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# American Mathematical Association of Two-Year College

September 29, 2019

Dear AMATYC Delegate.

The 2019 Delegate Assembly will be held on **Saturday, November 16** from **3:45 - 5:45 pm** in the **Crystal Ballroom of the Hilton Milwaukee City Center** in Milwaukee, Wisconsin.

Attached are the 2019 Delegate Assembly Agenda and other materials for your careful review prior to our meeting. Please plan to arrive early to the meeting, check in with your regional vice president, and be seated by 3:30 pm. You will sit by region in the marked areas near the front of the room. Be sure to bring this attached packet of information to the Delegate Assembly with you.

This year, the main items of business include votes to approve two position statements and a revision of the AMATYC Bylaws. We will have forums to gather final input from members before the revisions are brought to the Assembly for your action. You are encouraged to attend the forums to hear what members have to say regarding the proposed position statements and Bylaws change.

**Ballots:** You must have a delegate ballot to vote. Ballots will be distributed by your regional vice president as you arrive on Saturday.

**Substitutes:** According to the bylaws, alternate delegates may be named by the regional vice president as the delegate replacing an affiliate or state/province delegate at the Delegate Assembly by notifying the AMATYC Secretary in writing and providing appropriate credentials in writing no later than 6 pm of the day prior to the start of the Delegate Assembly.

**Motions:** If you wish to submit a motion for consideration during the Delegate Assembly business meeting, please use the attached motion form. Please submit the motion to me in advance of the conference and Delegate Assembly meeting by email at [jimham@amatyc.org](mailto:jimham@amatyc.org).

**Items for Discussion:** As in previous years, the Delegate Assembly agenda includes open discussion at the end of the meeting. To the extent that time permits, this is an opportunity for delegates to express comments about issues related to AMATYC's mission.

Thank you very much for your service to AMATYC in this very important role. I am looking forward to seeing you in Milwaukee.

Respectfully,

Jim Ham  
President

/attachments

# AMATYC DELEGATE ASSEMBLY MOTION FORM

**TO:** 2019 AMATYC DELEGATE ASSEMBLY

**FROM:**

**SUBJ:**

**DATE SUBMITTED:**

**1. MOTION:**

**2. RATIONALE:**

**Action taken by Delegate Assembly on November 16, 2019**

\_\_\_\_\_ Approved

\_\_\_\_\_ Postponed until

\_\_\_\_\_ Withdrawn

\_\_\_\_\_ Disapproved

\_\_\_\_\_ Returned for further study

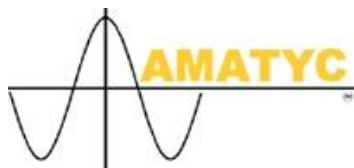
\_\_\_\_\_ Other

**COMMENTS:**



**2019 DELEGATE ASSEMBLY**  
**AGENDA**  
**THE AMERICAN MATHEMATICAL ASSOCIATION**  
**OF TWO-YEAR COLLEGES**  
**Milwaukee, Wisconsin**  
**Crystal Ballroom (Hilton)**  
**Saturday, November 16, 2019**  
**3:45 – 5:45 pm**

- I.** Call to Order – 3:45 p.m.
- II.** Welcome and Introductions  
Parliamentarian and Timekeeper  
2018-2019 Executive Board Members
- III.** Announcement of Quorum ..... Behnaz Rouhani
- IV.** Motion to Approve the Rules of Conduct
- V.** Motion to Approve the Agenda
- VI.** Motion to Approve the 2019 Minutes Review Committee
- VII.** 2018 Delegate Assembly Minutes
- VIII.** Reports
  - A. President ..... Jim Ham
  - B. Treasurer ..... David Tannor
  - C. AMATYC Foundation ..... Jane Tanner
  - D. Strategic Planning ..... Kathryn Kozak
  - E. Conference Site Selection ..... Kathryn Kozak
- IX.** New Business
  - A. Motion: Position Statement on *Distance Education in College Mathematics in the First Two Years* ..... Anne Magnuson
  - B. Motion: Position Statement on *Mathematics for Liberal Arts* ..... Christine Mirbaha
  - C. Motion: *Bylaws Change to Delegate Assembly Composition* ..... Nancy Rivers
- X.** Items for Discussion – Open Microphone  
Delegates are invited to bring forward for discussion or comments issues that are related to AMATYC’s mission and goals.
- XI.** Announcements  
2020-2021 AMATYC Executive Board
- XII.** Adjournment



## 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)

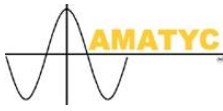
**AMATYC's Vision:** To be the leading voice and resource for excellence in mathematics education in the first two years of college. (Adopted by the Board on April 1, 2016)

**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.

**BYLAWS**  
**OF THE**  
**AMERICAN MATHEMATICAL**  
**ASSOCIATION OF TWO-YEAR COLLEGES (AMATYC)**

**Ratified July 2010**

**APPROVED AT THE DELEGATE ASSEMBLY, NOVEMBER 15, 2014**

**Article I Name**

The name of the association shall be the American Mathematical Association of Two-Year Colleges, Incorporated (AMATYC).

**Article II Objectives**

**Section 1** The American Mathematical Association of Two-Year Colleges, Incorporated is a non-profit, educational association.

**Section 2** The objectives of AMATYC are the following:

- A. Encourage the development of effective mathematics programs
- B. Provide a national forum for the exchange of ideas
- C. Develop and/or improve the mathematics education and mathematics related experiences of students in two-year colleges
- D. Coordinate activities of affiliated organizations on the national level
- E. Promote the professional welfare and development of its members.

**Article III Membership**

**Section 1** Membership Categories

Membership in AMATYC shall be restricted to the following:

- A. Regular membership – Available to any full- or part-time teacher of mathematics or other person interested in two-year college mathematics education. A regular member must complete the proper forms and pay the established dues. An individual may purchase a lifetime regular membership by completing the appropriate forms and paying the established rates.
- B. Student membership – Available to any full- or part-time student of mathematics or related discipline. A student member must not also be a full- or part-time teacher, must be

endorsed by a regular member, and must complete the proper forms and pay the established dues.

C. Adjunct membership – Available to any teacher of mathematics who is not employed full-time in any post-secondary educational institution. An adjunct member must complete the proper forms and pay the established dues.

D. Retired membership – Available to any retired teacher of mathematics or other retired person who is not employed full- or part-time in any educational institution. A retired member must complete the proper forms and pay the established dues.

E. Institutional membership – Available to any college, university, learning center, publisher, manufacturer, or similar entity that supports the purposes of the association. A designated representative of an institutional member must complete the proper forms and pay the established dues.

## Section 2 Membership Privileges

A. A regular member has the right to vote, hold elected office, be appointed to leadership positions, nominate candidates for office, serve on committees as a voting member, and be appointed as a delegate in the Delegate Assembly.

B. Adjunct, retired, and student members have the right to nominate candidates for office and serve on committees, but do not have the right to vote, hold elected office, be appointed to leadership positions, or be appointed as a delegate in the Delegate Assembly.

C. Individuals who are eligible for adjunct, retired, or student membership may choose to complete the proper forms and pay the established dues to become a regular member to obtain all the privileges of a regular member.

D. The representative of an institutional member has the right to nominate candidates for office, but does not have the right to vote, hold elected office, be appointed to leadership positions, serve on committees as a voting member, or be appointed as a delegate in the Delegate Assembly, unless that individual is also a regular member of the association.

## Section 3 Membership Year

The membership year shall consist of twelve months. The beginning date for each month shall be the first day of the calendar month.

## Section 4 Dues

A. Annual membership dues are paid by all members, except lifetime members.

B. Annual regular AMATYC membership dues are set every two years by applying the Consumer Price Index - Urban Consumers CPI-U for the last two consecutive years that begin with an even-numbered year to the current dues and rounding up to the nearest whole dollar. This adjusted rate is set at the Spring Executive Board Meeting in odd-numbered years, with the change taking place on July 1 of the following even-numbered year.

C. In the event that there is a need for a change other than the calculated rate, as determined in Article III.4.B., the new rate must be brought to the Delegate Assembly prior to the change taking effect for approval.

#### Article IV Affiliated Organizations

Section 1 Any organization interested in affiliating with AMATYC must recognize AMATYC as a prime national organization concerned with the first two years of college mathematics instruction. This is done by voting for affiliation with AMATYC. Applications for affiliation must be approved by the AMATYC Executive Board.

Section 2 An affiliated organization has the following responsibilities:

A. The membership lists of the organization shall be forwarded to the appropriate AMATYC Regional Vice-President by June 30 in even-numbered years.

B. Membership in AMATYC should be encouraged for all the affiliate's members.

C. Each affiliate organization will appoint AMATYC members to serve as affiliate delegates to the Delegate Assembly as discussed in Article VII.

#### Article V Elected Officers

Section 1 The elected officers of AMATYC shall be called the Executive Board and shall be the national officers: a President, President-Elect, Immediate Past President, Treasurer, and Secretary, and the regional officers, a Northeast Regional Vice-President, Mid-Atlantic Regional Vice-President, Southeast Regional Vice-President, Midwest Regional Vice-President, Central Regional Vice-President, Southwest Regional Vice-President, Northwest Regional Vice-President, and West Regional Vice-President.

Section 2 Only regular members are eligible to hold elected office.

#### Section 3 Terms of Office

A. The term of office for all elected officers, except for the Treasurer, is two years; beginning on January 1 in even-numbered years and ending on December 31 in the next odd-numbered year. The term limit for all officers, except for the President-Elect, President, Immediate Past President, and Treasurer, is three full successive elected terms in the same office.

B. The term limit for the President-Elect, President, and Immediate Past President is one full elected term in the same office. The President-Elect automatically succeeds the President at the end of the President's term or when the President leaves office permanently. The President automatically succeeds the Immediate Past President at the end of the President's term. The Immediate Past President may not be elected as President-Elect.

C. The term of the office for the Treasurer is four years, beginning on January 1 in even-numbered years and ending on December 31 in the second subsequent odd-numbered year. The term limit for the Treasurer is two full successive elected terms in that office.



#### Section 4      Duties of elected officers

All elected officers shall promote and coordinate the activities of the association, perform all duties according to policy, and perform all other duties that regularly pertain to the office. Specific duties of each office are as follows:

A.      President:

1.    Prepare the agenda for all association, Delegate Assembly, and Executive Board meetings.
2.    Preside at all general meetings of the association, the Delegate Assembly, and the Executive Board.
3.    Act as ex-officio member of all committees except the Nominating Committee.
4.    Nominate, for approval by the Executive Board, the chairperson of all committees, except the Nominating Committee, Strategic Planning Committee, and Organizational Assessment Committee.
5.    Appoint the chairs of ad hoc committees and task forces.
6.    Appoint an acting chairperson of a committee when a vacancy occurs.
7.    Appoint Special Appointees to perform duties as designated with approval of the Executive Board.
8.    Meet with the Executive Directors and/or Presidents of other organizations who share similar concerns and interests to discuss items of mutual benefit and to establish a working relationship with them.

B.      President-Elect

1.    Act as president in the absence of the President.
2.    Serve as the chairperson of the Strategic Planning Committee and the Organizational Assessment Committee.
3.    Maintain a policy and procedures manual in conjunction with the Secretary and the AMATYC Office.

C.      Immediate Past President

1.    Chair the Nominating Committee.
2.    Administer the election of officers.

D. Secretary

1. Keep an accurate, permanent record of the proceedings of meetings of the association, Delegate Assembly, and Executive Board.
2. Maintain updated lists of delegates and affiliate presidents.
3. Furnish agendas and minutes of all meetings to the appropriate people and ensure that the official minutes of the organization are securely archived.
4. Assist the President-Elect in maintaining a policy and procedures manual.

E. Treasurer

1. Ensure that all financial records, funds, receipts, and disbursements of the association are accurately maintained.
2. Present a written financial report at each regular business meeting and each Executive Board meeting.
3. Certify the size of the membership by region and category.
4. Prepare an annual organizational budget and present it to the Executive Board for approval at the fall meeting.
5. Obtain approval of the Executive Board or designee for expenditures that exceed budgeted amounts.
6. The outgoing Treasurer will complete the financial responsibilities pertaining to the conference at the end of the term of office.

F. Regional Vice-Presidents

1. Serve as the liaison between AMATYC and its affiliated organizations.
2. Appoint state/province delegates per Article VII.
3. Serve as a member of the membership committee. One Regional Vice-President shall serve as chair.
4. Recruit and retain members within their regions.

Section 5 Elections

The Executive Board shall conduct elections for officers in each odd-numbered year. Each regular member as of June 30 of that year shall be eligible to vote. Elections shall be by secret ballot. Announcement of the dates, format, and candidates of the election shall be made in writing or electronically to the membership at least 30 days prior to the beginning of the vote. Candidates who receive a plurality of the votes for a particular office shall be

elected. If the number of votes for two candidates for the same office are tied, then a random process shall be used to determine the winner.

## Section 6      Vacancies

In the event that an officer other than the President, President-Elect, or Treasurer leaves office before the expiration of the regular term, the president, with the approval of the Executive Board, shall appoint a replacement for the remainder of the term. A vacancy in the office of President-Elect shall be filled by a special election following procedures established by the Executive Board. In the event that the Treasurer leaves office before the expiration of the regular term, the President, with the approval of the Executive Board, shall appoint a replacement until the next regularly scheduled election, regardless of whether this election falls on the four-year cycle for election of a Treasurer. The newly elected Treasurer would serve a full four-year term and this four-year term will form the basis for future Treasurer terms and elections.

## Article VI Executive Board

Section 1      The elected officers shall serve as the Executive Board and are responsible for conducting the affairs of the association.

### Section 2      Duties of the Executive Board

- A.      Approve the chairperson of each committee, except the Nominating Committee, Strategic Planning Committee, Organizational Assessment Committee, ad hoc committees, and task forces.
- B.      Recommend dues changes to the Delegate Assembly per Article III.4.
- C.      Recommend bylaw changes to the Delegate Assembly.
- D.      Select cities and dates for the annual conference.
- E.      Approve the annual budget.
- F.      Appoint special committees as needed to carry out the purposes of the association.
- G.      Make special appointments for persons to perform duties as designated.
- H.      Authorize a designated officer or officers, agent or agents of AMATYC, in addition to the officers so authorized by these bylaws, to implement and oversee, on behalf of AMATYC, a project, program or activity conducted jointly by AMATYC and one or more outside entities, to be called a partnership. This partnership is approved by the AMATYC Executive Board. Such authority must be in writing and be confined to specific instances as outlined in a partnership agreement which is approved by the Executive Board and signed by AMATYC and the partnership entity.
- I.      Perform all other duties according to policy.
- J.      Perform all other duties that are necessary for the functioning of the association.

Section 3 A majority of the members of the Executive Board shall constitute a quorum to enact the business of AMATYC. This majority must include at least two of the national officers.

Section 4 Regular meetings of the Executive Board may be called by the President or seven members of the Executive Board two of which must be national officers. Written or electronic notification of all regular meetings must be given to all Board members at least 30 days prior to the start of the meeting. Announcements of regular Executive Board meetings must be published on the AMATYC website at least two weeks prior to the beginning of the meeting. At least two regular meetings must be held annually, one during the spring and a second during the fall.

#### Section 5 Action between Regular Meetings

A. In circumstances as determined by the President or seven members of the Executive Board, at least two of which are national officers, business may be conducted between regular meetings of the Executive Board by means of mail, fax, email or conference calls. The same quorum that applies to regular meetings is required at these meetings to conduct the business of AMATYC.

B. All actions resulting from a mail, fax, email or conference call vote shall be documented, distributed, and archived by means of a report from the Secretary in the Executive Board minutes of the regular meeting that takes place immediately following the action.

C. Written or electronic notification of all proposed actions presented between regular meetings must be given to all Board members at least 72 hours before discussion or voting occurs.

#### Article VII Delegate Assembly

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

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

##### A. State/Province Delegates

1. There should be at least two state/province delegates from each state and province appointed for a term of two years by the appropriate Regional Vice-President. Terms of state/province delegates shall commence on April 1, or date of appointment, whichever is later, and terminate on March 31, in odd numbered years.
2. States and provinces with more than 50 two-year colleges, as defined in Article VII.2.H., are permitted one additional state/province delegate for each 25 two-year colleges or fraction thereof above 50.

3. An alternate delegate from the same state/province may be appointed to serve as delegate in place of a state/province delegate who is unable to attend the Delegate Assembly.
- B. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization.
- C. Affiliate Delegates
1. Each affiliate organization may appoint one additional affiliate delegate for each 50 affiliate organization members or fraction thereof who are also AMATYC members, as defined in Article VII.2.I. Term of appointment will be determined by the affiliate.
  2. An alternate delegate from the same affiliate may be appointed to serve as delegate in place of an affiliate delegate who is unable to attend the Delegate Assembly.
- D. Each Executive Board officer is a delegate.
- E. Each AMATYC Past President is a delegate.
- F. Each AMATYC academic committee chair is a delegate.
- G. Additional delegates to represent countries not specified in Section XI may be appointed by the Executive Board.
- H. An official listing of names and numbers of two-year colleges by state and province is prepared jointly by the AMATYC office and each corresponding Regional Vice-President and approved at the fall board meeting in even-numbered years. These numbers are used for two years and take effect after the fall meeting in even-numbered years, and are maintained by the AMATYC office.
- I. An official listing of names and numbers of affiliate organization members who are also AMATYC members on June 30 in even-numbered years is prepared jointly by the AMATYC office and each corresponding Regional Vice-President and approved at the fall board meeting in even-numbered years. This listing is used for two years, takes effect after the fall meeting in even-numbered years, and is maintained by the AMATYC office.
- J. No delegate at the Delegate Assembly is entitled to more than one vote.
- K. Regional Vice-Presidents shall submit a list of affiliate and state/province delegates to the AMATYC Secretary no later than thirty (30) days prior to the start of the Delegate Assembly.
- L. Alternate Delegates may be named by the Regional Vice-President as the delegate replacing an affiliate or state/province delegate at the Delegate Assembly, by notifying the AMATYC Secretary in writing and providing appropriate credentials in writing no later than 6 pm of the day prior to the start of the Delegate Assembly.

Section 3      The Delegate Assembly's responsibilities are to:

- A.      Vote on all dues changes as submitted by the Executive Board, in accordance with Article III.4.C.
- B.      Vote on bylaw changes submitted to the Delegate Assembly.
- C.      Present written recommendations to the Executive Board to be considered at the following Executive Board meeting.
- D.      Approve position statements as presented by the Executive Board per Article IX.

Section 4      Each state/province delegate shall perform the following duties:

- A.      Represent that delegate's state/province at the Delegate Assembly meeting at the annual conference.
- B.      Keep the Regional Vice-President abreast of the activities and concerns of members from the delegate's state.
- C.      Assist the Regional Vice-President in promoting membership and activities for AMATYC in the state/province.
- D.      Perform all duties according to policy.

Section 5      Each affiliate delegate shall perform the following duties:

- A.      Represent the affiliate organization at the Delegate Assembly meeting at the annual conference.
- B.      Keep the Regional Vice-President abreast of the activities and concerns of members from the delegate's affiliate.
- C.      Assist the Regional Vice-President in promoting membership and activities for AMATYC at the affiliate meetings.
- D.      Perform all duties according to policy.

Section 6      The number of delegates necessary for a quorum in the Delegate Assembly shall be twenty-five (25) percent of the number of delegates identified in Section 2 of this Article.

#### Article VIII Committees

Section 1      Types of committees

- A.      Committees fall into three general categories: Administrative Committees, Academic Committees, and Ad Hoc Committees and Task Forces. Administrative and academic committees are standing committees.

B. All members of association committees must be AMATYC members. Non-AMATYC members may participate in academic committee work in a nonvoting capacity.

## Section 2 Administrative Committees

### A. Purpose

Administrative committees support the general functioning of the association.

### B. Established administrative committees

The following administrative committees are established by these bylaws.

1. Nominating Committee
2. Membership Committee
3. Strategic Planning Committee
4. Finance Committee
5. Foundation Board
6. Organizational Assessment Committee
7. Professional Development Committee

### C. Objectives of the established administrative committees

The general objectives of each of the committees in part B are the following:

1. The Nominating Committee shall establish election procedures and, consistent with policy and Executive Board direction, recommend a slate of nominees for Executive Board approval.
2. The Membership Committee shall develop and implement strategies to solicit new members and retain existing members.
3. The Strategic Planning Committee shall develop and publish the AMATYC Strategic Plan.
4. The Finance Committee oversees the budget development and serves in an advisory capacity to the Treasurer and Executive Board.
5. The Foundation Board shall raise and disburse funds to support the mission of AMATYC.
6. The Organizational Assessment Committee shall coordinate the planning and implementation of assessment of AMATYC programs and activities.

7. The Professional Development Committee shall monitor, coordinate, and evaluate AMATYC's professional development efforts in order to provide the membership with high quality opportunities and a wide breadth of activities.

D. Other Administrative Committees

Other administrative committees may be created and discharged as needed by the Executive Board to support the general functioning of the association.

Section 3 Academic Committees

A. Purpose

Academic committees support the general professional purposes and mission of the association, as stated in Article II and in the association's mission statement.

B. Establishment of academic committees

Academic committees are established and discharged by the Executive Board. Their designations and specific purposes will change as the needs of the association change. Each academic committee shall have a chair, nominated by the President and approved by the Executive Board.

C. Duties of an Academic Committee Chairperson

The chairperson of each academic committee shall perform the following duties:

1. Chair the meetings of the academic committee.
2. Coordinate the activities of the academic committee.
3. Prepare the annual budget of the academic committee and submit it to the Treasurer according to the established schedule.
4. Prepare reports of the academic committee's activities and submit them to the President according to the established schedule.
5. Perform all duties according to policy.
6. Perform all other duties necessary for the academic committee to function and accomplish its goals.

Section 4 Ad Hoc Committees and Task Forces

A. Establishment

Ad hoc committees and task forces may be approved and formed by the Executive Board and/or Delegate Assembly when deemed necessary by those entities.

B. Purpose and duration



The purpose of ad hoc committees and task forces shall be determined when they are established. A termination date shall be designated at the time of establishment.

## Article IX Position Statements

### Section 1 Purpose of Position Statements

Position statements represent a declaration by the organization on issues of interest to two-year college mathematics educators, and may be initiated by an academic committee, an affiliate organization, or an individual AMATYC member.

### Section 2 Process for Development of Position Statements

The process for development of a position statement must conform to the following guidelines.

- A. A proposal for a position statement must be referred to, or begin with, an appropriate academic committee or task force created by the Executive Board. That committee or task force chooses to pursue or not to pursue the statement. The committee or task force is responsible for development of a proposed position statement.
- B. A schedule for the process of review of proposed position statements by committees, Executive Board, and Delegate Assembly, shall be established by the Executive Board. This schedule must provide timely notice to all AMATYC members of the proposed statement.
- C. The chairperson of an academic committee or task force shall submit the draft position statement to the Executive Board for its review and approval.
- D. If endorsed by the Executive Board the proposed position statement shall be submitted to the Delegate Assembly for review and approval.
- E. In the absence of Executive Board endorsement, the Delegate Assembly may vote to review a proposed position statement by a vote of 2/3 of the delegates at the Delegate Assembly, provided that timely notice was provided to all AMATYC members.
- F. If approved by the Delegate Assembly the proposal becomes an AMATYC position statement.

## Article X Removal From Office

Section 1 Executive Board members may be removed from office by a 3/4 vote of the Executive Board, with or without cause, if the action is deemed to be in the best interest of the association.

Section 2 Persons appointed to positions within the association may be removed from those positions by a 2/3 vote of the Executive Board.

Section 3 The affirmative vote of the Executive Board for removal of a person from an appointed or elected position is an authorization for the President to take the steps necessary for that removal.

## Article XI AMATYC Regions

Section 1       The AMATYC organizational membership shall be divided into the regions as follows:

### Region 1 – Northeast:

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont; New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec

### Region 2 – Mid-Atlantic:

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia

### Region 3 – Southeast:

Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, Virgin Islands and other Caribbean Islands

### Region 4 – Midwest:

Illinois, Indiana, Kentucky, Michigan, Ohio, Wisconsin

### Region 5 – Central:

Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Manitoba, Saskatchewan

### Region 6 – Southwest:

Arizona, Arkansas, New Mexico, Oklahoma, Texas; Mexico

### Region 7 – Northwest:

Alaska, Idaho, Montana, Oregon, Washington, Wyoming; Alberta, British Columbia, Northwest Territories, Nunavut, Yukon Territory, other International Locations

### Region 8 – West:

California, Hawaii, Nevada, Utah; Pacific Islands

Section 2       A member's region is determined by the location of the individual's primary professional contributions related to AMATYC's objectives (Article II).

## Article XII Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern AMATYC in all cases in which they are applicable and in which they are not inconsistent with these bylaws.

## Article XIII Amendment

These bylaws may be amended by the delegates at the Annual Delegate Assembly by a two-thirds (2/3) vote of those delegates voting, provided that written or electronic notification of the proposed text changes and the clear purpose of the amendment has been sent to all delegates at least thirty (30) days prior to the Delegate Assembly and a hearing on the proposed changes is convened at the annual conference at least a day before the beginning of the Delegate Assembly. Proposed amendments to these bylaws may be presented to the Executive Board by any member, and shall be processed by the Executive Board, for approval by the Delegate Assembly.

## Article XIV Dissolution

In the event of dissolution, the assets and property of the corporation remaining after payment of expenses and the satisfaction of all liabilities shall be distributed as determined by the Executive Board or as may be determined by a court of competent jurisdiction upon application of the Executive Board, for the non-profit purposes of the corporation and/or to such charitable, literary, and educational organizations as shall qualify under Section 501c3 of the Internal Revenue Code of 1954, as amended. Any of such assets not so distributed shall be disposed of for such purposes as directed by a Justice of the Supreme Court of the State of New York or such other court having jurisdiction over the corporation.

**American Mathematical Association of Two-Year Colleges**

**DELEGATE ASSEMBLY MINUTES**

**November 17, 2018**

**3:53 – 4:23 pm.**

**Disney's Coronado Springs Resort**

**Orlando, Florida**

**I. Call to Order**

President Jim Ham called the meeting to order at 3:53 pm.

**II. Welcome and Introductions**

President Ham welcomed the delegates and announced that Chuck Nolan was appointed as Parliamentarian and Timekeeper. President Ham also introduced the members of the 2018-2019 Executive Board.

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

**III. Announcement of Quorum**

Secretary Behnaz Rouhani announced a delegate count of 159 out of 205 delegates and stated that there was a quorum. The final breakdown of the delegate count is as follows:

22 from the Northeast Region, 14 from the Mid-Atlantic Region, 29 from the Southeast Region, 31 from the Midwest Region, 22 from the Central Region, 14 from the Southwest Region, 11 from the Northwest Region, and 16 from the West Region.

**IV. Approval of the Rules of Conduct**

**MOTION** to approve the rules of conduct.

Motion made by Stefan Baratto, chair, Mathematics and its Application for Careers, Northwest Region.

Motion was seconded by James Adair, state delegate, Tennessee, Southeast Region.

**Motion approved**

## **V. Approval of the Agenda**

**MOTION** to approve the agenda.

Motion made by Christine Mirbaha, state delegate, Maryland, Mid-Atlantic Region. Motion was seconded by Lawrence Danforth, affiliate delegate, NYSMATYC, Northeast Region.

**Motion approved**

## **VI. Minutes Review Committee Report**

President Ham reported that the minutes from the 2017 Delegate Assembly held in San Diego were reviewed, revised, and approved by the 2017 Delegate Assembly Minutes Review Committee, chaired by Nancy Rivers, Vice-President, Southeast.

The report was received in the Delegate Assembly packet.

## **VII. Minutes Approval Committee**

**MOTION** to approve the Minutes Approval Committee for the 2018 Delegate Assembly. The committee consists of Sophia Georgiakaki, Northeast Vice-President, chair; Marty Kellum, state delegate, Alabama, Southeast Region; Hieu Do, affiliate delegate, NevMATYC; Pat Barrientos, affiliate president, NMMATYC; and Rikki Blair, AMATYC Past President. Behnaz Rouhani, 2018-2019 AMATYC Board Secretary, Southeast Region, is an ex officio member of the committee.

Motion made by Stefan Baratto, chair, Mathematics and its Application for Careers, Northwest Region. Motion was seconded Brandon Bartley, affiliate president, KYMATYC.

**Motion approved**

## **VIII. Reports**

### **A. President's Report**

The report was received in the Delegate Assembly packet.

Additional items to include:

- There were 1312 registrants for the conference. Total attendance, including 196 guests, was 1508.

### **B. Treasurer's Report**

The report was received in the Delegate Assembly packet.

### **C. AMATYC Foundation**

The report was received in the Delegate Assembly packet.

### **D. Strategic Planning**

The 2018 -2023 Plan was received in the Delegate Assembly packet.

## **E. Conference Site Selection**

Omaha, Nebraska, was announced as the site of the 2023, Atlanta, Georgia, as the site for the 2024, and Orlando, Florida, as the site for the 2026 AMATYC Annual Conferences.

## **F. Report on AMATYC Project ACCESS**

The report was received in the Delegate Assembly packet.

This year, Cohort 14 (in their second year) and Cohort 15 (in their first year) were welcomed. This year's cohort is the first with 30 ACCESS fellows. Before this year, there were only 24 fellows selected each year. President Ham thanked Christy Hediger, AMATYC Project ACCESS Coordinator, and her team.

## **G. IMPACT**

The report was received in the Delegate Assembly packet.

AMATYC IMPACT was released this year, and hard copies were available at the conference. The report contains the names of the scores of AMATYC members, leaders, and friends who played a role in leading, writing, editing, or contributing in some other way to this AMATYC publication. President Ham thanked all who were involved in ways big and small. Special thanks went to the Steering Committee chairs, Nancy Sattler and Mary Beth Orrange, and to current members leading the post-publication efforts, Julie Phelps and Evan Evans.

## **IX. New Business**

### **A. Position Statement on *Fostering Learning*: Paula Wilhite**

**Motion:** That the AMATYC Delegate Assembly approve the attached position statement entitled *Fostering Learning*. (Attachment A)

Motion made by Paula Wilhite, chair, Developmental Math Committee.

**Motion approved**

### **B. Position Statement on *Addressing Factors Critical to Student Success*: Paula Wilhite**

**Motion:** That the AMATYC Delegate Assembly approve the attached position statement (resolution) entitled *Addressing Factors Critical to Student Success*. (Attachment B)

Motion made by Paula Wilhite, chair, Developmental Math Committee.

**Motion approved**

**C. Position Statement on *Best Practices in Employment of Adjunct Faculty*: Judy King**

**Motion:** That the AMATYC Delegate Assembly approve the attached position statement (resolution) entitled *Best Practices in Employment of Adjunct Faculty*. (Attachment C)  
Motion made by Judy King, chair, Adjunct Faculty Issues ANet.

**Motion approved**

**D. By-laws Change to Delegate Assembly Composition: Nancy Rivers**

**Motion:** That the amendments to the AMATYC By-laws as listed in the attachment be approved. The revised by-laws would take effect January 1, 2019. (Attachment D)  
Motion made by Nancy Rivers, Southeast Vice-President.

**Motion withdrawn**

**X. Items for Discussion - Open Microphone**

Issues raised:

- Steven Krevisky, state delegate, Connecticut, Northeast Region. Steve asked about the rationale for withdrawal of the By-laws motion. He mentioned that, by next year, planning will be underway for International Congress on Mathematical Education (ICME), July 12-19, 2020 in Shanghai, China and hoped for the availability of funds to attend this conference. In addition, he brought to the attention of the Delegate Assembly the 15<sup>th</sup> International Conference of The Mathematics Education for the Future Project, Theory and Practice: An Interface or A Great Divide? August 4 – 9, 2019, in Ireland.
- Rhea Becke, state delegate, Washington, Northwest Region. Rhea mentioned that the male, female, and undeclared options noted on the SML form and asked if some rewording of the “undeclared” can be done.
- Dorota Zak, chair, Equity Committee, Midwest Region. Dorota reiterated the gender question and mentioned that this is an equity issue.
- Steve Blasberg, state delegate, California. As a follow up to the previous points, Steve added that the “female” option on the SML form is an historical artifact, and it is there to encourage women to take part in this contest.
- Pat Barrientos, affiliate president, NMMATYC. Pat expressed her desire for removal of financial barriers for adjuncts so that they can take part in the elected offices of AMATYC.

**XI. Announcements**

**A. The 2018 Mathematics Excellence award:**

- Michelle Younker received the 2018 Mathematics Excellence award.

**B. The 2020 Mathematics Excellence Committee was selected:**

- Jane Tanner (Chair), Immediate Past President
- Patty Zabel, Northeast
- Lisa Feinman, Mid-Atlantic
- Anne Magnuson, Southeast
- Paul McCombs, Midwest
- Mike Lueke, Central

- Anne Reynolds-Garza, Southwest
- Peter Wildman, Northwest
- Reina Ojiri, West

### **C. Foundation**

- The Midwest Region had the highest participation rate (73.20%) and the Midwest Region contributed the highest total dollar amount (\$8920). Diane Koenig, from Illinois, won a two-year AMATYC membership. Steve Kifowit, from Illinois, won a one-year AMATYC membership.

## **XII. Adjournment**

President Ham thanked the Local Events Coordinator, Penny Morris, and her local team for hosting this outstanding annual conference. He also thanked Keven Dockter, Judy Williams, and the rest of the conference committee for their year-long commitment and great work in bringing this wonderful conference to Orlando. He also thanked Parliamentarian Chuck Nolan and all the delegates to the assembly.

The meeting adjourned at 4:23 pm.



## ATTACHMENT A

### Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Fostering Learning**

Learning is an active, contextualized process of building concepts in addition to acquiring knowledge;

Learners can improve their ability to learn regardless of their current level of achievement;

All educators of mathematics have a responsibility to create and implement high-quality learning environments, design understandable and coherent curriculum, build learning skills, and facilitate learning;

A quality learning environment is characterized by respect, trust, openness, high expectations, support for risk-taking, a willingness to challenge performance, continuous assessment, and a growth-oriented mindset for everyone;

Therefore, it is the position of AMATYC that the following should be endorsed as standard best practices:

- Learners should work in communities or teams to increase their knowledge and/or learning skills through collaborative and cooperative activities;<sup>1, 2, 3</sup>
- Educators should be provided with opportunities for professional growth and development to aid them in implementing and maintaining instructional strategies that produce a growth mindset, promote critical thinking, and nurture continuous improvement;<sup>4, 5, 6</sup>
- Institutions of education that promote exemplary learning experiences require a culture of higher expectations and standards, greatly-increased student effort, and extensive learning assessment that is timely, formative, summative, standards-based, and transparent.<sup>7, 8</sup>

Learning and teaching practices continue to evolve through action research by educational innovators who test and share their best practices.

<sup>1</sup> American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 34-37.

<sup>2</sup> *IMPACT*, 44-47.

<sup>3</sup> *IMPACT*, 56-57.

<sup>4</sup> *IMPACT*, 48-50.

<sup>5</sup> *IMPACT*, 58.

<sup>6</sup> *IMPACT*, 91-94.

<sup>7</sup> *IMPACT*, 34-37.

<sup>8</sup> Academy of Process Educators, "Culture of Success," *International Journal of Process Education* Volume 8, Issue 1 (February 2016): 49-58.

## ATTACHMENT B

### Resolution of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Addressing Factors Critical to Student Success**

The primary emphasis of most developmental mathematics programs is to expand conceptual best practices that are prerequisite to college mathematics. However, there are other factors that often interfere with a student's ability to learn mathematics.

One of the goals of a developmental mathematics program should be to improve the ability of students to learn mathematics; therefore, factors that interfere with learning should be addressed.

Therefore, AMATYC recommends the following should be endorsed as standard best practices in a developmental mathematics program:

- Minimize the time lapse between mathematics courses in college studies and emphasize an early start to these studies.
- Emphasize the importance of number sense and computational fluency, especially with rational numbers.
- Stress the benefits of review and implement review modules prior to placement assessment.
- Implement instruction of the attributes of study skills, such as time management and motivation.
- Increase mathematics self-efficacy to reduce mathematics anxiety.
- Offer support systems to students to create social relationships, clarify goals, increase commitment, promote college know-how, and make college life feasible.<sup>9</sup>
- Prioritize the ability to solve problems and read mathematics in the curriculum.
- Emphasize and assess a balance of both conceptual understanding and procedural skills.
- Support risk-taking so students learn that failure can lead to successful problem solving.
- Give frequent assessments and encourage self-assessment and reflection.
- Create a classroom environment that fosters a growth-oriented mindset.
- Accentuate the value of class attendance in maximizing student achievement.
- Bridge the gap for under-represented student populations by acknowledging and addressing the disparity in privilege and the inequitable access to resources required for mastery in mathematics.<sup>10</sup>

Faculty should receive full institutional support for implementing the above best practices.

The goal of maximizing students' successful attainment of skills<sup>11, 12</sup> critical to expand career options and to promote good citizenship can be realized with enhanced basic mathematics skills, greater self-efficacy, improved self-regulated learning, and increased persistence.<sup>13, 14</sup>

<sup>9</sup> M. Karp, "A Holistic Conception of Nonacademic Support: How Four Mechanisms Combine to Encourage Positive Student Outcomes in the Community College," *New Directions for Community Colleges*, no. 175; Wiley Periodicals Inc. (Fall 2016): 33-42.

<sup>10</sup> *IMPACT*, 10-14.

<sup>11</sup> *IMPACT*, 53.

<sup>12</sup> *IMPACT*, 89-90.

<sup>13</sup> *IMPACT*, 20-26.

<sup>14</sup> *IMPACT*, 31-34.

## ATTACHMENT C

### Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on **Best Practices in Employment of Adjunct Faculty**

Adjunct faculty, sometimes called part-time or contingent faculty, are employed by institutions of higher learning for a variety of reasons. Many adjunct faculty bring special expertise or real-world experience to the classroom, making the content relevant to students. Adjunct faculty also provide students with options for instructional methodology and content perspectives. Institutionally, the use of adjunct faculty reduces the cost of instruction per credit hour while giving flexibility in hiring to meet the unpredictability in student enrollment, budgets, and course demands.

The advantages an institution receives from the use of adjunct mathematics faculty can be increased when adjunct faculty are given adequate departmental and institutional support. In order for colleges who employ adjunct faculty to reach the ultimate goal of student success, AMATYC recommends the following best practices:

- Integrate adjunct faculty by inviting and encouraging them to participate in the department and its functions.
- Foster mutual respect between full-time faculty and adjunct faculty.
- Foster networking and open communication between adjunct faculty, their peers, and their supervisors with regard to workload, courses taught, and schedule.
- Provide sufficient office support services, such as supplies, desks, filing cabinets, phones, computer access, and adequate office space; ideally this should include confidential meeting space.
- Provide in-house professional development opportunities for adjunct faculty in order to properly institute curricular change and improve methodology.
- Encourage participation in and provide adequate funds for professional development to adjunct faculty, including opportunities through AMATYC and its affiliates.
- Solicit input from adjunct faculty relative to issues within the department.
- Supervise adjunct faculty, including observation of new adjunct faculty at least once during their first term of employment.
- Conduct student, peer, and administrative evaluations regularly.
- Provide mentoring opportunities for adjunct faculty in the first term of employment and on a continuing basis.
- Regularly recognize outstanding teaching by adjunct faculty.

Coupled with these best practices, and in partnership with the college, AMATYC recommends that adjunct faculty strive to reach the ultimate goal of student success by meeting the following expectations:

- Become actively involved in the department by attending meetings and participating in committees that deal with topics such as course materials, curricular changes, and more.
- Seek to improve teaching skills through continued professional development funded by the college, including opportunities through AMATYC and its affiliates.
- Be available and accessible on campus or electronically.
- Be an active and contributing colleague.

## ATTACHMENT D

### Proposed By-laws Amendment – Clean Copy

#### Article VII Delegate Assembly

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

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

A. State/Province Delegates

1. There should be two state/province delegates from each state and province, appointed for a term of two years by the appropriate Regional Vice-President. Terms of state/province delegates shall commence on April 1, or date of appointment, whichever is later, and terminate on March 31, in odd numbered years.

2. An alternate delegate from the same state/province may be appointed to serve as delegate in place of a state/province delegate who is unable to attend the Delegate Assembly.

B. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization.

C. Affiliate Delegates

1. Each affiliate organization may appoint one additional affiliate delegate for each 50 AMATYC members or fraction thereof who are residents of the geographical area represented by the affiliate. Term of appointment will be determined by the affiliate.

2. An alternate delegate from the same affiliate may be appointed to serve as delegate in place of an affiliate delegate who is unable to attend the Delegate Assembly.

D. Each Executive Board officer is a delegate.

E. Each AMATYC Past President is a delegate.

F. Each AMATYC academic committee chair is a delegate.

- G. Additional delegates to represent countries not specified in Section XI may be appointed by the Executive Board.
- H. An official listing of names and numbers of AMATYC members who are residents of the geographical area represented by each affiliate on June 30 in even-numbered years is prepared by the AMATYC office and approved at the fall board meeting in even-numbered years. This listing is used for two years, takes effect after the fall meeting in even-numbered years, and is maintained by the AMATYC office.
- I. No delegate at the Delegate Assembly is entitled to more than one vote.
- J. Regional Vice-Presidents shall submit a list of affiliate and state/province delegates to the AMATYC Secretary no later than thirty (30) days prior to the start of the Delegate Assembly.
- K. Alternate Delegates may be named by the Regional Vice-President as the delegate replacing an affiliate or state/province delegate at the Delegate Assembly, by notifying the AMATYC Secretary in writing and providing appropriate credentials in writing no later than 6 pm of the day prior to the start of the Delegate Assembly.

# Duties of AMATYC Delegates

## Responsibilities of the Delegate Assembly

1. To vote on all dues changes as submitted by the Executive Board.
2. To vote on constitution changes approved by the Executive Board prior to submission for membership ratification.
3. To present written recommendations to the Executive Board to be considered at the following Executive Board meeting.
4. To approve position statements as presented by the Executive Board. Policy-making procedure has been formalized. Each committee chair submits statements (position statements, etc.) to the AMATYC Editing Director. Following its approval, the statement can be submitted to the Executive Board for its review. An open hearing is then held at an AMATYC conference. The statement is then brought before the Delegate Assembly. If the Delegate Assembly approves, the statement will then become AMATYC policy. The Delegate Assembly has the option of overriding a Board decision if 2/3 of the AMATYC delegates present approve bringing it to the Delegate Assembly for vote. Documents submitted must have the word "draft" written on every page until approval is granted.

## Duties of state/province delegates

1. Attend Delegate Assembly (no reimbursement).
2. Appoint campus representatives for the colleges assigned to him/her by the Regional Vice President.
3. Actively solicit membership in AMATYC, especially membership of campus representatives.
4. Assist the Regional Vice President in updating the list of potential AMATYC members from his/her state/province.
5. Assist the Regional Vice President in updating the directory of two-year colleges in his/her state/province.
6. Furnish the Regional Vice President with a calendar of activities and concerns of members from the state/province for possible inclusion in the regional page of the *AMATYC News*.
7. Encourage articles for the *MathAMATYC Educator* and other AMATYC publications.

## Duties of campus representatives

1. Assist the state/province delegate in promoting the activities of the association at his/her campus.
2. Forward a list of possible candidates for AMATYC membership to the assigned state/province delegate.
3. Assist the assigned state/province delegate and/or the Regional Vice President in updating the directory of two-year colleges in the state/province.
4. Keep the Regional Vice President aware of the changing curriculum patterns at his/her college by sending news related items to the assigned delegate.
5. Furnish the Regional Vice President items of interest from his/her school for the *AMATYC News* according to schedule.
6. Encourage colleagues to submit articles to the *MathAMATYC Educator*.
7. Solicit AMATYC institutional membership at home institution.

# **Rules of Conduct for AMATYC Delegate Assembly**

## ***Debate***

Three microphones are set up for participant use. On the left and right sides of the room are pro and con microphones, respectively. In the middle is the “process” microphone. The middle microphone is used to make an original motion, to call for the question, to clarify, or to rise to a point of order. If the maker of the original motion wishes to speak to the motion, he/she may do so after the motion is stated by the chair. In the interest of time, the maker of the motion only may speak to the motion from the center microphone. All other speakers, pro and con, must use the pro and con microphones. All persons who speak must give their name and delegate status before speaking.

Amendments and motions to table are considered “con” and must be made from the con microphone. Debate begins with the maker of the original motion. Debate alternates between pro and con with the maker of the original motion considered pro. When there are no speakers left, debate ends and the vote is taken. No speaker may speak to a motion more than two times. Time limits may be imposed on debate either by the chair or by a vote of the body. An initial limit of five minutes will be used.

Only members of the Delegate Assembly are permitted to sit at the front of the room. Delegates must have delegate passes in order to vote.

## ***Other Times (no motion on the floor)***

The rules above are in effect any time a motion is on the floor. If no motion is under consideration, speakers may use any of the three microphones.

## ***Open Discussion***

Open discussion by delegates at the end of the Delegate Assembly is encouraged. At this time, delegates may present appropriate topics for consideration.

Topics presented must be clearly related to the purposes of AMATYC. The president shall interrupt and rule a speaker out of order if remarks do not lie within these guidelines.

A two-minute limit per delegate is observed. After hearing the topic and rationale, the president may open discussion on the topic, move to the next topic, or assign the topic to an appropriate committee for further discussion.

## **Delegate Assembly Minutes Approval Procedure**

1. At each Delegate Assembly, a Minutes Review Committee of five voting members shall be recommended by the President and approved by motion of the Delegate Assembly. The committee chair shall be a continuing Regional Vice President, or if none, another continuing officer other than the President and the other members shall include a state delegate, an affiliate delegate, and affiliate president and an AMATYC Past---President. The committee will meet briefly at the close of the Delegate Assembly.
2. The AMATYC Secretary shall supply a draft copy of the minutes to the committee within 14 days after the Delegate Assembly. The chair should have an electronic document version for editing.
3. The committee chair shall receive suggestions from the committee, collate and synthesize the suggestions and forward suggestions to the Secretary. The chair should use a review process that ensures that a majority of the committee members are satisfied with the proposed changes.
4. The committee chair will conduct an email ballot to approve the minutes. A majority of the committee must approve the minutes. These approved minutes will be sent to the AMATYC Secretary within 60 days of the Delegate Assembly.
5. A copy of the approved minutes will be included in the delegate packet.
6. At the following Delegate Assembly, the committee chair will report that the minutes were reviewed, corrected, and approved by the Minutes Review Committee.

At each Delegate Assembly, a motion of the Delegate Assembly shall appoint a Minutes Review Committee of five voting members.

<b>Qualifications</b>	<b>Name</b>	<b>Affiliation</b>
Regional Vice President (Chair)		
State Delegate		
Affiliate Delegate		
Affiliate President		
AMATYC Past President		AMATYC Past President



# AMATYC DELEGATE ASSEMBLY MOTION FORM

**TO:** 2019 AMATYC DELEGATE ASSEMBLY

**FROM:** Jim Ham, AMATYC President

**SUBJ:** Delegate Assembly Minutes Approval Committee

**DATE SUBMITTED:** October 15, 2019

## 1. MOTION:

That the membership of the Minutes Review Committee for the 2019 AMATYC Delegate Assembly be approved as listed in the attachment.

## 2. RATIONALE:

The Delegates Assembly Minutes Approval Procedure as listed in the AMATYC Policy and Procedures Manual, section 4.2.3 states:

At each Delegate Assembly, a Minutes Review Committee of five voting members shall be recommended by the President and approved by motion of the Delegate Assembly. The committee chair shall be a continuing Regional Vice President, or if none, another continuing officer other than the President and the other members shall include a state delegate, an affiliate delegate, and affiliate president and an AMATYC Past-President. The committee will meet briefly at the close of the Delegate Assembly.

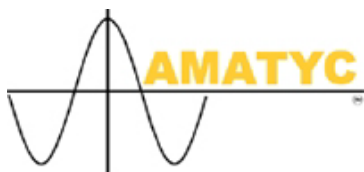
## Action taken by Delegate Assembly on November 16, 2019

<input type="checkbox"/> Approved	<input type="checkbox"/> Postponed until	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Disapproved	<input type="checkbox"/> Returned for further study	<input type="checkbox"/> Other

**COMMENTS:**

## Proposed members of the Minutes Review Committee for the 2019 Delegate Assembly

Qualifications	Name	Affiliation
Regional Vice President (Chair)		
State Delegate		
Affiliate Delegate		
Affiliate President		
AMATYC Past President		AMATYC Past President



## President's Report 2019 AMATYC Delegate Assembly Jim Ham

I am pleased to report that AMATYC and its collective membership are advancing numerous initiatives that will help AMATYC achieve its mission. Below are some highlights from 2019.

**IMPACT:** A sequel to *Crossroads* and *Beyond Crossroads*, *IMPACT: Improving Mathematical Prowess and College Teaching*, was published last year. A companion website entitled, *IMPACT Live!*, has been created and will be accumulating artifacts to support the standards. A new communication platform service was purchased recently to facilitate online communication at the *IMPACT Live!* site. Academic committees and ANets will also use the new platform to create a communication and resource site for their members. AMATYC members are encouraged to join and participate in these free online communities.

**Collaborations:** AMATYC continues to enjoy numerous partnerships with other national organizations and entities. AMATYC funds presidential exchanges with the MAA, NCTM, NCSM, AMTE, NOSS, and TODOS. AMATYC partners with the ASA and JCW on joint committees and with the ASA and the MAA on joint webinars. AMATYC continues to participate as one of 18 member-organizations on the Conference Board of the Mathematical Sciences (CBMS).

**Grants.** AMATYC continues to offer support to member grants. AMATYC offered Level 1 support to about seven member grants in 2019. Multimillion-dollar grant proposals related to project SLOPE and *IMPACT* were recently submitted to the NSF. AMATYC will continue to support the research efforts of its members.

**Dues Increase:** According to Article 3, Section 4 of the current AMATYC Bylaws, dues increase every two years based on the Consumer Price Index. Effective July 1, 2020, the annual dues for a regular AMATYC membership will be \$95. Rates for other types of memberships (Lifetime, Adjunct, Retired, Institutional) are based on the cost of a regular membership and will also increase.

**Election:** Eleven AMATYC members were elected to an Executive Board position in 2019. Six of the 13 members of the incoming board have never served on the Executive Board. AMATYC also welcomes four new academic committee chairs and three new ANet leaders in 2020.

**Thanks:** As my time as AMATYC President comes to a close, I would like to thank members of the 2018-2019 AMATYC Executive Board and other members of the AMATYC leadership, the AMATYC office staff, and the entire AMATYC membership for your support and encouragement. Serving as your president has been very rewarding, and I have grown professionally over the past two years. I encourage all AMATYC members to get more involved in AMATYC leadership.

# AMATYC

## Balance Sheet

### December 31, 2018

#### ASSETS

##### Current Assets

AMATYC Checking	71,026.01	
Accounts Receivable	108,144.69	
Merrill Lynch	1,781,885.38	
AMATYC Foundation Investments	<u>340,949.80</u>	
Total Current Assets		2,302,005.88

##### Other Assets

Prepaid Expense	37,212.06	
Prepaid Insurance	6,372.91	
Computer Equipment	19,823.81	
Office Furniture	899.98	
Accumulated Depreciation	<u>(12,628.27)</u>	
Total Other Assets		<u>51,680.49</u>
Total Assets		<u><u>2,353,686.37</u></u>

#### LIABILITIES AND NET ASSETS

##### Liabilities

Prepaid Income	28,681.50	
Accounts Payable	104,394.18	
Total Liabilities		133,075.68

##### Net Assets

Net Assets	2,028,144.32	
Temporary Restricted Net Asset	179,473.32	
Permanently Restricted Net Asset	202,984.86	
Change In Net Assets	<u>(189,991.81)</u>	
Total Net Assets		<u>2,220,610.69</u>
Total Liabilities & Net Assets		<u><u>2,353,686.37</u></u>

For Management Purposes Only

<p style="text-align: center;"><b>AMATYC</b>  <b>INCOME STATEMENT</b>  <b>AS OF 12/31/2018</b></p>
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## INCOME

### DUES

Regular Membership	129,353.50
Adjunct Membership	5,036.00
Retired Membership	2,597.00
Institutional Membership	67,156.00
Associate Membership	500.00
Library	1,760.00
Life Membership	21,520.00
WebScription	0.00
Discount Membership	(755.00)
	<hr/>
Total Dues	\$ 227,167.50

### INTEREST

Checking	387.55
Investment Income	96,080.82
	<hr/>
Total Interest Income	\$ 96,468.37

### OTHER INCOME

Educator Advertising	300.00
Other Advertising Income	5,810.00
Student Math League	3,615.00
Student Research League	710.00
Donations/Contributions	10,000.00
Merchandise & Miscellaneous Income	86.66
Grants	67,927.65
NSF Indirect Recovery	893.67
	<hr/>
Total Other Income	\$ 89,342.98

### CONFERENCE INCOME

Registration	398,030.00
Exhibitors	56,130.00
Exhibitor Product Presentation / Focus Groups	4,400.00
Commercial Presentations	9,590.00
Hospitality Donations	4,094.00
Symposia/Workshop	0.00
Conference Program Advertising	4,087.50
In-The-Bag Advertising	1,170.00
Conference Advertising Opportunities	1,500.00
Corporate Partnership	12,800.00
Other Conference Income	2,547.00
Conference Donations	2,000.00
	<hr/>
Total Conference Income	\$ 496,348.50

**FOUNDATION INCOME**

General Development	\$	10,335.78
Foundation Investment Income	\$	9,082.86
Marketing Promotions	\$	-
Beyond Crossroads	\$	-
Student Math League	\$	308.00
Student Research League	\$	2,347.00
AMATYC Project ACCCESS	\$	5,075.00
Developmental Mathematics	\$	23,140.00
Grants	\$	374.00
Standards	\$	874.00
Presidential Student Scholar	\$	3,415.00
Research in Mathematics	\$	197.00
Leila & Simon Peskoff Award	\$	68.00
Margie Hobbs Award	\$	1,412.00
Endowment	\$	83,167.26
	\$	<u>139,795.90</u>

**TOTAL INCOME**      **\$ 1,049,123.25**

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**COSTS AND EXPENSES****GENERAL OFFICE EXPENSES**

Clerical & Casual Labor	3,195.75
Contract Labor	78,564.87
Executive Director Salary	39,090.45
Executive Director Travel	3,217.88
Staff Development	2,589.63
Reassigned Time	10,519.00
Legal Expenses	0.00
Accounting Expenses	6,000.00
Servicemark Fee	0.00
Consulting Fees	0.00
Investment Fees	20,712.18
Postage & Delivery	988.33
Telephone	0.00
Transportation	0.00
Office Supplies	3,374.46
Duplication Expense	29.30
Membership Services	461.02
Payroll Preperation Charges	1,422.60
Bank Service Charges	0.00
Credit Card Services	8,765.51
Miscellaneous Service Charges	161.13
Computer Hardware & Supplies	2,894.46
Bad Debt	0.00
Depreciation Expense	3,087.23
Licensing Fees	490.00

Other General Office Expense	560.00
OnLine Database	8,871.46
Software Annual Fees	2,086.50
Insurance	10,757.54
Southwest Tennessee CC Expenses	10,000.00
Total General Office Expense	<u>\$ 217,839.30</u>

### **SPRING OFFICERS' MEETING**

Transportation	6,664.10
Lodging	6,919.87
Food	2,331.19
Other SOM	0.00
Total Spring Officers Mtg	<u>\$ 15,915.16</u>

### **STRATEGIC PLANNING/ORIENTATION**

Transportation	11,652.76
Lodging	6,389.60
Food	2,043.30
Other SPOM	0.00
Total Strategic Planning/Orientation	<u>\$ 20,085.66</u>

### **ANNUAL CONFERENCE**

#### **CONFERENCE PLANNING**

Advance Planning Visit	1,414.81
Site Selection Visits	2,132.07
Telephone	0.00
Program Preparation Expense	2,882.25
Spring Officer Meeting	5,305.07
Supplies	48.33
Conference Marketing	430.01
Exhibit Marketing	2,278.74
Conference Enhancements	4,915.63
Conference Coordinator	1,003.29
Total General & Future Conf. Planning	<u>\$ 20,410.20</u>

#### **CONFERENCE EXPENSES**

Speaker Fees/Expense	2,500.86
Conference Space Rental	0.00
Exhibit Space Carpet & Drayage	825.00
Shuttle Bus & Workshop/Mini Transportation	4,209.00
Audio Visual/Computer Rental	59,727.21
Other Rentals	0.00
Computer/Email Access	3,100.40
Internet - Registration	3,480.84
Symposia/Workshops	2,316.93
Conference Insurance	1,324.15
Registration Equipment & Materials	15,854.72
Stationery, Supplies, Duplication	846.82

Postage, Delivery & Shipping	2,816.67
Credit Card Services	20,385.18
Advertising	0.00
Photography	700.00
Conference Release Time	15,000.00
Staff Salaries	143,481.56
Clerical and Casual Labor	139.50
Registration Workers	2,488.75
Security Guards	3,620.00
Prof. Conf. Planning Organization	7,830.63
Anets	1,000.00
Transportation	20,684.45
Lodging	28,669.52
Food	14,413.79
Telephone	0.00
Friday Event	50,526.00
Saturday Breakfast	52,920.00
Local Emphasis	5,690.34
Affiliate Presidents Luncheon	3,463.32
Leadership Dinner	5,043.05
ACCESS Food	0.00
Appreciation Reception	735.80
Hospitality	5,992.92
Awards	300.00
Other Annual Conference	7,364.60
Total Conference Event Expenses	<hr/> \$ 487,452.01

## CONFERENCE PUBLICATIONS

Advertising/Exhibitor Folder	54.50
Call for Papers & December Flyer	2,017.96
Miniprograms	9,819.06
Conference Programs	6,153.00
April Flyer	2,475.83
Conference Publications Expense	<hr/> \$ 20,520.35

**TTL Annual Conf Event** **\$ 528,382.56**

## PUBLICATIONS

The MathAMATYC Educator	30,934.50
The Newsletter	15,975.38
Other Publications	0.00
Total Publications	<hr/> \$ 46,909.88

## COMMITTEES & INSTITUTES

Division/Department Issues	0.00
Developmental Mathematics	0.00
Teacher Preparations	0.00
Mathematics Intensive/College Mathematics	0.00



Math and Its Applic for Career	0.00
Innovative Pedagogy Strategies	0.00
Emerging Issues	0.00
RMETYC Committee	0.00
Placement/Assessment	19.18
Web Site Coordinator	59.39
Webinars	600.00
Membership Committee	8.94
Grants Committee	0.00
Crossroads Coordinators	0.00
Beyond Crossroads	0.00
Student Math League	1,800.00
Student Research League	5,611.00
Summer Institutes & Workshops	0.00
Traveling Workshops	6,246.01
Nominating Committee	0.00
ME & TE Awards	70.00
Regional Meetings	0.00
Grant Seed Fund	0.00
Total Committee & Institutes	<u>\$ 14,414.52</u>

#### **LIAISON**

AACC	0.00
CAMC	0.00
CBMS	3,015.50
CSSP	0.00
Triangle Coalition	0.00
MAA	1,600.00
Joint Committee for Women	0.00
TODOS	1,000.00
NCTM	2,100.00
Mu Alpha Theta	749.55
Advertising	1,964.30
Affiliate Give-aways	6,889.42
Affiliate Services	702.45
Affiliate Liaison	8,520.55
National & Community Relations	1,514.79
Other Liaison	2,500.00
Total Liaison Expense	<u>\$ 30,556.56</u>

#### **INDIRECT COST - SPECIAL PROJECTS**

Indirect Cost	<u>\$ (1,170.80)</u>
Total Indirect cost	(1,170.80)

#### **SPECIAL PROJECTS**

IMPACT	9,471.04
NSF Project Slope	64,126.08
NSF ACCCESS Research	4,972.37
Total Special Projects Expenses	<u>\$ 78,569.49</u>

**AMATYC FOUNDATION**

General Foundation	\$	9,522.36
Beyond Crossroads	\$	-
Project ACCCESS	\$	12,921.36
Developmental Mathematics	\$	19,638.13
Grants	\$	1,420.06
Presidential Student Scholar	\$	1,000.00
Leila & Simmon Peskoff Award	\$	1,800.00
Margie Hobbs Award	\$	500.00

Total Foundation Expenses	\$	46,801.91
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<b>Grand Total Expenses</b>	<b>\$</b>	<b>998,304.24</b>
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<b>Change in Net Assets (before Investment Unrealized Gains (Losses))</b>	<b>\$</b>	<b>50,819.01</b>
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**Investment Unrealized Gains (Losses)**

AMATYC Investment Unrealized Gains (Losses)	\$	(212,924.27)
Foundation Investment Unrealized Gains (Losses)	\$	(27,886.55)
Total Unrealized Gains (Losses)	\$	(240,810.82)

<b>Total Change in Net Assets</b>	<b>\$</b>	<b>(189,991.81)</b>
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## 2019 Delegate Assembly Report

The charge of the AMATYC Foundation is to raise and disperse funds to support the mission of AMATYC. The Foundation is composed of the following members: Cheryl Cleaves, Ernie Danforth, Anne Dudley, Jim Ham, Fred Peskoff, Nancy Rivers, Bill Steenken, Jane Tanner (chair), and David Tannor.

The Foundation continues to provide conference support for housing and food for 24 AMATYC Project ACCESS fellows. A grant (NSF grant \$38,400 to run for five years headed up by Laura Watkins) will provide conference support for six additional fellows for the next 5 years. The Foundation has covered the cost of additional Project ACCESS pins to be given to fellows.

The Leila and Simon Peskoff Award, made possible through a contribution to the AMATYC Foundation by Fred Peskoff, in memory of his parents, is given annually to an AMATYC Project ACCESS fellow who has contributed to the education profession in the area of the mathematics taught during the first two years of college. At the AMATYC Milwaukee conference, the 2019 Leila and Simon Peskoff Award will be presented to Carrie Muir of Whatcom Community College, Bellingham, Washington. Nominations for next year's award are due May 1, 2020. See [www.amatyc.org/PeskoffAward](http://www.amatyc.org/PeskoffAward) for further information.

The Margie Hobbs Award was established in 2016 and was awarded for the first time at the 2018 annual conference in Orlando. Our 2019 recipient was Sarah Sexton from East Central College, Union, Missouri. Nominations for next year's award are due June 1, 2020. Further information can be found at [www.amatyc.org/MargieHobbsAward](http://www.amatyc.org/MargieHobbsAward).

The theme for this year's Foundation fund raising campaign is again "Remember the Past, Celebrate the Present, Invest in the Future". The dot campaign will be continued in Milwaukee. Attendees will be invited to donate a dollar for each AMATYC conference attended. Anyone making a donation to the AMATYC Foundation from January 2019 through the close of registration on Friday, November 15, 2019, will be eligible to enter a drawing for three prizes: (1) a complimentary discount member conference registration for Spokane or a three-year membership, (2) a two-year membership, and (3) a one-year membership. The "dot campaign" at the AMATYC Annual Conference in Orlando was the most successful one to date! Over \$32,000 (\$32,574 to be exact!) was raised to support AMATYC's goals and activities for its members and for AMATYC projects such as Project ACCESS. Nearly half of those in attendance at the Orlando conference were proudly wearing a dot with their number of conferences.

The popular dot campaign was initiated in 2010 at the Boston conference and has been a fixture at AMATYC conferences ever since. In the nine campaigns, \$206,210 has been raised.

Success of the "Dot Campaign"		
Year	Conference Location	Amount Collected
2010	Boston, MA	\$ 6,000
2011	Austin, TX	\$ 14,684
2012	Jacksonville, FL	\$ 19,045
2013 *	Anaheim, CA	\$ 26,624
2014	Nashville, TN	\$ 32,548
2015	New Orleans, LA	\$ 24,004
2016	Denver, CO	\$ 26,813
2017	San Diego, CA	\$ 23,918
2018	Orlando, FL	\$ 32,574
<b>Grand Total</b>		<b>\$ 206,210</b>

*\*Prior to 2013 only funds donated at the conference were included in the Dot Campaign totals. Beginning in 2013 funds donated throughout the year are in the Dot Campaign totals.*

Jim Ham used Foundation money allotted to the AMATYC president for a mailing to market our organization and conference. A printed copy of *AMATYC IMPACT* was sent to numerous colleges, particularly in the Midwest where the annual conference is being held.

The Foundation will fund ICME Travel Grants in the amount of \$2,000 for attendance at ICME-14 in Shanghai, China in July 2020. Details on how to apply for a travel grant will be posted on the website and in the *AMATYC News*.

AMATYC's Foundation is now registered on Amazon Smile. After designating the AMATYC Foundation as your organization of choice, AmazonSmile will donate 0.5% of your eligible purchases to the Foundation.

The Foundation's Mission Statement, Vision and Strategic Plan have all been updated with input from the AMATYC Board, Foundation Board, and past AMATYC presidents. The new versions of these documents can be viewed at [www.amatyc.org/AMATYCFoundation](http://www.amatyc.org/AMATYCFoundation).

Thank you, delegates, for your continued support of the AMATYC Foundation.

## **2018-2023 Strategic Plan: Proposed, Ongoing, and Completed Actions**

September 15, 2019

The Board continues to implement the 2018-2023 AMATYC Strategic Plan. The Executive board, committee chairs, ANet leaders, AMATYC past presidents, and other leaders met prior to the 2018 AMATYC Annual Conference to develop more strategies for the priorities. The board then culled those strategies over the last year. The strategies of the strategic plan, have been completed, are ongoing, or have been proposed over the past years. The Board continues to spend significant time at each board meeting on strategic planning.

### **Priority I: Advocate for mathematics educators and mathematics students.**

#### **A. Expand the visibility of AMATYC.**

Develop a plan for and increase presence of AMATYC on social media (Ongoing)

Promote AMATYC webinars (Ongoing)

Reach out to local four-year institutions and universities near the location of the Annual Conference, including graduate schools (Ongoing)

Make swag available at conferences of partner organizations (Ongoing)

Promote our position statements by making them more visible and available to all stakeholders (Medium)

Create a clearing house of all position statements of sister organizations and AMATYC (Medium)

Budget \$3,000 to contract with [YourMembership.com](#) to redesign the AMATYC website, making it mobile-friendly (Completed)

Expand presence in graduate programs in Mathematics.(CIRTL) and mathematics education and encourage participation in local affiliate meetings (Medium)

Support more grants (Ongoing)

Recruit more four-year college instructors into AMATYC (Medium)

Develop a press release package about AMATYC to send out to community colleges. ("What does AMATYC mean to me", position statements information, website, membership types, etc) (Short)

#### **B. Further a common vision by strengthening collaborations with other organizations.**

Continue the work with TPSE Math (Ongoing)

Continue our involvement with CBMS, MAA, AMS, NCTM, NOSS, AMTE, NCSM, JMM, ASA, TODOS, etc. (Ongoing)

Encourage AMATYC members to participate in other organization's conferences and invite their members to our conference (Ongoing)

Publicize the connects with other organizations through the Collaboration Corner in *AMATYC News* (Ongoing)

#### **C. Recruit and retain individuals from under-represented groups into AMATYC membership and leadership.**

Continue our partnership with TODOS Ongoing

Approve our position statement on Equity (Medium)

Continue the AMATYC Project ACCESS Program (Ongoing)

Create an Equity Committee (Complete)  
 Have a separate program key for equity (Short)  
 Invite a national speaker on equity to give a non-reviewed presentation at an AMATYC Annual Conference (Ongoing)

- D. Attract and retain students into mathematics intensive fields, particularly students from under-represented groups.
  - Encourage students involved in SML and SRL to become members of AMATYC (Short)
  - Continue door prize donation to Mu Alpha Theta (Ongoing)
  - Continue work with JCW (Ongoing)
  - Collaborate with National Hispanic Caucus (Medium)
  - Explore grants to promote mathematics majors to elementary and middle school students (Long)
  - Establish a relationship with Math Counts (middle school national mathematics competition), <https://www.mathcounts.org/> (Long)
  - Use IMPACT Live as a repository of ideas of how you encourage underrepresented minorities into mathematics (Short)
  - Promote equity issues through presentations, webinars, and articles (Ongoing)
  - Provide special equity training for AMATYC board (Short)
  - Provide Professional Development that focuses on inclusive teaching and applications of mathematics of interest to under-represented groups. (Long)
  - Expand involvement in NCTM, including information sharing on college expectations/preparations of students (Long)
- E. Advance seamless course and program articulation.
  - Facilitate conversations between two-year and four-year (and universities) institutions, focusing on articulation (Long)
  - Support Pathways work (Ongoing)
  - Encourage community colleges and universities to facilitate reverse transfer (Long)
  - Encourage block transferring of lower division common courses (Long)
- F. Develop and maintain standards for mathematics education in the first two years of college.
  - Disseminate and Promote Crossroads, Beyond Crossroads, IMPACT (Ongoing)
  - Position statements reviewed, updated and new ones written (Ongoing)
  - Promote current position statements. (Ongoing)
  - Create a new way to hold position statement forums; electronic review and input, perhaps (Short)
  - Investigate developing a position statement on multiple measures of success/completion (Short)
  - Promote IMPACT and IMPACT Live! (Ongoing)
  - Review the standards of *Crossroads* and *Beyond Crossroads* to see if they are still applicable (Ongoing)
- G. Educate the public on the AMATYC IMPACT standards and other AMATYC or national initiatives.

Promote AMATYC IMPACT and other standards documents to other organizations and colleges- NCTM, MAA, ASA, TODOS, National Hispanic Caucus, JCW, etc. (Ongoing)  
 Promote AMATYC on social media platforms, such as Facebook, Instagram, and Twitter (Ongoing)  
 Write press releases and post them on social media (Ongoing)  
 Invite media to AMATYC conferences (Short)

**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.  
 Continue Project ACCCESS (Ongoing)  
 Encourage committees/ANets to present co-sponsored webinars (Ongoing)  
 Promote affiliate conferences, webinars, and traveling workshops as additional forms of professional development (Ongoing)  
 Encourage and develop grant opportunities that provide professional development Long  
 Develop, offer, and promote traveling workshops (Ongoing)  
 Provide professional development on contemporary issues in mathematics education (Ongoing)
- B. Offer professional development focused on mentoring new faculty teaching mathematics in the first two years of college.  
 Continue to support Project ACCCESS (Ongoing)  
 Support the “*Mobile NExT*” grant S (Ongoing if get grant)  
 Encourage affiliates to create and promotion mentoring projects similar to ACCCESS for their local affiliates (Long)  
 Offer webinars targeted toward new faculty teaching mathematics in the first two years of colleges (Long)  
 Develop faculty learning communities targeted toward new faculty teaching mathematics in the first two years of colleges (Long)  
 Develop a structure at the AMATYC Annual Conference for first-time attendees to network with returning attendees (Long)  
 Supporting new ACCCESS members to become part of the leadership networks and develop their leadership skills (Ongoing)
- C. Enhance access to high quality professional development for all mathematics faculty.  
 Survey AMATYC members to get feedback on what they would like to see for professional development opportunities (Short and long)  
 Reach out and leverage groups who can host pre-conference workshops– through grant money, etc. – similar to what dev math and stats have done in the past. (Ongoing)  
 Disseminate PD position statements. (Short)  
 Encourage Affiliates and Institutional Members to use AMATYC’s YouTube Channel as a form of professional development (Medium)  
 Develop new initiatives to increase awareness of existing PD opportunities for adjuncts (Long)

Increase our capacity to offer more webinars by training more hosts. (Long)  
Curate a professional development library (Long)

- D. Collaborate with other organizations to provide professional development opportunities. Collaborate with other organizations on designing professional development (MAA - Project NExT) (Ongoing – if get grant)  
Encourage other organizations to jointly sponsor sessions/webinars together Ongoing  
Training IMPACT Ambassadors to be involved with other national organizations on sharing resources, research, and networks (long)  
Cooperate with CBMS (17 organizations) to see if we can come up with joint initiatives (Long)  
Investigate what other organizations are doing with respect to professional development (short)  
Research funding opportunities to expand programs and offerings (Long)  
Continue support of existing partnerships (Ongoing)

**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.  
Hold a research pre-session on Wed ahead of conferences (currently RMETYC supports this on Thurs nights - Symposium format). (Ongoing)  
Continue encouraging research-based talks during conference (Ongoing)  
Investigate different possibilities of using the *MathAMATYC Educator* to promote research in mathematics education, such as a special issue, problem section that is focused on a research problem, and inclusion of student research. (Ongoing)  
Investigate the possibility of an AMATYC research “center” or “arm” that produces research for community colleges (e.g., Center for Research of AMATYC = CRAMATYC) (Short)
- B. Train and support faculty who are interested in conducting research and classroom research.  
Hold targeted webinars on research methods in mathematics education research. (Ongoing)  
Hold periodic virtual meetings for dissemination of research practices and findings, as well as mentoring early researchers. (Ongoing)  
Develop research associates (as described in the PPM) through projects such as Project SLOPE. (Long)  
Develop a position statement to support research in mathematics education in two-year colleges and by two-year college faculty. This position statement could be used as a tool to gain support from college administration for faculty engagement in research. (Medium)



Provide avenues for continuous improvement in the area of writing articles with quality research for the *MathAMATYC Educator* based upon a list of attributes for successful publications provided by the editorial team. (Ongoing)  
Investigate the usefulness of attending organizations such as AACC and/or ASHE. (Short)

- C. Pursue grants and other means of financial support for classroom research on teaching and learning.  
Seek out and encourage potential grant projects that promote research in mathematics education (e.g., Project SLOPE, AI@CC, Project ACCCESS). (Ongoing)  
Disseminates grant opportunities, funded grant projects, and research references for faculty via IMPACT Live! (Ongoing)  
Collaborate with other organizations to partner on grant project. (Ongoing)  
Leverage research associates from Project SLOPE to help bring in researchers and disseminate research results. (Ongoing)
- D. Continue to improve instructional resources based on classroom research.  
Leverage Project ACCCESS fellows for disseminating project outcomes. (Ongoing)  
Promote and encourage implementation of IMPACT/IMPACT Live. (Ongoing)  
Investigate future special issues for the *MathAMATYC Educator* that connect to current trends. (Long)  
Consider a position statement addressing research-based instructional resources. (Medium)
- E. Advocate for the continued improvement of placement processes based on program assessment.  
Hold webinars on placement processes and program assessment (Ongoing)  
Provide Placement and Assessment Themed Session at annual conference. (Ongoing)  
Consider revising position statements on placement and on program assessment. (Ongoing)
- F. Assist faculty, departments, and colleges to institute innovative practices informed by research.  
Conduct webinars on innovative practices informed by research. (Ongoing)  
Highlight the IMPACT research chapter through email blasts, webinars, conference sessions, etc. (Ongoing)  
Continue to support Project ACCCESS and their mission to help colleges improve instructional practices. (Ongoing)  
Promote and encourage implementation of IMPACT/IMPACT Live. (Long)
- G. Disseminate resources and model practices for research-based teaching and learning.  
Promote AMATYC's Student Research League and disseminate student research projects. (Ongoing)  
Create website for researchers to disseminate research work (Long)  
Use AMATYC publications to showcase ways to incorporate research in the classroom. (Ongoing)

Use IMPACT Live! Hot Topics to disseminate research ideas. (Ongoing)  
 Develop a repository of research-based resources in IMPACT Live! (Ongoing)  
 Investigate ways to disseminate and promote IMPACT ideas through alternative approaches (e.g., MOOC and online professional development venues). (Ongoing)  
 Encourage collaboration among AMATYC committees and ANets. (Ongoing)

**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.
  - Adopt a position statement on Liberal Arts Mathematics Courses (Short)
  - Prioritize the work of the Pathways Subcommittee (Short)
  - Offer travelling workshops that demonstrate the position statement on Intermediate Algebra (Short, Medium)
  - Promote data science and analytics curricula in the first two years of college (Medium, Long)
  - Use IMPACT Live! to highlight curricular innovations. (Short, Medium)
  - Advocate against terminal math courses. Instead advocate for mathematics courses that are designed to promote a next mathematics class. (Ongoing)
  - Promote math curricula that supports new programs for STEM and non-STEM majors. (Ongoing)
  - Develop a Position Statement on Nursing Math (Long)
- B. Design and refine pathways for both STEM (Science, Technology, Engineering, and Mathematics) and non-STEM students.
  - Promote the development and value of the STEM and non-STEM pathways. (Ongoing)
  - Develop transition paths for students who change from one pathway to another. Medium, Long
  - Plan a themed issue *for MathAMATYC Educator* on mathematical pathways. (Short)
  - Survey existing courses and articulation agreements concerning Associate of Applied Science in Data Science/Analytics (Short)
  - Invite speakers to conferences that address Pathways and new curricular. (Short, Medium)
  - Share various approaches, successes or failures of approaches being taken by math departments, e.g. the co-requisite models taking hold around the country (Ongoing)
  - Facilitate discussions of pathways and successful implementation of pathways via IMPACT Live! (Ongoing)
  - Promote vertical articulation models. (Ongoing)
  - Create a library of effective Pathways models. Advocate for scaling up the most promising models. (Ongoing)
  - Update the position statement on initial placement of students (Short)
- C. Promote the appropriate instruction and assessment of curricula.
  - Promote evidence-based practices in the teaching mathematics (Ongoing)
  - Promote meaningful alternative course assessment. (Ongoing)
  - Continue to utilize AMATYC's Webinars and Travelling Workshops to provide relevant professional development opportunities. (Ongoing)

Update the position statement on assessment of student learning and mathematical programs (Short, Medium)  
 Encourage mathematics departments to update curricula. (Ongoing)  
 Survey the needs of our non-math disciplinary leaders to seek new and innovative curriculum. (Long)  
 Use IMPACT Live! to share assessment best practices. (Ongoing)  
 Promote the ongoing assessment of the Pathways to determine if they achieve what we want them to achieve. (Long)

- D. Encourage the appropriate use of technologies to enhance student learning.  
 Increase the participation of innovative-technology-related IGNITE sessions. (Ongoing)  
 Categorize innovative uses of technology on *IMPACT Live!* (Short, Medium)  
 Promote sessions at the conference that effectively emphasize using modern technology to enhance student learning (Short, Medium)  
 Include *MathAMATYC Educator* articles that encourage the appropriate use of technologies to enhance student learning. (Short, Medium)  
 Promote more conference sessions on online homework management systems and open educational resources (OER). (Short, Medium)  
 Encourage the use of statistical software and real data to enhance student learning. (Ongoing)  
 Review the position statement on the Use of Technology, particularly as it relates to Calculus, Differential Equations, etc. (Short, Medium)  
 Provide Professional Development (conference/traveling workshops/webinars) on using technology in active learning. (Ongoing)  
 Facilitate discussions on utilizing current technologies with an awareness of its impact on our students (development of the students' mathematical understanding), including cost. (Ongoing)
- E. Facilitate the communication of successful curricular innovations that improve student learning.  
 Collaborate with other institutions such as CCRC, Dana Center, CCESE, and Carnegie/WestEd. (Ongoing)  
 Disseminate the work of other organizations to AMATYC members. (Ongoing)  
 Encourage the implementation of using evidence-based practices in the classroom through articles in the *MathAMATYC Educator* (Ongoing)  
 Give conference vendors a venue to share and promote high quality innovative curricular products. (Ongoing)  
 Seek involvement with gamification into the instruction. (Long)  
 Use AMATYC programs to advance member professional development. (Ongoing)  
 Disseminate the work of the Innovative Teaching and Learning Committee and its members. (Ongoing)  
 Disseminate research findings on mathematics in the first two years of college on IMPACT Live! (Ongoing)  
 Promote AMATYC position statements to members, member colleges, partner organizations, and affiliates (Ongoing)  
 Use IMPACT Live! to share successful innovations. (Ongoing)

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

- A. Enrich relationships with and provide support for AMATYC affiliate organizations.
  - Encourage the affiliate presidents to post in social media highlighting past/future happenings in their affiliate. This can be done in the quarterly PE newsletter to affiliate presidents. (Ongoing)
  - Improve communication with affiliates (Ongoing)
  - Extend an invitation to affiliates to use traveling workshops to strengthen and expand the relationship between AMATYC and affiliate organizations (Ongoing)
  - Attendance at affiliate conferences by AMATYC VP's or other board member to promote *AMATYC IMPACT* (Short) (Ongoing)
  - Continue communication between the AMATYC Board and the affiliate presidents (Ongoing)
  - Encourage small, perhaps struggling, affiliates to work with bordering state affiliate, local NCTM affiliate or local MAA section. (Ongoing)
  - Yearly attendance if possible, for each VP to attend the affiliate conferences. (Long)
  - Offer travelling workshops (Ongoing)
  - Offer affiliate scholarships to the AMATYC Annual Conference (Ongoing)
  - Advertise affiliate conferences and leadership (Ongoing)
  - Encourage inter-affiliate activities (Ongoing)
  - Create a directory on the *IMPACT Live* website so states can contribute information about statewide Math initiatives. (Long)
- B. Support and increase participation in AMATYC's Academic Committees and AMATYC networks (ANets).
  - Videotaping of committee chairs to be used in an upcoming webinar. (Completed)
  - Encourage all committees and ANETs to hold at least one meeting after the conference (Ongoing)
  - Encourage AMATYC committees and ANets to post information on AMATYC affiliated social media (Ongoing)
  - Consider creating new Committees and ANets as new trends emerge (Ongoing)
  - Offer travelling workshops (Ongoing)
  - Provide Committee and ANet members conference sessions of interest and meeting agendas. (Ongoing)
  - Offer training on leadership expectations and responsibilities to Committee Chairs and ANet Leaders (Ongoing)
  - Provide AMATYC 101 training at the affiliate conferences about the mission and purpose of AMATYC (Ongoing)
  - Create and post videos of ANet Leaders or Committee Chairs advertising their committees and happenings and post them on the Facebook pages (Ongoing)
- C. Extend opportunities for local, national, and international networking to those interested in mathematics in the first two years of college.
  - Host 2018 National Mathematics Summit (Completed)

Creation of Traveling Workshops for promotion of *AMATYC IMPACT* (Completed)  
 Continue participation in CBMS and encourage collaborations with other CBMS organizations (Ongoing)  
 Sharing of position statements among mathematically minded organizations (Ongoing)  
 Encourage international involvement for AMATYC members (Ongoing)  
 Encourage AMATYC members to make presentations about IMPACT at other professional organization conferences (Ongoing)  
 Provide funding to send people to international conferences (Ongoing)  
 Share best practices related to what can we learn from what other countries do in the classroom (Ongoing)  
 Organize preconference's with organizations that have similar interests (Ongoing)

- D. Promote a diverse community of mathematics educators which recognizes and welcomes the unique contributions of all participants.  
 Continue collaboration with sister organizations to promote AMATYC IMPACT. (Ongoing)  
 Seek professional development opportunities to encourage diversity and equity in within STEM fields (Ongoing)  
 Investigate grants that address the issues of diversity, equity, and social justice (Ongoing)  
 Development of new faculty through Project ACCESS (Ongoing)  
 Promote accomplishments of individual AMATYC members through the AMATYC News and MathAMATYC Educator. (Ongoing)  
 Promoting and emphasizing that we are the mathematics “in the first two years of college”. (Ongoing)

## **2025 Conference Site Selection Report**

Kathryn Kozak, AMATYC President-Elect

September 20, 2019

In May 2019, the 2025 Conference Site Selection team consisting of Kate Kozak (President-Elect), Keven Dockter (Conference Coordinator), Turi Suki (Incoming Conference Coordinator), and Ken Sien (Experient) visited three cities: Sacramento, CA, Reno NV, and Portland, OR.

A report was submitted to the Executive Board listing the strengths and weaknesses of each site.

**The Board selected Reno, Nevada as the 2025 conference site.**

Here is a listing of the future AMATYC conference sites:

November 12 – 15, 2020, **Spokane**, WA

October 28 – 31, 2021, **Phoenix**, AZ

November 17 – 20, 2022, **Toronto**, ON

November 9 – 12, 2023, **Omaha**, NE

November 14 – 17, 2024, **Atlanta**, GA

November 13 – 16, 2025, **Reno**, NV

November 19 – 22, 2026, **Orlando**, FL

# AMATYC DELEGATE ASSEMBLY MOTION

**TO:** 2019 AMATYC DELEGATE ASSEMBLY

**FROM:** Innovative Teaching and Learning Committee

**SUBJ:** Position Statement

**DATE SUBMITTED:** October 1, 2019

## 1. MOTION:

That the AMATYC Delegate Assembly approve the attached position statement entitled,  
*“Distance Education in College Mathematics in the First Two Years.”*

## 2. RATIONALE:

The position statement has gone through the position statement review process.

## Action taken by Delegate Assembly on November 17, 2018

<input type="checkbox"/> Approved	<input type="checkbox"/> Postponed until	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Disapproved	<input type="checkbox"/> Returned for further study	<input type="checkbox"/> Other

**COMMENTS:**

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

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

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

To this purpose AMATYC makes the following recommendations.

#### **Planning, Support, and Maintenance**

Colleges should provide:

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

#### **Expectations for Instructors**

Instructors of DE courses should strive to:

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

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

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

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



## **Expectations for Students**

Students enrolled in DE mathematics courses should:

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

## **Instructional Design**

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

- The course design addresses established course competencies with appropriate quality and mathematical rigor.<sup>4</sup>
- Course objectives and instructor expectations are clearly communicated.<sup>5</sup>
- Assessments measure student achievement of the learning objectives.<sup>6</sup>
- A variety of activities and instructional materials promote frequent and substantive engagement with the content, other students, and faculty.
- Course tools and activities support the learning objectives.

## **Access and Equity**

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

## **Standards and Integrity**

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

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

<sup>5</sup> Quality Matters.

<sup>6</sup> Quality Matters.

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

## References

- American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching*. Memphis, TN: AMATYC.
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- Online Education Initiative (OEI) (2016). *OEI Course Design Rubric*. Sacramento, CA: California Community Colleges Chancellor's Office.
- Online Learning Consortium (OLC) (2016). *OLC Quality Scorecard for the Administration of Online Programs*. Newburyport, MA: OLC.
- Quality Matters (QM) (2015). *Course Design Rubric Standards, 2<sup>nd</sup> edition*. Annapolis, MD: QM.
- State University of New York (SUNY) & Open SUNY Center for Online Teaching Excellence (2013). *Open SUNY Course Quality Review (OSCQR) Rubric and Process*. Albany, NY: SUNY.

# AMATYC DELEGATE ASSEMBLY MOTION

**TO:** 2019 AMATYC DELEGATE ASSEMBLY

**FROM:** Mathematics for Liberal Arts ANet

**SUBJ:** Position Statement

**DATE SUBMITTED:** October 1, 2019

## 1. MOTION:

That the AMATYC Delegate Assembly approve the attached position statement entitled, "*Mathematics for Liberal Arts.*"

## 2. RATIONALE:

The position statement has gone through a two-year position statement review process.

## Action taken by Delegate Assembly on November 17, 2018

<input type="checkbox"/> Approved	<input type="checkbox"/> Postponed until	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Disapproved	<input type="checkbox"/> Returned for further study	<input type="checkbox"/> Other

**COMMENTS:**

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

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

### Rationale

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

### Course Purpose

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

### Course Topics and Approach

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

### Engagement

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

### Student Audience

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

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

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

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

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

<sup>5</sup> *IMPACT*, 43-53.

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

# AMATYC DELEGATE ASSEMBLY MOTION FORM

**TO:** 2019 AMATYC DELEGATE ASSEMBLY

**FROM:** Nancy Rivers and Task Force

**SUBJ:** AMATYC Bylaws Amendments

**DATE SUBMITTED:** September 15, 2019

## 1. MOTION:

That the amendments to the AMATYC Bylaws as listed in the attachment be approved. The revised bylaws would take effect January 1, 2020.

## 2. RATIONALE:

The task force has been working on this change for about three years. Input was requested at the 2017 and 2018 Conferences and Delegate Assembly meetings. The attached version is the result of the input received.

## Action taken by Delegate Assembly on November 16, 2019

<input type="checkbox"/> Approved	<input type="checkbox"/> Postponed until	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Disapproved	<input type="checkbox"/> Returned for further study	<input type="checkbox"/> Other

**COMMENTS:**

## Proposed Track Changes Version:

### Article VII Delegate Assembly

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

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

#### A State/Province Delegates

1. There should be at least two state/province delegates from each state and province appointed for a term of two years by the appropriate Regional Vice-President. Terms of state/province delegates shall commence on April 1-July 1, or date of appointment, whichever is later, and terminate on March 31-June 30, in odd numbered years.
2. States and provinces with more than 50 two-year colleges, as defined in Article VII.2.H.regular individual members of AMATYC, are permitted one additional state/province delegate for each 25 two-year colleges50 regular individual members of AMATYC or fraction thereof above 50, determined by each member's preferred address. The count of regular individual AMATYC members will be done on June 30 in odd numbered years.
3. An alternate delegate from the same state/province may be appointed to serve as delegate in place of a state/province delegate who is unable to attend the Delegate Assembly.

~~B. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization.~~

#### BC. Affiliate Delegates

1. Each Affiliate President, who is also a regular AMATYC member, in office at the time of the Delegate Assembly is a delegate to the Delegate Assembly to represent their affiliate organization. A proxy cannot take the place of an Affiliate President as a delegate.
2. Each affiliate organization may appoint one additional affiliate delegate ~~for each 50 affiliate organization members or fraction thereof who are also AMATYC members, as defined in Article VII.2.I.~~ Term of appointment will be determined by the affiliate.
3. An alternate delegate from the same affiliate may be appointed to serve as a delegate in place of an affiliate delegate who is unable to attend the Delegate Assembly.

CD. Each Executive Board officer is a delegate.

DE. Each AMATYC Past President is a delegate.

EF. Each AMATYC academic committee chair is a delegate.

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

~~H. An official listing of names and numbers of two-year colleges by state and province is prepared jointly by the AMATYC office and each corresponding Regional Vice-President and approved at the fall board meeting in even-numbered years. These numbers are used for two years and take effect after the fall meeting in even-numbered years, and are maintained by the AMATYC office.~~

~~I. — An official listing of names and numbers of affiliate organization members who are also AMATYC members on June 30 in even-numbered years is prepared jointly by the AMATYC office and each corresponding Regional Vice President and approved at the fall board meeting in even-numbered years. This listing is used for two years, takes effect after the fall meeting in even-numbered years, and is maintained by the AMATYC office.~~

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

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

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



## **Proposed Clean / Updated Version:**

### Article VII Delegate Assembly

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

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

**A** State/Province Delegates

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

**B.** Affiliate Delegates

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

**C.** Each Executive Board officer is a delegate.

**D.** Each AMATYC Past President is a delegate.

**E.** Each AMATYC academic committee chair is a delegate.

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

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

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

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

## **2020 – 2021 AMATYC Executive Board**

The 2019 AMATYC election ended on September 30, 2019. Serving on the 2020-2021 Board will be

Kathryn Kozak – President  
Laura Watkins – President-Elect  
Jim Ham – Past President  
Barbara Steinhurst – Treasurer  
Nancy Rivers – Secretary  
Sofia Georgiakaki – Northeast VP  
Dennis Ebersole – Mid-Atlantic VP  
Alvina Atkinson – Southeast VP  
Jon Oaks – Midwest VP  
Dale Johanson – Central VP  
Sarah Pauley – Northwest VP  
April Strom – Southwest VP  
Edouard (Eddie) Tchertchian – West VP

The new Board will serve a two-year term commencing January 1, 2020.