016 Shanghai, China 2020)
ICW	In conjunction with the annual conference
IMS	Institute of Mathematical Statistics
IMPACT	Improving Mathematical Prowess and College Teaching
INFORMS	Institute for Operations Research and the Management Sciences
IP Guide	MAA's Instructional Practices Guide
IUSE	Improving Undergraduate STEM Education (NSF grant program)
JCW	Joint Committee on Women in Mathematical Sciences
JMM	Joint Mathematics Meeting. Meetings hosted each January by AMS, MAA, and SIAM.
JPBM	Joint Policy Board for Mathematics. A coalition of AMS, MAA, and SIAM.
JSM	Joint Statistical Meeting
MAA	Mathematical Association of America. Executive Director is Michael Pearson.
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, renamed NOSS
NAS	National Academy of Sciences
NASSMC	National Alliance of State Science and Mathematics Coalitions
NCTM	National Council of Teachers of Mathematics. Bob Doucette is the Executive Director.
NCSM	National Council of Supervisors of Mathematics.
NFR	Not for review session
NICRA	Indirect costs
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.
NSF-IUSE	National Science Foundation - Improving Undergraduate STEM Education

NOSS	National Organization for Student Success
PAEMT	Presidential Award for Excellence in Mathematics Teaching
OCC	Online Community Coordinator
PPM	AMATYC's Policy and Procedures Manual
RUME	Research in Undergraduate Mathematics Education, a special interest group of the MAA.
SBM	AMATYC's Spring Board Meeting
SIAM	Society of Industrial and Applied Mathematics. One of the three sponsors of the Joint Mathematics Meetings held each January.
SLOPE	Scholarly Leaders Originating as Practicing Educators in Two-Year College Mathematics
SOA	Society of Actuaries
SPO	AMATYC's Strategic Planning and Orientation meeting
Summit-P	Collaborative Research: Researching institutional transformation in the context of interdisciplinary STEM partnerships to support student transfer of mathematical knowledge
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.
TfP	Teaching for Prowess grant
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?	2ND?	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?	2ND?	DEBATE?	AMEND?	VOTE?
§23	Enforce rules	**Point of order**	Yes	No	No	No	None
§24	Submit matter to assembly	I **appeal** from the decision of the chair	Yes	Yes	Varies	No	Majority
§25	Suspend rules	I move to **suspend the rules** which …	No	Yes	No	No	2/3
§26	Avoid main motion altogether	I **object to the consideration** of the question	Yes	No	No	No	2/3
§27	Divide motion	I move to **divide the question**	No	Yes	No	Yes	Majority
§29	Demand rising vote	I call for a **division**	Yes	No	No	No	None
§33	Parliamentary law question	**Parliamentary inquiry**	Yes (if urgent)	No	No	No	None
§33	Request information	**Request for information**	Yes (if urgent)	No	No	No	None

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

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

Jim Slaughter, Certified Professional Parliamentarian-Teacher & Professional Registered Parliamentarian
336-378-1899(W) 336-378-1850(F) P.O. Box 41027, Greensboro 27404 web site: **www.jimslaughter.com**

Policy on a Welcoming and Inclusive Environment

The American Mathematical Association of Two-Year Colleges (AMATYC) is committed to providing an atmosphere that encourages the free expression and exchange of ideas. AMATYC values diversity in its membership and leadership and believes that a welcoming and inclusive environment encourages input from individuals with a variety of backgrounds and results in a stronger, more relevant organization. It is the policy of the organization that all participants in AMATYC activities will enjoy an environment where their presence and contributions are met with unbiased and equitable consideration.

AMATYC is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of gender, gender identity or expression, race, nationality, ethnicity, religion or religious belief, age, marital status, sexual orientation or identification, disabilities, veteran status, or any other reason not related to scientific merit. The professional behavior and communication of AMATYC members should reflect an environment that is safe, respectful, and supportive of others.

The legal definition of harassment is "unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons". (Source: https://definitions.uslegal.com/h/harassment/, retrieved 8/20/2021) Harassment is a form of misconduct that undermines the integrity of our organization.

This policy applies to all attendees including members, students, guests, staff, contractors and exhibitors, participants in professional sessions, tours, and social events of any AMATYC meeting or other activity. Participation in AMATYC activities indicates an agreement to behave in a manner consistent with these standards.

In the unfortunate event that an individual(s) experiences a possible violation of this policy, the incident should be reported to: amatyccares@amatyc.org, or the AMATYC leader of the individual's choice.

2022-2023 Affiliate Visits

Affiliate Name	2022 Meeting Start Date	Who Plans to Visit in 2022	2023 Meeting Start Date	Who Plans to Visit in 2023
KYMATYC				
IMACC				
MichMATYC				
OhioMATYC				
INMATYC				
WisMATYC				
MichMATYC				
DelMATYC				
MMATYC				
PSMATYC				
WYMATYC	4/29/2022	Sarah Pauley		
ORMATYC	4/21/2022	BSteinhurst		
WAMATYC				
NMMATYC	5/20/2022	Shannon Ruth		
ArizMATYC	4/1-2/2022 10/7/2022	Shannon Ruth		
ArkMATYC	3/9/20222	Shannon Ruth		
TexMATYC	3/4/2022	Shannon Ruth		
ColoMATYC				
MOMATYC				
NebMATYC				
MinnMATYC				
NEMATYC				
NYSMATYC				
MATYConn				
OCMA				
IMATYC				
NDMATYC				
AlaMATYC	4/8/2022	Alvina Atkinson		
GMATYC		Alvina Atkinson		
FTYCMA		Alvina Atkinson		
LaMsMATYC		N/A		
NCMATYC		Alvina Atkinson	3/16/2023	Nancy Rivers
SOCAMATYC		N/A		
TMATYC		N/A		
CMC3				
CMC3-S				
UMATYC	10/8/2022	Laura Watkins		
MATYCNJ				
VMATYC				
WVMATYC				

Board Liaison Assignments
2022-2023

Assignment	Chair/Coordinator/Director	Board Member
Affiliate Presidents	44 affiliate presidents	George Hurlburt
AMATYC Legal Advisor	Victor Piercy	Laura Watkins
AMATYC Office (office@amatyc.org)	Beverly Vance, Christy Hunsucker, Christine Shott, Angela Poulin	Anne Dudley
AMATYC News	Jennifer Travis	Sarah Pauley
AMATYC Project ACCCESS	Lisa Feinman	Barbra Steinhurst
Editing Director	Vicky Mayfield	Nancy Rivers
Grants Coordinator	Megan Breit-Goodwin	Dennis Ebersole
Historian		Nancy Rivers
IMPACT - Mathematics Standards in the FTYC	Julie Phelps – Chair Evan Evans – Standards Digital Coordinator	George Hurlburt
MathAMATYC Educator	Johanna Debrecht – Editor George Alexander – Assistant Editor Keith Nabb – Production Manager	Kate Kozak
Mu Alpha Theta	Jonathan Weisbrod	Nancy Rivers
Online Community Coordinator (myAMATYC)	Karen Gaines	George Hurlburt
Professional Development	Behnaz Rouhani – Coordinator Mari Menard – Webinar Coordinator – Traveling Workshop Coord.	Dennis Ebersole

Student Mathematics League	Matthew Pragel – Coordinator T.J. Duda – Test Developer	Eddie Tchertchian
Student Research League	Vinodh Chellamuthu – Coordinator	AJ Stachelek
Vice-Presidents (Senior VP)	8 VPs	Sarah Pauley
Website Coordinator	Ryan Pescosolido	Shannon Ruth
Academic Networks (ANets)	**Chair**	**Board Member**
Adjunct Faculty Issues	Pat Barrientos	Brandon Bartley
Developmental Mathematics	Kim Granger	Alvina Atkinson
Division/Department Leadership	Chris Ward	Brandon Bartley
Equity	Benjamin Aschenbrenner	Nancy Rivers
Innovative Teaching and Learning (ITLC)	Jennifer Ackerman	Eddie Tchertchian
International Mathematics	Barbara Leitherer	Laura Watkins
Mathematics and Its Applications for Careers	Natalia Postrigan	Dale Johanson
Mathematics for Liberal Arts	Greg Foley	Dale Johanson
Mathematics Intensive (MIC)	Robert Cappetta	Dennis Ebersole
Mathematics Pathways	Helen Burn	Alvina Atkinson
Placement & Assessment (PAC)	Christine Mirbaha	Shannon Ruth
Research in Mathematics Education for TYC (RMETYC)	Frank Marfai	AJ Stachelek
Statistics	Rebecca Wong	Kate Kozak
Teacher Preparation	Mark Kuhlman	Sarah Pauley
Other AMATYC Activities	**Leader**	**Board Member**

Investments Board	Bill Steenken	Barbra Steinhurst
Nursing Math; Dana Center; MAA Collab.	Beth Kelch	Laura Watkins
Mars Project	Karen Gaines, Janet Tarjan	Laura Watkins
JCW (Joint Committee for Women in Mathematics)	Nancy Sattler	Laura Watkins
National Math Summit	Nancy Sattler	Laura Watkins

Board Committee Assignments
2022 – 2023

Board Standing Committees: Required in By-Laws

Finance Committee

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

Members: Barbra Steinhurst (Chair), Laura Watkins, George Hurlburt, Brandon Bartley, Alvina Atkinson, Turi Suski, Anne Dudley

Foundation Board

PPM 14.3.1 Manage the affairs of the AMATYC Foundation.

Members: Kate Kozak (Chair), Barbra Steinhurst, Cheryl Cleaves, Laura Watkins, Sarah Pauley, Anne 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: Eddie Tchertchian (Chair), Dennis Ebersole, AJ Stachelek, Alvina Atkinson, Dale Johanson, Shannon Ruth, Sarah Pauley, Brandon Bartley, Barbra Steinhurst, Anne Dudley*, Beverly Vance*

*ex officio

Nominating Committee

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

Members: Kate Kozak (Past President, chair, non-voting except for tie) (kathryn.kozak@amatyc.org); Alexander Atwood (delegate not Affiliate President - Northeast) (atwooda@sunysuffolk.edu); Barbara Leitherer (at large - Mid-Atlantic) (bleitherer@ccbcmd.edu); Ellen Matheny (Affiliate President - Southeast) (ebmatheny@pstcc.edu); Tiani Ellis (delegate not Affiliate President - Midwest) (tiane.ellis@kctcs.edu); Chamila Ranaweera (delegate not Affiliate President - Central) (Chamila.Ranaweera@southeasttech.edu); Sonia Petch (Affiliate President - Southwest) (sjpetch@collin.edu); Sandra Wildfeuer (Affiliate President - Northwest) (sjwildfeuer@alaska.edu); Ben Moulton (at large- West) (Ben.Moulton@uvu.edu); Pete Wildman (at large - former board) (Peter.Wildman@sfcc.spokane.edu); Christine Mirbaha (at large - AMATYC leader) (CMirbaha@ccbcmd.edu); Pat Riley (at large - AMATYC leader) (patrick.riley@kctcs.edu)

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: George Hurlburt (Chair), AJ Stachelek, Nancy Rivers, Barbara Leitherer, David Tannor

Professional Development Committee

PPM 5.8.4 Monitors, coordinates, and evaluates AMATYC's professional development efforts in order to provide the membership with high quality opportunities and a wide breadth of activities.
Members: Nancy Rivers (chair), Dennis Ebersole, Sarah Pauley, Brandon Bartley, Laura Watkins*, Turi Suski*, Behnaz Rouhani*, 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: George Hurlburt (Chair), Laura Watkins, Kate Kozak, Sarah Pauley, Shannon Ruth, Alvina Atkinson

Delegate Assembly Committees

Mathematics Leadership Excellence Award Committee

PPM 4.3.2 Recommend a recipient of the AMATYC ME Award to the Executive Board.
Members: Kate Kozak (Chair), Anthony Tavares (Northeast), Keith Nabb (Mid-Atlantic), Elmira Yakutova-Lorentz (Southeast), Arthur Shultz (Midwest), Brandy Englert (Central), Pat Barrientos (Southwest), Lori Holdren (Northwest), Ben Moulton (West)

Teaching Excellence Award Committee

PPM 4.3.1 Select the recipients of the AMATYC TE Award in odd-numbered years.
Members: George Hurlburt (PE, Chair), Bridget Dart (Northeast), Carol Howald (Mid-Atlantic), Vicki Todd (Southeast), Ben Aschenbrenner (Midwest), Sarah Davenport (Central), Seth Daugherty (Southwest), Celeste Peterson (Northwest), Kari Arnoldsen (West), Rachel DeAlejandro (Adjunct)

Delegate Assembly Minutes Approval Committee

PPM 4.2.3 Approve the minutes of the Delegate Assembly.
Members: Chair: **TBD**

Other Board Administrative Committees in Policy

Investments Board

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

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

*ex officio

Expenditure Approval Committee (EAC)

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

Members: Barbra Steinhurst (Chair), George Hurlburt, Kate Kozak, Laura Watkins

Institutional Review Board (IRB)

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

Members: Anne Dudley (Chair), Laura Watkins, George Hurlburt, Frank Marfai, April Ström

Personnel Committee

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

Members: Sarah Pauley (Chair), George Hurlburt, Laura Watkins, Kate Kozak, Barbra Steinhurst, Anne Dudley

Social Networking Committee

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

Members: Eddie Tchertchian (chair), Dale Johanson, AJ Stachelek, Julie Gunkelman

Tax Review and Audit Committee

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

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

Conference Committee

PPM 8.3 Manage all aspects of the annual conference.

Members: Turi Suski (Chair), Todd Stine, Michael Pemberton, Julie Gunkelman, Nathalie Vega-Rhodes, Crystal Wiggins, Sean Saunders, Amanda Olson

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

Committee
PPM Revision Committee – George Hurlburt (chair), Nancy Rivers, AJ Stachelek, Brandon Bartley, Shannon Ruth, Anne Dudley, Barbra Steinhurst
Task Force on 50th Anniversary Celebration – Nancy Rivers (chair), Alvina Atkinson, Turi Suski, Chris Ward, Jane Tanner, Nancy Sattler, Cheryl Cleaves
Task force to update the Dual Enrollment Position Statement Members: Dennis Ebersole (board contact); Robert Cappetta (Robert.Cappetta@fsw.edu) Math Intensive Committee; Nancy Sattler(Nsattler@terra.edu), Developmental Mathematics Committee; and Alvina Atkinson, the Division/Department ANet
AMATYC Guidelines For Internships For Two-year College Mathematics Faculty Task Force - Members: Dennis Ebersole (chair), Laura Watkins, Eddie Tchertchian, Dana Clahane
Task force on Historian Members: Nancy Rivers (chair), Dale Johanson, Anne Dudley, Kate Kozak
Task force on Public Relations/Marketing Members:Eddie Tchertchian (chair) , Sarah Pauley, Barbra Steinhurst, Turi Suski
Survey on Delegate Assembly -
Trends in Adjunct and Retiree Conference Rates Task Force – Barbra Steinhurst (Chair), Nancy Rivers, Brandon Bartley
Future of Higher Logic Task Force – Dale Johanson (Chair), George Hurlburt, Anne Dudley, Karen Gaines, Marty Kellum, Ryan Pescosolido
Adjunct Scholarship Ad Hoc committee – Brandon Bartley (Chair), Pat Barrientos, Dennis Ebersole, Shannon Ruth
Task Tracking and Follow Through Task Force – Anne Dudley (Chair), Alvina Atkinson, Kate Kozak, Nancy Rivers, Office Staff
Affiliate Task Force – George Hurlburt (Chair), Nancy Rivers, Jeff Crabill, Anne Dudley, John Bennett

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

Signature of AMATYC Leader or Staff Member_____

Date _____

Disclosure of Current activities
AMATYC Conflict of Interest

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

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

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

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

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

Signature of AMATYC Leader or Staff Member_____

Date _____

Email Motions and Other Board Actions since January 1, 2023

Submitted by Nancy Rivers, AMATYC Board Secretary 2022- 2023

With business being handled in monthly meetings, there have been no email motions.

Sunshine Fund

Balance as of Oct. 11, 2022		$307.96
11/15/2022	Donations from Board – B Steinhurst's Chinese Food Excess	$100.00
11/20/2022	Starbucks Gift Card – Shannon Ruth	$50.00
Current Balance		$357.96

ATTACHMENT B – RULES OF CONDUCT

RULES OF CONDUCT
AMATYC Spring Board Meeting (SBM)
March 31, April 1, 14, and 15, 2023

A. Robert's Rules of Order are used. The parliamentarian is **Eddie Tchertchian**.

B. Additions or deviations to Robert's Rules:
- Motions submitted after the deadline (February 15, 2023) 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
Discussion items (D) – 10 minutes
Motions involving discussion (M) – 15 minutes

Times on individual items may be extended by a majority vote of the Board. Some items in the agenda may have different values assigned than listed here. The timekeeper is **Dennis Ebersole.**

D. No speaker may speak on a motion more than two times, and this will be monitored by the Parliamentarian. Members are encouraged to display the "thumbs up" or "thumbs down" signs rather than to use their speaking times to echo comments previously expressed. Order of speakers is not guaranteed and may be changed at the option of the Chair.

E. Professional decorum is expected at all times during the board meeting. The chair shall interrupt and rule a speaker out of order, if appropriate. **Please silence all cell phones.** Refrain from computer use other than board business.

F. The following individuals are asked to track items throughout the meeting.
1. Items relating to Conference: **AJ Stachelek** and **Dale Johanson** (Report to Turi at the end of SBM.)
2. Items relating to Budget: **Brandon Bartley** and **Alvina Atkinson**. (Report to Barbra Steinhurst prior to the end of SBM so the information can be incorporated into the budget).
3. Items relating to the Office: **Shannon Ruth** and **Eddie Tchertchian**. (Report to Anne Dudley end of SBM.
4. Items relating to VPs: **Sarah Pauley** and all VPs.
5. Items to address at a future board meeting: **Kate Kozak** and **Barbra Steinhurst**. (Report to the President at the end of SBM.)
6. Items related to the PPM: **George Hurlburt.**

G. Draft minutes will be available electronically each evening beginning Sunday evening, unless otherwise specified by Nancy Rivers. Everyone is encouraged to review the minutes each day. Three board members are asked to specifically review the minutes for their assigned day(s) for completeness and accuracy of motions and return comments electronically to Nancy by the following morning.
March 31st Minutes: **Kozak, Johanson, & Ruth**
April 1st Minutes: **Steinhurst, Ebersole, & Atkinson**

April 14th Minute: **Bartley, Pauley, & Tchertchian**
April 15th Minutes: **Stachelek, Ebersole, & Hurlburt**

ATTACHMENT C – ORDER OF BUSINESS

Order of Business – Meeting Agenda
AMATYC Executive Board
Spring Board Meeting (SBM) 2023

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

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

Reports (R) – 5 minutes Discussion (D) – 10 minutes Motions (M) – 15 minutes

Page	Agenda Item	Who?
	Call to Order	Watkins
Section A: Meeting Plan, Rules and Conduct, Agenda, Reference Materials		
A1	Meeting Plans	Watkins
A2	AMATYC Mission, Vision, Core Values	Watkins
A3	AMATYC Strategic Plan (2018-2023)	Watkins
A4-A6	Acronyms	Watkins
A7	Brief Robert's Rules of Order (Parliamentary Motions Guide)	Watkins
A8	Policy on a Welcoming Environment	Watkins
A9	Affiliate Visits (2022-2023)	Watkins
A10-A11	Board Liaison Assignments	Watkins
A12-A15	Administrative/Ad Hoc/Other Committees	Watkins
A16-A17	Conflict of Interest	Watkins
A18	Email Motions since FBM2022 and Other Actions	Watkins

A19	Rules of Conduct	Watkins

A20	**(M) Adopt Rules of Conduct**	Watkins
A21-A27	Order of Business	Watkins
A28	**(M) Adopt Order of Business**	Watkins
Section B: Consent Calendar Reports, Board Member Reports		
B1-B2	President	Watkins
B3-B4	President-Elect	Hurlburt
B5-B6	Past President	Kozak
B7-B8	Secretary	Rivers
B9	Treasurer	Steinhurst
B10-B11	Northeast VP	Stachelek
B12-B14	Mid-Atlantic VP	Ebersole
B15-B16	Southeast VP*	Atkinson
B17-B18	Midwest VP	Bartley
B19-B20	Central VP	Johanson
B21-B22	Southwest VP	Ruth
B23-B24	Northwest VP	Pauley
B25-B26	West VP**	Tchertchian
Section C: Consent Calendar- Motions/Reports		
C1	**(M) Consent Reports and Motions**	Watkins
C2	EAC and Audit report	Steinhurst
~~C3~~	~~**(M) Discount Conference Registration Rate**~~	~~Steinhurst~~
C4 – C6	**(M) Change Start Dates for OCC and OCAC**	Hurlburt

~~C7 – C8~~	~~**(M) Institutional Membership Dues 2024-2025**~~	~~Steinhurst~~
~~C9 – C10~~	~~**(M) Membership Dues 2024 - 2026**~~	~~Steinhurst~~
C11 – C12	**(M) 9.1.9.7 Statistics and Data Science Goals**	Kozak

Section D: ANet Chair Reports		
D1	(R) Adjunct Faculty Issues*	Barrientos/Bartley
D2-D4	(R) Developmental Math	Granger/Atkinson
D5	(R) Division and Department Leadership*	Ward/Bartley
D6-D9	(R) Equity	Aschenbrenner/Rivers
D10-D12	(R) Innovative Teaching and Learning (ITLC)	Ackerman/ Tchertchian
D13-D16	(R) International Mathematics	Leitherer/Watkins
D17-D19	(R) Math and Its Application to Careers (MAC)	Postrigan/Johanson
D20	(R) Mathematics for Liberal Arts*	Foley/Johanson
D21-D24	(R) Math Intensive (MIC)	Capetta/Ebersole
D25	(R) Pathways*	Burn/Atkinson
D26-D33 Replacement	(R) Placement and Assessment**	Mirbaha/Ruth
D34	(R) Research in Mathematics Education for Two Year Colleges (RMETYC)*	Marfai/Stachelek
D35-D38	(R) Statistics and Data Science	Wong/Saidi/Kozak
D39-D42	(R) Teacher Preparation	Kuhlman/ Pauley
Section E: Services / Coordinators/ Directors / Publications / Grants		
E1-E5	(R) Editing Director	Mayfield/ Rivers
E6-E8	(R) *AMATYC News* Editor	Travis / Pauley
E9-E10	(R) *MathAMATYC Educator* Editor	Debrecht/Kozak
E11-E12	(R) *MathAMATYC Educator* Assistant Editor	Alexander/Kozak

E13-E14	(R) *Math*AMATYC *Educator* Production Editor	Nabb/Kozak
E15-E19	(R) Website Coordinator	Pescosolido/Ruth
E20-E21	(R) Historian	---/Rivers
E22	(R) SML Coordinator	Pragel/Tchertchian

E23	(R) SML Test Developer	Duda/ Tchertchian
E24-E25	(R) SRL Coordinator*	Chellamuthu/Stachelek
E26-E27	(R) Professional Development Coordinator	Rouhani/Ebersole
E28-E30	(R) Webinar Coordinator	Menard/Ebersole
	(R) Traveling Workshop Coordinator	Not currently filled
E31-E32	(R) Mu Alpha Theta	Weisbrod/ Rivers
E33-E34	(R) Project ACCCESS Coordinator	Feinman/Steinhurst
E35-E36	(R) Online Community Coordinator	Gaines/Hurlburt
E37-E38	(R) Mathematics Standards Chair (IMPACT)	Phelps/Hurlburt
E39-E41	(R) Digital Coordinator	Evans/Hurlburt
E42-E44	(R) Grants Coordinator	Breit-Goodwin/ Ebersole
E45-E47	(R) Teaching for PROWESS	Dudley
E48	(R) Accessibility Grant	Watkins
Section F: Staff March 31st, 1:00 – 2:00 PDT/4:00 – 5:00 EDT		
F1-F2	(R) Executive Director	Dudley
F3-F13	(R) Office Report	Dudley/ Vance/ Shott/ Hunsucker/ Poulin
Section G: Conference		
G1-G8	(R) Conference Coordinator	Suski
G9-G25	(R) Program Coordinator	Pemberton/Suski

G26	(R) Assistant Program Coordinator Report	Gunkelman/ Suski
G27	(R) Assistant Conference Coordinator	Vega-Rhodes/ Suski
G28	(R) Exhibitor Chair	Stine/ Suski
G29	(R) Advertising Coordinator	Wiggins/ Suski
G30	(R) 2023 LEC – Omaha	Olson/ Suski
G31-G32	(R) 2024 LEC – Atlanta	Patterson/Suski
G33	(R) 2025 LEC – Reno	Suski
Section GG: Conference		
GG1-GG5	(R) Conference Evaluation Report	Suski
GG6	(R) LEC Reno	Suski
GG7	(R) Maritz Post Conference Report*	Suski
Section H: Administrative Committees		
H1	(R) Nominating Committee	Kozak
H2	(R) MLE Award Committee	Kozak
H3	(R) TE Award Committee	Hurlburt
H4-H5	(R) Professional Development Committee	Rivers
H6-H7	(R) Foundation	Kozak
H8-H12	(R) Organizational Assessment Committee	Hurlburt
H13-H15	(R) Past Presidents Advisory Board	Kozak
H16	(R) Membership Committee/Membership Report	Tchertchian/Dudley/ Vance
H17	(R) Social Networking Committee	Tchertchian
Section I: Treasurer/Budget: April 14th, 10:00 – 11:00 am PDT/1:00 – 2:00 PM EDT		
I1	**(M) Approve Cash Expenditures**	Steinhurst
I2 – I5	Chart of Accounts	Steinhurst

I6	(R) Place holder for remainder of Treasurer's Report*	Steinhurst
Section J: Ad hoc Committees		
J1	(R) PPM Revision Committee Report	Hurlburt
J2	(R) Task force to Update Dual Enrollment Position Statement	Ebersole
J3-J5	(R) 50th Anniversary Celebration Task Force	Rivers
J6	(R) Guidelines for Internships	Ebersole
J7	(R) Book Discussion Group	Rivers
J8	(R) Historian/History Task Force	Rivers
J10	(R) Public Relations and Marketing Task Force	Tchertchian
J11-J12	(R) Study Trends in Adjunct and Retiree Conference Rates	Steinhurst
J13-J14	(R) Future of Higher Logic Task Force	Johanson
J15	(R) Task Tracking and Follow Through Task Force	Dudley
J16	(R) Affiliate Task Force	Hurlburt
J17	(R) Delegate Survey Regarding Delegate Assembly*	Atkinson
J18	(R) Adjunct Conference Scholarship*	Bartley
Section K: Strategic Planning: April 1st, 11:30 – 12:30 PDT/2:30 – 3:30 EDT		
K1	(R) Strategic Planning committee	Hurlburt
K2	Draft 2024 – 2029 Strategic Plan	Hurlburt
K3-K6	Strategic Planning Focus Group Feedback	Hurlburt
K7-K26	2018 – 2023 AMATYC Strategic Plan	Hurlburt
Section L: Executive Session		
L1	(R) Personnel Committee	Pauley
L2-L4	(R) Evaluation of Executive Director	Pauley
L5-L6	**(M) Consent Appointments**	Dudley
	(D) Executive Board Nominations	Kozak

	(D) Teaching Excellence Award	Hurlburt
Section M: New Business		
M1-M8	**(M) Update PPM Language related to AMATYC and Affiliates**	Hurlburt
M9-M11	**(M) Increase flight cost limits to $600**	Steinhurst
M12-M14	**(M) Regional Scholarships PPM 25.x Addition**	Pauley
M15-M18	**(M) Updating AMATYC Values**	Hurlburt
~~M19-M24~~	~~**(M) Beyond Crossroads Chapter 1 Revisions**~~	~~Hurlburt~~
M25-M32	**(M) Standards for Content Revisions**	Hurlburt
M33-M41	**(M) Standards for Intellectual Development Revisions**	Hurlburt
M42-M54	**(M) Standards for Pedagogy Revisions**	Hurlburt
M19-M24	**(M) Beyond Crossroads Chapter 1 Revisions**	Hurlburt
M55-M56	**(M) Update Equity ANet Goals (PPM 9.1.9.9)**	Rivers
M59-M60	**(M) Membership Dues 2024 – 2026 (formerly C9-C10)**	Steinhurst
M57-M58	**(M) Institutional Membership Dues 2024-2025 (formerly C7-C8)**	Steinhurst
M61	**(M) Discount Conference Registration (formerly C3)**	Steinhurst
Section N: Partnerships/ Miscellaneous Reports		
N1	(R) TPSE-Math	Watkins/Sattler
N2	(R) National Mathematics Summit	Watkins/Sattler
N3-N4	(R) Joint Committee on Women	Watkins/Sattler
N5-N7	(R) Carnegie Math Pathways	Watkins/Sattler
Section O: Parking Lot / Motion to Adjourn		
O1	(D) Parking Lot Discussion Items	All
O2	(M) Motion to Adjourn	Watkins

* Report yet to be received
** Additional documents are available in Google Folder **Added after March 5th**

ATTACHMENT D – PPM 11.1.6, 11.1.7, Change of Start Dates for OAC and OCAC

11.1.6 Online Community Coordinator <2020 Email Motion #2> <SCC 2022> <SBM2023>

The Online Community Coordinator (OCC) coordinates all aspects of the myAMATYC online communication platform, working closely with the Executive Director, the Website Coordinator, the Online Assistant Community Coordinator, the Professional Development Committee, the Executive Board liaison, the AMATYC Standards Team Chair, and the AMATYC Office.

Appointment Process

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

Term of Office

The term length is four years. The starting date of each term is January 1 of an odd numbered year and the ending date is December 31 four years later. The term limit is two consecutive terms; exceptions may be granted by the Board to waive the term limit for extenuating circumstances by a 2/3 vote of the Executive Board, or at least 9 votes.

11.1.7 Online Community Assistant Coordinator

The Online Community Assistant Coordinator (OCAC) assists the Online Community Coordinator (OCC) and has primary responsibility for maintaining Impact Live!

Appointment Process

The Online Community Assistant Coordinator is recommended by the President and appointed by the Executive Board. This position reports to the Online Community Coordinator and the AMATYC Executive Board.

Term of Office

The term length is four years. The starting date of each term is January 1 of an even numbered year and the ending date is December 31 four years later. The term limit is two 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 Executive Board, or at least 9 votes.

ATTACHMENT E – PPM 9.1.9.7, Statistics and Data Science ANet Goals

9.1.9.7 Statistics and Data Science

The role of the Statistics and Data Science ANet is to provide a forum for the exchange of ideas, the sharing of resources and the discussion of issues of interest to the statistics and Data Science community. The Statistics and Data Science ANet strives to:

- Provide professional development and support for the teaching and learning of statistics and data science;
- Provide resources for faculty interested in developing statistics and data science programs and courses;
- Foster the use of the GAISE guidelines in the first two years of college; and,
- Serve as a liaison with four-year college faculty, other mathematical organizations, and professional statistics organizations in order to share resources.

ATTACHMENT F – PPM 13.1, 13.2, 13.3 (Deletion of 13.4), Affiliates

13.1 Affiliation Procedure <FBM 2020>

1. The state or regional organization must recognize AMATYC as a prime national association concerned with the first two years of college mathematics instruction. This recognition is evidenced by voting for affiliation with AMATYC.
2. New affiliate organizations must submit a request through the appropriate Regional Vice President to the President for affiliation as soon as possible after the organization voted to affiliate with AMATYC. This request must be accompanied by a copy of the affiliate's constitution and bylaws, if these have been adopted by the affiliate. The request will be placed on the agenda of the next Executive Board meeting. The AMATYC President will formally acknowledge the affiliation with a letter to the president of the state or regional organization.
3. The affiliate president of each AMATYC affiliate is an affiliate delegate of the Delegate Assembly. Proxies for the affiliate president are not accepted. The affiliate must appoint another individual to be a delegate for the organization in the AMATYC Delegate Assembly. Note: All delegates must be members of AMATYC or become AMATYC members at the time of their appointment.

13.2 Responsibilities of Affiliate Organizations

Each affiliate organization shall:

1. Encourage membership in AMATYC by permitting an AMATYC representative to distribute information about the association and by providing an email list of members to the Regional Vice President.
2. Notify the appropriate AMATYC Regional Vice President, no later than September 1 of each year, of the name and email address of the organization's appointed affiliate delegate. This affiliate delegate is appointed by the affiliate for a term of determined by the affiliate. Note: All affiliate delegates are in addition to the state delegates appointed by the AMATYC Regional Vice President and must be different persons than those who are state delegates. Each delegate may have only one vote.
3. Share the affiliate newsletter with the AMATYC President-Elect and the appropriate Regional Vice President.
4. Include links to the AMATYC website (home page and membership information page) on the affiliate website.
5. Include AMATYC flyers, position statements, committee, and ANet reports in affiliate communications as appropriate.
6. Solicit articles for the affiliate newsletter from their Regional Vice President and inform them of deadlines.
7. Inform AMATYC of your affiliate meetings by completing the Affiliate Conference Update Form. Invite the appropriate Regional Vice President and other Board members to affiliate meetings.
8. Inform AMATYC and the appropriate Regional Vice President of a change in the president by completing the Affiliate Information Form.
9. Submit a copy of the affiliate's constitution and bylaws whenever these documents are changed to the Affiliate Constitution and Bylaws Form.

13.3 AMATYC Services to Affiliates

1. Affiliate to AMATYC Connections:
    a. Annual meeting of the affiliate presidents with the AMATYC leadership
    b. Regional meetings during the AMATYC annual conference
    c. Affiliate representation in the AMATYC Delegate Assembly
    d. Materials for affiliate conferences, such as:
        i. AMATYC promotional materials
        ii. Giveaway materials (AMATYC branded)
        iii. Conference bags
    e. AMATYC will host websites for affiliates, if desired. Affiliates will be responsible for creating and maintaining their website
    f. Archiving of affiliate constitutions and bylaws
2. AMATYC will provide professional development by:
    a. Sharing ideas and issues with other mathematics educators from across the nation through myAMATYC and the AMATYC Annual conference each fall
    b. Enabling professional development through avenues such as webinars, traveling workshops, teaching tips videos, summer institutes, regional conferences, etc.
    c. Developing leaders through Project ACCCESS
    d. Engaging members through Academic Networks (ANets)
3. AMATYC will provide opportunities for student engagement through:
    a. Student Mathematics League
    b. Student Research League
    c. Data Fest
4. AMATYC will generate national exposure for affiliates through:
    a. AMATYC Website
        i. Link to affiliate websites
        ii. Affiliate president contact information
        iii. Publication of affiliate conference information
    b. *AMATYC News*
        i. Focus on Affiliates articles
        ii. Publication of affiliate conference information
5. AMATYC will serve as a conduit between affiliates and National organizations by its:
    a. Membership in the Conference Board of Mathematical Sciences (CBMS)
    b. Participation in national workshops to help formulate guidelines for mathematics education at two-year colleges
    c. Sharing of the two-year college position on mathematics education by AMATYC leaders requested to speak at other national organization's meetings

NOTE: The content of PPM 13.4 is herein deleted.

ATTACHMENT G – PPM 6.9.1 Airplane Maximum

6.9.1 Eligibility <SBM 2018>

[No changes prior to the "Procedures" Header]

Procedures

2. Airline Transportation
    a. Normally all persons traveling at AMATYC expense should make their reservations. Be sure to carefully check your itinerary immediately upon booking, as you are responsible for accuracy once the ticket is issued. Note: Over the years and with various agencies, we have seen itineraries and tickets issued for the wrong dates, even the wrong month. You should verify whatever is issued immediately upon receipt and notify the booking agency immediately if there are discrepancies.
    b. A traveler may book his/her own flight using a personal credit card; travelers are expected to make good-faith efforts to secure lower fares when traveling on AMATYC business. Holders of AMATYC credit cards may use their cards for approved trips. Authorization must be obtained in advance from the Treasurer if the fare, including taxes and fees, exceeds $600 round-trip. In the absence of the Treasurer, the President may provide authorization. Failure to obtain authorization in advance may result in the traveler paying any amount in excess of $600.
    c. All ticketing will be by e-ticket; any delivery costs incurred for paper tickets will not be reimbursed unless e-tickets are not available for that travel. The traveler must be sure to obtain a printed receipt at check in.
    d. A traveler may be reimbursed prior to travel by submitting a reimbursement form and the receipt with itinerary. A copy of the printed receipt obtained at check-in must be submitted with the post-travel reimbursement form as evidence of travel. If travel plans change after reimbursement for air travel, but before travel has occurred, the traveler will be held responsible for returning the full amount of the reimbursed airfare. <7/2/2008>
    e. Frequent Flyer Miles
        i. AMATYC travelers may accumulate frequent flyer miles into their personal accounts.
        ii. No compensatory monetary reimbursement, except for actual cash outlay, shall be made if frequent flyer miles are used for AMATYC business.
        iii. Selection of flights shall be based on least cost to AMATYC, with consideration for reasonable convenience of the traveler, **and not on airline preferences due to ability to accumulate frequent flyer miles.**

ATTACHMENT H – PPM 2.5.7, AMATYC Regional Scholarship

2.5.7 AMATYC Regional Scholarship

Purpose of the Award

AMATYC understands the difficulty of securing funding to attend the annual conference. The AMATYC Regional Scholarship Program awards one regular (early) conference registration to at least one member from each region to attend the annual conference. The Regional Scholarship program encourages members of the regions to support the scholarship through donations to the AMATYC Foundation.

Criteria

Applicants must be regular AMATYC members (Individual, Adjunct, or Retired). AMATYC members receiving financial support from AMATYC to attend the conference are not eligible to apply.

Funding

AMATYC will award, at minimum, one scholarship per Region (8 total), provided each Region has at least one applicant. If funds are available, the AMATYC Board can award more. The AMATYC Foundation will collect donations to the Regional Scholarship Fund and will use those donations to support more scholarships if the funds are available.

Application

The nomination form can be found on the AMATYC website and will be shared with AMATYC membership through email and on myAMATYC.

Method of Selection

1. Applications are due by September 1st.
2. Scholarships will be awarded randomly. AMATYC Regional Vice Presidents (VPs) will meet and select winners by September 15th. At this time, extra names will be drawn at random in case selected winners are unable to use the scholarship.
3. The scholarship recipient may not transfer the scholarship to someone else.

Promotion of the Regional Scholarship

1. VPs will include information in posts on myAMATYC and in email updates and will promote at affiliate conferences
2. An email blast, initiated by the Senior VP, will be sent to all members.
3. Announcements on the AMATYC website and myAMATYC will be initiated by the Senior VP.
4. An article in the AMATYC Summer Newsletter calling for applications will be written by the Senior VP.

ATTACHMENT I – AMATYC Core Values (contained in PPM 1.3) – Motion withdrawn therefore no attachment

ATTACHMENT J – Update to Crossroads in Mathematics, Standards for Content, pgs. 12-14

Standards for Content

Rather than focusing solely on content knowledge, this document takes the position that to truly know mathematics and statistics one must know it conceptually, contextually, and procedurally and that problem solving is the heart of doing mathematics. The successful problem solver can view the world from a mathematical perspective (Schoenfeld, 1992).

Students develop the ability to solve meaningful problems through in-depth study of mathematics and statistics topics that build on their prior knowledge and experiences When presented in the context of relevant applications, abstract topics grow naturally out of the need to describe or represent the patterns that emerge. In general, the meaning use, and communication of mathematical and statistical ideas must be emphasized. Attention to rote memorization and manipulation must decrease.

The content standards that follow are not meant to outline a set of courses. Rather, they are strands to be included in an post-secondary mathematics pathways in whatever structural form they may take. The specific themes were selected so that learners can develop the knowledge and skills needed to be discerning citizens, making data-based decisions and evaluating mathematical and statistical arguments. Students should also be equipped to pursue more advanced study in mathematics and other disciplines.

Standard C-1: Numeracy

Students will accurately perform arithmetic operations, and will process, interpret, and communicate numerical information.

"Numeracy is the ability to process, interpret, and communicate numerical, quantitative, spatial, statistical, even mathematical, information, in ways that are appropriate for a variety of contexts, and that will enable a typical member of the culture or subculture to participate effectively in activities that they value." (Evans, 2000) Students should be able to identify and perform appropriate arithmetic operations, estimate reliably, judge the reasonableness of numerical results, understand orders of magnitude, think proportionally, and make sense of data (especially large data sets) in order to recognize patterns. This mathematical reasoning may be enhanced through the use of technology.

New Citation:

Evans, J. (2000) Adults' Mathematical Thinking and Emotions: A Study of Numerate Practice. London, Routledge. Page 236

Standard C-2: Symbolism and Algebra

Students will understand the use of algebraic symbolism, be able to translate problems into appropriate symbolic representations, and use those representations to answer questions and make predictions.

Students will move beyond concrete numerical operations and use algebraic thinking and symbols to solve problems. Students will represent mathematical situations symbolically and use a combination of appropriate algebraic, graphical, and numerical methods to form conjectures about the problems. Applications of algebraic

thinking include derivation of formulas, translation of realistic problems into mathematical statements, conversion between different representations, and the solution of equations by appropriate methods.

Standard C-3: Geometry and Measurement

Students will develop a spatial and measurement sense, learn to visualize and use geometric models, recognize measurable attributes, and use and convert units of measure.

Geometry is the study of visual patterns. Every physical object has a shape, so every physical object is geometric. Furthermore, mathematical objects can be represented geometrically. For example, real numbers are represented on a number line, forces are represented with vectors, and statistical distributions are represented with the graphs of curves. The use of dynamic geometry software provides for efficient integration of geometric concepts throughout the curriculum, allowing students to more effectively visualize geometric representations.

Students will demonstrate their abilities to visualize, compare, and transform objects using geometric representations. Students will develop a spatial sense including the ability to draw one-, two-, and three-dimensional shapes from different perspectives, and extend a concept, such as vectors, to higher dimensions. Their knowledge of geometry will enable them to determine Dimensions, area, perimeter, and volume of common plane and solid figures. Suggested topics might include comparison of geometric objects (including congruence and similarity), graphing, prediction from graphs, measurement, and vectors.

Standard C-4: Function

Students will demonstrate understanding of the concept of function by several means – numerically, graphically, symbolically, and verbally - and incorporate it as a central theme into their use of mathematics. Students will know when a relation is a function. Students will interpret functional relationships between two or more variables, formulate such relationships when presented in tabular, graphical, symbolic, or verbal representations and transform functional information from one representation to another. Students will use function notation and perform operations on functions. Suggested topics include generalization about families of functions, transformations of functions, use of functions to model realistic problems, and the behavior of functions.

Standard C-5: Discrete Mathematics

Students will be able to recognize and use discrete mathematical algorithms and develop combinatorial abilities in order to solve problems of finite character and enumerate sets without direct counting.

This standard provides guidance for incorporating topics from discrete mathematics courses (which may require precalculus or calculus as prerequisites) into introductory college mathematics courses. Applications in the social and behavioral sciences, business, computing, and other areas frequently do not exhibit the continuous nature commonly treated by techniques studied in introductory college mathematics pathways. Rather, these applications involve discrete objects and focus on logic and enumeration (Dossey, 1991; Hart, 1991). The standard echoes the recommendations made in the NCTM *Standards* (NCTM, 2008) and in *Reshaping College Mathematics* (Siegel, 1989); namely, the conceptual framework of discrete mathematics should be integrated throughout the introductory mathematics pathways, as appropriate, in order to improve students' problem-solving skills and prepare them for the study of higher levels of mathematics as well as for their careers. Suggested topics in discrete mathematics may include set theory, logic, graph theory, game theory, algorithms, sequences, series, permutations, combinations, recursion, linear programming, finite graphs, voting systems, and matrices.

New citation

Navigating Through Discrete Mathematics in Grades 6-12 (Principles and Standards for School Mathematics Navigations) Paperback – January 1, 2008

Standard C-6: Statistics and Probability

Students will use data to inform decisions and understand the world around them.

The basic concepts of statistics, data science, and probability should be integrated throughout curriculum using relevant contexts and appropriate technology. Students should recognize and describe variability, take variability into account when making decisions, and make and communicate data-based arguments. Suggested topics include appropriate methods for collecting data, creating and interpreting data visualizations, sampling variability, drawing conclusions from sample data, modeling, applications of probability, and the ethical use of data.

Standard C-7: Deductive Proof

Students will appreciate the deductive nature of mathematics as an identifying characteristic of the discipline, recognize the roles of definitions, axioms, and theorems, and identify and construct valid deductive arguments.

The use of deductive proof in mathematics sets it apart as a unique area of human endeavor. Where appropriate to enhance student understanding of mathematical concepts, mathematical proofs, including indirect proofs and mathematical induction, will be introduced Students will engage in exploratory activities that will lead them to form statements of conjecture, test them by seeking counterexamples, and identify and, in some instances, construct arguments verifying or disproving the statements. A variety of proof techniques, including the use of diagrams and pictures, should also be encouraged.

ATTACHMENT K – Updates to Crossroads in Mathematics, Standards for Intellectual Development, pgs. 9-12

Standards for Intellectual Development

At the conclusion of the first two years of their college studies, all students should have progressed in their development of certain intellectual abilities and of other competencies and knowledge. Introductory college courses across disciplines should be designed to broaden an existing educational foundation and allow students to appreciate mathematics, statistics, and data science as Powerful reasoning and general problem-solving tools.

Standard 1-1: Problem Solving

Students will engage in **relevant, authentic problem solving and mathematical and statistical thinking.**

Students will use problem-solving strategies that require persistence, analysis of assumptions, intellectual risk taking. And application of appropriate procedures. These strategies should include posing questions; organizing information; constructing visual representations; solving similar, simpler problems; analyzing situations through trial and error, graphing, and modeling; and drawing conclusions by translating, illustrating, and verifying results. The students should be able to communicate and interpret their results.

Emphasizing problem solving will make mathematics more meaningful to students. The problems used should be relevant to the needs and interests of the students in the class. Such problems provide a context as well as a purpose for learning new skills, concepts, and theories.

Standard 1-2: Modeling

Students will learn mathematics and statistics through modeling real-world situations.

Students will participate in the mathematical and statistical modeling of situations from the world around them and use the models to make predictions and informed decisions. Swetz (1991) describes the mathematical modeling process as "(1) identifying the problem, including the conditions and constraints under which it exists; (2) interpreting the problem mathematically; (3) employing the theories and tools of mathematics to obtain a solution to the problem; (4) testing and interpreting the solution in the context of the problem; and (5) refining the solution techniques to obtain a 'better' answer to the problem under consideration, if necessary" (pp. 358-359 The statistical modeling process is similar but also involves connecting data, chance, and context (Pfannkuch, et.al, 2018).

Whether students develop their own models or evaluate models that are given to them, they should look beyond how well a proposed model fits a set of data and attempt to provide contextual, mathematical, statistical, or data-based reasons for why the model is valid.

New Citation

Pfannkuch, M., Ben-Zvi, D. & Budgett, S. Innovations in statistical modeling to connect data, chance and context. *ZDM Mathematics Education* **50**, 1113–1123 (2018). https://doi.org/10.1007/s11858-018-0989-2

Standard 1-3: Reasoning

Students will expand their mathematical and statistical reasoning skills as they develop convincing mathematical, statistical, and data-based arguments.

Students will regularly apply inductive and deductive reasoning techniques to build convincing mathematical, statistical, and/or data-based arguments. They will develop conjectures on the basis of previous knowledge, data, and intuition and test these conjectures by using logic and deductive and inductive proof, by framing examples and counterexamples, and by probabilistic and statistical reasoning. They will then draw appropriate conclusions and communicate their argument convincingly. In addition, students will judge the validity of mathematical, statistical, and/or data-based arguments using the same reasoning skills.

Standard 1-4: Connecting With Other Disciplines

Students will develop the view that mathematics, statistics, and data science are growing disciplines, are interrelated with human culture, and understand their connections to other disciplines.

If students are to gain a sense that mathematics, statistics, and data science are growing disciplines, course content must include current and relatable topics such as algorithms needed for computer-based solution processes, the use of probability in understanding chance and randomization, modern approaches to statistical inference and data visualization, and the applications of non-Euclidean geometries. These topics lend themselves to discussions of who developed the ideas, when they were developed, and what kind of human endeavors motivated their development, which reinforces recognition of math in all parts of life and cultures. Students should develop an appreciation of how mathematics and statistics provide a language for the sciences; play a role in art, music, and literature; are applied by social scientists and practitioners in health care fields; are used in business and manufacturing; and have had an impact on history.

Standard 1-5: Communicating

Students will develop the ability to read, write, listen to, and speak the languages of mathematics, statistics, and data science.

Students will develop the skills necessary to communicate ideas and procedures, and results using appropriate mathematical and statistical vocabulary and notation. Students will develop the ability to communicate the results of analyses through appropriate models and visualizations. Furthermore, mathematics, statistics, and data science faculty will adopt instructional strategies that develop both oral and written communication skills within a context of authentic applications relevant to a diverse student population. As students learn to speak and write about mathematics, statistics, and data science, they develop acumen and become better prepared to use this knowledge and these skills beyond the classroom.

New reference
Learning the language of mathematics

RE Jamison - Language and Learning across the Disciplines: A forum for debates concerning interdisciplinarity, situated discourse communities, and writing across the curriculum program, May,2000 - clearinghouse.colostate.edu

Standard 1-6: Using Technology

Students will use appropriate technology to enhance their thinking and conceptual understanding and to solve problems.

Students will develop an ability to use technology to enhance their study of mathematics, statistics, and data science. Technology can be used to aid in the understanding, exploration, and visualization of concepts and the analysis of data. Students can use technology to test conjectures, explore ideas, and verify that theorems are true in specific instances. They should also embrace technology as a tool to aid in the solution of authentic problems and to validate those solutions. Students should be able to judge the reasonableness and accuracy of the results generated by technology.

Standard 1-7: Developing Mathematical Prowess

Students will engage in rich experiences in the study of mathematics, statistics, data science, and related fields that encourage independent, nontrivial exploration and will develop and reinforce tenacity and confidence in their abilities and inspire them to further their studies in these fields.

Students will develop self-confidence and resistance while engaging with mathematics, statistics, and data science problem-solving. These problems will not always have unique solutions but will provide experiences that develop the ability to conduct independent explorations. At the same time, they will learn to transfer of problem-solving strategies to a variety of contexts (Druckman & Bjork, 1994) and appreciate mathematics, statistics, and data science as disciplines. they will visualize themselves using mathematics and statistics effectively in their professional work and everyday lives. They will develop an awareness of careers in mathematics and related disciplines.

(New Standard)
Standard 1-8: Linking Multiple Representations

Students will select, use, and translate among mathematical representations—numerical, graphical, symbolic, and verbal—to organize information and solve problems using a variety of techniques.

Students will explore complex problems, using multiple approaches, and explain their solutions in both oral and written form. Students will be motivated to go beyond the mastery of basic operations or algebraic manipulations to a real understanding of how to use mathematics, the meaning of the answers, and how to interpret them.

ATTACHMENT L – Updates to Crossroads in Mathematics, Standards for Pedagogy, pgs. 15-17

Standards for Pedagogy

When planning a mathematics lesson, a teacher should start with the question "what should students do?", rather than "what should I do?" Learning is a social endeavor; therefore, it is important that we humanize the culture of learning mathematics (Yeh & Otis, 2019). The most impactful mathematics classrooms use learner-centered pedagogies in a classroom environment that fosters a sense of community (NCTM, 2014). Faculty must create frequent opportunities for students to develop and demonstrate conceptual, contextual, and procedural understanding of topics. This requires pedagogical practices that may include students using concrete tools to model abstract ideas, engaging in mathematical discourse, connecting different representations of the same mathematical idea, using prior knowledge to construct new knowledge, and understanding connections between the mathematics they are learning and what they already know.

Progress has been made toward the goal of more effectively teaching students to deeply understand mathematics; however, there is a need for more faculty to consistently identify and use pedagogical strategies that promote equitable student learning. The Standards for Pedagogy that follow recommend the use of instructional strategies that provide for student activity and student-constructed knowledge. Evidence-based strategies which can be incorporated by most teachers without requiring substantial faculty development are highlighted in these standards. Furthermore, the standards are in agreement with the instructional recommendations contained in Professional Standards for Teaching Mathematics **(**NCTM**,** 1991).

Citations:

Principles to Actions: Ensuring Mathematical Success for All. Reston, VA: NCTM, National Council of Teachers of Mathematics, 2014.

Professional standards for teaching mathematics. Reston, VA: NCTM, National Council of Teachers of Mathematics, 1991.

Yeh, C., & Otis, B. M. (2019). Mathematics for Whom: Reframing and Humanizing Mathematics. Occasional Paper Series, 2019 (41). Retrieved from https://educate.bankstreet.edu/occasional-paperseries/vol2019/iss41/8

Standard P-1: Active Learning

Mathematics faculty will facilitate active learning that promotes increased and deeper mathematical reasoning abilities in students. Widespread implementation of high-quality active learning can help reduce or eliminate achievement gaps in STEM courses and promote equity in higher education.

Active learning is defined by the following guiding principles: (1) students' deep engagement in mathematical thinking (PRoficiency), (2) instructors' interest in and use of student thinking (OWnership), (3) student-to-student interaction (Engagement), and (4) instructors' attention to equitable and inclusive practices (Student Success) (Larsen & Rassmussen, 2019). Active learning benefits all students but offers disproportionately

greater benefits for individuals from underrepresented groups by reducing achievement gaps in exam scores and passing rates (Smith, et al, 2021).

Learning occurs when students construct their own knowledge through collaboration and when students are cognitively engaged in the mathematics (Smith, et al, 2021). Participation in mathematical discourse, as well as writing and reading about mathematical ideas teaches students how to communicate about mathematics both orally and in writing. This creates a sense of community in the classroom and allows students to learn to work effectively to solve challenging problems. Students are more willing to ask questions and take risks in small groups.

Laursen, S. L., & Rasmussen, C. (2019). I on the prize: Inquiry approaches in undergraduate mathematics. *International Journal of Research in Undergraduate Mathematics Education*, *5*(1), 129-146.

Smith, W. M., Voigt, M., Ström, A., Webb, D. C., & Martin, W. G. (Eds.). (2021). *Transformational change efforts: Student engagement in mathematics through an institutional network for active learning* (Vol. 138). American Mathematical Soc..

Standard P-2: Making Mathematical Connections

Mathematics faculty will actively involve students in meaningful mathematics problems that connect to students' experiences and focus on broad mathematical themes that build connections within branches of mathematics, and between mathematics and other disciplines. Students will view mathematics as a connected whole that is relevant to their lives. Making mathematics relevant and meaningful is the collective responsibility of faculty and producers of instructional materials with administrators supporting faculty in this effort.

Traditionally, there has been a disconnect between classroom mathematics and real-world mathematics. Mathematics must not be presented as an isolated set of rules and procedures, rather as a discipline that arose out of, and is connected to, the needs of other fields. Further, students should be encouraged to make explicit connections between traditionally siloed concepts of mathematics. Topics learned in one branch of mathematics should be explicitly aligned with topics from another, e.g. how principles learned in arithmetic can be generalized to principles in algebra, which can then be connected to topics in geometry.

Students must have the opportunity to observe the interrelatedness between scientific and mathematical investigation, and see first-hand how mathematics connects to their lives. Curriculum should include meaningful mathematics problems that allow students to bring their experiences into the mathematics classroom. Genuine applications help students see how mathematics is relevant in their lives and in the world around them (Benson-O'Connor, 2019).

Understanding that mathematics has relevance to their life and to the world in general improves student motivation to learn and ability to connect ideas. Students who understand the role that mathematics has played in their cultures and the contributions of their cultures to mathematics are more likely to persevere in their study of the discipline. Faculty should include aspects of mathematics history and contemporary mathematics that provide counterexamples to the pervasive Eurocentric bias found in modern mathematics. Instructional activities should provide examples of how mathematics was and is used in a variety of cultures, and by people of every race, ethnicity, gender identity, class, and other social groups. Additionally, mathematics instruction should be culturally relevant, culturally responsive, and culturally sustaining (Alim, 2017).

Citations:
Benson-O'Connor, C. D., McDaniel, C., & Carr, J. (2019). Bringing Math to Life: Provide Students Opportunities to Connect Their Lives to Math. Networks: An Online Journal for Teacher Research, 21(2), 3.

H. Samy Alim and Django Paris, eds., Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World, Teachers College Press (2017).

Standard P-3: Multiple Representations and Approaches

Mathematics faculty will provide opportunities for students to use, share, and make sense of multiple representations of mathematical ideas, including words, equations, different algebraic notations, graphs, diagrams, models, manipulatives, and computer code, to encourage and feature multiple approaches for solving problems.

Mathematics must not be presented as a set of meaningless, isolated rules and procedures. Mathematics is a connected web of knowledge where conceptual knowledge links the individual pieces of information. "The development of this conceptual knowledge can only be done so by the construction of relationships between pieces of information" Hiebert (1986).

Mathematical power includes the ability to solve complex problems using a variety of techniques as well as the ability to work through open-ended problem situations (Pollak, 1987). Mathematics faculty will provide opportunities for students to explore complex problems, guide them to solutions that use multiple approaches, and encourage both oral and written communication. Using multiple representations broadens and deepens the connections students make between concepts (Abell et al., 2018; Gleason & Hughes Hallett, 1992; Knill, 2009). This will motivate students to go beyond the mastery of basic operations to a real understanding of how to use mathematics, the meaning of the answers, and how to interpret them (NRC., 1989).

Citations:

Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), Conceptual and procedural knowledge: The case of mathematics (pp. 1–27). Lawrence Erlbaum Associates, Inc.

Abell, M. L., Braddy, L., Ensley, D., Ludwig, L., & Soto, H. (2018). MAA instructional practices guide. Mathematics Association of America (MAA). https://www.maa.org/programs-and-communities/curriculum%20resources/instructional-practices-guide

Knill, O. (2009). On the Harvard Consortium Calculus. https://people.math.harvard.edu/~knill/pedagogy/harvardcalculus/

Standard P-4: Teaching with Technology

Faculty will use appropriate technology to promote deeper student learning and will model the use of technology as a mathematical tool.

Technology is an essential part of modern mathematics instruction. Pedagogy will include the use of technology to solve, model, and investigate mathematical problems and will provide students with opportunities to practice using technology. Emphasis should be placed on the use of high-quality, flexible, accessible technologies that enhance learning. The use of tools that students are likely to encounter in future work and careers is beneficial.

Faculty should be purposeful in their selection of technology, considering how it aids learning mathematical, statistical, and data science ideas.

Standard P-5: Experiencing Mathematics

Mathematics faculty will provide learning activities beyond the scope of the classroom that promote independent thinking and challenge students to persistently pursue efforts over an extended time period.

Mathematics faculty will seek opportunities to expand student knowledge of how mathematics is used beyond the scope of the classroom by providing learning activities, including open-ended projects and research opportunities. In addition, they will help their institutions form partnerships with area businesses and industries to develop opportunities for students to have realistic career experiences (Reich, 1993). Such activities will enable students to acquire the confidence to access and use needed technical information, and to independently form conjectures from an array of specific examples, and to draw conclusions from general principles.

Citation

Reich, R. P. (1993). *Strategies for a changing workforce.* Educational Record, 74 (4), 22-23.

Standard P-6: Assessment of Student Learning

Mathematics faculty will incorporate multiple strategies for formative and summative assessments to inform future pedagogical practices for the course and to help students recognize their current understanding.

Formative and summative assessments are complementary tools for assessing the progression of student learning and informing instruction. Formative assessment benefits students and faculty by helping them recognize students' current knowledge and setting goals for future understanding. Formative assessment takes place regularly during a semester and is designed to be low-stakes and informative. Any activity that gives students an opportunity to engage with feedback to improve their understanding is an opportunity for formative assessment. The primary goal of formative assessment is to inform teaching practices and strategies to best meet the needs of learners. Strengthening formative assessment produces significant, and often substantial, learning gains (Black, William, 1998).

Formative assessment is most effective when the following principles are applied (Gehrtz, Brantner, & Andrews, 2022; Purcell, 2014; Yale University, 2021).

- Regularly refer to the learning objectives and explicitly connect them to the learning activities.
- Watch and listen to students as they work to understand student thinking before intervening. Ask open questions that provide opportunities for students to further describe and explain their thinking and reasoning.
- Use qualitative oral and written comments that help students recognize what they can do and what they need to do to increase understanding.
- Adapt teaching plans as a result of the formative assessment outcomes.

Summative assessments are for the purpose of evaluating student learning and assigning grades. It is especially important to ensure that the assessment aligns with the goals and expected outcomes of the instruction. They need not be high stakes and/or proctored. Instructors should use multiple forms of summative assessment such as projects, portfolios, and demonstration of understanding in authentic

situations. Instructors should consider the following principles when designing summative assessments (Blonder, et al.; Yale University, 2021).

- Design clearly understood questions that align with learning objectives.
- Provide an opportunity for students to demonstrate their understanding of how the foundational concepts of the course are interrelated and can be applied beyond the course contexts.
- Provide opportunities to close the gap between current and desired performance, such as opportunities for resubmission.
- Consider matters of equity to ensure all students have opportunities to succeed. This may require flexible structure in conducting assessments. Flexible assessments, such as team quizzes, take home assignments, and projects provide more equity and inclusion in math courses.

Citations

Black, P., & and Wiliam, D. (1998). 'Assessment and Classroom Learning, Assessment in Education, March 1998.

Blonder, Benjamin, Bowles, Timothy, De Master, Kathryn, Fanshel, Rosalie Zdzienicka, Girotto, Manuela, Kahn, Alexandra, Keenan, Trevor, Mascarenhas, Michael, Mgbara, Whitney, Pickett, Sarah, Potts, Matthew, & Rodriguez, Marisella. (2022). Advancing Inclusion and Anti-Racism in the College Classroom: A rubric and resource guide for instructors (1.0.0). Zenodo. https://doi.org/10.5281/zenodo.5874656

Gehrtz, J., Brantner, M. & Andrews, T.C. How are undergraduate STEM instructors leveraging student thinking?. IJ STEM Ed 9, 18 (2022). https://doi.org/10.1186/s40594-022-00336-0

Purcell, Bernice M. "Use of Formative Classroom Assessment Techniques in a Project Management Course." Journal of Case Studies in Accreditation and Assessment 3 (2014).

Yale University Poorvu Center for Teaching Learning (2021). *Formative and Summative Assessments.* https://poorvucenter.yale.edu/Formative-Summative-Assessments

ATTACHMENT M – Updates to Beyond Crossroads, Reflect updates to the Standards in Crossroads in Mathematics, pgs. 5-6

The Standards of *Crossroads in Mathematics* (1995)

Crossroads in Mathematics outlined three sets of standards that provide the foundation for *Beyond Crossroads*:

- ✦ Standards for Intellectual Development
- ✦ Standards for Content
- ✦ Standards for Pedagogy

Standards for Intellectual Development outline guidelines for desired modes of student thinking and goals for student outcomes. All students should develop certain intellectual mathematical abilities as well as other competencies and knowledge. Introductory college mathematics courses and programs should help students see mathematics as an enriching and powerful discipline. The eight Standards for Intellectual Development outlined in *Crossroads* are presented below.

Problem solving. Students will engage in relevant, authentic problem solving and mathematical and statistical thinking.

Modeling. Students will learn mathematics and statistics through modeling real-world situations.

Reasoning. Students will expand their mathematical and statistical reasoning skills as they develop convincing mathematical, statistical, and data-based arguments.

Connecting with other disciplines. Students will view mathematics, statistics, and data science are growing disciplines, are interrelated with human culture, and understand their connections to other disciplines.

Communicating. Students will develop the ability to read, write, listen to, and speak the languages of mathematics, statistics, and data science.

Using technology. Students will use appropriate technology to enhance their thinking and conceptual understanding, solve problems.

Developing mathematical prowess. Students will engage in rich experiences in the study of mathematics, statistics, data science, and related fields that encourage independent, nontrivial exploration, develop and reinforce tenacity and confidence in their abilities to use mathematics, and inspired them to further their studies in these fields.

Linking multiple representations. Students will select, use, and translate among mathematical representations—numerical, graphical, symbolic, and verbal—to organize information and solve problems using a variety of techniques.

Standards for Content outline guidelines for selecting the content that will be taught. "Knowing mathematics" means being able to *do* mathematics. Students gain the power to solve meaningful problems through in-depth study of mathematics topics. The meaning and use of mathematical ideas should be emphasized and attention to rote manipulation deemphasized. Following are the seven Standards for Content outlined in *Crossroads.*

Numeracy. Students will accurately perform arithmetic operations, and will process, interpret, and communicate numerical information.

Symbolism and algebra. Students will understand the use of algebraic symbolism, be able to translate problems into appropriate symbolic representations, and use those representations to answer questions and make predictions.

Geometry and measurement. Students will develop a spatial and measurement sense, learn to visualize and use geometric models, recognize measurable attributes, and use and convert units of measure.

Function sense. Students will demonstrate understanding of the concept of function by several means—numerically, graphically, symbolically, and verbally—and incorporate this concept into their use of mathematics.

Discrete models. Students will be able to recognize and use discrete mathematical algorithms and develop combinatorial abilities in order to solve problems of finite character and enumerate sets without direct counting.

Statistics~~,~~ and probability. Students will use data to inform decisions and understand the world around them.

Deductive proof. Students will appreciate the deductive nature of mathematics as an identifying characteristic of the discipline, recognize the roles of definitions, axioms, and theorems, and identify and construct valid deductive arguments.

Standards for Pedagogy outline guidelines for instructional strategies in active student learning. Instructional strategies have a dramatic impact on what students learn. Students should understand mathematics as opposed to performing memorized procedures. Knowledge cannot be "given" to students. Students should construct their own knowledge, and monitor and guide their own learning and thinking. The ~~five~~ six Standards for Pedagogy outlined in *Crossroads* are presented below.

Active learning. Mathematics faculty will facilitate active learning that promotes increased and deeper mathematical reasoning abilities in students. Widespread implementation of high-quality active learning can help reduce or eliminate achievement gaps in STEM courses and promote equity in higher education.

Making mathematical connections. Mathematics faculty will actively involve students in meaningful mathematics problems that connect to students' experiences and focus on broad mathematical themes that build connections within branches of mathematics and between mathematics and other disciplines.

Multiple representations and approaches. Mathematics faculty will provide opportunities for students to use, share, and make sense of multiple representations of mathematical ideas, including words, equations, different algebraic notations, graphs, diagrams, models, manipulatives, and computer code, to encourage and feature multiple approaches for solving problems.

Teaching with technology. Faculty will use appropriate technology to promote deeper student learning and will model the use of technology as a mathematical tool.

Experiencing mathematics. Mathematics faculty will provide learning activities, beyond the scope of the classroom that promote independent thinking and challenge students to persistently pursue efforts over an extended time period.

Assessment of Student Learning. Mathematics faculty will incorporate multiple strategies for formative and summative assessments to inform future pedagogical practices for the course and to help students recognize their current understanding.

ATTACHMENT N – PPM 9.1.9.9, Equity ANet Goals

9.1.9.9 Equity

The purpose of the Equity ANet is to increase mathematics achievement for diverse learners. The Equity ANet strives to:

- Educate about equitable teaching and learning practices and foster a dialogue on how to improve them;
- Provide opportunities to learn about and discuss structural inequality and organizational change;
- Increase awareness about issues of diversity within AMATYC membership and leadership;
- Work collaboratively with Project ACCCESS and other AMATYC groups, ANets and the AMATYC membership in general to promote equity; and,
- Create a community of support and inquiry to sustain the challenging work of dismantling structural inequities.

AMATYC 2023 Monthly Executive Board Meeting

Thursday, May 25, 2023
Virtual (via Zoom)

Thursday, February 23, 2023

Note: All times are EST

The meeting was called to order at 4:06 pm by President-Elect George Hurlburt. The following members of the Executive Board were present:

George Hurlburt	President-Elect	Alvina Atkinson	Southeast Vice President
Kathryn Kozak	Past President	Brandon Bartley	Midwest Vice President
Nancy Rivers	Secretary	Dale Johanson	Central Vice President
Barbra Steinhurst	Treasurer	Shannon Ruth	Southwest Vice President
AJ Stachelek	Northeast Vice President	Sarah Pauley	Northwest Vice President
Dennis Ebersole	Mid-Atlantic Vice President	Eddie Tchertchian	West Vice President

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

President-Elect Hurlburt reviewed the Order of Business – Meeting Agenda. (Attachment A)

Motion: That the AMATYC Executive Board approve the Agenda provided on the previous pages.

Made by Rivers and seconded by Ebersole.

Motion Approved

ANet Reports

Reports from 3 ANets were received and reviewed.

Administrative Committees

The 2022 Delegate Assembly Minutes were shared with the Executive Board.

Ad Hoc Committee Reports

The Ad Hoc Committee Survey of Delegate Assembly report was received and reviewed.

Executive Session

The Executive Board entered Executive Session at 4:33 pm. Anne Dudley, Executive Director and Turi Suski, Conference Coordinator were asked to remain for the Executive Session.

The Executive Board exited Executive Session at 4:59 pm. Secretary Rivers reported that potential keynote speakers for the 2025 AMATYC Annual Conference to be held in Reno, Nevada were discussed and ranked. President-Elect Hurlburt will contact the identified potential speakers.

The following appointments were made, pending membership verification:

- Amanda Olson, (Metropolitan Community College, amanda.olson@amatyc.org), SML Test Development Team Central Region Representative, SML. Effective 04/01/22 through 3/31/25.
- Rebecca Wong, (West Valley College, Rebecca.Wong@westvalley.edu), Statistics and Data Science ANet Chair, Effective 01/01/24 through 12/31/25.
- Rachel Saidi, (Montgomery College, rachel.saidi@montgomerycollege.edu), Statistics: AMATYC/ASA Joint Committee member, Effective 05/01/23 through 12/31/24.

The Executive Board was reminded that we need to know if ANet Chairs want to be reappointed ASAP. Next, the ANet Chairs will have to renew their representatives (by FBM).

Treasurer Report

The Investments Board Report was received and reviewed.

New Business:

Motion: That the AMATYC Executive Board approve the updates to the AMATYC Values, PPM 1.3, effective January 1, 2024. (Attachment B)

Made by Hurlburt and seconded by Johanson.

Motion Approved

Motion: That the AMATYC Executive Board approve the AMATYC 2024-2029 Strategic Plan effective January 1, 2024. (Attachment C)

Made by Hurlburt and seconded by Tchertchian.

Motion Approved

Motion: That the AMATYC Executive Board approve the attached changes to PPM, Section 10.4, Editing Director, effective immediately. (Attachment D)

Made by Kozak and seconded by Rivers.

Motion to Amend: Strike line 4 under Duties.

Made by Kozak and seconded by Pauley.

Motion to Amend Approved

Motion Approved

Parking Lot

Discussion: Goals of the Proposed Research Mentoring Experiences for Students and Faculty RMESFC) ANet

Goals of the proposed RMESFC ANet were received and reviewed. The Executive Board provided feedback to the organizing group.

Discussion: Wording of AMATYC's Vision

The wording of AMATYC's Vision statement was discussed.

All were asked to, please, attend the Hearings for the potential changes to our Standards that are happening in June if possible. To see when the Hearings are scheduled, look at the AMATYC website (until a bulk email can be sent).

Motion: To suspend the 2023 AMATYC Summer Conference Call.

Made by Rivers and seconded by Bartley.

Motion Approved

The May 25, 2023 Monthly Executive Board Meeting was adjourned and the Summer Conference Call suspended at 6:02 pm.

Nancy Rivers, Secretary 2022 – 2023
May 25, 2023

George Hurlburt, President-Elect 2022 – 2023
May 25, 2023

ATTACHMENTS

Attachment A: Agenda

Order of Business – Meeting Agenda
AMATYC Executive Board
February 2023 Meeting

Page	Agenda Item	Who?
	Call to Order	Hurlburt
Section A: Meeting Agenda		
A1	Order of Business	Hurlburt
A2	**(M) Adopt Order of Business**	Hurlburt
Section D: ANet Reports		
D1 – D3	(R) Adjunct Faculty Issues	Barrientos/Bartley
D4 – D6	(R) Math Pathways	Burn/Atkinson
D7 – D9	(R) Math for Liberal Arts	Foley/Johanson
Section H: Administrative Committees		
H1 – H6	(R) Delegate Assembly Minutes	Rivers
Section I: Treasurer Report		
I1 – I2	(R) Investments Board	Ham/Steinhurst
Section J: Ad hoc Committee Reports		
J1 – J2	(R) Ad hoc Committee Survey of Delegate Assembly	Atkinson
Section L: Executive Session		
L1 – L4	**(M) Speakers for Reno Conference**	Hurlburt
Section M: New Business		
M1 – M2	**(M) Update of AMATYC Values**	Hurlburt
M3 – M4	**(M) Update to AMATYC Strategic Plan**	Hurlburt
M5 – M7	**(M) Update to PPM 10.4 Editing Director**	Dudley
Section O: Parking Lot / Motion to Adjourn		
O1 – O8	(D) Goals for Potential Undergraduate Research ANet	Clahane/Tchertchian

O9	Parking Lot Discussion Items	All
O10	**(M) Motion to Adjourn**	Hurlburt

Attachment B: AMATYC Core Values

AMATYC's Core Values

Approved Add Date

Core Values represent core priorities, traits, or qualities in the organization's culture that are considered worthwhile.

Core Value:	**Operational Definition:**
Excellence	Supporting the design and implementation of a quality educational experience in mathematics for students that uses practices proven effective by research.
Inclusivity	Providing a welcoming environment and ensuring full access to opportunities and resources for all students and faculty.
Community	Providing opportunities for networking, growth, and encouraging mutual respect for other mathematics professionals for the betterment of the mathematics teaching profession.
Responsiveness	Creating, developing, implementing, and redefining instuctional strategies, curricula in mathematics, current technology, and classroom practices. Determine successful practices based on research of how students best learn mathematics and how faculty best teach mathematics.
Integrity	Safeguqrding the qualities of honest, 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 an ongoing responsibility.

Attachment C: AMATYC 2024-2029 Strategic Plan

AMATYC Strategic Plan 2024 – 2029 (DRAFT)

For all involved in mathematics education in the first two years of college, AMATYC will:

1. Provide Access to High Quality Professional Development
    a. Offer professional development via various modalities.
    b. Provide opportunities for reflection and gaining insights into effective practices for teaching mathematical concepts and pedagogical practices.
    c. Address the needs of and offer professional development appropriate for faculty at various stages of their career.

2. Build and Inclusive Environment within AMATYC and within the First Two Years of Mathematics Education
    a. Foster a climate where all feel welcome, valued, and included.
    b. Promote a diverse community of mathematics educators which recognizes and welcomes the unique contributions of all participants.
    c. Encourage and disseminate research focused on student learning for diverse learners.
    d. Extend opportunities for local and regional networking for those interested in mathematics in the first two years of college including enriching relationships with and providing support for AMATYC affiliate organizations.
3. Collaborate and Advocate Externally
    a. Expand the visibility of AMATYC, locally, nationally, and internationally by strengthening collaborations with other organizations.
    b. Expand student access to mathematics and statistics, particularly students from under-represented groups.
    c. Communicate and disseminate the AMATYC Standards, AMATYC publications, and national initiatives.
    d. Support classroom research on teaching and learning.
4. Provide Resources for the Mathematics Community
    a. Propagate and facilitate the sharing of research-based teaching, learning practices, and assessment methods.
    b. Develop, update, and maintain position statements.
    c. Promote and develop current and relevant standards.
    d. Share tools for faculty that create a strong and relevant mathematics experience for all students, including successful curricular innovations.

Attachment D: PPM 10.4 Position Statement Editor

10.4 Position Statement Editor <May Meeting 2023>

Appointment Process

The Position Statement Editor is recommended by the President and appointed by the AMATYC Executive Board. This position is not supported to attend the annual conference.

Term of Office

The term length is three years. The starting date of each term is January 1 and the end date is December 31. The term limit is three consecutive terms; exceptions to waive the term limit may be granted by the board for extenuating circumstances by a 2/3 vote of AMATYC Executive Board. <FBM 2007>

Duties

1. Coordinate editing of position statements according to the policy for position statements
2. Track position statement review and remind ANet Chairs of position statements that are up for review.
3. Maintain the position statement webpages by sending updates to the website coordinator.