

**AMATYC Executive Board Meeting  
SBM 2013  
Memphis, TN**

**Friday April 5, 2013**

The meeting was called to order at 8:40 AM by President Jim Roznowski. The following members of the Executive Board were present:

Jim Roznowski	President	Chris Allgyer	Mid-Atlantic Vice President
Nancy Sattler	President-Elect	Jim Ham	Midwest Vice President
Rob Farinelli	Past-President	Nicole Lang	Central Vice President
Mary Beth Orrange	Secretary	Kathryn Kozak	Southwest Vice President
Margie Hobbs	Treasurer	Stefan Baratto	Northwest Vice President
Jane Tanner	Northeast Vice President	Bruce Yoshiwara	West Vice President

Also present were: Cheryl Cleaves, ED and Keven Dockter, Conference Coordinator.

President Roznowski reviewed the rules of conduct. Individuals will have the responsibilities as indicated.

**MOTION:** To approve the attached Rules of Conduct. (ATTACHMENT A)  
Made by Rob Farinelli and seconded by Bruce Yoshiwara

**Motion approved**

**MOTION:** To approve the provided Order of Business and agenda. (ATTACHMENT B)  
Made by Stefan Baratto and seconded by Bruce Yoshiwara.

**Motion approved**

Expenditure Approval Committee (EAC) Report received, reviewed, and included as ATTACHMENT C to the minutes.

**Email MOTIONS approved since the FBM 2012.** (ATTACHMENT D)

**CONSENT CALENDAR.** Reports were accepted as presented.

**MOTIONS ON CONSENT AGENDA:**

**MOTION:** That the renaming of the attached position statement currently titled *Teacher Qualifications for Developmental Mathematics* to *Professional Development for Teachers of Developmental Mathematics* be accepted as a minor revision. (PPM. 15.11.2) (ATTACHMENT E)

**MOTION:** That the attached Position Statement on the Initial Placement of Two-Year College Students Into the Mathematics Curriculum be reaffirmed. (PPM. 15.11.2) (ATTACHMENT F)

**MOTION:** That Darlene Winnington be appointed to her second term as Exhibit Chair effective 1/1/2014 upon verification of membership. (PPM 15.1.2)

**MOTION:** That Patricia Rome be appointed, pending membership verification, as the New Orleans regional representative on the AMATYC Program Committee beginning at the conclusion of the 2013 conference and ending at the conclusion of the 2016 conference. (PPM 15.1.2)

**MOTION:** That the term of Helen “Honey” Kirk as AMATYC Assistant Conference Coordinator be corrected to run until December 31, 2015 instead of EOC 2015 and the term of David Tannor as *MathAMATYC Educator* run until EOC 2017 instead of EOC 2016. (PPM 15.1.2 and 15.1.6)

**MOTION:** That the minutes of the AMATYC SPO, SBM, and FBM be posted on the AMATYC website beginning with the 2012 SPO minutes and that the board motions be posted beginning with the 1991 list of motions. (PPM.5.5 General Duties item 9)

**MOTION:** That the following correction be made to the 2012 AMATYC SBM minutes: SBM 2012 approved minutes had the attachment for PPM 6.10.2 incorrect. The approved minutes contained the existing PPM language when it should have had the approved language.

That the following correction be made to the 2012 AMATYC FBM minutes: FBM 2012 minutes did not contain the language for the TWC PPM change in the attachments (email motion #6) it simply contained the motion itself.

**MOTION:** That the motions of the Consent Calendar of the 2013 SBM be approved as published.

Made by Kate Kozak and seconded by Stefan Baratto.

**Motion approved**

Motions from the reports follow:

**MOTION:** That the attached position statement on The Appropriate Use of Intermediate Algebra as a Prerequisites Course be approved in concept and that an input hearing be scheduled for the 2013 AMATYC conference in Anaheim. (ATTACHMENT G)

Made by Bruce Yoshiwara and seconded by Jane Tanner.

**DISCUSSION:** Suggestions for strengthening the position statement will be given to the developmental mathematics committee chair by board liaison.

**Motion approved**

#### **Division / Department Issues Committee report**

**DISCUSSION:** The resolution regarding selling textbooks and the statement on undergraduate textbooks were approved in 1989 are assigned to DDIC. These issues will be referred to the board.

**MOTION:** To suspend the Order of Agenda and temporarily suspend Robert’s rules of order.

Moved by Stefan Baratto and seconded by Bruce Yoshiwara

**Motion approved by a 2/3 vote**

**MOTION:** The resolution Regarding Selling Textbooks be reaffirmed with reaffirm date of April 5, 2013.

Moved by Stefan Baratto and seconded by Bruce Yoshiwara.

**Motion approved**

**MOTION:** That the process for establishing a new academic committee for International Mathematics begin. (ATTACHMENT H)

Made by Nancy Sattler and seconded by Rob Farinelli

**DISCUSSION:** There are financial responsibilities with the creation of committees; discussion followed regarding committees and special interest groups (ANET – AMATYC Network) . The board is creating a task force study the academic committee structure before approving any new committees.

**Motion defeated**

**MOTION:** That the Innovative Teaching and Learning Committee (ITLC) sponsor a second “Ignite Event” at the 39<sup>th</sup> Annual Conference in Anaheim, 2013.

Made by Bruce Yoshiwara and seconded by Mary Beth Orrange.

**DISCUSSION:** The Ignite event will cost AMATYC the cost of labor for the AV team; there will not be a no-host bar provided by AMATYC. Budget implications have been changed from the original motion.

**Motion approved**

Office Staff report began at 10 am.

**DISCUSSION ITEMS:**

IA membership benefits regarding:

- Question: Job ads: clarify definition with multiple campuses fall under one institutional membership is to receive free job ads.
  - Answer: Referred to membership committee
- Question: If college’s institutional membership is purchased after registering for the SML exam, or between Round 1 and Round 2, is the college eligible for the fee waiver?
  - Answer: Referred to membership committee

**MOTION:** Modify current policy (9.9.1) to state:

Prior to posting on the AMATYC website and publishing in the *AMATYC News*, the President sends the position statement to the Editing Director and through professional editing. ***After professional editing, the Editing Director will send file to the Publication Director for proper formatting, retention, and archiving before file is sent to the Website Coordinator for posting.*** (PPM 9.9.1)

Made by Margie Hobbs and seconded by Rob Farinelli.

**Motion approved**

**MOTION:** Revise current policy (10.1.2) to state: Registration and fee payment (if applicable) to participate in the Student Mathematics League for the academic year must be received by September 30th. All registrations and payments (if applicable) received after that date will incur a late fee of \$15.00. The Round 2 test for the Student Mathematics League will only be sent to colleges that have paid that year's fees. (PPM 10.1.2)

Made by Margie Hobbs and seconded by Rob Farinelli.

**2. RATIONALE:**

Current policy states:

Registration to participate in the Student Mathematics League for the academic year must be received by September 30th. All registrations received after that date will incur a late fee of \$15.00. The Round 2 tests for the Student Mathematics League will only be sent to colleges what have paid that year's dues. This policy will take effect December 15, 2008. [<SBM 2008: \[Motion that “The Round 2 tests for the Student Mathmeatics League will only be sent to colleges that have paid that year’s dues” be added to the paragraph on Dues in section 10.1.2 of the Policy and Procedures Manual. This policy will take effect December 15, 2008.>](#)

**Revise to state:**

Registration and fee payment (if applicable) to participate in the Student Mathematics League for the academic year must be received by September 30th. All registrations and payments (if applicable) received after that date will incur a late fee of \$15.00. The Round 2 test for the Student Mathematics League will only be sent to colleges that have paid that year's fees.

**Motion approved**

**Morgan Stanley Presentation 11 am – 12 pm**

**DISCUSSION:** Fiduciary decisions for AMATYC investments are the responsibility of all board members. Creation of an investment committee will be discussed by the board. AMATYC funds are conservatively invested at this time with the majority of assets in bonds not stocks.

Board should complete the Risk Tolerance Questionnaire for auditing purposes.

**Meeting suspended at 12 pm for lunch and resumed at 1:05 pm**

**MOTION:** That \$1025.00 be allocated in the 2013 budget to cover the cost of filing a service mark application for the phrase “Opening Doors Through Mathematics.”  
Made by Rob Farinelli and seconded by Stefan Baratto.

**Motion defeated**

**Math Intensive / College Mathematics report**

**DISCUSSION:** Board passed an email motion “That the AMATYC President will direct the Mathematics Intensive Committee and the Mathematics for AAS Programs Committee to develop or revise positions papers regarding the appropriate mathematical outcomes for college level students in a variety of academic programs and career paths.” Committee looking for directions as to intent and specifics to comply with this directive. Liaison will work with the committees to revise and review the AMATYC position statement on the minimum requirement for the AA and AS degrees to include student learning outcomes using *Beyond Crossroads* as a reference.

**RMATYC report**

**DISCUSSION:**

**Question:** Is there funding for people to lead the literature review?

**Answer:** Yes possible funding through the Foundation for a mini-grants relating to technology. Contact Rob Farinelli for form.

**Question:** Could this be co-led by RMATYC and ITLC?

**Answer:** Yes, contact Fred Feldon

**Question:** What is the timeline?

**Answer:** Specify in the proposal for the mini-grant.

**Question:** What is the “big picture” goal?

**Answer:** Defined in the proposal. End result could be a grant proposal, presentations at the annual conference, or article in the *MathAMATYC Educator*.

**MOTION:** Update the author and production guidelines for the *MathAMATYC Educator*, as posted on the AMATYC website. (ATTACHMENT I).

Made by Jane Tanner and seconded by Stefan Baratto.

**Motion postponed until Sunday**

### **Website Coordinator**

#### **DISCUSSION:**

In general, how does information get to the Website Coordinator for updating the website? A process should be developed to ensure updated information gets to the Website Coordinator and to review the posted information for current. The motion form could include a section for website modification. Motions will reflect items for website changes. Secretary will send list of website changes to Website Coordinator that were generated by Board motions. Committee to be chaired by Jim Ham was formed to establish policies on how changes to the website are to be communicated to the Website Coordinator, who can request changes, and how to keep the website current.

**MOTION:** That the AMATYC FutureGrant Leadership Program as described in the attachment, be adopted with a review at the SBM 2015. (PPM New 10.3.4) (ATTACHMENT J)

Made by Stefan Baratto and seconded by Kate Kozak.

**Motion approved**

**MOTION:** That the duties of the AMATYC Grants Coordinator be modified as described in the attachment. (PPM 10.2.3) (ATTACHMENT K)

Made by Kate Kozak and seconded by Stefan Baratto.

**Motion approved**

**MOTION:** That the following statement be added to 10.1.2 Student Mathematics League Rules

Disaster circumstance:

Should a disaster of any type cause a participating campus to be closed and unable to give the SML during the last week of a testing window, that campus will be allowed to participate, provided they can administer the exam by the end of the seven-day period following the closing of the testing window. Proof of the circumstances and the campus closure must be sent to the SML Coordinator by the end of the same seven-day period following the testing window. If it is impossible to schedule the test in the extension period, the team score for the year for that campus will be double the score of the round in which they were able to participate (but no individual scores may be doubled and students from that campus will most likely not be eligible for any awards). SML Moderators should be alert to potential weather-related disasters when possible and plan accordingly when scheduling dates for the test. (PPM 10.1.2)

Made by Stefan Baratto and seconded by Jane Tanner.

**Motion approved**

**Professional Development**

**DISCUSSION**

Question: Can AMATYC establish an online sign up form for hosting a webinar?

Answer: The webinars are sponsored by a committee; in that way the speaker comes with the approval of a committee.

Comments: AMATYC uses Survey Monkey and it was suggested that the evaluations administered will be done using Survey Monkey and that all AMATYC surveys use the same instrument.

Meeting Suspended at 5 pm

Meeting resumed at 8:30 am on Sunday April 6

Conference reports were presented, reviewed and accepted.

Strategic Planning session from 10:30 am – 12 noon was led by President Elect, Nancy Sattler.

**MOTION:** That AMATYC cover the cost (including tax) of a hotel room for Phil Mahler for 4 nights at the Anaheim Conference as a thank-you for the incredible amount of time and effort he contributed in creating web-based programs to assist the program review committee.

Made by Stefan Baratto and seconded by Jane Tanner.

**Motion approved**

**MOTION:** That AMATYC contract with X-CD Technologies to record 3 days of sessions in one room at the Anaheim Conference. These videos will be placed on the AMATYC website where individuals will be able to view 3 videos at no charge. The Conference Coordinator will determine what to charge individuals to view more of the videos and will work with the AMATYC office to set up a process to do so.

Made by Margie Hobbs and seconded by Nicole Lang.

**DISCUSSION:** More than just the Conference Coordinator should determine what, if any, the charge for view should be. Support for motion in concept.

**Motion defeated**

**Administrative Committee reports were given and accepted.**

Discussion: The timelines for the ME and TE Awards cross over two different Past Presidents and should be changed. A motion will be developed for board action at a later time.

**MOTION:** That the expenses from the cash account register from October 1, 2012 through February 28, 2013 be approved.

Made by Stefan Baratto and seconded by Chris Allgyer.

**Motion approved**

**DISCUSSION:** Training for the Institutional Review Board (IRB) might be needed. Consideration is given for joining Collaborative Institutional Training Initiative (citiprogram.org ) to obtain required training for IRBs for grant purposes. Further investigation into the training is necessary.

Membership committee challenge: Every board member should identify a state, find the math faculty members at ten community colleges in that state and submit their contact information to Beverly Vance at the office for the beginning of a faculty database. Results will be included in each officer's FBM report.

**MOTION:** That \$5,000 be allocated for a reunion reception to be held at the 2013 AMATYC conference in Anaheim for Project ACCESS fellows and past leadership.

Made by Nancy Sattler and seconded by Stefan Baratto.

**Motion defeated**

Meeting suspended at 5 pm

Meeting resumed at 9 am Sunday April 7.

Website redesign committee will get work done by May 15 with report to board. A board conference call will be held for the purposes of discussion and decision on the webhosting company. During the summer, the AMATYC leadership will work on reviewing the website content for accuracy and preparation for migration to a new site. The office staff will continue to work on the conference items. The migration will take place August 1. If it is not ready for migration by August 1 the website migration will be postponed until after the conference in November.

Draft bylaws were presented and reviewed. Forum at conference will be scheduled for discussion of proposed bylaws. 40<sup>th</sup> Anniversary and Crisis Management committee reports were reviewed and received.

**Motion:** That the following preliminary plan be adopted for the revision of *Beyond Crossroads*:

1. The AMATYC Executive Board should appoint a Project Director (PD) for the revision of *Beyond Crossroads*. This should be done so that the PD can start work in early fall of 2013.
2. The PD and Grants Coordinator will locate funding sources (both public and private) for the development, writing, production, and distribution of this revision.
2. The PD and AMATYC Executive Board will identify a Project Team to lead this project, carry-out the necessary work, and see it through to its logical conclusion. A timeline, scope of the project and budget for the project should be presented to the AMATYC Board by SBM 2014.
3. The revision of *Beyond Crossroads* should contain the following:
  - a. Separate monographs on different topics in mathematics (developmental, statistics, etc.) if this is a feasible option
  - b. Use of emerging technologies
  - c. Effects/influence of the Common Core on collegiate mathematics
  - d. Examples of classroom practice, best practices in teaching conceptual foundations, and effective assessment techniques.

It is intended that this revision will update and extend the ideas in *Beyond Crossroads* and will not be a wholesale replacement.

Made by Rob Farinelli and seconded by Stefan Baratto.

**Motion approved**

**MOTION:** That the attached position statement on The Academic Preparation of Mathematics Faculty at Two-Year Colleges be approved in concept and that an input hearing be scheduled for the 2013 AMATYC conference in Anaheim. (ATTACHMENT L)

Made by Stefan Baratto and seconded by Chris Allgyer.

**Motion approved**

The Board entered into Executive Session at 10:55 am.

The Board returned from Executive Session at 12:07 pm.

The President reported that during Executive Session, the Board took the following actions:

2013 TE Award recipients were announced. Recommended names for speakers for Thursday and for Saturday breakfast were ranked. Slate of candidates for the 2013 Executive Board positions was



approved as presented. Pending membership verification the following appointments were made for 1/1/14 through 12/31/15: Placement and Assessment committee chair, Behnaz Rouhani; Teacher Prep committee chair, Andy D. Jones; Division/Department Issues Committee chair, Sean Simpson; Mathematics Intensive/College Mathematics Committee chair, Sandy Poinsett; Mathematics for AAS Programs Committee chair, Ned Schillow; Developmental Mathematics Committee chair, Linda Zientek; Innovative Teaching and Learning Committee chair, Fred Feldon; Research in Mathematics Education in TYC Committee chair, April Strom; Statistics Committee chair, Mary DeHart. Pending membership verification the following reappointment was made for 1/1/14 through 12/31/16: Exhibit Chair, Darlene Winnington. Pending membership verification the following appointment was made effective immediately: member-at-large on the editorial panel of the MathAMATYC Educator, Sang Lee. Pending membership verification the following appointment was made for 4/6/13 through 12/31/13: Foundation Board member, Rachel Black.

**MOTION:** That effective July 1, 2014, the annual membership dues for a regular AMATYC member be \$85.00

Made by Margie Hobbs and seconded by Stefan Baratto.

**Motion approved**

**MOTION:** That the changes and updates to the following sections of the AMATYC Policy and Procedures Manual be approved.

Sections: 1-4, 5.7, 12.2, 12.2.1, 12.2.2, 12.2.3, 12.3, 12.3.3, 12.3.4. and 15.8 (PPM 1-4, 5.7, 12.2, 12.2.1, 12.2.2, 12.2.3, 12.3, 12.3.3, 12.3.4. and 15.8)

Made by Stefan Baratto and seconded by Bruce Yoshiwara.

**Motion approved**

**DISCUSSION:** AMATYC exhibits at conferences and report from NADE. MAA contacted President Roznowski and asked AMATYC to review the reciprocal agreement for exhibiting. Agreement will be modified so the agreement provide equal benefits. There are two years remaining on the agreement. Does AMATYC want to continue to exhibit at AACC? No reciprocal exhibits agreement currently exists with AACC. The Organizational Assessment Committee should develop an assessment of exhibits at other organizations' conferences. A committee will be created to develop a plan for exhibiting, presenting, and purchasing ads in other organization's publications.

Developmental Mathematics Summit with NADE as proposed by Paul Nolting: Jim R will contact Rebecca Gossen, President of NADE to discuss co-hosting a summit during the summer or in conjunction with the annual conferences. He will determine the goals and objectives of the summit as well as the financial implications.

**MOTION:** That AMATYC endorse the New Mathways Project (NMP) summer institute planned by the Charles A. Dana Center to be held during the summer of 2013. (PPM 15.3)

Made by Rob Farinelli and seconded by Stefan Baratto.

**Motion approved**

**MOTION:** That the AMATYC President or President-Elect (whomever will preside) be included on the site refresh visit, effective with the site refresh visit planned for the 2014 AMATYC conference in Nashville. (PPM 8.2 # 31 in conference timetable, 8.4 CC duties prior to conference, #1)

Made by Stefan Baratto and seconded by Bruce Yoshiwara.

Paper ballot was called for and used.

**Motion approved**

**With one abstention.**

**Nancy Sattler and Jane Tanner did not vote.**

**DISCUSSION:** Herb Gross asked AMATYC participate in an innovative project to teach calculus. Discussion was referred to ITLC and REMTYC committees and the Grants coordinator. The liaisons will contact the committee chairs or coordinator. Business cards for AMATYC committee chairs, coordinators, or directors have not been automatically printed in the past due to cost. The AMATYC office will provide cards to Jon Oakes as Professional Development committee chair.

**MOTION:** That the 2013 AMATYC election for the executive board be held electronically, according to the same guidelines followed in 2011, managed by Ken Mead, Professor of Mathematics and Computer Science at Genesee Community College, Batavia, NY. The updated guidelines are as follows:

- AMATYC members will be notified by a letter sent to their college/home that the election will be by electronic ballot and to verify each members' email address in the AMATYC database. The date of this mailing will be 4/22/13. According to policy, Section 4.3.3, May 31, 2013 is the cut-off date for membership and members who are eligible to vote in the 2013 election.
- AMATYC members will be notified in the 2013 September AMATYC newsletter that the 2013 election will be by electronic ballot.
- Ken will receive the active AMATYC member database with email address and AMATYC region.
- Ken, will create a ballot for each of the 8 AMATYC regions. Each ballot includes the candidates for national offices and the candidates for VP in the given region. The ballots will be on the NYSMATYC website, which is hosted at Genesee CC.
- All ballots must cast electronically [to the chair of the nominating committee] at least one month prior to the annual conference of the election year. (September 30, 2013)
- On September 1, 2013 an email will be sent to all members eligible to vote informing them that they need to register for the election.
  - The webmaster checks the registration against the database and sends the voter a link to their individual ballot.
  - The voter goes to the link and votes.
  - Each voter can only vote one time.
  - Two tables are created from the database: (1) the database, email, and region and (2) a table with ID encrypted (without names). Only Ken has access to the two tables.
- Ken will report the outcome of the voting to the Chair of the Nominating Committee, Rob Farinelli, by October 2, 2013.

Made by Rob Farinelli and seconded by Stefan Baratto.

**Motion approved**

**MOTION:** The Immediate Past President shall be awarded a lifetime membership upon completion of that person’s term as Immediate Past President. (PPM yet to be determined)

Made by Stefan Baratto and seconded by Rob Farinelli.

**DISCUSSION:** The lifetime membership is not a new item, but the statement of policy is being removed from bylaws and included in the PPM.

**Motion approved**  
**with abstentions by Jane Tanner, Nancy Sattler, Jim Roznowski, and Rob Farinelli**

**MOTION:** That a new single-day Anaheim conference rate for adjuncts be established as follows:

AMATYC Member: Single Day, Adjunct \$75

Non-member: Single Day, Adjunct \$100

Made by Jim Ham. No second needed because it is proposed by a committee.

**Motion approved**

**MOTION:** That AMATYC contract with X-CDE Technologies to record 1 day of sessions in one room at the Anaheim Conference. The Conference Coordinator and Program Chair will determine which day is most appropriate to record. These videos will be placed on the AMATYC website where individuals will be able to view them at no charge.

The videos will be available by December 1, 2013.

Made by Kate Kozak and seconded by Bruce Yoshiwara

**Motion approved**

**MOTION:** That, for 2014, conference registration rates for retirees be offered. These rates should be one-half of the corresponding full registration rates and will not include ticketed functions. Individuals who receive AMATYC support for the conference will not be eligible for these rates.

Made by Stefan Baratto and seconded by Mary Beth Orrange

**Motion approved**

**MOTION:** Update the author and production guidelines for the *MathAMATYC Educator*, as posted on the AMATYC website. (ATTACHMENT I). *[from earlier in meeting]*

Made by Jane Tanner and seconded by Stefan Baratto

**Motion approved**

Meeting adjourned at 4:25 pm

Mary Beth Orrange, Secretary 2012-2013

Date: \_\_\_\_\_

Jim Roznowski, President 2012-2013

Date: \_\_\_\_\_

**ATTACHMENTS**

- A. Rules of conduct
- B. Order of Business
- C. Expenditure Approval Committee (EAC) Report
- D. Email motions passed since FBM 2012
- E. Position Statement on Professional Development for Teachers of Developmental Mathematics
- F. Position Statement on the Initial Placement of Two-Year College Students Into the Mathematics Curriculum
- G. Draft Position Statement on The Appropriate Use Of Intermediate Algebra As A Prerequisites Course
- H. Procedure for Establishing a Committee
- I. Author and production guidelines for the *MathAMATYC Educator*
- J. AMATYC FutureGrant Leadership Program
- K. Duties of the AMATYC Grants Coordinator
- L. Draft Position Statement on the academic preparation of mathematics faculty at two-year colleges

**ATTACHMENT A****AMATYC Fall Board Meeting  
April 2013 – Memphis, TN****RULES OF CONDUCT**

- A. Robert’s Rules of Order are used. The parliamentarian is **Chris Allgyer**.
- B. 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 **Nicole Lang**.
- C. Motions submitted after the deadline (March 15) must have at least one co-sponsor.
- 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 their “ditto” 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. **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. Although Keven, Margie, and Cheryl will be present for much of the SBM; it is important that the individuals indicated monitor their designated topic to make sure nothing is overlooked.
1. Items relating to Conference: **Stefan** and **Annette** (Report to the Conference Coordinator at the end of SBM 2013).
  2. Items relating to Budget: **Jim** and **Kate** (Report to the treasurer at the end of SBM 2013).
  3. Items relating to the Office: **Bruce** and **Rob** (Report to Cheryl at the end of SBM 2013).
  4. Items relating to VPs: **Jane** and all VPs.
  5. Items to return to at SBM 2013 or at FBM 2013: **Margie** and **Nancy** (Report to the President at the end of each day and at the end of SBM 2013.)
- F. Draft minutes will be available electronically each morning beginning on Saturday morning, unless otherwise requested by Mary Beth. Everyone is encouraged to review the minutes each day. Three board members are asked to specifically review the minutes for their assigned day for completeness and accuracy of motions and return comments to Mary Beth by the following morning, either handwritten or electronically.
1. Friday: **Annette, Jim, Nancy**
  2. Saturday: **Bruce, Stefan, Chris**
  3. Sunday: **Nicole, Jane, Kate**

**ATTACHMENT B**

**Order of Business  
AMATYC Executive Board  
Spring 2013**

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

- Office Report on Friday, April 5, 10:00-11:00
- MorganStanley/SmithBarney presentation on Friday, April 5, 11:00-noon
- Strategic Planning session on Saturday, April 6, 10:30 am-noon
- Treasurer’s Report on Saturday, April 6, 2:30-3:30

**Committee meetings during SBM:**

- Membership Committee meet on Friday, April 5, 5:00-6:00 and Saturday, April 6, 12:30-1:30
- Roznowski, Farinelli, Orrange, Sattler, Cleaves meet at same as above regarding Anaheim meeting schedule and misc.
- AMATYC Website Redesign Committee will meet over lunch on Saturday, April 6
- Professional Development Committee on Saturday, April 6, 5:00-6:00
- Finance Committee meeting on Monday, April 8, 9:00-11:00 am

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

<b>A. Agenda</b>			<b>Notes</b>
<b>Reference Materials</b>			
	Call to Order	Roznowski	
A1	Meeting Plans	Roznowski	
A2	AMATYC Mission Statement		
A3	AMATYC Core Values and Vision		
A4-5	AMATYC Strategic Priorities		
A6	EAC Report	Hobbs	
A7-9	Email Ballots since FBM 2012	Orrange	
A10	Affiliate Visits		
A11-12	Acronyms		
A13	Board Liaison Assignments		
A14-16	Administrative/Ad Hoc/Other Committees		
A17	Brief Robert’s Rules of Order		
A18	Rules of Conduct	Roznowski	
A19	<b>M: Adopt Rules of Conduct</b>	Roznowski	
A20-26	Order of Business	Roznowski	
A27	<b>M: Adopt Order of Business</b>	Roznowski	

<b>B. Consent Calendar – Reports</b> (items removed from this section will be discussed before Section D)		
<b>National Officers</b>		

B1	President	Roznowski	
B2-3	President-Elect	Sattler	
B4	Past President	Farinelli	
B5	Secretary	Orrange	
B6	Treasurer	Hobbs	
<b>Regional Vice Presidents</b>			
B7	Northeast	Tanner	
B8	Mid-Atlantic	Allgyer	
B9	Southeast	Cook	
B10-11	Midwest	Ham	
B12	Central	Lang	
B13	Southwest	Kozak	
B14	Northwest	Baratto	
B15	West	Yoshiwara	

**C. Consent Calendar- Motions** (items removed from this section will be moved to sections indicated)

C1	<b>M: Position Statement on Teacher Qualifications for Developmental Mathematics - Minor Changes</b>	Zientek Hobbs	D9
C2-3	<b>M: Reaffirm Position Statement on Initial Placement</b>	Edmonds	D25-26
C4	<b>M: Publication Style Manual</b>	Alexander	E9
C5	<b>M: Reappointment of Academic Committee Chairs</b>	Sattler	L17
C6	<b>M: Reappointment of Presider Chair</b>	Dockter	L18
C7	<b>M: Appointment to New Orleans Regional Rep on Program Committee</b>	Dockter	L19
C8	<b>M: Correction of Appointments</b>	Roznowski	L20
C9	<b>M: Posting of Board Minutes and motions on the AMATYC Website</b>	Orrange	M1
C10	<b>M: Corrections to SBM and FBM 2012 Minutes</b>	Orrange Roznowski	M2
C11	<b>M: Accept Consent Calendar Reports</b>	Roznowski	

**D. Academic Committees**

D1-3	Developmental Mathematics Report (DMC)	Zientek Hobbs	
D4-8	<b>M: Position Statement on Intermediate Algebra</b>	Zientek Hobbs	
D9	<b>M: Position Statement on Teacher Qualifications for Developmental Mathematics - Minor Changes</b>	Zientek Hobbs	C1
D10-13	Division/Department Issues Report (DDIC)	Simpson Sattler	

D14-15	<b>M: International Mathematics Committee</b>	Simpson Sattler	
D16	Innovative Teaching and Learning Report (ITLC)	Feldon Yoshiwara	
D17	<b>M: Ignite in Anaheim</b>	Feldon Yoshiwara	
D18-19	Mathematics Intensive/College Mathematics Report	Poinsett Baratto	
D20-22	Mathematics for AAS Programs Report	Schillow Baratto	
D23-24	Placement and Assessment Report (PAC)	Edmonds Ham	
D25-26	<b>M: Reaffirm Position Statement on Initial Placement</b>	Edmonds	C2-3
D27-31	Research in Mathematics in Two-Year Colleges (REMATYC)	Ström Lang	
D32-35	Statistics	DeHart Kozak	
D36-38	Teacher Preparation	Jacobs Farinelli	

<b>E. Services / Coordinators/ Directors / Publications</b>			
E1	Editing Director Report	Wilson Yoshiwara	
E2	<i>AMATYC News</i> Editor Report	Zemanek Tannor Kozak	
E3-6	<i>MathAMATYC Educator</i> Editor Report	Tannor Wildman Tanner	
E7-8	<i>MathAMATYC Educator</i> Production Manager Report	Alexander Tanner	
E9	<b>M: Publication Style Manual</b>	Alexander	C4
E10-11	<b>M: Pay Rate for Journal Layout Artist</b>	Alexander	
E12-21	<b>M: Author and Production Guidelines for <i>MathAMATYC Educator</i></b>	Alexander	
E22-28	Webmaster Report	Hurlburt Ham	
E29-30	Grants Coordinator Report	Pazdar Hobbs	
E30	Grants Proposal Summary	Pazdar	
E31-40	Imagineering Project	Pazdar Kozak	
E41-44	<b>M: FutureGrant Program</b>	Pazdar	
E45-46	<b>M: Duties of Grants Coordinator</b>	Pazdar	



E47	Historian Report	Simmons Orrange	
E48-49	SML Report	Strickland Allgyer	
E50	<b>M: SML Disaster Clause</b>	Strickland Allgyer	
E51	SML Test Developer Report	Blasberg Allgyer	
E52-53	Professional Development Coordinator Report	Oaks Orrange	
E54-55	Traveling Workshop Coordinator Report	Jiménez Orrange	
E56	Mu Alpha Theta Report	Mowers Roznowski	

<b>F. Staff</b>			
F1- 2	Interim Executive Director Report	Cleaves	
F3-5	Office Report	Cleaves Vance	
F6	<b>M: Archival of Position Statements</b>	Cleaves	
F7	<b>M: Student Math League Late Fee</b>	Cleaves	

<b>G. Conference</b>			
G1-2	2012 Conference Evaluation Report	Murphy Dockter	
G3-13	Experient Report from Jacksonville	Dockter	
G14-21	Conference Coordinator Report	Dockter	
G22-24	Program Coordinator Report	Williams Dockter	
G25	Presider Chair Report	Winnington Dockter	
G26-27	Exhibitor Chair Report	Goulard Dockter	
G28-30	Advertising Coordinator Report	Olshan Dockter	
G31	2013 LEC Report	Murphy Dockter	
G32	2014 LEC Report	Britt	
G33	2015 LEC Report	Hughes Dockter	
G34	<b>M: Thank You for Phil Mahler</b>	Dockter	
G35	<b>M: Recording Sessions At Anaheim Conference</b>	Dockter	

<b>H. Administrative Committees</b>			
H1	Nominating Committee Report	Farinelli	
H2	TE Award Report	Sattler	
H3	ME Award Report	Farinelli	
H4	Professional Development Committee	Ham	<b>Report after Saturday committee meeting</b>
H5-6	Foundation Report	Farinelli	
H7	Personnel Committee	Roznowski	
H8-9	D: Executive Director Search/Selection	Roznowski	
H10	D: Staff Evaluation	Roznowski	<b>Placeholder</b>
H11-12	Organizational Assessment Committee	Sattler	
H13	Institutional Research Board (IRB)	Cleaves	<b>Placeholder</b>
H14-16	Past Presidents Advisory Board Reports	Farinelli	
H17-18	Membership/Marketing Committee	Allgyer Tanner	
H19	Membership Report	Vance	<b>Placeholder</b>

<b>I. Treasurer/Budget</b>			
	Register Report (Sent Prior to SBM)	Hobbs	
I1	<b>M: Approval of Expenditures 10/12-2/13</b>	Hobbs	
	Chart of Accounts	Hobbs	
	Expenses	Hobbs	
	2013 Approved Budget	Hobbs	
	2014 Draft Budget	Hobbs	
	2012 Financials	Hobbs	
	Historical Data & Graphs	Hobbs	
	Reserve Fund	Hobbs	
	Contract Obligations	Hobbs	
	Foundation Report	Hobbs	

<b>J. Ad hoc Committees / Projects</b>			
J1-2	AMATYC Project ACCCESS (APA) Board Report	Watkins Cook	
J3	<b>M: ACCCESS Reunion in Anaheim</b>	Roznowski	
J4	AMATYC Website Redesign	Ham	<b>Placeholder</b>
J5	Member Survey	Cook	
J6	Professional Networking Committee Report	Orrange	
J7	Bylaws Review Task Force	Farinelli	<b>Placeholder</b>
J8-10	40 <sup>th</sup> Anniversary Conference Task Force	Sattler	
J11	Committee for Conference Coordinator	Allgyer Roznowski	
J12	Crisis Plan Development Committee	Kozak	<b>Placeholder</b>
J13	Standards – <i>Beyond Crossroads</i> Task Force	Farinelli	<b>Placeholder</b>

J14	<i>Guidelines on Academic Preparation Task Force</i>	Roznowski	
J15-22	<b>M: Guidelines on Academic Preparation Position Statement</b>	Roznowski	

### K. Strategic Planning

K1-10	AMATYC Strategic Plan with Action Items	Sattler	
K11-13	D: Reply regarding strategic planning motion	Roznowski	

### L. Executive Session

L1	TE Awards	Sattler	<b>Placeholder</b>
L2-8	Potential Speakers List for 2015	Sattler	
L9	<b>M: Speakers for New Orleans 2015</b>	Sattler	
L10	2014-2015 Executive Board Nominations	Farinelli	<b>Placeholder</b>
L11	<b>M: 2014-2015 Executive Board Slate</b>	Farinelli	<b>Placeholder</b>
L12	<b>M: Appointment of Placement and Assessment Committee Chair</b>	Sattler	
L13	<b>M: Appointment of Teacher Preparation Committee Chair</b>	Sattler	
L14	<b>M: Reappointment of Division/Department Issues Committee Chair, Third Term</b>	Sattler	
L15	<b>M: Reappointment of Mathematics Intensive/College Mathematics Committee Chair, Third Term</b>	Sattler	
L16	<b>M: Reappointment of Mathematics for AAS Programs Committee Chair, Third Term</b>	Sattler	
L17	<b>M: Reappointment of Academic Committee Chairs</b>	Sattler	C5
L18	<b>M: Reappointment of Presider Chair</b>	Dockter	C6
L19	<b>M: Appointment to New Orleans Regional Rep on Program Committee</b>	Dockter	C7
L20	<b>M: Correction of Appointments</b>	Roznowski	C8

### M. New Business

M1	<b>M: Posting of Board Minutes and motions on the AMATYC Website</b>	Orrange	C9
M2	<b>M: Corrections to SBM and FBM 2012 Minutes</b>	Orrange Roznowski	C10
M3-4	<b>M: Dues Increase</b>	Hobbs	
M5	Joint Committee on Women in Mathematics	Sattler	
M6	<b>M: PPM Revisions: Sections 1-4, etc.</b>	Roznowski	
M7	<b>D: AMATYC Exhibits at Conferences and Report from NADE</b>	Roznowski	<b>Placeholder</b>

M8	<b>D: AMATYC's Involvement with Developmental Mathematics Summit Proposed by Paul Nolting</b>	Roznowski	<b>Placeholder</b>
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**ATTACHMENT C**

**Expenditure Approval Committee (EAC) Report**

**Margie Hobbs , Treasurer**

**Prepared for the 2013 AMATYC Spring Board Meeting  
For activity occurring November 2012 through April 2013**

**Members of the committee:** Margie Hobbs, Chair; Rob Farinelli, Jim Roznowski, and Nancy Sattler

As reported by the former Treasurer and approved by the 2012-2013 EAC:

November 29, 2012: Approved the over budget expenditure of \$36.26 for Exposition Services Account 4640. The approval was based on the explanation/rationale provided by Conference Coordinator Keven Dockter

**Federal IRS Documents Review Committee Report**

**Margie Hobbs, Treasurer**

**Prepared for the 2013 AMATYC Spring Board Meeting  
Submitted February 15, 2013**

There is no report for this Executive Board Meeting.

**ATTACHMENT D****Email Motions Passed since FBM 2012**

11/21/12	Minutes	<b>MOTION 13:</b> That the FBM 2012 minutes be approved.
12/5/12	Academic Committees	<p><b>MOTION 14:</b> That, pending membership verification, the following list of regional representatives to the AMATYC academic committees be approved. The terms will run from appointment through EOC 2013.</p> <p><b>RMETYC</b> Keith Nabb (At-large), Moraine Valley CC, nabb@morainevalley.edu and Amber Rust (Mid-Atlantic), College of Southern Maryland, amberr@csmd.edu</p> <p><b>Teacher Prep</b> Judith Sallee (Midwest) jsallee@harpercollege.edu; Mary Beard (West), Kapi'olani Community College, mbeard@hawaii.edu; Dan Fahringer (At-Large), Harrisberg Community College, dpfahrin@hacc.edu</p> <p><b>Math for AAS Programs</b> Willie Bryant (Southeast), Williamsburg Technical College, bryantw@wiltech.edu</p> <p><b>ITLC</b> Susan McCourt (Northeast), Bristol CC, susan.mccourt@bristolcc.edu; David Graser (Southwest), Yavapai CC, david.graser@yc.edu; Barbara Illowsky (West), DeAnza College, illowskybarbara@deanza.edu; Evan Evans (Mid-Atlantic), Frederick CC, eevans@frederick.edu</p> <p><b>DMC</b> Roxann King (Mid-Atlantic), Prince George's CC, rking@pgcc.edu</p> <p><b>PAC</b> Christine Mirbaha (Mid-Atlantic), CC of Baltimore County, cmirbaha@ccbcmd.edu</p>
12/28/12	Editors	<p><b>MOTION 15:</b> That, pending membership verification, Daniela Zemanek, Pitt CC (dzemanek@email.pittcc.edu) be appointed to complete the term of David Tannor as editor of the AMATYC <i>News</i>. Effective immediately and ending December 31, 2013. David Tannor, Grand Rapids CC (niiokantah@gmail.com) be appointed as editor of <i>MathAMATYC Educator</i> effective immediately and ending EOC 2015.</p>
1/15/13	Webinars: Professional Development	<p><b>MOTION 1 (SP_IB):</b> That the AMATYC Professional Development Coordinator and AMATYC academic committee chairs, and coordinators and directors of other</p>

		AMATYC programs (SML, Grants, etc.), will work to increase the number of webinars offered.
1/15/13	VPs and Marketing	<b>MOTION 2 (SP_ID):</b> That the regional VPs and the Marketing Committee will develop a process to communicate directly with adjunct mathematics faculty using AMATYC affiliates and campus reps.
1/15/13	RMETYC	<b>MOTION 3 (SP_II):</b> That the AMATYC Board will encourage RMETYC to conduct a literature review of the impact of the use of technology on learning and present the results to the AMATYC community.
1/15/13	Math Intensive and Math for AAS	<b>MOTION 4 (SP_IIC):</b> That the AMATYC President will direct the Mathematics Intensive Committee and the Mathematics for AAS Programs Committee to develop or revise positions papers regarding the appropriate mathematical outcomes for college level students in a variety of academic programs and career paths.
1/15/13	Conference	<b>MOTION 5 (SP_IID):</b> That a committee be form to begin planning for a themed session for the 2015 AMATYC Conference in New Orleans during which visiting speakers from business, government, and industry would present.
1/15/13	TWC – Professional development	<b>MOTION 6:</b> That Ana Jimenez be appointed to the position of Traveling Workshop Coordinator, pending membership verification. Appointment is effective immediately and runs through EOC2015.
1/15/13	Grants	<b>MOTION 7:</b> That AMATYC supports the development of a relationship between the NASA and AMATYC as described in the attached proposal from AMATYC Grants Coordinator, John Pazdar.
1/15/13	Grants	<b>MOTION 8:</b> That AMATYC provide Level 1 support to the grant proposal, Project ACCCEPT: Advancing Community College Chairpersons: Education, Professionalism, and Training The grant is being submitted by: John S. Pazdar, Patricia L. Hirschy, Karen B. Gaines, and Dennis C. Ebersole.
1/25/13	Professional Newtorking	<b>Motion 9:</b> That a Professional Networking Committee be established to provide assistance and input into AMATYC's presence on social media.

1/25/13	Conference	<p><b>Motion 10:</b> That Helen (Honey) Kirk be appointed to the position of AMATYC Assistant Conference Coordinator, pending membership verification.</p> <p>Appointment is effective immediately and runs through EOC2015.</p>
2/26/13	Foundation Board	<p><b>Motion 11:</b> That Pat McKeague be appointed to the AMATYC Foundation Board for a three-year term beginning immediately (January 1, 2013) and ending December 31, 2015 (pending membership verification).</p>



**ATTACHMENT E****POSITION STATEMENT ON TEACHER QUALIFICATIONS FOR DEVELOPMENTAL MATHEMATICS****Whereas:**

Teaching developmental mathematics\* requires in addition to mathematical skills, special skills gained through experience or training including but not limited to problem solving techniques and alternative teaching strategies, and

Most personnel employed to teach mathematics at two-year colleges and some personnel employed to teach mathematics in four-year colleges and universities will at some time teach developmental mathematics courses.

It is the position of AMATYC that:

1. Institutions employing teachers of mathematics should:
  - a. Encourage and reward all faculty employed to teach mathematics for participation in workshops, in-service programs, or courses which provide training in those special skills necessary for teaching the developmental mathematics student;
  - b. Provide those faculty lacking experience or training in teaching developmental mathematics students supervision by experienced personnel until such time that they have developed those special skills;
  - c. Recognize research and publication in the area of developmental mathematics as professional and significant.
2. Institutions offering graduate programs in mathematics, mathematics education, and higher education should:
  - a. Recognize the teaching of developmental mathematics as requiring specialized skills by providing appropriate training to those students desiring to teach mathematics at a two-year college;
  - b. Recognize the importance of practicing those specialized skills by providing internship programs as an integral part of the course of study.

\*Developmental mathematics for the purpose of this position statement is restricted to courses defined by the institution as developmental.

*New Orleans Delegate Assembly, October 9, 1981*

*Revised by the Developmental Mathematics Committee, Spring 2007*

**ATTACHMENT F****1 POSITION STATEMENT ON INITIAL PLACEMENT OF TWO-YEAR  
2 COLLEGE STUDENTS INTO THE MATHEMATICS CURRICULUM**

3 AMATYC recommends that all two-year colleges develop procedures for the initial placement of two-  
4 year college students into the mathematics curriculum. The placement process should determine the  
5 highest level of mathematics appropriate to students' educational goals at which they have the  
6 prerequisite knowledge to be successful. The criteria used to determine mathematics placement should  
7 be based on the goals of the mathematics program. *Crossroads in Mathematics: Standards for*  
8 *Introductory College Mathematics Before Calculus* states that placement tests should provide a measure  
9 of students' abilities not only to show mastery of algorithmic skills but also to think critically and solve  
10 problems (AMATYC, 1995).

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

- 15 • High school and college records
- 16 • Scores on college entrance examinations
- 17 • Scores on placement tests

18 In addition, student success can be impacted by less quantifiable factors such as motivation; family and  
19 work obligations; special student needs; and educational, career, and personal goals. These may also be  
20 factors to consider. In all cases, the placement team should make the final decision regarding placement  
21 based on an analysis of multiple measures.

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

25 It is the responsibility of the college to advise students on policies, procedures, and implications of the  
26 placement program prior to enrollment. Opportunities to prepare for the placement test should be  
27 provided by the college, and information regarding these opportunities should be disseminated to all  
28 students prior to placement testing.

29 Evaluation of the placement process should be ongoing. Colleges should validate their placement tests  
30 and procedures used for initial placement into the mathematics curriculum. Colleges must continually  
31 assess placement procedures as content, pedagogy, and technological changes occur which affect the  
32 community college mathematics curriculum. Placement procedures must not be used to restrict access to  
33 a college education, but rather to ensure that all students who enroll in a mathematics course have the  
34 opportunity to achieve success.

35 *Placement and Assessment Committee, Adopted by Delegate Assembly Fall 2002*  
36 *Reaffirmed by the Placement and Assessment Committee, Spring 2007*

**ATTACHMENT G*****DRAFT*****DRAFT AMATYC Position Statement on  
The Appropriate Use Of Intermediate Algebra As A Prerequisites Course****Whereas**

- The prerequisites of a mathematics course should be those appropriate to providing a foundation for student success in that course;
- The course description and learning outcomes of a mathematics course determine the prerequisite level of mathematical literacy, skills, and knowledge necessary for successful completion of the course;
- The content in intermediate algebra courses is generally required to master the content of algebra-based STEM courses; and,
- The content in intermediate algebra courses is not required to master the content for most non-STEM college-level mathematics courses.

**Therefore, it is the position of AMATYC that:**

- Intermediate algebra is generally an appropriate prerequisite for mathematics courses in a STEM path leading to calculus; and,
- Survey courses, mathematical modeling courses, mathematical literacy courses, statistics courses and other courses not leading to calculus are better served by more appropriate prerequisites than intermediate algebra.

**ATTACHMENT H****2.6.1 Procedure for Establishing a Committee**

1. Any member of AMATYC may suggest that a committee be established.
2. The suggestion for a committee should be presented to a member of the Executive Board.
3. The Executive Board shall consider the suggestion and, if the initial reaction is positive, then the president shall appoint an interim chairperson of the proposed committee. If the initial reaction of the Executive Board is negative, the Delegate Assembly may reconsider the suggestion and by a 2/3 vote of those present, override the decision of the Executive Board.
4. The interim chairperson shall be responsible for:
  - A. Recruiting members for the proposed committee (at least 7).
  - B. Identifying goals and objectives (both short and long range) for the proposed committee.
  - C. Developing any further information pertinent to the final approval of the committee. All such information should justify that the purposes of the proposed committee are consistent with the goals and objectives of AMATYC and that there is a need for the committee.
5. The interim chairperson submits the committee proposal to the Executive Board for its discussion and approval.
  - A. If approved, the President shall appoint a chairperson of the new committee.
  - B. If disapproved, the Delegate Assembly may reconsider the proposal and, by a 2/3 vote of the delegates present at a conference Delegate Assembly, override the decision of the Executive Board.
6. If the committee proposal is for the creation of an academic committee, the Executive Board will determine if the new committee should be a regular academic committee or an emerging issue academic committee.
7. The chairperson of the new committee shall be held responsible for the committee's goals and objectives as approved above.
8. If the approved committee should be a standing committee (i.e. necessary for the smooth functioning of AMATYC), then the appropriate modification to the constitution and/or bylaws and/or Policy and Procedures manual shall be initiated by following the usual procedures.
9. Liaison officers - The President may appoint particular people as liaison officers for various committees.

## ATTACHMENT I

***MathAMATYC Educator***

A refereed publication of the  
American Mathematical Association of Two-Year Colleges

Editor: David Tannor, Muskegon CC, [David.Tannor@muskegoncc.edu](mailto:David.Tannor@muskegoncc.edu)  
Production Manager: George Alexander, Madison Area TC, [galexander@madisoncollege.edu](mailto:galexander@madisoncollege.edu)

**Publication Guidelines for Authors**

*MathAMATYC Educator* is a publication of the American Mathematical Association of Two-Year Colleges. Its purpose is to provide an avenue of communication for all mathematics educators concerned with the views, ideas, and experiences pertinent to two-year college teachers and students.

**Subject Matter:** The editorial team of *MathAMATYC Educator* is interested in articles that focus on mathematics teaching and learning at two-year colleges. We are particularly interested in those articles that address issues pertinent to the following areas:

- \* Applications of the principles of AMATYC's *Beyond Crossroads* document in the classroom
- \* Developmental mathematics
- \* Mathematics for AAS programs
- \* Teacher Preparation
- \* Statistics
- \* Innovative Instruction Practices including the use of technology in the classroom
- \* Mathematics content of the two-year college curriculum, in particular those courses in the first two years of a college mathematics major
- \* Research in mathematics education in the two-year college classroom
- \* Equal opportunity in mathematics
- \* Mathematics History

We encourage articles that are research based and articles that offer practical applications that can be used in the classroom. All articles should be the original work of the authors and should not have been previously published in other journals. Authors are encouraged to offer personal opinions and suggestions. Letters to the editor are encouraged and should comment on previously published articles or offer opinions on topics pertinent to mathematics education at two year colleges.

**Technology:** Technology-oriented articles should focus on technology used as a teaching aid or technology used as a mathematical tool. The major intent of an article should be to help the reader learn how to incorporate the technology into their teaching or a student's learning of a mathematical concept not the promotion of a specific product.

**Review Criteria:** *MathAMATYC Educator* is a refereed publication. Three mathematics educators

review each appropriate submission: two members of the review panel and a member of the Editorial Panel. The Editorial Panel member will analyze all reviews and make a recommendation to the Editor on the acceptance or rejection of an article. The Editor makes final decisions on the publication of articles.

The following review criteria are used:

- Relevance to two-year college mathematics content or pedagogy
- Significance of topics
- Originality
- Accuracy of content
- Explicit, clear, logical, and concise writing style
- Appropriate length and format

**Regular Sections:** Authors are invited to submit articles in the following areas:

- \* “Use This Now” focuses on classroom activities and techniques. The articles in this section should include a short description of an activity or technique and how it is used in the classroom, how successful it was in promoting student learning and an original sample of the “classroom ready” activity.
- \* Media Reviews focuses on reviews of books and mathematical media (computer software, technology, books films etc.).
- \* The Problems Section focuses on problems both for use in the classroom and in the area of recreational mathematics.
- \* Letters to the Editor provides AMATYC members the opportunity to react to articles in past issues of the *MathAMATYC Educator* or to issues impacting two-year college mathematics.

The Editor may choose to review articles submitted for the regular sections of the *MathAMATYC Educator*.

**Manuscript Style:** Articles may vary in length (typically under 6000 words). Brief, "to the point," articles are encouraged.

*MathAMATYC Educator* uses *The Publication Manual of the American Psychological Association* Sixth Edition (2009) as its style reference. In particular, note that the author-date method is used for citations within the text, e.g.

Smith and Jones (1987) demonstrated that...

The reference list at the end of the article should include only the sources that were used in the preparation of the article. References should be arranged in alphabetical order by the surname of the first author.

To provide for anonymous reviews, the author's name and affiliation should appear ONLY on a separate title page giving complete mailing address, voice and fax numbers, and e-mail address. The title should also appear on the first page of the exposition.

**Submission:** Send an electronic file of articles for possible publication to:

David Tannor  
David.Tannor@muskegoncc.edu  
Muskegon Community College

***Editor's Note:*** *Your assistance in preparing your manuscript for publication will potentially reduce errors and reduce the time required for pre-publication preparation. If you are unable to fully comply with the following guidelines, please contact the editor or production manager for assistance.*

Please send the final version of your accepted manuscript (after you have been notified by the editor of acceptance) to the editor using the online submission form or by email attachment. If you received word that your article will be published after changes noted in the acceptance letter, it is imperative that these changes be made prior to sending your manuscript to the editor. Any graphics should be sent to the Editor in “copy ready format” for the best reproduction in the article. You may be asked to resubmit the graphics by the production manager. Failure to submit copy ready graphics may delay the publication of your article.

When your article has been prepared for publishing, you will receive a copy of the final edited document for your approval. Please review this copy very carefully for any mathematical or other errors. You will be provided a signature form stating you approve the final document prior to publication. Any errors or changes should be forwarded to the editor who will review them and forward the changes to the production manager.

Please provide your telephone number(s) (both day time and evening,) fax number and mailing address for sending you three copies of the *MathAMATYC Educator* in which your article is published. Additional guidelines include the following:

Software:	Microsoft Word
Margins:	8.5 by 11-inch paper, 1.5-inch margins top, bottom, and sides
Font:	Times New Roman
Title:	Times New Roman, 18 pt font, Left justification, Upper and lower cases
Author:	Times New Roman, 12 pt font, Left justification, Upper and lower cases
Biography:	Table-2 columns, 1 row per author Times New Roman, 12 pt font Single spacing Biographical data goes into second column, 60 words maximum Optional: E-mail address at end of biographical data -12 pt font, no italics, no hyperlink
Author photos	JPEG or PNG preferred, resolution at least 300 pixels per inch, CMYK color mode preferred
Tables and Figures	Submit in spreadsheet or zipped archive, respectively. Note placement of each table or figure in the Word document. If necessary, include a supplemental document with layout suggestions or special formatting instructions.
Abstract:	200-word abstract to be posted on AMATYC web page along with school logo
Text:	Times New Roman, 12 pt. font, Full justification, single spacing Subtitles --14 pt font, Bold, Full justification, Upper and lower cases Second layer subtitles-12 pt font, Bold, Left Justification, Underlined, Upper and lower cases
Publication style and reference citations:	Use the form indicated in Publication Manual of the American Psychological Association (6th ed.)

Updated 4/7/2013

**ATTACHMENT J**FutureGrant  
Leadership Program

The FutureGrant Leadership Program's goal is to facilitate current and continued professional growth for a cadre of AMATYC members who have a genuine interest in becoming involved with a leadership role in future AMATYC grants. FutureGrant members will either become a Leader or Associate Leader based upon grant background. Participation in the FutureGrant Leadership Program will take place via sessions/workshops during the AMATYC Annual Conference and email networking during the remainder of the year.

The first objective is to develop a cadre of AMATYC members who have grant work background and are willing to share their experiences. This objective is primarily aimed at AMATYC members (FutureGrant Leaders) who are interested in the opportunities listed below.

A FutureGrant Leader is an AMATYC member who has submitted a grant proposal to a nationally recognized funding agency.

A Leader will have the opportunity to:

- Write a grant proposal of their own idea/goal with tentative approval from the Executive Board
- Write a grant proposal authorized by the Executive Board
- Participate in possible grant proposals developed by other FutureGrant Leaders
- Participate in FutureGrant Leadership AMATYC Conference sessions
- Write FutureGrant Leadership articles for the *AMATYC News*
- Review future grant proposals
- Mentor FutureGrant Associate Leaders

The second objective is to train AMATYC members who are interested in grant work. This objective is primarily aimed at AMATYC members (FutureGrant Associate Leaders) that either have little or no experience with grant work and who are interested in the opportunities listed below.

A FutureGrant Associate Leader is an AMATYC member who has not submitted a grant proposal to a nationally recognized funding agency.

An Associate Leader will have the opportunity to:

- Develop a grant proposal idea/goal and be mentored by a FutureGrant Leader
- Understand the role of grant leadership
- Understand a grant proposal submission process
- Understand a funding agency review process
- Understand a grant funded project process
- Participate in FutureGrant Proposal Leadership conference sessions
- Participate in a grant proposal developed by a FutureGrant Leader



To develop a talent base, Leaders and Associate Leaders would need to submit a one-page resume to the Grants Coordinator. Leaders and Associate Leaders would highlight their grant background and interest for future grant work. The FutureGrant Leadership Program is an organizational structure where future grant work leadership can be developed and grant proposal writing can be completed. The FutureGrant Leadership Program is open to all AMATYC members at any time.

**ATTACHMENT K****10.2.3 Grants Coordinator**

The Grants Coordinator works and consults with the President and other AMATYC leaders and members on AMATYC grant activities.

**Appointment Process**

The Grants Coordinator is recommended by the President and appointed by the Executive Board. This position reports to the President.

**Term of Office**

The term length is three years. The starting date of each term is January 1. 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 entire board, or 9 votes.

**Duties**

1. Identify and notify the AMATYC President of appropriate grant opportunities.
2. Provide expertise and consultation for AMATYC leaders and members on grant-related matters.
3. Attend conferences and training opportunities as directed by the President.
4. Stay current with National Science Foundation (NSF) personnel and other appropriate leaders.
5. Coordinate the FutureGrant Leadership Program.

## ATTACHMENT L

### 1 DRAFT POSTION STATEMENT ON THE ACADEMIC PREPARATION OF MATHEMATICS 2 FACULTY AT TWO-YEAR COLLEGES

#### 4 **Statement of Purpose**

5 As the leading professional mathematics organization that solely represents two-year colleges, it is our  
6 responsibility to ensure the integrity of our profession and the quality of mathematics instruction at all  
7 two-year colleges. This document is addressed to two-year college professionals involved in the staffing  
8 and evaluation of mathematics programs for their colleges, and to universities that prepare individuals to  
9 teach mathematics in two-year colleges. It is not intended to replace any regional, state, or local  
10 requirements or recommendations that may apply to hiring instructors, assigning them to classes, or  
11 evaluating their performance or qualifications. Rather, our goal is to provide guidelines that reflect the  
12 collective wisdom and expertise of mathematics educators throughout the United States and Canada  
13 regarding appropriate preparation for two- year college faculty involved in the teaching of mathematics,  
14 whether on a full- or part- time basis.

15 We strongly recommend that only properly qualified personnel be permitted to teach mathematics. Ill-  
16 prepared instructors can do much harm to students' knowledge of, beliefs about, and attitudes towards  
17 mathematics. Many two- year college students suffer from mathematics anxiety and core mathematical  
18 misconceptions at some level; this should not be reinforced or exacerbated through poor mathematics  
19 instruction. **Individuals trained in other disciplines should have sufficient mathematical training**  
20 **prior to teaching mathematics courses.** Moreover, individuals hired to teach mathematics at one level  
21 should not be permitted to teach at another level unless they possess appropriate credentials.

#### 22 **Guiding Principles**

23 Two questions have guided the preparation of this report: What are the characteristics of an effective  
24 mathematics instructor? How can these characteristics be fostered and extended through academic  
25 preparation and continuing professional development?

26 Effective instructors are reflective; they think about their teaching before they teach, while they teach,  
27 and after they teach. They are creative, resourceful, and dedicated. They use a variety of methods and  
28 respond to the needs of the particular class and students they are teaching. Effective mathematics  
29 teachers are skilled questioners who encourage and challenge their students. They are clear and careful  
30 communicators who recognize the importance of language in mathematics, and mathematics as  
31 language. They model the behaviors they wish their students to exhibit, especially problem solving,  
32 exploration, and investigation.

33 Effective mathematics instructors know a great deal of mathematics and understand the interconnections  
34 among its various branches as well as applications to other disciplines. They are continually developing  
35 their knowledge and understanding of mathematics, of teaching, and of how students learn. They are  
36 independent learners who can adapt and contribute to changes in collegiate mathematics curriculum and  
37 instruction. Effective mathematics instructors are active professionals. They belong to and participate in  
38 professional organizations such as the American Mathematical Association of Two-Year Colleges  
39 (AMATYC) and its affiliates, read journals, attend professional meetings, and engage in other  
40 professional activities.

#### 41 **Guidelines for Formal Preparation**

42 Mathematics programs at two-year colleges reflect their diverse missions and needs. Mathematics  
43 instruction at a comprehensive community college may comprise adult basic education to prepare  
44 students for a high school equivalency examination; developmental courses designed to prepare students

45 for both STEM (science, technology, engineering, and mathematics) and non-STEM college-level  
46 courses, and college level courses through the first two years of university study; some colleges may  
47 focus only on a subset of these categories of instruction. Because of this diversity, the standard for the  
48 mathematical preparation of two-year college faculty must be sufficiently robust to guarantee faculty  
49 flexibility. This standard is divided into three parts: minimal preparation, standard preparation, and  
50 professional development.

#### 51 **Definitions**

52 All full- and part-time faculty should possess at least the qualifications listed under *minimal*  
53 *preparation*. All full-time faculty should begin their careers with at least the qualifications listed under  
54 *standard preparation*. All faculty should continue their education throughout their careers-the  
55 *continuing formal education* section provides some suggestions.

56 The terms *faculty* and *instructors* are used to refer to persons who hold teaching positions. No particular  
57 level within a ranking system is implied by these terms.

#### 58 **Minimal Preparation**

59 All full- and part-time mathematics instructors at two-year colleges should possess at least a master's  
60 degree in mathematics or in a related field with at least 18 semester hours (27 quarter hours) in graduate-  
61 level courses strongly related to mathematics, and at least six of which are graduate-level mathematics.  
62 A master's degree in applied mathematics is an especially appropriate background for teaching in a  
63 community college. Course work in pedagogy is desirable.

#### 64 **Standard Preparation**

65 All full-time mathematics instructors at two-year colleges should begin their careers with at least a  
66 master's degree in mathematics or in a related field with at least 30 semester hours (45 quarter hours) in  
67 graduate-level mathematics and have mathematics teaching experience at the secondary or collegiate  
68 level. The teaching experience may be fulfilled through a program of supervised teaching as a graduate  
69 student. Just as a strong knowledge of Calculus has always been a core standard, Statistics has become  
70 equally important, and some background in this area is desirable. Course work in pedagogy and the  
71 community college is desirable.

#### 72 **Professional Development**

73 All mathematics instructors at two-year colleges should continue their professional development  
74 throughout their careers. Appropriate continuing formal education might include graduate course work  
75 in mathematics and mathematics education beyond the level of the individual's previous study; courses  
76 in technologies served by the two-year college mathematics curriculum are also appropriate. In some  
77 instances advanced formal education may culminate in a doctorate in mathematics or mathematics  
78 education.

79 Effective mathematics instructors are active professionals. They read journals, attend professional  
80 meetings, and engage in other activities to continue their education. AMATYC, the Mathematical  
81 Association of America (MAA), the National Council of Teachers of Mathematics (NCTM), their  
82 affiliates, and other organizations sponsor conferences, offer webinars, minicourses, and summer  
83 institutes, publish books and journals, and advertise other opportunities for continued professional  
84 growth. These conferences, webinars, workshops, minicourses, and institutes address many of the  
85 mathematical and pedagogical topics important to quality mathematics instruction in the first two years  
86 of college. Participation in these activities is critical to support two-year college mathematics faculty to  
87 keep up-to-date in their fields.

#### 88 **Related Training**

89 Courses in physics, engineering, and other fields can contain significant mathematical sciences content.  
90 Although there is no simple, set formula for doing so, such courses should be taken into account by two-

91 year college mathematics hiring committees when evaluating a candidate's transcripts. Similarly, such  
92 courses should be carefully considered by university personnel when making program admission  
93 decisions and advising students who hold or may seek two-year college mathematics teaching positions.  
94

#### 95 **Evaluating Credentials**

96 Specialized knowledge and judgment is required to evaluate a candidate's credentials. **For this reason,**  
97 **hiring committees for mathematics positions at two-year colleges should consist primarily of full-**  
98 **time two-year college mathematics faculty.** All staffing decisions related to mathematics instruction--  
99 whether full- or part-time-- should be made by content specialists.

#### 100 **Adjunct Faculty**

101 Ideally, adjunct instructors should possess the same level of preparation and commitment to quality  
102 teaching as full-time instructors. The AMATYC Position Statement on Working Conditions of Adjunct  
103 Faculty stresses the need for institutional support for professional development for adjunct faculty.

#### 104 **Academic Support Personnel**

105 As community colleges have increased their support for student success the “math lab” has become  
106 ubiquitous. The expertise of individuals offering support varies widely. Because the aid offered is often  
107 specific to certain levels of mathematics, the academic preparation required of support personnel may be  
108 less than faculty. However it is critical that individuals offering tutoring support in these situations have  
109 accomplished coursework above that being tutored, and that these individuals are supervised by fully  
110 qualified mathematics faculty.

111

#### 112 **Variety of Expertise**

113 A mathematics department should be composed of individuals who possess complementary strengths  
114 and areas of expertise. This is especially true within a comprehensive community college with a wide  
115 variety of degree programs. A mathematics department with experts or specialists in pedagogy,  
116 statistics, computing, applied mathematics, analysis, and pure mathematics is manifestly stronger than  
117 one in which all members have similar academic backgrounds. This together with programmatic needs  
118 and candidate qualifications should be taken into account when seeking and hiring full- and part-time  
119 faculty.

120

121 This position statement is a revision of *Guidelines for the Academic Preparation of Mathematics*  
122 *Faculty at Two-Year Colleges*, which was adopted by AMATYC in 1993.

123

#### 124 **Appendix**

#### 125 **The Course Content of a Preparatory Program**

#### 126 **Mathematics Content**

127 The core of the academic preparation of two-year college mathematics instructors is course work in the  
128 mathematical sciences. The mathematics course work for individuals preparing to be two-year college  
129 mathematics instructors should include courses chosen from several of the following areas. Graduate  
130 course work should fill gaps, broaden, and extend the undergraduate mathematics background of such  
131 individuals.

- 132 • Discrete Mathematics
- 133 • Computer Science
- 134 • Mathematical Modeling and Applications
- 135 • Calculus through Vector Calculus
- 136 • Differential Equations

- 137 • Real Analysis
- 138 • Numerical Analysis
- 139 • Complex Variables
- 140 • Linear Algebra
- 141 • Abstract Algebra
- 142 • Probability
- 143 • Statistics
- 144 • History of Mathematics
- 145 • Number Theory
- 146 • Geometry
- 147 • Topology
- 148 • Combinatorics

149 **Pedagogical Content**

150 Course work in pedagogy is an important component in the academic preparation of two-year college  
151 mathematics instructors. Such course work should be chosen from the areas listed below. Courses in  
152 these areas should be offered by universities that prepare two-year college mathematics instructors.

- 153 • Psychology of Learning Mathematics
- 154 • Methods of Teaching Mathematics
- 155 • Organizing and Developing Mathematics Curricula and Programs
- 156 • Instructional Technology
- 157 • Teaching Developmental Mathematics
- 158 • Using Calculators and Computers to Enhance Mathematics Instruction
- 159 • Measurement, Evaluation, and Testing
- 160 • Teaching Mathematics to Adult Learners
- 161 • Teaching Mathematics to Special-Needs Students
- 162 • College Mathematics Teaching Seminar