

American Mathematical Association of Two-Year Colleges

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October 6, 2020

Dear AMATYC Delegate.

The 2020 Delegate Assembly will be held on **Saturday, November 21 from 2pm to 4pm EST, 1pm to 3pm CST, 12pm to 2pm MST, 11am to 1pm PST** virtually using the Zoom platform.

Attached are the 2020 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 in Zoom 30 minutes before the scheduled start time**. You will access a Zoom Breakout room by region when you first arrive in the Zoom link. Be sure to have access to the attached packet of information during the Delegate Assembly.

This year, the main items of business include votes to approve four position statements. 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. The forums are offered via Zoom throughout the month of October. The forums are:

- 14 OCT, WED, 11am – 12pm (EDT), Forum: Math and Global Learning Position Statement
- 22 OCT, THU, 2pm – 3pm (EDT), Forum: Academic Preparation of Faculty Teaching Mathematics
- 23 OCT, FRI, 1pm – 3pm (EDT), Forum: Equity Position Statement
- 27 OCT, TUE, 3:30pm – 4:30pm (EDT), Forum: Professional Development for Faculty who Teach Developmental Math
- 28 OCT, WED, 5pm – 6 pm (EDT), Forum: Initial Placement of Two-Year College Students into the Mathematics Curriculum

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 kathryn.kozak@amaty.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 on Zoom.

Respectfully,

Kathryn Kozak
President

/attachments

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM:

SUBJ:

DATE SUBMITTED:

1. MOTION:

2. RATIONALE:

Action taken by Delegate Assembly on November 21, 2020

Approved

Disapproved

Postponed until

Returned for further study

Withdrawn

Other

COMMENTS:

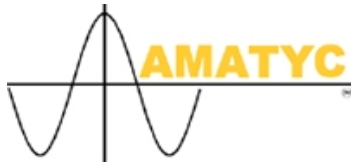


2020 DELEGATE ASSEMBLY
AGENDA
THE AMERICAN MATHEMATICAL ASSOCIATION
OF TWO-YEAR COLLEGES
Virtual
Saturday, November 21, 2020
1:30-4 pm EST

- I. Call to Order – 2 p.m. EST
- II. Welcome and Introductions
 - Parliamentarian and Timekeeper
 - 2020-2021 Executive Board Members
- III. Announcement of QuorumNancy Rivers
- IV. Motion to Approve the Rules of Conduct
- V. Motion to Approve the Agenda
- VI. Motion to Approve the 2020 Minutes Review Committee
- VII. 2019 Delegate Assembly Minutes
- VIII. Reports
 - A. President Kathryn Kozak
 - B. Treasurer Barbra Steinhurst
 - C. AMATYC Foundation Jim Ham
 - D. Strategic Planning Laura Watkins
 - E. Conference Site Selection Laura Watkins
- IX. New Business
 - A. Motion: Position Statement on Mathematics and Global Learning Barbara Leitherer
 - B. Motion: Position Statement on Equity in Mathematics AJ Stachelek
 - C. Motion: Position Statement on the Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College Christine Mirbaha
 - D. Motion: Position Statement on Professional Development for Teachers of Developmental Mathematics Kathryn Van Wagoner
- 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

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
UPDATE APPROVED AT THE DELEGATE ASSEMBLY, NOVEMBER 16, 2019**

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 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.

D. 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 shall be two state/province delegates from each state and province, appointed for a term of two years by the appropriate regional vice president. 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 mailing address. The count of regular individual members of AMATYC will be done on June 30 of even-numbered years.
2. 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.

3. An alternate delegate from the same state/province may be appointed to serve as proxy 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 replace an affiliate president 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 proxy in place of an affiliate delegate 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.

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 16, 2019
3:50 – 4:17 pm.
Hilton, Milwaukee City Center
Milwaukee, Wisconsin

I. Call to Order

President Jim Ham called the meeting to order at 3:50 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 (in absentia)
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 152 out of 189 delegates and stated that there was a quorum. The final breakdown of the delegate count is as follows:

21 from the Northeast Region, 14 from the Mid-Atlantic Region, 32 from the Southeast Region, 29 from the Midwest Region, 21 from the Central Region, 12 from the Southwest Region, 12 from the Northwest Region, and 11 from the West Region.

IV. Approval of the Rules of Conduct

MOTION to approve the rules of conduct.

Motion made by Christine Mirbaha, affiliate delegate, MMATYC, Mid-Atlantic 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 Chris Yuen, affiliate delegate, NYSMATYC, Northeast Region. Motion was seconded by Stefan Baratto, chair, Mathematics and its Application for Careers, Northwest Region.

Motion approved

VI. Approval of the 2019 Minutes Review Committee

MOTION to approve the Minutes Approval Committee for the 2019 Delegate Assembly. The committee consists of Sophia Georgiakaki, Northeast Vice-President, chair; Matthew Westerhoff, state delegate, Washington DC, Mid-Atlantic Region; Frank Marfai, affiliate delegate, ArizMATYC, Southwest Region; Sarah Sexton, affiliate president, MOMATYC, Central Region; and Nancy Sattler, AMATYC Past President, Midwest Region. Behnaz Rouhani, 2018-2019 AMATYC Board Secretary, Southeast Region, is an ex officio member of the committee.

Motion made by Paul Hessert, state delegate, Indiana, Midwest Region. Motion was seconded by Rochelle Beatty, Central Vice-President.

Motion approved

VII. 2018 Delegate Assembly Minutes

President Ham reported that the minutes from the 2018 Delegate Assembly held in Orlando were reviewed, revised, and approved by the 2018 Delegate Assembly Minutes Review Committee, chaired by Sophia Georgiakaki, Vice-President, Northeast.

VIII. Reports**A. President's Report**

The report was received in the Delegate Assembly packet.

Additional items to include:

- There were 1089 registrants for the conference. Total attendance, including 98 guests, was 1187.

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

Reno, Nevada, was announced as the site of the 2025 AMATYC Annual Conference.

IX. New Business**A. Position Statement on *Distance Education in College Mathematics in the First Two Years*: Anne Magnuson**

Motion: That the AMATYC Delegate Assembly approve the attached (amended) position statement entitled *Distance Education in College Mathematics in the First Two Years*. (Attachment A)
Motion made by Anne Magnuson, Innovative Teaching and Learning Committee.

Motion approved

B. Position Statement on *Mathematics for Liberal Arts*: Christine Mirbaha

Motion: That the AMATYC Delegate Assembly approve the attached (amended) position statement entitled *Mathematics for Liberal Arts*. (Attachment B)
Motion made by Christine Mirbaha, Mathematics for Liberal Arts Network.

Motion approved

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

Motion: That the amendments to the AMATYC By-laws as listed in the attachment (amended) be approved. The revised by-laws would take effect January 1, 2020. (Attachment C)
Motion made by Nancy Rivers, Southeast Vice-President.

Motion approved

X. Items for Discussion - Open Microphone

Issues raised:

- Steven Krevisky, state delegate, Connecticut, Northeast Region. Steve mentioned that, after the International Congress on Mathematical Education (ICME), July 12-19, 2020 in Shanghai, China, the International Group for the Psychology of Mathematics Education (IGPME) takes place July 21-25, 2020 in Thailand. He asked AMATYC to partially fund members to attend these conferences.
- Luke Walsh, affiliate delegate, NCMATYC, Southeast Region. Luke promoted Project Slope. He mentioned that they are applying for a grant in collaboration with the Equity Committee. He mentioned that many injustices currently exist in mathematics.
- Sarah Sexton, affiliate president, MOMATYC, Central Region. Sarah mentioned that elimination of the Affiliate Scholarship would especially hurt adjunct faculty, like herself, who may not be able to attend the conferences otherwise. She asked AMATYC to reconsider bringing this back.
- Pat Barrientos, affiliate president, NMMATYC, Southwest Region. Pat pointed out that in the interest of equity and adjuncts, adjuncts and retirees should not be excluded from voting, holding office, assuming leadership positions, or serving as Delegates; She also suggested that affiliates may want to sponsor adjunct travel. In addition, she mentioned that having an award for the adjuncts would encourage them to attend the conference.
- Julie Phelps, chair, Mathematics Standards in the First Two Years of College, Southeast Region. Julie asked the Board to reconsider the election process, by having interactive sessions. This means having a period during which the membership can see and hear from candidates running

for office. She also asked that AMATYC not use the June 30th date to check membership for voting eligibility; she suggested a later date closer to the actual election period.

- Nancy Sattler, Past President, Midwest Region. Nancy challenged delegates to go to the AMATYC website, read the IMPACT document, and then share what they do in their classes on the IMPACT Live! site.
- Sean Saunders, affiliate delegate, OCMA, Northeast Region. Sean echoed what was mentioned earlier about the Affiliate Scholarship. He said that the Affiliate Scholarship enabled him to attend the Conference every year.

XI. Announcements

A. The 2019 Herb Gross Presidential award recipients were:

- Karen Gaines and John Pazdar received the 2019 Herb Gross Presidential award.

B. The 2019 AMATYC Teaching Excellence award recipients were:

- Trisha White, Ozarks Technical Community College, Springfield, MO
- Andrea Hendricks, Georgia State University, Perimeter College, Clarkston Campus, GA.
- Holly Markovich, Wake Technical Community College, Raleigh, NC.
- Paul McCombs, Rock Valley College, Rockford, IL.

C. The Members of the 2021 Nominating Committee were selected:

- Jim Ham (Chair), Past President
- Behnaz Rouhani, Southeast
- Rochelle Beatty, Central
- Julie Gunkelman, Midwest
- Dona Boccio, Northeast
- Christine Mirbaha, Mid-Atlantic
- Penny Morris, Southeast
- Florian Haidue, Midwest
- Nicole Lang, Central
- Shane Tang, Southwest
- Luke Audette, Northwest
- Paula Wilhite, West

D. The 2020 Teaching Excellence Committee was selected:

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

XII. Adjournment

President Ham thanked the Local Events Coordinator, Turi Suski, 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 Milwaukee. He also thanked Parliamentarian Chuck Nolan and all the delegates to the assembly.

The meeting adjourned at 4:17 pm.

ATTACHMENT A

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on Distance Education in College Mathematics in the First Two Years

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.”¹

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.”²

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.³ 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.

Expectations for Students

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

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

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

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.⁴
- Course objectives and instructor expectations are clearly communicated.⁵
- Assessments measure student achievement of the learning objectives.⁶
- 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,⁷ should be implemented.

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

⁵ Quality Matters.

⁶ Quality Matters.

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

Sources

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

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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>.

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Online Learning Consortium (OLC) (2016). *OLC Quality Scorecard for the Administration of Online Programs*. Newburyport, MA: OLC.

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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.

ATTACHMENT B

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.^{1,2,3} 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.⁴ 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 reasoning abilities. MLA courses should assist students to realize the relevance of mathematics and to develop 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

One of the four pillars of AMATYC's *IMPACT* is "Engagement: Developing Intellectual Curiosity and Motivation in Learning Mathematics" for both students and faculty.⁵ 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 they offer. 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.⁶ Students in STEM-intensive majors would also benefit from a QR course.

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

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

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

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

⁵ *IMPACT*, 43-53.

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

ATTACHMENT C

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 shall be two state/province delegates from each state and province, appointed for a term of two years by the appropriate regional vice president. 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 mailing address. The count of regular individual members of AMATYC will be done on June 30 of even-numbered years.
2. 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.
3. An alternate delegate from the same state/province may be appointed to serve as proxy 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 replace an affiliate president 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 proxy in place of an affiliate delegate 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.

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

In the virtual meeting, if a delegate wished to speak to a motion, they must first state in the chat their name, their delegate status and if they wish to ask a process question, speak for the motion (pro) or speak against the motion (con). Process comments will be taken before pro and con comments. Pro or con comments will alternate until all comments are made. Each delegate who wishes to speak must be recognized by the President. Process questions are 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. The President will recognize each speaker.

Amendments and motions to table are considered “con.” 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 President 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 speak.

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, delegates may ask to speak by just telling their name and delegate status in the chat.

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.

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

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM: Kathryn Kozak, AMATYC President

SUBJ: Delegate Assembly Minutes Approval Committee

DATE SUBMITTED: October 6, 2020

1. MOTION:

That the membership of the Minutes Review Committee for the 2020 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.

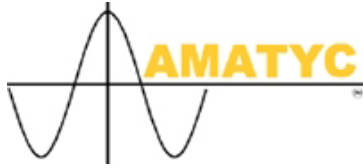
Action taken by Delegate Assembly on November 21, 2020

<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 2020 Delegate Assembly

Qualifications	Name	Affiliation
Regional Vice President (Chair)	Sophia Georgiakaki	Northeast Vice President
State Delegate		
Affiliate Delegate		
Affiliate President		
AMATYC Past President	Marilyn Mays	AMATYC Past President



President's Report 2020 AMATYC Delegate Assembly Kate Kozak

I am pleased to report that AMATYC and its membership are advancing numerous initiatives that help AMATYC achieve its mission. Below are some highlights from 2020.

Spokane Conference: As you know, due to COVID-19, the AMATYC Annual Conference in Spokane has been cancelled. This decision was not made lightly. The Executive Director (ED), the Conference Coordinator, AMATYC's legal advisor and I had many meetings with representatives of the Spokane Convention Center, the Davenport Grand Hotel, and the Double Tree by Hilton to negotiate an agreement that avoided the normal penalties for cancelling a conference. With the Board's approval, we hired an attorney who specializes in contract law and the pandemic situation. The board voted in July to accept the negotiations to cancel the 2020 conference in Spokane. The agreement required AMATYC to rebook Spokane, WA, for the 2027 conference. We are all extremely pleased with these results.

Fiscal Issues: With the loss of the income from the conference, AMATYC had to use \$170,000 of its reserve funds to pay for operating expenses. To ease the use of these funds, AMATYC applied for and received a grant under the Paycheck Protection Program from the Federal Government in the amount of 47,633. This was used to cover the salaries of the ED and the office staff for a month and a half. The reserved funds that were saved by previous Boards have allowed AMATYC to weather the cancelling of the 2020 Annual Conference.

Professional Development: Several new professional development initiatives have been offered this year. The appointment of Behnaz Rouhani as Professional Development Coordinator led to a revamping of the PD webpage and other new ideas. . New forums are now being offered called Faculty Meet-Up Forums. Currently 21 Teaching-Tips Videos have been created. Each is a 15-minute video on various teaching topics. Traveling workshops continue this year, but in a virtual format. The number of webinars has grown from one or two to several each month.

myAMATYC: AMATYC launched a new online community called *myAMATYC* (my.amatyc.org). This community allows members to post and respond to discussion, share documents, and make announcements. The rollout date for *myAMATYC* was June 15th. Karen Gains was appointed as the Online Community Coordinator to manage *myAMATYC*.

Grants: AMATYC continues to support the research efforts of its members. So far this year, AMATYC is providing Level 1 support, where AMATYC provides support and commitment through a letter of support, to four grants proposed by its members. Level 2 support, where AMATYC is the grant administrator, is being given to the *IMPACT* grant, called *Teaching for PROWESS*. This five-year NSF grant of \$1.8 million will focus on improving student success through active learning and on making systemic changes in mathematics education in the community college following the guidelines of the *IMPACT* document.

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). Due to COVID-19, many sister organizations conferences were cancelled, so there were few presidential exchanges this year.

AMATYC
Balance Sheet
December 31, 2019

ASSETS

Current Assets

AMATYC Checking	53,109.95	
Accounts Receivable	41,198.50	
Merrill Lynch	2,036,016.35	
AMATYC Foundation Investments	<u>394,681.14</u>	
Total Current Assets		2,525,005.94

Other Assets

Prepaid Expense	42,076.77	
Prepaid Insurance	5,645.50	
Computer Equipment	19,823.81	
Office Furniture	899.98	
Accumulated Depreciation	<u>(15,085.82)</u>	
Total Other Assets		<u>53,360.24</u>
Total Assets		<u><u>2,578,366.18</u></u>

LIABILITIES AND NET ASSETS

Liabilities

Prepaid Income	30,915.50	
Accounts Payable	67,683.73	
Total Liabilities		98,599.23

Net Assets

Net Assets	1,779,307.14	
Net Assets: With Donor Restriction		
Other Foundation	202,943.54	
Endowments	238,360.01	
Change In Net Assets	<u>259,156.26</u>	
Total Net Assets		<u>2,479,766.95</u>
Total Liabilities & Net Assets		<u><u>2,578,366.18</u></u>

AMATYC INCOME STATEMENT AS OF 12/31/2019

INCOME

DUES

Regular Membership	113,751.00
Adjunct Membership	3,600.00
Retired Membership	2,654.00
Institutional Membership	67,828.00
Associate Membership	500.00
Library	1,584.00
Life Membership	10,800.00
WebScription	0.00
Discount Membership	(590.00)
Total Dues	\$ 200,127.00

INTEREST

Checking	207.29
Investment Income	68,274.18
Total Interest Income	\$ 68,481.47

OTHER INCOME

Educator Advertising	450.00
Other Advertising Income	4,230.00
Student Math League	3,370.00
Student Research League	790.00
Donations/Contributions	12,000.00
Merchandise & Miscellaneous Income	1,373.88
Grants	110,897.40
NSF Indirect Recovery	2,744.62
Total Other Income	\$ 135,855.90

CONFERENCE INCOME

Registration	316,665.99
Exhibitors	51,130.00
Exhibitor Product Presentation / Focus Groups	5,200.00
Commercial Presentations	14,240.00
Hospitality Donations	5,510.00
Symposia/Workshop	0.00
Conference Program Advertising	2,745.00
In-The-Bag Advertising	3,195.00
Conference Advertising Opportunities	4,925.00
Corporate Partnership	12,800.00
Other Conference Income	2,007.25
Conference Donations	1,000.00
Total Conference Income	\$ 419,418.24

FOUNDATION INCOME

General Development	\$	7,637.62
Foundation Investment Income	\$	11,987.71
Marketing Promotions	\$	-
Beyond Crossroads	\$	-
Student Math League	\$	172.00
Student Research League	\$	2,796.00
AMATYC Project ACCESS	\$	3,683.00
Developmental Mathematics	\$	332.00
Grants	\$	127.00
Standards	\$	129.00
Presidential Student Scholar	\$	1,173.00
Research in Mathematics	\$	130.00
Leila & Simon Peskoff Award	\$	2,000.00
Margie Hobbs Award	\$	1,363.00
Endowment	\$	6,029.87
	\$	<u>37,560.20</u>

TOTAL INCOME \$ 861,442.81

COSTS AND EXPENSES**GENERAL OFFICE EXPENSES**

Clerical & Casual Labor	3,000.00
Contract Labor	70,300.04
Executive Director Salary	29,065.56
Executive Director Travel	7,861.59
Staff Development	6,395.30
Reassigned Time	13,000.00
Legal Expenses	0.00
Accounting Expenses	7,000.00
Servicemark Fee	0.00
Consulting Fees	0.00
Postage & Delivery	1,076.30
Telephone	1,432.28
Transportation	0.00
Office Supplies	3,409.58
Duplication Expense	0.00
Membership Services	1,721.40
Payroll Preparation Charges	1,444.55
Bank Service Charges	0.00
Credit Card Services	7,516.07
Miscellaneous Service Charges	171.62
Computer Hardware & Supplies	3,040.12
Bad Debt	0.00
Depreciation Expense	2,457.55
Licensing Fees	490.00

Other General Office Expense	1,426.05
OnLine Database	17,605.84
Software Annual Fees	3,658.52
Insurance	11,068.41
Southwest Tennessee CC Expenses	10,000.00
Total General Office Expense	\$ 203,140.78

SPRING OFFICERS' MEETING

Transportation	6,877.99
Lodging	8,247.37
Food	2,274.84
Other SOM	0.00
Total Spring Officers Mtg	\$ 17,400.20

STRATEGIC PLANNING/ORIENTATION

Transportation	0.00
Lodging	0.00
Food	0.00
Other SPOM	0.00
Total Strategic Planning/Orientation	\$ -

ANNUAL CONFERENCE

CONFERENCE PLANNING

Advance Planning Visit	2,693.14
Site Selection Visits	1,858.82
Telephone	0.00
Program Preparation Expense	3,145.81
Spring Officer Meeting	5,800.06
Supplies	91.39
Conference Marketing	0.00
Exhibit Marketing	1,465.19
Conference Enhancements	1,175.00
Conference Coordinator	275.00
Total General & Future Conf. Planning	\$ 16,504.41

CONFERENCE EXPENSES

Speaker Fees/Expense	2,750.00
Conference Space Rental	0.00
Exhibit Space Carpet & Drayage	0.00
Shuttle Bus & Workshop/Mini Transportation	0.00
Audio Visual/Computer Rental	59,785.25
Other Rentals	0.00
Computer/Email Access	8,192.50
Internet - Registration	3,500.00
Symposia/Workshops	0.00
Conference Insurance	1,363.07
Registration Equipment & Materials	10,771.67
Stationery, Supplies, Duplication	795.14

Postage, Delivery & Shipping	2,542.63
Credit Card Services	12,537.51
Advertising	0.00
Photography	850.00
Conference Release Time	21,000.00
Staff Salaries	132,845.03
Clerical and Casual Labor	0.00
Registration Workers	3,047.26
Security Guards	3,197.00
Prof. Conf. Planning Organization	7,362.56
Anets	500.00
Transportation	21,763.34
Lodging	23,770.50
Food	13,453.24
Telephone	0.00
Friday Event	27,573.81
Saturday Breakfast	23,739.54
Local Emphasis	2,611.51
Affiliate Presidents Luncheon	2,371.25
Leadership Dinner	2,911.10
ACCESS Food	0.00
Appreciation Reception	312.59
Hospitality	5,698.45
Awards	180.00
Other Annual Conference	6,368.34
Total Conference Event Expenses	\$ 401,793.29

CONFERENCE PUBLICATIONS

Advertising/Exhibitor Folder	11.15
Call for Papers & December Flyer	1,611.71
Miniprograms	9,424.06
Conference Programs	6,036.00
April Flyer	2,482.95
Conference Publications Expense	\$ 19,565.87

TTL Annual Conf Event \$ 437,863.57

PUBLICATIONS

The MathAMATYC Educator	35,552.71
The Newsletter	14,764.05
Other Publications	0.00
Total Publications	\$ 50,316.76

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	0.00
Web Site Coordinator	169.99
Webinars	1,000.00
Membership Committee	0.00
Grants Committee	0.00
Crossroads Coordinators	0.00
Beyond Crossroads	0.00
Student Math League	1,950.00
Student Research League	3,575.00
Summer Institutes & Workshops	0.00
Traveling Workshops	7,161.93
Nominating Committee	0.00
ME & TE Awards	2,142.00
Regional Meetings	0.00
Grant Seed Fund	0.00
Total Committee & Institutes	\$ 15,998.92

LIAISON

CBMS	3,537.47
CSSP	0.00
Triangle Coalition	0.00
MAA	1,378.70
Joint Committee for Women	0.00
TODOS	0.00
NCTM	2,100.00
Mu Alpha Theta	592.00
Affiliate Give-aways	6,988.93
Affiliate Services	393.88
Affiliate Liaison	9,829.36
National & Community Relations	2,601.56
Other Liaison	1,869.48
Total Liaison Expense	\$ 29,291.38

INDIRECT COST - SPECIAL PROJECTS

Indirect Cost	\$ (2,744.62)
Total Indirect cost	(2,744.62)

SPECIAL PROJECTS

IMPACT	4,420.10
Project ACCESS	99.40
NSF Project Slope	101,420.86
NSF ACCESS Research	12,221.16
Total Special Projects Expenses	\$ 118,161.52

AMATYC FOUNDATION

General Foundation	\$	5,202.10
Beyond Crossroads	\$	-
Project ACCESS	\$	9,175.61
Student Math League	\$	260.25
Student Research League	\$	2,520.50
Developmental Mathematics	\$	-
Grants	\$	-
Presidential Student Scholar	\$	1,000.00
Leila & Simmon Peskoff Award	\$	1,800.00
Margie Hobbs Award	\$	500.00
Total Foundation Expenses	\$	<u>20,458.46</u>

Grand Total Expenses \$ 889,886.97

Change in Net Assets (before investments) \$ (28,444.16)

Investment Income and Expenses

AMATYC Investment Unrealized Gain/Loss	\$	245,856.79
Foundation Investment Unrealized Gain/Loss	\$	41,743.63
Total Income less Expenses on Investments	\$	<u>287,600.42</u>

Total Income with Investments \$ 1,149,043.23

Total Expenses with Investments \$ 889,886.97

Total Change in Net Assets \$ 259,156.26



**AMATYC Foundation Board
2020 Delegate Assembly
Jim Ham
Sept 15, 2020**

Charge: Manage the affairs of the AMATYC Foundation.

Mission: The AMATYC Foundation provides financial resources to ensure the success of current and future AMATYC initiatives and innovation, to support AMATYC members in their quest for life-long professional development, and to recognize the exemplary work of all involved in mathematics education in the first two years of college.

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

The Foundation Board met via ZOOM on the following dates in 2020: Jan. 31, Feb. 21, Mar. 26, Apr. 30, May 27, Jun. 30, and Aug. 20. The July meeting was cancelled. The Foundation Board will continue to meet monthly.

Here are some actions we have taken or items we have been working on:

- **ICME Grants.** The Foundation has approved a total of \$2,000 for about four ICME-14 grants to help members defray travel expenses to Shanghai, China. The 2020 ICME conference was cancelled and rescheduled for 2021. The ICME grants will be awarded in 2021, and we will be marketing these grants to our members beginning January 2021.
- **Foundation COVID-19 Grants.** COVID-19 minigrants were awarded to 30 randomly selected grant applicants in April. The \$250 grants were used to defray costs of materials needed to merge classes to remote learning. Many grant recipients sent a photo sitting at their workstation with their new equipment/materials. A collage of these photos was included in the *AMATYC News* and on the AMATYC website.
- **AMATYC Financial Policies:** The Investments Board and the Foundation Board have added a new section (PPM 6.15) to the financial policies of AMATYC's policy manual. The new section defines how investment fees are charged to AMATYC Foundation investments and defines specific calendar requirements for managing AMATYC investments.
- **Newsletter Articles:** The Foundation submits at least one article for inclusion in each issue of the *AMATYC News*. The articles describe the work of the Foundation, highlight the programs and awards funded by the Foundation and requests donations to the Foundation.

- **Donations to the Foundation:** To date in 2020, members and friends have donated \$4,750 to the AMATYC Foundation. Historical data appear in the table below. Members donate to support specific programs like the student mathematics competitions, to the General Fund, or in memory of a fallen colleague. The Foundation recognizes donors in the October issue of the AMATYC News. Gifts of \$100 or more receive a personal thank you from the Chair.

Year	Conference City	Total Donations*
2019	Milwaukee	\$20,122
2018	Orlando	\$32,574
2017	San Diego	\$23,918
2016	Denver	\$26,813
2015	New Orleans	\$24,004
2014	Nashville	\$32,548
2013	Anaheim	\$26,624

* From Jan. 1 through end of conference

- **November Fundraising Campaign:** The Foundation Board is developing a plan for an all-membership fund-raising campaign. We will be setting goals and planning the fund-raising campaign to run this year beginning Nov. 14th and ending on December 3rd, the day identified as “Giving Tuesday”.
- **Hobbs Award:** The Hobbs award provides \$500 to defray expenses to the annual conference. Since this year’s virtual conference does not require travel, no awards were given. Next year, the Foundation will select two Hobbs awardees.
- **Peskoff Award:** The Peskoff award was not awarded this year since there were no applicants. The Foundation plans to select two Peskoff awardees in 2021.
- **Wanda Garner Presidential Student Scholarship:** The \$1,000 Scholarship will be awarded this year as planned.
- **AMATYC Project ACCESS:** The Foundation continues to provide annual financial support to AMATYC Project ACCESS fellows for conference housing and food. Due to the cancellation of the Spokane conference, conference support in 2020 for fellows was not needed. It was decided to extend by one year the ACCESS program for cohorts 15 and 16. Some Cohort 17 fellows were selected in 2020, and the remainder will be selected in 2021. The membership dues will be covered for an additional year for Cohort 17 fellows that were selected in 2020.
- **Amazon Smile:** We have received \$34.53 in the first half of 2020 from friends shopping on Amazon Smile with AMATYC selected as their charity. This fundraiser was highlighted in the August newsletter.

As you may know, 2020 has been financially difficult year for AMATYC. Our annual conference funds a good proportion of our non-conference expenses. Without the revenue from the conference in 2020, we will run a very large deficit. In addition, much of the fund-raising for the Foundation occurs at the annual conference, an opportunity lost this year.

Please consider contributing to the Foundation this year. And thanks so much if you have already contributed. ☺

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

September 29, 2020

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 current board has continued to review those strategies over the past year. These strategies for achieving the priorities of the strategic plan have been proposed over the past few years and have been completed, are ongoing, or are short-, medium-, or long-term goals. The Board continues to spend significant time at each board meeting on strategic planning in order to ensure that AMATYC achieves its strategic priorities.

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)

Launch my.AMATYC.org as an online community platform (Completed)

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. (Final hearing fall 2020)
 - Continue the AMATYC Project ACCESS Program. (Ongoing)
 - 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 my.AMATYC.org/IMPACT Live as a repository of ideas of how you encourage underrepresented minorities into mathematics (Ongoing)
 - 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 my.AMATYC.org/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 ACCESS (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 ACCESS (Ongoing)

Support the “Mobile NEXt” grant (Ongoing if get grant)

Encourage affiliates to create and promotion mentoring projects similar to ACCESS 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 ACCESS 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)
 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 my.AMATYC.org/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 my.AMATYC.org/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 ACCESS and their mission to help colleges improve instructional practices. (Ongoing)
Promote and encourage implementation of my.AMATYC.org/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 my.AMATYC.org/IMPACT Live! Hot Topics to disseminate research ideas. (Ongoing)
Develop a repository of research-based resources in my.AMATYC.org/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 my.AMATYC.org/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 my.AMATYC.org/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 my.AMATYC.org/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 my.AMATYC.org/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, CCESSSE, 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 my.AMATYC.org/IMPACT Live! (Ongoing)

Promote AMATYC position statements to members, member colleges, partner organizations, and affiliates (Ongoing)

Use my.AMATYC.org/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 my.AMATYC.org/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)
Continued collaboration on the 2020 National Mathematics Summit (Ongoing)
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
Laura Watkins, AMATYC President-Elect
September 29, 2020

Due to the COVID-19 pandemic, the AMATYC Executive Board voted in June 2020 to negotiate with the hotels and convention center in Spokane, WA, the cancellation of the 2020 AMATYC Conference. This negotiation entailed AMATYC protected the organization financially and allowed AMATYC to let members know of the cancellation in a timely manner. As part of this negotiation AMATYC agreed to hold the AMATYC Conference in the next available year.

The Board approved Spokane, WA, as the 2027 conference site.

Here is a listing of the future AMATYC conference sites:

October 18 - 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**
November 11 – 14, 2027, **Spokane, WA**

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM: International Mathematics ANET

SUBJ: Position Statement

DATE SUBMITTED: September 30, 2020

1. MOTION:

That the AMATYC Delegate Assembly approve the attached position statement entitled, *"Mathematics and Global Learning."*

2. RATIONALE:

Over several years the position statement has gone through an in-depth reviewing process during which feedback from the AMATYC community has been collected and incorporated.

Action taken by Delegate Assembly on November 21, 2020

Approved
 Disapproved

Postponed until
 Returned for further study

Withdrawn
 Other

COMMENTS:

1 Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on
2 **Mathematics and Global Learning**
3
4

5 **Rationale**

6 The American Mathematical Association of Two-Year Colleges (AMATYC) recognizes that mathematics is
7 universal and indispensable to every facet of our contemporary world. In its role in the sciences as well
8 as the financial sector, mathematics helps to quantify global issues, advances research, and leads to the
9 resolution of problems.

10 In order to thrive and be successful, 21st century students require multiple opportunities to engage with
11 *global learning*¹. In mathematics, *global learning* aims for the development of students' understanding
12 of global and cultural perspectives in the context of scientific knowledge and methodology, which can be
13 developed even when a student remains immersed in their own country.² As *global learning*
14 increasingly becomes a central focus of general higher education curricula, its integration into
15 mathematics education in the first two years of college requires faculty preparedness, institutional
16 support, and the development of 21st century essential skills and workplace competencies. These
17 include, but are not limited to:

- 18 • Critical thinking, creativity, and innovation³
- 19 • Global awareness, and civic and environmental literacy⁴
- 20 • Appreciation of the role of mathematics in different cultures⁵
- 21 • Collaborating across disciplines to solve complex, real-world, global problems⁶

22
23 **Institutional Responsibilities**

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

- 27 • Make mathematics, statistics, and quantitative reasoning part of global education programs that
28 provide experiential learning opportunities such as service learning, internships, study-abroad
29 and virtual exchange programs.
- 30 • Share information about the scholarship and practice of mathematics education research,
31 including the comparison of student outcomes from national and international sources⁷.
- 32 • Create and extend opportunities for local, national, and international networking to faculty
33 interested in mathematics in the first two years of college⁸, including the promotion and funding
34 of travel to international conferences.

35
36 **Faculty Responsibilities**

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

- 39 • Address the need of implementing culturally responsive pedagogies⁹.
- 40 • Integrate global perspectives into mathematics teaching, curriculum, and assessment.
- 41 • Study high-impact practices that provide students with flexible, rigorous, relevant, and global
42 curricular and co-curricular experiences.
- 43 • Recognize that *global learning* through increased engagement benefits all students, particularly
44 those who have been marginalized¹⁰.
- 45 • Consider diverse languages and cultures as assets to mathematical knowledge and highlight the
46 contributions made from such groups¹¹ as a means of sharing promising pedagogies and
47 developing an appreciation of different cultures and educational systems.

-
- ¹ H. Landorf, K. MacArthur, & S. Klahr, "Global Learning Inspires College-Level Mathematics," *AAC&U News, Insights and Campus Innovations in Liberal Arts Education*; (2019), <https://www.aacu.org/aacu-news/newsletter/2019/february/perspectives>
- ² S.P. Doscher & H. Landorf, "Universal Global Learning, Inclusive Excellence, and Higher Education's Greater Purpose," *Peer Review*, 20(1); (2018), <https://www.aacu.org/peerreview/2018/Winter/FIU>
- ³ Association for Supervision and Curriculum Development, "21st Century Skills", *Policy Priorities: A Lexicon for Educating the Whole Child (and Preparing the Whole Adult)*, 21(2); (2015): 6-6. <http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/21st-Century-Skills.aspx>
- ⁴ Association for Supervision and Curriculum Development, "21st Century Skills", *Policy Priorities: A Lexicon for Educating the Whole Child (and Preparing the Whole Adult)*, 21(2); (2015): 6-6. <http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/21st-Century-Skills.aspx>
- ⁵ P. Appelbaum, L. M. Friedler, C. E. Ortiz, E. F. Wolff, "Internationalizing the University Mathematics Curriculum," *Journal of Studies in International Education*, 13; (2009): 365-381. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.831.2565&rep=rep1&type=pdf>
- ⁶ D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>
- ⁷ S. Krevisky & F. Sami, "What Is The Relevance Of TIMSS and PISA Data For Mathematics Educators?", *MathAMATYC Educator – The International Issue*, 5(3); (2014)
- ⁸ American Mathematical Association of Two-Year Colleges (AMATYC) (2017): *2018–2023 AMATYC Strategic Plan*
- ⁹ M. Ginsberg & R. J. Wlodkowski (2009), "Diversity and Motivation: Culturally Responsive Teaching in College", 2nd ed. (San Francisco: Jossey-Bass).
- ¹⁰ D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>
- ¹¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess and College Teaching* (Memphis, TN: AMATYC), 36.

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM: Equity Committee

SUBJ: Position Statement

DATE SUBMITTED: September 15, 2020

1. MOTION: That the AMATYC Delegate Assembly approve the attached position statement entitled, "*Equity in Mathematics.*"

2. RATIONALE: The position statement has gone through a two-year position statement review process. In today's climate it has become increasingly important that AMATYC not only take a stand for equity, but also to work to improve equity within the organization. This position statement moves that work forward.

Action taken by Delegate Assembly on November 21, 2020

Approved
 Disapproved

Postponed until
 Returned for further study

Withdrawn
 Other

COMMENTS:



- 46 • Design equitable hiring practices with clear criteria for hiring before the process begins, inclusion of
- 47 marginalized faculty in the hiring process, and actively recruit more underrepresented candidates.
- 48 • Provide professional development around equity in mathematics education for faculty and staff
- 49 that advances best practices in the classroom.
- 50 • Establish high quality student support services that include appropriate support for students with
- 51 different abilities
- 52

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

55
56 ¹ F. Harris III & E. M. Bensimon, “The equity scorecard: A collaborative approach to assess and respond to
57 racial/ethnic disparities in student outcomes,” *New Directions for Student Services*, 120 (2007): 77-84.

58
59 ² P. Caplan & J. Ford, “The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes
60 Tell Us About Their College Experiences and Their Perceptions About their Institutions’ Progress Toward
61 Diversity,” *Aporia*; 6(4); (2014): 30-69.

62
63 ³ D. W. Sue, C. M. Capodilupo, G. C. Torino, J. M. Bucceri, A. M. B. Holder, K. L. Nadal, & M. Esquilin, “Racial
64 microaggressions in everyday life: Implications for clinical practice,” *American Psychologist*, 62(4); (2007):
65 271-286.

66
67 ⁴ D. Miller-Jones & B. Greer, “Conceptions of assessment of mathematical proficiency and their implication
68 for cultural diversity,” *Culturally Responsive Mathematics Education*, Eds. Greer, B. et al; (2009).

69
70 ⁵ Mathematical Sciences Education Board (1993): *Measuring What Counts: A Conceptual Guide for*
71 *Mathematical Assessment* (Washington, DC: National Academy Press): 91-111.

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM: Division Department Leadership ANet

SUBJ: Position Statement

DATE SUBMITTED: September 15, 2020

1. MOTION: That the AMATYC Delegate Assembly approve the attached position statement entitled,
“the Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College”
”

2. RATIONALE: The position statement has gone through a one-year expedited position statement review process.

Action taken by Delegate Assembly on November 21, 2020

Approved
 Disapproved

Postponed until
 Returned for further study

Withdrawn
 Other

COMMENTS:

29 teach mathematics at one level should not be permitted to teach at another level
30 unless they possess appropriate credentials.

31 **Guidelines for Formal Preparation**

32 Mathematics curricula at colleges reflect diverse missions and needs. Examples
33 include adult basic education to prepare students for a high school equivalency
34 examination; developmental courses designed to prepare students for both STEM
35 (Science, Technology, Engineering, and Mathematics) and non-STEM college-level
36 courses; co-requisite courses; dual enrollment courses; and college level courses.
37 Because of this diversity, the guidelines for the mathematical preparation of
38 college faculty must be sufficiently robust to provide institutions flexibility in
39 identifying qualified faculty.[1] These guidelines, defined below, are divided into
40 these parts: minimal preparation and standard preparation.

41 **Minimal Preparation**

42 All full-time and part-time mathematics faculty should possess at least a master's
43 degree in mathematics or in a related field with at least 18 semester hours (27
44 quarter hours) graduate-level mathematics, applied mathematics and/or statistics
45 courses, of which at least six of the 18 semester hours (nine quarter hours) are
46 graduate-level mathematics. Course work in pedagogy is desirable.

47 **Standard Preparation**

48 All full-time mathematics faculty are expected to begin their careers with at least
49 a master's degree in mathematics or a related field with at least 30 semester
50 hours (45 quarter hours) of graduate-level mathematics or statistics, of which at
51 least nine of the 30 semester hours (13.5 quarter hours) are in graduate-level
52 mathematics. At least one course in mathematics pedagogy should be included,
53 as well. In addition, they should have mathematics teaching experience at the
54 secondary and/or post-secondary level. The teaching experience may be fulfilled
55 through a program of supervised teaching, for example as a graduate student. A
56 strong knowledge of calculus is considered to be a core standard. Statistics has
57 become equally important; thus, a background in this area is indispensable.

58 Course work in pedagogy and in the philosophy of the community college is
59 strongly recommended.

60 **Adjunct Faculty**

61 Adjunct faculty should possess the same level of preparation and commitment to
62 quality teaching as full-time faculty.

63 **Dual Enrollment Faculty**

64 Dual enrollment faculty should possess the same level of preparation and
65 commitment to quality teaching as full-time faculty.

66 **Definitions**

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

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

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

74 **Resources**

75 [1] American Mathematical Association of Two-Year Colleges. (2018). *IMPACT:*
76 *Improving Mathematical Prowess And College Teaching*. Memphis, TN: Author.

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

80

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2020 AMATYC DELEGATE ASSEMBLY

FROM: Developmental Mathematics Committee

SUBJ: Position Statement

DATE SUBMITTED: September 15, 2020

1. MOTION: That the AMATYC Delegate Assembly approve the attached position statement entitled,
“Professional Development for Faculty Teaching Developmental Mathematics”

”

2. RATIONALE: The position statement has gone through a one-year expedited position statement review process.

Action taken by Delegate Assembly on November 21, 2020

Approved
 Disapproved

Postponed until
 Returned for further study

Withdrawn
 Other

COMMENTS:

1 Resolution of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on
2 **Professional Development for Faculty Teaching Developmental Mathematics**

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

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

- 14 1. Institutions and/or departments employing teachers of mathematics should:
- 15 • Encourage and reward all mathematics faculty for participation in workshops, in-service
16 programs, and courses that provide training in the scholarship of teaching and learning
17 necessary for implementing effective mathematics teaching in developmental
18 mathematics classes;
 - 19 • Provide those faculty lacking experience or training in teaching developmental
20 mathematics the necessary supervision by experienced personnel until such time as they
21 demonstrate good evidence-based teaching practices;
 - 22 • Recognize and encourage research and publication in the area of developmental
23 mathematics as professionally significant.
- 24 2. Institutions and/or departments preparing faculty to teach through degree programs in
25 mathematics, mathematics education, and higher education should:
- 26 • Recognize that teaching mathematics requires an understanding of the scholarship of
27 teaching and learning and, thus, provide appropriate training in pedagogy and the
28 learning sciences for their students who are the likely candidates to become
29 developmental mathematics teachers.
 - 30 • Develop their students' ability to apply the learning sciences in teaching by providing
31 internship programs as an integral part of their course of study.

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

32 3. All institutions employing faculty to teach developmental mathematics should collaborate
33 with institutions that provide coursework on relevant pedagogy as well as AMATYC and other
34 related professional organizations to promote and provide professional development for
35 faculty who teach developmental mathematics.

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

37 Developmental Mathematics Committee

38

DRAFT