

American Mathematical Association of Two-Year Colleges

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October 6, 2021

Dear AMATYC Delegate.

The 2020 Delegate Assembly will be held on **Saturday, November 6 from 3:30pm to 5:30pm EDT, 2:30pm to 4:30pm CDT, 1:30pm to 3:30pm MDT, 12:30 pm to 2:30pm PDT (MST)** virtually using the Zoom platform.

Attached are the 2021 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 Regional Zoom Link to check in, and then access a different Zoom link for the Delegate Assembly. The Delegate Assembly will start on the half hour, so please check into your Zoom room at least five minutes prior to the start of the Delegate Assembly. 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 five position statements. In August, virtual forums were offered via Zoom to gather input from members before the final versions of the position statements were submitted in this packet and brought to the Assembly for your action. There are also two Bylaws changes being submitted for your action. There are forums scheduled during the conference for your input on the Bylaws changes. You are encouraged to attend the forums to hear what members have to say regarding the Bylaws change. The forums are offered at the AMATYC Annual conference on Thursday, October 28, 2021, at 7:00 to 8:00 pm in the Deer Valley room.

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@amatyc.org.

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

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



2021 DELEGATE ASSEMBLY
AGENDA
THE AMERICAN MATHEMATICAL ASSOCIATION
OF TWO-YEAR COLLEGES
Virtual
Saturday, November 6, 2021
3:30 pm EST

- I.** Call to Order – 3:30 p.m. EST

- II.** Welcome and Introductions
Parliamentarian and Timekeeper
2020-2021 Executive Board Members

- III.** Announcement of Quorum Nancy 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.** 2020 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

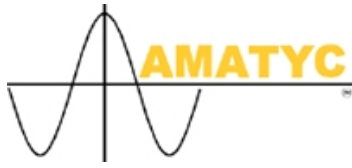
- IX.** New Business
 - A. Motion: Position Statement called Initial Placement of Students into the Mathematics Curriculum – Rachel Bates

 - B. Motion: Position Statement called Corequisite Mathematics Courses – Kathryn Van Wagner

 - C. Motion: Position Statement called Mathematics Pathways – Helen Burn

 - D. Motion: Position Statement called Proctored Testing and Controlled Assessments for Courses Taught at a Distance – Jennifer Ackerman

- E. Motion: Position Statement called Course Materials for Teaching and Learning– Jeff Thies
- F. Motion: Position Statement called Academic Preparation of Mathematics Faculty Teaching in the First Two Years of College – Christine Mirbaha
- G. Motion: Bylaw change for Article XIII – Nancy Rivers
- H. Motion: Bylaw change for Article II – Eddie Tchertchian
- 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 21, 2020
2:00 – 3:11 pm (EST)
Via Zoom

I. Call to Order

President Kathryn (Kate) Kozak called the meeting to order at 2:04 pm (EST).

II. Welcome and Introductions

President Kozak welcomed the delegates and announced that Laura Watkins was appointed as Parliamentarian and Timekeeper. President Kozak introduced the members of the 2020 – 2021 Executive Board.

Kathryn Kozak – President
Laura Watkins – President-Elect
James Ham – Past President
Barbra Steinhurst – Treasurer
Nancy Rivers – Secretary
Sophia Georgiakaki – Northeast Vice President
Dennis Ebersole – Mid-Atlantic Vice President
Alvina Atkinson – Southeast Vice President
Jon Oaks – Midwest Vice President
Dale Johanson – Central Vice President
April Ström – Southwest Vice President
Sarah Pauley – Northwest Vice President
Eddie Tchertchian – West Vice President

III. Announcement of Quorum

Secretary Nancy Rivers announced a delegate count of 151 out of 247 delegates and stated that there was a quorum.

IV. Approval of the Rules of Conduct

Motion: To approve the rules of conduct.

Motion made by James N. Adair, state delegate, Tennessee, Southeast Region.

Motion was seconded by Kathryn Van Wagoner, affiliate president delegate, UMATYC, West Region.

Motion approved

V. Approval of the Agenda

Motion: To approve the agenda.

Motion made by Chris Ward, affiliate president delegate, WVMATYC, Mid-Atlantic Region.

Motion was seconded by Lance Phillips, state delegate, Oklahoma, Southwest Region.

Motion approved

VI. 2019 Delegate Assembly Minutes

President Kozak reported that the minutes from the 2019 Delegate Assembly held in Milwaukee were reviewed, revised, and approved by the 2019 Delegate Assembly Minutes Approval Committee, chaired by Sophia Georgiakaki, Vice-President, Northeast.

VII. Approval of the 2020 Minutes Approval Committee

Motion: That the membership of the Minutes Approval Committee for the 2020 AMATYC Delegate Assembly be approved as listed in the attachment.

The committee consists of:

- Sophia Georgiakaki, Northeast Vice-President, Chair
- Marty Kellum, state delegate, Alabama, Southeast Region
- Sam Pearsall, affiliate delegate, CMC3-South, West Region
- Nicole Lang, affiliate president, MinnMATYC, Central Region
- Marilyn Mays, AMATYC Past President, Southwest Region
- Nancy Rivers, 2020 – 2021 AMATYC Board Secretary, Southeast Region, will serve in an *ex officio* capacity.

Motion made by Nancy Sattler, past-president delegate, Ohio, Midwest Region.

Motion was seconded by Jessica Bernards, state delegate, Oregon, Northwest Region.

Motion approved

VIII. Reports

A. President's Report

The report was received in the Delegate Assembly packet.

Additional items to include:

- There were 1,166 registrants for the conference on Friday, November 6; 1,277 registrants for the conference on Friday, November 13; and 1,288 registrants for the conference on Friday, November 20. This was the number registered for each day, not necessarily the number present.

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.

Additional information provided:

- The Project ACCESS Cohort with membership extended for one year is only Cohort 16, not Cohorts 15 and 16 as reported in the Delegate Assembly 2020 packet.

- The Leila and Simon Peskoff Award and the Margie Hobbs Award were not awarded this year.
- The AMATYC Wanda Garner Presidential Student Scholarship was awarded to Niousha Toroghi, Coconino CC. She was nominated by ArizMATYC.

D. Strategic Planning

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

E. Conference Site Selection

Orlando, Florida, was announced as the site of the 2026 AMATYC Annual Conference, and Spokane, Washington, was announced as the site of the 2027 AMATYC Annual Conference.

Additional information provided:

- There will be a surcharge on hotel rooms of \$5 per room, per night at the conference hotels in Spokane, Washington, in 2027. These funds will be rebated back to the AMATYC treasury.
- The correct dates for the 2021 AMATYC Annual Conference in Phoenix, Arizona, are October 28 – 31, 2021.

IX. New Business

A. Position Statement on *Mathematics and Global Learning*: Barbara Leitherer

Motion: That the AMATYC Delegate Assembly approve the position statement on *Mathematics and Global Learning*. (Attachment A)

Motion made by Barbara Leitherer, International Mathematics ANet.

Motion approved

B. Position Statement on *Equity in Mathematics*: AJ Stachelek

Motion: That the AMATYC Delegate Assembly approve the position statement on *Diversity, Equity, and Inclusion in Mathematics* that replaces the *Equal Opportunity in Mathematics* position statement. (Attachment B)

Motion made by AJ Stachelek, Equity Committee.

Motion approved

C. Position Statement on *The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College*: Christine Mirbaha

Motion: That the AMATYC Delegate Assembly approve the position statement on *The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College*, an update and revision of *The Academic Preparation of Mathematics Faculty at Two-Year Colleges* position statement. (Attachment C)

Motion made by Christine Mirbaha, Division/Department Leadership ANet.

Motion: To send this (position statement entitled *The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College*) back to committee.

Motion made by James N. Adair, state delegate, Tennessee, Southeast Region.

Motion was seconded by Elizabeth Weaver, affiliate delegate, TMATYC, Southeast Region.

Motion approved

D. Position Statement on *Professional Development for Faculty Teaching Developmental Mathematics*: Kathryn Van Wagoner

Motion: That the AMATYC Delegate Assembly approve the position statement on *Professional Development for Faculty Teaching Developmental Mathematics*, an update and revision of the *Professional Development for Teachers of Developmental Mathematics* resolution. (Attachment D)

Motion made by Kathryn Van Wagoner, Developmental Mathematics Committee.

Motion approved

X. Items for Discussion – Open Microphone

No issues for discussion were raised.

XI. Announcements

A. The 2020 AMATYC Mathematics Excellence award recipient was:

Rikki Blair

B. The members of the 2021 Nominating Committee are:

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

C. The 2022 Mathematics Excellence committee has been selected:

- Chair: Past President Jim Ham
- Dr. Aradhana Kumari, Northeast
- Wes Crumpler, Mid-Atlantic
- John Bennett, Southeast

- Michael McClure, Midwest
- Fenecia Foster, Central
- Shannon Ruth, Southwest
- Lorinda Fattic, Northwest
- Kari Arnoldsen, West

D. The members of the 2021 Teaching Excellence Committee are:

- Chair: President-Elect Laura Watkins
- 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

- E. Matthew Prugel, state delegate from Pennsylvania, applauded the board and conference committee for the virtual conference and virtual Delegate Assembly. He encouraged us to consider holding the Delegate Assembly with a virtual participation option in the future.

XII. Adjournment

President Kozak recognized and thanked the Local Events Coordinator for the Spokane Conference, Pete Wildman, and his local team for all the work they performed for the Spokane conference, even though it was cancelled. Turi Suski, Judy Williams, and the rest of the conference committee were also thanked for their year-long commitment and great work in bringing this wonderful virtual conference to us this year.

The AMATYC delegates were thanked for their participation in this Delegate Assembly.

The meeting adjourned at 3:11 pm (EST).

Attachment A: “Mathematics and Global Learning” position statement

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

Rationale

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

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

- Critical thinking, creativity, and innovationⁱⁱⁱ
- Global awareness, and civic and environmental literacy^{iv}
- Understanding the role of mathematics in different cultures^v
- Collaborating across disciplines to solve complex, real-world, global problems^{vi}

Faculty Development

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

- Address the need of implementing culturally responsive pedagogies.^{vii}
- Integrate global perspectives into mathematics teaching, curriculum, and assessment.
- Study high-impact practices that provide students with flexible, rigorous, relevant, and global curricular and co-curricular experiences.
- Recognize that *global learning* through increased engagement benefits all students, particularly those who have been marginalized.^{viii}
- Consider diverse languages and cultures as assets to mathematical knowledge and highlight the contributions made from such groups^{ix} as a means of sharing promising pedagogies and developing an appreciation of different cultures and educational systems.

Institutional Support

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

- Make mathematics, statistics, and quantitative reasoning part of global education programs that provide experiential learning opportunities such as service learning, internships, and study-abroad.
- Share information about the scholarship and practice of mathematics education research, including the comparison of student outcomes from national and international sources^x.

- Create and extend opportunities for local, national, and international networking to faculty interested in mathematics in the first two years of college¹¹, including the promotion and funding of travel to international conferences.

Attachment B: “Equity in Mathematics” position statement

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES: Diversity, Equity, and Inclusion in Mathematics

AMATYC’s core values acknowledge the rights of all students to have access to high quality mathematics education in ways that maximize their individual potential. Thus, AMATYC rejects all forms of discrimination and embraces a strong commitment to equity in mathematics education by:

- Supporting and celebrating a multitude of diverse experiences and cultural backgrounds,
- Recruiting and providing support to retain marginalized individuals in its membership and leadership,
- Ensuring diverse perspectives among its conference presenters and keynote speakers, and
- Facilitating professional development that focuses on equity in mathematics education.

Rationale:

Inequity in mathematics education in the first two years of college exists and limits students’ achievement. In order to ensure that all students receive a fair and equitable educational experience, the existence of inequities must be realized and acknowledged.¹ Explicit and implicit biases range from subtle microaggressions to open discrimination, both inside the classroom and at the institutional level.^{2,3,4} Decisions regarding curriculum and assessment practices offer disproportionate success to certain student groups.^{5,6,7} Even more apparent is the stratification of access to resources due to socioeconomic status, with marginalized students experiencing less overall support and a lower chance of academic success. At the institutional level, inequitable hiring practices that disadvantage underrepresented faculty and staff can negatively impact students’ success.⁸ Furthermore, policies and procedures that mandate course sequencing, design, and placement also disadvantage marginalized students.⁹

Recommendations for Faculty

To improve equity in mathematics, faculty should consider the following ways to humanize student learning while maintaining high expectations.

- Provide support for the cognitive and affective needs of each student.
- Increase student participation through the use of active and collaborative learning techniques with relevant examples.
- Counteract implicit bias, stereotype threat, and microaggressions.
- Increase marginalized students’ sense of belonging.

- Recognize that all students are unique individuals with distinct stories, aspirations, prior knowledge, and challenges.

Recommendations for Institutions

Equity reform in mathematics teaching requires institutional change, such as the following:

- Collect data that is disaggregated, longitudinal and includes quantitative and qualitative components and use it to improve the retention and success of marginalized students.
- Create multiple pathways for students in different areas of study.
- Include co-requisite models for developmental mathematics education, if applicable.
- Design equitable hiring practices with clear criteria for hiring before the process begins, inclusion of marginalized faculty in the hiring process, and actively recruit more underrepresented candidates.
- Actively work to retain faculty from marginalized or underrepresented groups; where opportunities for promotion or tenure exist, delineate clear, equitable criteria.
- Provide professional development around equity in mathematics education for faculty and staff that advances best practices.
- Establish high quality student support services that include appropriate support for students with different abilities

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

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

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

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

⁴ IMPACT, p. 24, 56

⁵ D. Miller-Jones & B. Greer, "Conceptions of assessment of mathematical proficiency and their implication for cultural diversity," *Culturally Responsive Mathematics Education*, Eds. Greer, B. et al; (2009).

⁶ Mathematical Sciences Education Board (1993): *Measuring What Counts: A Conceptual Guide for Mathematical Assessment* (Washington, DC: National Academy Press): 91-111.

⁷ IMPACT p. 88

⁸ Egalite, A.J, Kisida, B., & Winters, M. "Representation in the classroom: The effect of own-race teachers on student achievement," *Economics of Education Review*, 45, 44 - 52. (2015).

⁹ California Acceleration Project, <https://accelerationproject.org>

Attachment C: “The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College”

THE ACADEMIC PREPARATION OF FACULTY TEACHING MATHEMATICS IN THE FIRST TWO YEARS OF COLLEGE

Position Statement of the American Mathematical Association of Two-Year Colleges (AMATYC)

Statement of Purpose

As ~~the~~ a leading professional mathematics organization that represents mathematics instruction in the first two years of college, it is AMATYC’s responsibility to promote the integrity of ~~our~~ the profession and the quality of mathematics instruction in the first two years of college. This document is addressed to individuals who are preparing to teach college-level mathematics in the first two years of college. Our goal is to provide guidelines that reflect the collective wisdom and expertise of mathematics educators throughout the United States and Canada regarding appropriate preparation for ~~college faculty involved in the teaching of mathematics, whether on a full-time or part-time basis~~ full- or part-time mathematics educators.

Definitions

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

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

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

Recommendation

Only properly qualified personnel should teach mathematics.

All full-time, adjunct and dual enrollment course faculty must possess at least the qualifications listed under *minimal preparation*.

All full-time faculty should begin their careers with at least the qualifications listed under *standard preparation*.

Many college students ~~suffer from~~ experience mathematics anxiety and core mathematical misconceptions at some level; this could be reinforced or exacerbated through poor mathematics instruction. Properly prepared faculty can positively impact students’ knowledge of, beliefs about, and

attitudes toward mathematics. Individuals trained in other disciplines should have sufficient mathematical training prior to teaching mathematics courses. Moreover, individuals hired to teach mathematics at one level should not be permitted to teach at another level unless they possess appropriate credentials.

Guidelines for Formal Preparation

Mathematics curricula at colleges reflect diverse missions and needs. Because of this diversity, the guidelines for the mathematical preparation of college faculty must be sufficiently robust to provide institutions flexibility in identifying qualified faculty.[1] These guidelines, defined below, are divided into these parts: minimal preparation and standard preparation.

Minimal Preparation

All full-time and part-time mathematics faculty should possess at least a master's degree in mathematics or in a related field with at least 18 semester hours (27 quarter hours) graduate-level mathematics, applied mathematics and/or statistics courses. Of these 18 semester hours at least six (6) (nine (9) quarter hours) are graduate-level mathematics. Coursework and/or training in pedagogy is desirable.

Standard Preparation

All full-time mathematics faculty are expected to begin their careers with at least a master's degree in mathematics or a related field with at least 30 semester hours (45 quarter hours) of graduate-level mathematics or statistics. Of these 30 semester hours at least nine (9) (13.5 quarter hours) are in graduate-level mathematics. Coursework and/or training in mathematics pedagogy should be included, as well. In addition, they should have mathematics teaching experience at the secondary and/or post-secondary level. The teaching experience may be fulfilled through a program of supervised teaching, for example as a graduate student. A strong knowledge of calculus and statistics is considered to be indispensable.

Adjunct Faculty

Adjunct faculty must possess the minimal preparation level and are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching.

Dual Enrollment Faculty

Dual enrollment faculty must possess the minimal preparation level. These faculty are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching. For further information, see AMATYC's "Dual Enrollment" position statement.[2]

Definitions

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

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

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

Resources

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

[2] American Mathematical Association of Two-Year Colleges (AMATYC). (2020). *Position statement: Dual Enrollment*. Memphis, TN: 2020

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

Attachment D: “The Professional Development of Faculty Teaching Developmental Mathematics”

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES

Professional Development for Faculty Teaching Developmental Mathematics

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

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

1. Institutions and/or departments employing faculty to teach mathematics will:
 - Provide opportunities and support for all mathematics faculty to participate in professional development activities, such as: workshops, in-service programs, and courses that provide training in the scholarship of teaching and learning necessary for implementing effective mathematics teaching in developmental mathematics classes;
 - Provide those faculty lacking experience or training in teaching developmental mathematics the necessary mentoring by experienced personnel until such time as they demonstrate effective evidence-based teaching practices;
 - Recognize and encourage research and publication in the area of developmental mathematics as professionally significant.

2. Institutions and/or departments preparing faculty to teach through degree programs in mathematics, mathematics education, and higher education will:
 - Recognize that teaching mathematics requires an understanding of the scholarship of teaching and learning and, thus, provide appropriate training in pedagogy and the learning sciences for their students who are the likely candidates to become developmental mathematics teachers.
 - Develop their students’ ability to apply the learning sciences in teaching by providing 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.

The above recommendations will be best accomplished through collaboration among institutions that employ faculty to teach developmental mathematics, institutions that provide coursework on relevant pedagogy, AMATYC, and other professional organizations focused on excellence in mathematics education.

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

Developmental Mathematics Committee

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- ⁱ 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>
- ⁱⁱ 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>
- ⁱⁱⁱ 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>
- ^{iv} 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>
- ^v 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>
- ^{vi} D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>
- ^{vii} M. Ginsberg & R. J. Wlodkowski (2009), "Diversity and Motivation: Culturally Responsive Teaching in College", 2nd ed. (San Francisco: Jossey-Bass).
- ^{viii} D. Whitehead, "Global Learning: Key to Making Excellence Inclusive," *Liberal Education*, 101(3); (2015), <https://www.aacu.org/liberaleducation/2015/summer/whitehead>
- ^{ix} American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess and College Teaching* (Memphis, TN: AMATYC), 36.
- ¹⁰ S. Krevisky & F. Sami, "[What Is The Relevance Of TIMSS and PISA Data For Mathematics Educators?](#)", *MathAMATYC Educator – The International Issue*, 5(3); (2014)
- ¹¹ [American](#) Mathematical Association of Two-Year Colleges (AMATYC) (2017): *2018–2023 AMATYC Strategic Plan*.



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. If there are comments that are wanted to be made, but there is no comments on the opposing side, comments will be heard from all delegates wishing to speak until all have been heard. 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: September 15, 2021

1. MOTION:

That the membership of the Minutes Review Committee for the 2021 AMATYC Delegate Assembly be approved as listed in the attachment.

2. RATIONALE:

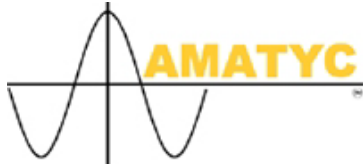
The Delegates Assembly Minutes Approval Procedure as listed in the AMATYC Policy and Procedures Manual, section 4.2.3 states:

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:



President's Report 2021 AMATYC Delegate Assembly Kathryn (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 2021.

Phoenix Conference: I am very excited that the AMATYC Annual Conference in Phoenix is taking place in person this year. There is the virtual component that the delegate assembly was part of, but it will be great to see AMATYC members in person. The conference committee have worked hard to produce a wonderful conference, October 28-31, and the virtual component November 5-6. I want to thank Turi Suski, Judy Williams, Michael Pemberton, Crystal Wiggs, and Todd Stein for all their effort in producing a wonderful conference experience. COVID protocols are in place based on the CDC recommendations.

Fiscal Issues: With the loss of the income from the 2021 conference, as of September 30, 2021, AMATYC had to use \$55,000 of its reserve funds to pay for operating expenses. More funds may need to be transferred for expenses through the end of the year. The reserved funds that were saved by previous Boards have allowed AMATYC to weather the cancelling of the 2020 Annual Conference, and the expected low attendance at the 2021 Annual Conference. The board also held its spring board meeting (SBM) virtually which created substantial savings to AMATYC. There was also less travel for reciprocal meetings due to those conferences being virtual.

Restructuring of Committees and ANets: In order to create equity between AMATYC Academic Committees and the AMATYC Networks a task force restructured the two groups into one, and equal compensation was given to all chairs of the newly formed Academic Networks (ANets). To help pay for the extra compensation, the board voted to not provide per diem for any support leaders, including board members, to the AMATYC conference as of 2022.

Bylaw change: A motion to change the bylaws is before the Delegate Assembly during the meeting. This bylaw change is in result of a Delegate Assembly member asking for the board to consider changing what membership categories can run for the Executive Board and serve in leadership roles. A task force was created of Board members and at large members, who developed the recommended change. This is also an equity issue. Thank you to the member who brought this issue to the Delegate Assembly in 2019.

Delegate onboarding: Another task undertaken by the AMATYC Executive Board is the creation of onboarding materials for Delegates. The materials is an information sheet and a video. The material and videos are in the library of the myAMATYC delegates community. These will be used to make sure that delegates know the duties of the positions.

myAMATYC: The board voted to make myAMATYC accessible to anyone who wants to participate until January 2022. In January 2022, myAMATYC will become a benefit of membership.

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 several grants proposed by its members. The *IMPACT* grant, called *Teaching for PROWESS*, which is a five-year NSF grant of \$1.8 million focusing 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, is in its second year. AMATYC members are requested to apply to be part of the grant to bring active learning to their colleges. AMATYC is the grant administrator for this grant.

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 offered virtually.

Thank you: These two years have been very challenging. I want to thank Anne Dudley and Turi Suski for all their work these two years. You made my job much easier. Thank for the entire AMATYC Executive Board for always being willing to meet and make some really tough decisions.

AMATYC
Balance Sheet
December 31, 2020

ASSETS

Current Assets

| | | |
|-------------------------------|-------------------|--------------|
| AMATYC Checking | 52,530.91 | |
| Accounts Receivable | 82,699.09 | |
| Merrill Lynch | 1,975,604.06 | |
| AMATYC Foundation Investments | <u>470,175.48</u> | |
| Total Current Assets | | 2,581,009.54 |

Other Assets

| | | |
|--------------------------|--------------------|----------------------------|
| Prepaid Expense | 55,718.56 | |
| Prepaid Insurance | 5,972.65 | |
| Computer Equipment | 19,823.81 | |
| Office Furniture | 899.98 | |
| Accumulated Depreciation | <u>(17,037.62)</u> | |
| Total Other Assets | | <u>65,377.38</u> |
| Total Assets | | <u><u>2,646,386.92</u></u> |

LIABILITIES AND NET ASSETS

Liabilities

| | | |
|-------------------|-----------|------------|
| SBA PPP Loan | 47,633.00 | |
| Prepaid Income | 35,441.50 | |
| Accounts Payable | 60,421.18 | |
| Total Liabilities | | 143,495.68 |

Net Assets

| | | |
|------------|--------------|--|
| Net Assets | 1,963,881.07 | |
|------------|--------------|--|

Net Assets: With Donor Restriction

| | | |
|--------------------------------|------------------|----------------------------|
| Other Foundation | 240,887.83 | |
| Endowments | 274,998.05 | |
| Change In Net Assets | <u>23,124.29</u> | |
| Total Net Assets | | <u>2,502,891.24</u> |
| Total Liabilities & Net Assets | | <u><u>2,646,386.92</u></u> |

For Management Purposes Only

| |
|---|
| AMATYC INCOME STATEMENT AS OF 12/31/2020 |
|---|

INCOME

DUES

| | |
|--------------------------|---------------|
| Regular Membership | 88,158.00 |
| Adjunct Membership | 3,390.00 |
| Retired Membership | 2,810.00 |
| Institutional Membership | 53,000.00 |
| Associate Membership | 220.00 |
| Library | 1,056.00 |
| Life Membership | 12,700.00 |
| WebScription | 0.00 |
| Discount Membership | (519.50) |
| Total Dues | \$ 160,814.50 |

INTEREST

| | |
|-----------------------|---------------|
| Checking | 74.41 |
| Investment Income | 128,961.56 |
| Total Interest Income | \$ 129,035.97 |

OTHER INCOME

| | |
|------------------------------------|---------------|
| Educator Advertising | 0.00 |
| Other Advertising Income | 6,201.00 |
| Student Math League | 0.00 |
| Student Research League | 725.00 |
| Donations/Contributions | 10,000.00 |
| Merchandise & Miscellaneous Income | 25.00 |
| Grants | 93,701.77 |
| NSF Indirect Recovery | 2,776.60 |
| Total Other Income | \$ 113,429.37 |

CONFERENCE INCOME

| | |
|---|--------------|
| Registration | 0.00 |
| Exhibitors | 0.00 |
| Exhibitor Product Presentation / Focus Groups | 0.00 |
| Commercial Presentations | 0.00 |
| Hospitality Donations | 0.00 |
| Symposia/Workshop | 0.00 |
| Conference Program Advertising | 0.00 |
| In-The-Bag Advertising | 0.00 |
| Conference Advertising Opportunities | 0.00 |
| Corporate Partnership | 19,200.00 |
| Other Conference Income | 0.00 |
| Conference Donations | 0.00 |
| Total Conference Income | \$ 19,200.00 |

FOUNDATION INCOME

| | | |
|------------------------------|----|------------------|
| General Development | \$ | 18,505.45 |
| Foundation Investment Income | \$ | 24,592.02 |
| Marketing Promotions | \$ | - |
| Beyond Crossroads | \$ | - |
| Student Math League | \$ | 221.00 |
| Student Research League | \$ | 1,430.00 |
| AMATYC Project ACCESS | \$ | 3,775.00 |
| Developmental Mathematics | \$ | - |
| Grants | \$ | 1,025.00 |
| Standards | \$ | 125.00 |
| Presidential Student Scholar | \$ | - |
| Research in Mathematics | \$ | 2,270.00 |
| Leila & Simon Peskoff Award | \$ | 2,000.00 |
| Margie Hobbs Award | \$ | 2,650.00 |
| Endowment | \$ | 8,788.49 |
| | \$ | <u>65,381.96</u> |

TOTAL INCOME \$ 487,861.80

COSTS AND EXPENSES**GENERAL OFFICE EXPENSES**

| | |
|-------------------------------|-----------|
| Clerical & Casual Labor | 15,000.00 |
| Contract Labor | 76,076.20 |
| Executive Director Salary | 29,065.56 |
| Executive Director Travel | 2,063.16 |
| Staff Development | 0.00 |
| Reassigned Time | 13,000.00 |
| Legal Expenses | 1,855.00 |
| Accounting Expenses | 7,500.00 |
| Servicemark Fee | 0.00 |
| Consulting Fees | 0.00 |
| Postage & Delivery | 588.97 |
| Telephone | 1,370.58 |
| Transportation | 0.00 |
| Office Supplies | 1,594.72 |
| Duplication Expense | 0.00 |
| Membership Services | 898.24 |
| Payroll Preperation Charges | 1,612.80 |
| Bank Service Charges | 194.70 |
| Credit Card Services | 2,447.16 |
| Miscellaneous Service Charges | 70.00 |
| Computer Hardware & Supplies | 1,391.09 |
| Bad Debt | 1,725.00 |
| Depreciation Expense | 1,951.80 |
| Licensing Fees | 515.00 |

| | |
|---------------------------------|---------------|
| Other General Office Expense | 0.00 |
| OnLine Database | 12,578.18 |
| Software Annual Fees | 4,017.28 |
| Insurance | 9,961.85 |
| Southwest Tennessee CC Expenses | 10,000.00 |
| Total General Office Expense | \$ 195,477.29 |

SPRING OFFICERS' MEETING

| | |
|---------------------------|-----------|
| Transportation | 326.80 |
| Lodging | 0.00 |
| Food | 0.00 |
| Other SOM | 0.00 |
| Total Spring Officers Mtg | \$ 326.80 |

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 | 0.00 |
| Site Selection Visits | 0.00 |
| Telephone | 0.00 |
| Program Preparation Expense | 0.00 |
| Spring Officer Meeting | 0.00 |
| Supplies | 0.00 |
| Conference Marketing | 519.74 |
| Exhibit Marketing | 0.00 |
| Conference Enhancements | 0.00 |
| Conference Coordinator | 285.00 |
| Total General & Future Conf. Planning | \$ 804.74 |

CONFERENCE EXPENSES

| | |
|--|----------|
| Speaker Fees/Expense | 0.00 |
| Conference Space Rental | 0.00 |
| Exhibit Space Carpet & Drayage | 0.00 |
| Shuttle Bus & Workshop/Mini Transportation | 0.00 |
| Audio Visual/Computer Rental | 396.33 |
| Other Rentals | 0.00 |
| Computer/Email Access | 0.00 |
| Internet - Registration | 0.00 |
| Symposia/Workshops | 0.00 |
| Conference Insurance | 1,403.04 |
| Registration Equipment & Materials | 0.00 |
| Stationery, Supplies, Duplication | 0.00 |

| | |
|--|----------------------|
| Postage, Delivery & Shipping | 0.00 |
| Credit Card Services | 5,710.03 |
| Advertising | 0.00 |
| Photography | 0.00 |
| Conference Release Time | 27,000.00 |
| Staff Salaries | 144,813.69 |
| Clerical and Casual Labor | 0.00 |
| Registration Workers | 0.00 |
| Security Guards | 0.00 |
| Prof. Conf. Planning Organization | 8,730.00 |
| Anets | 0.00 |
| Transportation | 0.00 |
| Lodging | 0.00 |
| Food | 0.00 |
| Telephone | 0.00 |
| Friday Event | 0.00 |
| Saturday Breakfast | 0.00 |
| Local Emphasis | 0.00 |
| Affiliate Presidents Luncheon | 0.00 |
| Leadership Dinner | 0.00 |
| ACCESS Food | 0.00 |
| Appreciation Reception | 0.00 |
| Hospitality | 0.00 |
| Awards | 0.00 |
| Other Annual Conference | 2,550.00 |
| Total Conference Event Expenses | \$ 190,603.09 |

CONFERENCE PUBLICATIONS

| | |
|--|--------------------|
| Advertising/Exhibitor Folder | 0.00 |
| Call for Papers & December Flyer | 1,891.30 |
| Miniprograms | 0.00 |
| Conference Programs | 0.00 |
| April Flyer | 2,404.91 |
| Conference Publications Expense | \$ 4,296.21 |

TTL Annual Conf Event \$ 195,704.04

PUBLICATIONS

| | |
|---------------------------|---------------------|
| The MathAMATYC Educator | 29,903.64 |
| The Newsletter | 12,410.15 |
| Other Publications | 0.00 |
| Total Publications | \$ 42,313.79 |

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 | 140.39 |
| Webinars | 800.00 |
| Membership Committee | 0.00 |
| Grants Committee | 0.00 |
| Crossroads Coordinators | 0.00 |
| Beyond Crossroads | 0.00 |
| Student Math League | 1,705.25 |
| Student Research League | 3,002.50 |
| Summer Institutes & Workshops | 0.00 |
| Traveling Workshops | 418.80 |
| Nominating Committee | 0.00 |
| ME & TE Awards | 78.00 |
| Regional Meetings | 0.00 |
| Grant Seed Fund | 0.00 |
| Total Committee & Institutes | <u>\$ 6,144.94</u> |

LIAISON

| | |
|--------------------------------|--------------------|
| CBMS | 1,100.00 |
| CSSP | 0.00 |
| Triangle Coalition | 0.00 |
| MAA | 0.00 |
| Joint Committee for Women | 0.00 |
| TODOS | 0.00 |
| NCTM | 0.00 |
| Mu Alpha Theta | 508.29 |
| Affiliate Give-aways | 2,386.38 |
| Affiliate Services | 382.01 |
| Affiliate Liaison | 2,539.64 |
| National & Community Relations | 0.00 |
| Other Liaison | 2,066.75 |
| Total Liaison Expense | <u>\$ 8,983.07</u> |

INDIRECT COST - SPECIAL PROJECTS

| | |
|---------------------|----------------------|
| Indirect Cost | <u>\$ (2,776.60)</u> |
| Total Indirect cost | (2,776.60) |

SPECIAL PROJECTS

| | |
|---------------------------------|---------------------|
| IMPACT | 0.00 |
| Project ACCESS | 0.00 |
| NSF Project Slope | 54,361.34 |
| NSF ACCESS Research | 42,117.03 |
| Total Special Projects Expenses | <u>\$ 96,478.37</u> |

AMATYC FOUNDATION

| | | |
|------------------------------|----|------------------|
| General Foundation | \$ | 7,892.38 |
| Beyond Crossroads | \$ | - |
| Project ACCESS | \$ | - |
| Student Math League | \$ | 219.75 |
| Student Research League | \$ | 2,622.50 |
| Developmental Mathematics | \$ | - |
| Grants | \$ | 1,879.65 |
| Presidential Student Scholar | \$ | 1,000.00 |
| Leila & Simmon Peskoff Award | \$ | - |
| Margie Hobbs Award | \$ | - |
| Total Foundation Expenses | \$ | <u>13,614.28</u> |

Grand Total Expenses **\$ 556,265.98**

Change in Net Assets (before investments) **\$ (68,404.18)**

Investment Income

| | | |
|--|----|------------------|
| AMATYC Investment Unrealized Gain/Loss | \$ | 68,713.82 |
| Foundation Investment Unrealized Gain/Loss | \$ | 22,814.65 |
| Total Income less Expenses on Investments | \$ | <u>91,528.47</u> |

Total Income with Investments **\$ 579,390.27**

Total Expenses with Investments **\$ 556,265.98**

Total Change in Net Assets **\$ 23,124.29**



AMATYC Foundation
2021 Delegate Assembly Report
 Submitted by Jim Ham
 September 15, 2021

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

The Foundation Board meets monthly via ZOOM. Here are some actions we have taken or items we have been working on in 2021:

- **ICME Grants.** The Foundation budgeted \$2,000 in 2021 for about six ICME-14 grants to help members pay the virtual registration fee to the Shanghai, China conference. The ICME grants were awarded in April 2021 via random selection from the eligible applicants.
- **Foundation Grants.** One Foundation grant was awarded in 2021. The \$2,875 grant was awarded to Christopher Sabino of Harold Washington College in Chicago for a 2022 professional development project for math department faculty.
- **National Mathematics Summit.** The Foundation approved support in the amount of \$2,000 to support the 2022 National Mathematics Summit.
- **Foundation Mini Grants.** Foundation mini grants were awarded to 30 randomly selected grant applicants again in January 2021. The \$250 grants were used to defray costs of materials needed to merge classes to remote learning. Between 2020 and 2021, the Foundation has awarded about 60 mini grants amounting to approximately \$15,000.

| | Membership Status | | | |
|---------------------------------------|--------------------------|-------------|-------------------------------------|-------------|
| | All Applications | | Randomly Selected Recipients | |
| | 2020 | 2021 | 2020 | 2021 |
| | n = 126 | n = 76 | n = 30 | n = 30 |
| Adjunct | 6 (4.8%) | 3 (3.9%) | 2 (6.7%) | 2 (6.7%) |
| Retired | 1 (0.8%) | 1 (1.3%) | 1 (3.3%) | 0 (0.0%) |
| Student | 2 (1.6%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Individual | 74 (58.7%) | 59 (77.6%) | 25 (83.3%) | 26 (86.7%) |
| Nonmember, but member in last 5 years | 10 (7.9%) | 5 (6.6%) | 2 (6.7%) | 2 (6.7%) |
| Nonmember in last 5 years | 12 (9.5%) | 2 (2.6%) | 0 (0.0%) | 0 (0.0%) |
| No Profile in System | 21 (16.7%) | 6 (7.9%) | 0 (0.0%) | 0 (0.0%) |

- About 39.4% of applicants were recipients of a grant (compared to 23.8% in 2020).
- About 10.5% of applicants were ineligible since they were not members in the past 5 years (compared to 26.2% in 2020).
- About 6.6% of applicants are not current members, but eligible for a grant (compared to 7.9% in 2020).
- **Hobbs Award:** The Hobbs award provides \$500 to defray expenses to the annual conference for a new speaker to the AMATYC conference. Two Hobbs awardees were selected in 2021: Grace Pai and Guillermo Alvarez Pardo. The Foundation has a Hobbs award fund that is funded annually by member donations. The Hobbs award nomination deadline is June 1 in each year.
- **Leila & Simon Peskoff Award:** The Foundation selected two Peskoff awardees in 2021: Matthew Prangel & Laurie Keatts. The award prize is a lifetime AMATYC membership and is funded annually by AMATYC member, Fred Peskoff, in honor of his parents. The Peskoff award nomination deadline is May 1 each year.

- **Wanda Garner Presidential Student Scholarship:** The \$1,000 Scholarship will be awarded this year as planned. The student scholarship deadline is October 15 each year.
- **AMATYC Project ACCESS:** The Foundation continues to budget annual financial support (about \$14,000) to AMATYC Project ACCESS fellows for conference housing and food.
- **Donations to the Foundation:** The 2020 Fall fundraising drive was very successful. Donations to the Foundation in 2020 totaled more than \$40,000, up significantly from recent years. There were many fewer donors in 2020 due to the cancelled face-to-face conference, but those who did donate, donated much larger amounts on average.

History of Donations

| Year | 2020 | | 2019 | | 2018 | | 2017 | | 2016 | | 2015 | | 2014 | |
|--------------|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|
| | \$ | # | \$ | # | \$ | # | \$ | # | \$ | # | \$ | # | \$ | # |
| Total | \$40,536 | 148 | \$28,475 | 314 | \$30,549 | 630 | \$33,375 | 537 | \$30,709 | 487 | \$28,843 | 575 | \$34,966 | 519 |

Donation Summary

| | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 |
|--------------------------------|-------------|-------------|----------|----------|----------|----------|----------|
| Unique Donors | 119 | 271 | 509 | 450 | 413 | 497 | 477 |
| Total Donations | \$40,536.00 | \$28,475.00 | \$30,549 | \$33,375 | \$30,710 | \$28,843 | \$34,966 |
| Mean Donation per Unique Donor | \$340.64 | \$105.07 | \$60.02 | \$74.17 | \$74.36 | \$58.03 | \$73.30 |
| Mean Donation | \$273.89 | \$90.68 | \$48.49 | \$62.15 | \$63.06 | \$50.16 | \$67.37 |
| Median Donation | \$50 | \$20 | \$10 | \$10 | \$10 | \$10 | \$15 |

- **2021 Fundraising Campaign:** The Foundation Board is planning another fund-raising campaign in the fall. The “dot campaign” will return to the conference. There will also be an email fundraising campaign in November, ending on the *Day of Giving* on November 30th. Please consider contributing to the general fund, the endowment funds, or one of AMATYC’s designated funds. Every dollar makes a difference!
- **Two New Donor Funds:** Based on member requests, the Foundation has created two new donor funds to support the professional development of members. The *Affiliate Scholarships* fund will allow members to donate to provide support to regional colleagues who wish to attend the annual conference. The *Adjunct Conference Grant* fund will allow members to donate to provide support to adjunct colleagues to help defray conference expenses. The number of grants awarded per year will be based on the donations collected in previous years and the current budget situation.
- **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, highlights the programs and awards funded by the Foundation, and requests donations to the Foundation. Donors from the previous year are listed annually in the October issue.
- **Transfer of funds among the investment accounts.** Donations that will not be needed within 3 years are transferred to AMATYC’s investment accounts. At the end of 2020, over \$19,000 was transferred into the Foundation investment fund.

**Thanks to all donors for supporting members and the mission of AMATYC
by contributing to the AMATYC Foundation!**

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

September 30, 2021

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)

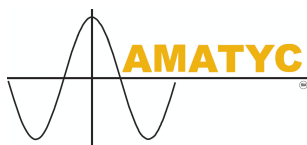
Development of new faculty through Project ACCESS (Ongoing)

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)

Conference Site Selection Report
Laura Watkins, AMATYC President-Elect
September 30, 2021

Conference site selection did not occur this year.



Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Placement and Assessment Committee

Subject: Position Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled “Initial Placement of Students into the Mathematics Curriculum.”

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|--|--------------------------------|---------------|
| Action taken by the Delegate Assembly on _____ | | |
| ___ Approved | ___ Postponed Until _____ | ___ Withdrawn |
| ___ Disapproved | ___ Returned for Further Study | ___ Other |

Position Statement of AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on

Initial Placement of Students into the Mathematics Curriculum

Rationale

Appropriate placement into entry-level mathematics courses is a concern for many in higher education. Placement policies must not be used to restrict access to a college education, but rather to ensure that all students who enroll in a mathematics course have the opportunity to achieve success.

Institutional Responsibilities

AMATYC recommends that all colleges develop policies for the initial placement of students into the mathematics curriculum. Placement policies should ensure students are placed in the most appropriate math pathway aligned to their program of study. The placement policy should include multiple measures of college readiness, align to multiple mathematics pathways, and ensure that the vast majority of students can access gateway courses within their first year of enrollment.

Policies for the placement of all college students entering the mathematics curriculum should include recommendations from the mathematics department. These policies should be applied equitably to all students and could incorporate the use of multiple measures.

Multiple measures could include the following:

- High school GPA;
- Math specific high school GPA;
- GED scores or equivalence;
- High school transcripts;
- Scores on college entrance examinations;
- Scores on placement tests;
- Guided self placement and,
- Social and emotional assets.

Faculty Responsibilities

Review of the placement process should be ongoing. Colleges should continually evaluate placement procedures as content, pedagogy, and technology evolves. Mathematics faculty should be involved in the evaluation process of the institution's placement practices and processes used for initial placement into the mathematics curriculum.

Placement processes are paramount for student success. As such, institutions can design structures to support students in pursuit of their academic path.

Definitions

Gateway course: first credit bearing mathematics course required for an undergraduate degree.

Multiple measures: could be the use of multiple criteria to determine placement or it could include a *al carte* placement criteria.

Social and emotional assets: growth mindset, motivation, family and work obligations, special needs, educational, career, personal goals, etc.

References

American Mathematical Association of Two-Year Colleges (AMATYC). (2019). *Position statement of the American Mathematical Association of Two-Year Colleges: Appropriate use of intermediate algebra as a prerequisite course*. (Original work published 2014).
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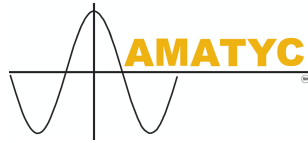
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*Placement and Assessment Committee. Adopted by Delegate Assembly Fall 2002
Reaffirmed by the Placement and Assessment Committee, Spring 2013
Next review, March 2018*



Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Developmental Mathematics Committee

Subject: Position Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled “Corequisite Mathematics Courses.”

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|---|---------------------------------------|----------------------|
| Action taken by the Delegate Assembly on _____ | | |
| ___ Approved | ___ Postponed Until _____ | ___ Withdrawn |
| ___ Disapproved | ___ Returned for Further Study | ___ Other |

AMATYC Position Statement on Corequisite Mathematics Courses

Corequisite models, where underprepared students entering college are placed directly into a college-level course and given additional academic support, are a promising alternative to traditional prerequisite developmental mathematics models. Analysis of completion rates shows students in corequisite mathematics courses are more likely to complete a college-level mathematics course than those who take the traditional developmental mathematics sequence (Logue, 2018). Corequisite models, along with improved placement, pathways aligned with course of study (Ganga & Mazzariello, 2018), and guided pathways (Bailey et al., 2015), are components in a coordinated effort to improve student success.

Therefore, it is the position of the American Mathematical Association of Two-Year Colleges (AMATYC) that institutions of higher education are encouraged to implement corequisite courses that support underprepared students in completing aligned college-level mathematics.

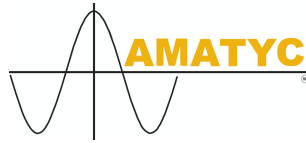
To facilitate this, institutions of higher education and mathematics faculty should:

- Be proactive and implement corequisite mathematics courses when deemed appropriate by instructional faculty in pathways that impact large numbers of students.
- Be aware of any regional or state requirements for corequisite design and coordinate with transfer institutions to ensure transferability.
- Ensure all students are able to enroll in a college-level math course relevant to their area of study, supported by corequisites as appropriate. Recognize that some prerequisite coursework may be appropriate for some students.
- Use effective best practices to design corequisite courses, including:
 - Backward mapping: Identify the necessary knowledge and skills needed in the corequisite course to enable students to achieve the learning objectives of the college-level course.
 - Literature study: Identify corequisite models that have been shown to be successful at similar institutions, considering questions of equitable outcomes, how groups of students enroll in the college-level courses (cohort vs. comingle), and staffing, grading and scheduling the courses. Departments may find different models are needed for courses in different pathways.
 - Pedagogical Design: Maximize conceptual understanding using evidence-based strategies that require higher-order thinking and develop students' PROWESS (AMATYC, 2018).
 - Affective Design: Educate the student holistically, aligning with the principles of developmental education, to incorporate non-cognitive skills such as self-regulation, persistence, growth mindset, supporting students as independent learners, culturally relevant teaching strategies, etc.
 - Data Analysis: Build data analysis regarding success rates, graduation rates and learning outcomes into the implementation plan from the beginning. These data should be disaggregated to determine if different subpopulations experience different outcomes.
- Provide professional development and training for faculty and staff:
 - Support faculty in implementing components of the corequisite model including an active classroom model, supporting non-cognitive skill development, supporting students with a wide variety of prerequisite skills, etc.

- Train advisors to effectively advise and place students into the new pathways and corequisite courses, particularly to avoid inequitable results from implicit bias by using very clear advising and placement rubrics (Perry et al., 2010).
- Share experiences and student success data at conferences, in publications, and at member communication portals (such as myAMATYC) so best practices of corequisite mathematics education can be identified and refined.
-

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- American Mathematical Association of Two-Year Colleges (AMATYC). (2018). *IMPACT: Improving mathematical prowess and college teaching*. <https://amatyc.org/mpage/IMPACT>
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- Ganga, E., & Mazzariello, A. (2018) *Math pathways: Expanding options for success in college math*. Education Commission of the States.
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Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Pathways Subcommittee

Subject: Position Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled "Mathematics Pathways."

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|---|---------------------------------------|----------------------|
| Action taken by the Delegate Assembly on _____ | | |
| ___ Approved | ___ Postponed Until _____ | ___ Withdrawn |
| ___ Disapproved | ___ Returned for Further Study | ___ Other |

1 **Mathematics Pathways**

2 Position Statement for the American Mathematical Association of Two-Year Colleges
3 September, 2021

4 Mathematics pathways offer students a choice of transferable college-level, credit-bearing
5 mathematics courses aligned to their program of study. These mathematics pathways guide
6 students through any required developmental mathematics courses, making it possible to
7 complete the first college-level, credit-bearing mathematics course in their pathway
8 (henceforth “gateway course”) within one year. There are three principal mathematics
9 pathways that can serve the majority of undergraduate programs of study: a statistics pathway,
10 a quantitative reasoning/literacy pathway, and an algebra-intensive mathematics pathway
11 (American Mathematical Association of Two-Year Colleges [AMATYC], 2018). However,
12 additional mathematics pathways may be required to serve students in elementary education
13 or data science (Saxe & Braddy, 2015; Transforming Postsecondary Education in Mathematics,
14 2017). Students in career and technical education programs can also benefit from mathematics
15 pathways, including students intended to enter applied baccalaureate programs.

16 **Rationale**

17 Historically, intermediate algebra has been the default prerequisite course for most gateway
18 mathematics courses, with college algebra being the default college-level gateway or general
19 education mathematics requirement. However, an increasing number of programs of study use
20 mathematical topics that differ from those addressed in traditional high school and college
21 algebra courses. Furthermore, although many students in two-year colleges overcome
22 seemingly insurmountable obstacles, the majority attempt just one mathematics course or
23 even none at all in their first two years. Many of these students are placed into multiple,
24 required developmental courses which only a small fraction complete (Bahr, 2010; Mills, 2016).
25 Moreover, students who do complete tend to exhibit low levels of competence in algebra
26 (Stigler, Givvin, & Thompson, 2010). Mathematics pathways represent a structural solution to
27 building equity in college mathematics by providing students with a strong mathematical
28 foundation for their program of study while removing obstacles created unintentionally by
29 mathematics courses (AMATYC, 2018).

30 Therefore, AMATYC makes the following recommendations for mathematics programs:

- 31 ● Offer mathematics pathways for students in all programs of study, if possible,
32 particularly the STEM, statistics, and quantitative reasoning pathways.
- 33 ● Secure institutional funding for faculty and staff professional development to design,
34 scale, and monitor mathematics pathways collaboratively and to improve classroom
35 instruction within different pathways.

- 36 ● Ensure that college-level, credit-bearing mathematics courses within each pathway
- 37 transfer and apply to intended programs of study at regional transfer institutions.
- 38 ● Align advising and placement practices to promote mathematics pathways and ensure
- 39 accurate placement of students into the initial course(s) in their pathway.
- 40 ● Promote student completion of the gateway mathematics course within one year by
- 41 aligning developmental courses to college-level mathematics courses in the pathway
- 42 and ensuring tutoring and instructor office hours are easily available and accessible to
- 43 students.
- 44 ● Respond to campus needs that emerge around mathematics pathways including
- 45 determining whether bridges between the pathways are working or even necessary.
- 46 ● Evaluate mathematics pathways through an equity lens, centering the consideration of
- 47 differing outcomes for students marginalized on the basis of race/ethnicity, gender,
- 48 and/or other marginalized categories, and equitable student representation and
- 49 outcomes in the algebra-intensive mathematics pathway.

50

51 Mathematics pathways support students in learning mathematics aligned to their career and

52 academic goals. Promoting timely completion of gateway mathematics courses and centering

53 equity in the design and implementation of mathematics pathways ensures that students can

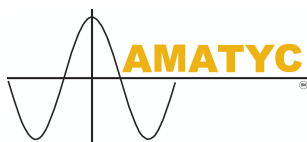
54 apply their mathematics learning to future coursework.

55

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Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Inovative Teaching and Learning Committee

Subject: Postion Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statemet entitled “Proctored Testing and Controlled Assessments for Courses Taught at a Distance” and replace the position statement called “Proctored Testing For Courses Taught At a Distance.”

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|---|--|---|
| Action taken by the Delegate Assembly on _____ | | |
| <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 |

Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-
YEAR COLLEGES on
**Proctored Testing and Controlled Assessments for Courses Taught at a
Distance**

1 As courses taught at a distance become more prevalent in the first two years of college,
2 institutions must maintain high standards and use research-based practices to maintain
3 academic integrity (American Mathematical Association of Two-Year Colleges [AMATYC],
4 2019). Distance Education requires alternative teaching, learning, and assessment methods.
5 While special attention must be directed to the needs and abilities of both students and faculty,
6 controlled assessments, including proctored testing, are paramount to maintaining academic
7 integrity in a distance education environment.

8 For the purposes of this position statement, we define the following:

9 **Distance Education**

10 The National Center for Education Statistics (NCES, 2018) defines distance education
11 as “Education that uses one or more technologies to deliver instruction to students who
12 are separated from the instructor and to support regular and substantive interaction
13 between the students and the instructor synchronously or asynchronously” (para. 67).

14 **Controlled Assessments**

15 A test in a proctored setting or other assessment, such as a class project, presentation,
16 or student interviews, that demonstrates mastery of the course material and verifies
17 student identity and authorship is a controlled assessment.

18 **Proctored Testing**

19 “*Proctored tests or examinations* are managed by a person [the instructor or designee]
20 or service that administers and monitors assessments other than the instructor. A
21 proctor or proctoring service has the responsibility of verifying the identity of the test
22 taker, ensuring appropriate test conditions are met, and monitoring the actual tests or
23 exams” (South Alabama University [SAU], 2012, para. 5).

24 **Non-Proctored Testing**

25 “Non-proctored tests or examinations are administered without a proctor and allow for
26 students to take exams at a location of their convenience and within a time frame
27 specified by the instructor. Take-home exams are included in this category” (SAU, 2012,
28 para. 3-4).

29

30 **Rationale**

31 In addressing integrity, the Higher Learning Commission (HLC, 2019) states, “An institution
32 offering distance education ... shall have processes through which the institution establishes
33 that the student who registers in the distance education ... courses or programs is the same
34 student who participates in and completes and receives the academic credit” (para. 1; Higher
35 Education Opportunity Act, 2008).

36

37 In mathematics courses taught at a distance, all students should be required to complete
38 controlled assessments such as a proctored test or class project, that demonstrate mastery of
39 the course material and verifies student identity and authorship. Controlled assessments are a
40 means to ensure that the student registered for the course is taking the assessment.

41 Such controlled assessments give credibility to and respect for the grade students earn in their
42 distance learning courses as well as to the distance learning program itself. Some institutions
43 may not accept mathematics classes taught at a distance as transfer credit without documented
44 proctored tests. When colleges stop allowing credit transfers from other colleges without
45 proctored tests, it is a serious indicator of the need for controlled assessment. It is important that
46 guidelines and position statements such as this one are published, and that colleges create
47 regulations that verify student identity.

48 As written in the AMATYC (2020) position statement on diversity, equity and inclusion, it is
49 paramount that educators “ensure that all students receive a fair and equitable educational
50 experience, [in order to do so] the existence of inequities must be realized and acknowledged”
51 (para. 2). Decisions about proctored testing and controlled assessments must encompass
52 issues of access and equity as well as the issues of profiling with artificial intelligence.

53 To this purpose AMATYC makes the following recommendations.

54 **Expectations of Institutions**

55 1. Provide for proctored testing with flexibility of method and scheduling for students and
56 the timely return of exams to the instructor. All proctoring options must be accessible
57 and equitable for all students. These options must include the potential for appropriate
58 real-time human intervention (not relying solely on artificial intelligence), monitoring,
59 verified identity, and continuous line of sight with the test taker. Minimally, institutions
60 should provide access to at least one of the following:

- 61 a) An in person, on-campus testing facility
- 62 b) A remote synchronous proctoring solution
- 63 c) Third-party proctoring, pre-approved by the institution and/or faculty, taking into
64 consideration the following:
 - 65 i. FERPA guidelines
 - 66 ii. Financial burden for students and institutions
 - 67 iii. Connections or reciprocal agreements with other institutions
 - 68 iv. Issues of student privacy and profiling with artificial intelligence
 - 69 v. Data security and ramifications of data breaches (for students’
70 personal identification data)

- 71 2. Work collaboratively with faculty and staff to develop institutional and departmental
72 standards for proctored testing.
73 3. Clearly articulate and communicate proctoring guidelines and institutional and
74 departmental standards to faculty and staff.
75 4. Inform students of established institutional proctoring guidelines and standards as well
76 as required technology and additional expenses prior to course registration. Whenever
77 possible, also inform students of departmental proctoring guidelines and standards prior
78 to registration (HLC, 2019)
79 5. Provide professional development for faculty on distance education proctoring, access,
80 and equity.

81 **Expectations of Departments**

- 82 1. Establish departmental policies for the percentage of proctored or controlled
83 assessments in the computation of a final course grade. Proctored and controlled
84 assessments include, but are not limited to, tests in a proctored setting and class
85 projects that demonstrate mastery of the course material and verify student identity and
86 authorship. These assessments should comprise a meaningful portion (50% or more) of
87 the course grade.
88 2. Set clear expectations for verification of student identity and authorship on graded
89 assessments.
90 3. Inform faculty and staff (advisors, registrar, counselors, etc.) of established departmental
91 proctoring guidelines and standards as well as required technology, ensuring access
92 and equity for all students.

93 **Expectations of Faculty**

- 94 1. Communicate with students clearly the procedural, technical, and financial requirements
95 for proctored assessments and evaluation criterion for grade determination. This
96 communication must be contained within the course syllabus. Reiterating this
97 information multiple times throughout the semester and in multiple ways is highly
98 recommended.
99 2. Deliver assessment guidelines to proctors in advance of assessment windows. These
100 guidelines may include time limits, allowed resources, prohibited resources, assessment
101 password and/or instructions for the return of a completed assessment to the faculty.
102 3. Provide for student access to proctored assessments in an established timeframe.
103 4. Support student learning through meaningful feedback and grading in a timely manner.
104 5. Work with any student and the proctoring tool to meet ADA accommodations as
105 authorized by the appropriate institutional agency.

106 **Expectations of Students**

- 107 1. Exhibit academic integrity and honesty by completing original work on all assessments.
108 2. Adhere to the steps, policies and procedures given by the instructor for all assessments.

- 109 3. Meet the procedural, technical, and financial requirements for proctored assessments.
110 Support may be available through the student’s institution or other resources.
111 4. Plan for assessments in such a way to consistently meet deadlines, even when
112 unforeseen problems arise.
113 5. Communicate any necessary personal proctoring information, including any institution
114 approved ADA accommodations, with the instructor within an established timeframe for
115 approval purposes.
116 6. Use only the approved tools (scratch paper, whiteboard, etc.) as determined and stated
117 by departmental/instructor standards for the purpose of showing student work. Submit
118 work per instructor directions.

119

120 **Summary**

121 **Access and Equity**

122 Lack of access for proctored testing is an equity issue. Every effort must be made to ensure
123 that each student in an online class has access to proctored (or controlled) assessments
124 that provide accommodations approved by the appropriate institutional personnel. Issues,
125 such as reliable internet and access to required equipment (for example, a webcam,
126 headset, microphone), affect student access. Institutions, departments, faculty and students
127 must work together to enable students to meet the procedural or technological requirements
128 for proctored testing. Institutions, departments, and faculty should adhere to best practices
129 in access and equity (See AMATYC’s (2020) Position statement on Diversity, Equity, and
130 Inclusion).

131 **Standards and Integrity**

132 Assessments of student learning may take many forms, as discussed in AMATYC’s (2018)
133 IMPACT document. Controlled assessments in distance education are proctored tests
134 and/or verifiable student work such as projects or presentations. Controlled assessments
135 should comprise a meaningful portion (50% or more) of the course grade.

136
137 Violations of academic integrity must be addressed according to the institution’s policies and
138 code of student conduct. Only through controlled assessments and ramifications of
139 violations can the integrity of student grades and college programs be assured.

140

141

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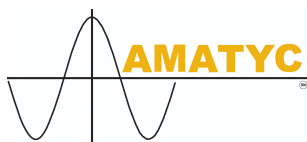
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 178



Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Task force to review Undergraduate Textbook Position Statement and Textbook Selling

Subject: Position Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled “Course Materials for Teaching and Learning” which replaces the position statement called “Undergraduate Textbooks” and the resolutions called “Resolution Regarding Textbooks.”

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|--|---|------------------------------------|
| Action taken by the Delegate Assembly on _____ | | |
| <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 |

1

2

Course Materials for Teaching and Learning

3 This position statement establishes principles to guide the selection process of
4 materials used for learning and teaching courses in the mathematical sciences.
5 Examples of such course materials include—but are not limited to—textbooks, e-books,
6 homework and assessment management systems, technology tools, and supplemental
7 materials. As developers of courses in the mathematical sciences, faculty are
8 empowered to provide materials that maximize student proficiency, ownership,
9 engagement, and success.¹ Consequently, the process of selecting course materials
10 should include a thorough review that incorporates three key factors: quality, inclusivity,
11 and affordability. Together with these three factors, faculty should approach the process
12 of materials selection and use in an ethical manner. In keeping with these
13 considerations, AMATYC endorses the following:

14 **Quality**

15 Course materials must be mathematically correct and precise. The content should
16 foster mathematical thinking and problem-solving skills and support course learning
17 objectives, such as quantitative reasoning, critical thinking, explanation, and
18 justification. Narratives in course materials should make clear connections among
19 mathematical topics as they are introduced and developed. Examples and exercises
20 must support the development of procedural fluency, conceptual understanding, and
21 applications. There should be a pedagogically appropriate number and variety of
22 examples and exercises to support both skill and concept development. Exercises
23 should reinforce and extend skills and concepts related to the course objectives and
24 must provide opportunities for students to practice problem-solving and communication
25 skills.

26 Course materials should include relevant examples, authentic data, and realistic
27 contexts that are meaningful and affirm the cultural diversity of students. Materials
28 should incorporate appropriate mathematical software and other modern technology in
29 ways that support student proficiency, ownership, engagement, and success. Content
30 and technology choices should reflect curricular recommendations and standards set by
31 state and professional organizations. Course materials should support pedagogical
32 practices described in AMATYC's position statements and standards documents.

33

34

35

36 ***Inclusivity***

37 Following the recommendations of AMATYC's position statement *Diversity, Equity and*
38 *Inclusion in Mathematics*,² course materials should support faculty members' efforts to
39 humanize student learning. In particular, such materials should foster a sense of
40 belonging, provide diverse illustrations and examples, and employ accessible and
41 inclusive language. Confronting racial, ethnic, gender, and other inequities in the
42 mathematical sciences warrants the selection of materials that avoid stereotypes in both
43 text and illustrations. Materials should include the strategic use of multiple
44 representations, mechanisms for vocabulary development, and other supports for
45 English learners. To ensure equity, course materials must be accessible to all students
46 and should employ universal design for learning principles.³

47 ***Affordability and Transparency of Costs***

48 Affordability should be a critical factor in selecting course materials. In order to bridge
49 the equity gap, institutions of higher education, departments, and faculty need to
50 address inequities in access to the courses materials.⁴ Institutions or departments
51 should consider affordable options such as content packaged across terms, free or low-
52 cost materials, and open educational resources. Affordability considerations need to
53 include all costs associated with learning activities required in the course (e.g., graphing
54 calculators, software, device type, Internet bandwidth).

55 Transparent communication to students should include the materials list, usage
56 expectations (required, recommended), acquisition options (buy, rent, library loan), and
57 the life cycle associated with the materials. Institutions should have practices in place
58 that allow students to review the full cost associated with enrollment in the course
59 before registration is completed.

60 ***Additional Ethical Considerations When Selecting Course Materials***

61 Selection of course material should be based on merits and characteristics, and on
62 professional judgments and considerations, free of the influence of gratuities,
63 inducements or royalties. AMATYC does not endorse the acceptance of cash or
64 gratuities—including equipment—by instructors, departments, or institutions in
65 exchange for course material adoption. Furthermore, AMATYC does not endorse the
66 buying or selling of desk or examination copies of textbooks.

67 In conclusion, course materials are essential contributors to students' learning,
68 motivation, engagement and success. Faculty must prioritize high quality, inclusivity,

69 accessibility and affordability when selecting course materials for teaching and learning
70 in order to ensure a positive and rich impact on students' academic experiences.

71 Cited references

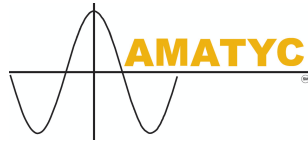
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88



Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Division/Department Leadership ANet

Subject: Postion Statement

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached position statemet entitled “Academic Preparation of Faculty Teaching Mathematics in The First Two Years of College.”

Rationale: The position statement has gone through the necessary revisions and forums.

| | | |
|---|--|---|
| Action taken by the Delegate Assembly on _____ | | |
| <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 |

31 **Definitions**

32

33 The term *faculty* refers to persons who teach students taking courses considered to
34 be at the level of the first two years of post-secondary mathematics. No particular
35 level within a ranking system is implied.

36 The term *dual enrollment courses* refers to college-level courses in which students
37 are earning both high school and college credit concurrently.

38 The phrase *mathematics in the first two years of college* refers to the mathematics
39 content and courses typically offered as part of the first two years of post-secondary
40 education. It does not include developmental or pre-college mathematics.

41 **Recommendation**

42 Only properly qualified personnel should be permitted to teach mathematics at the
43 college level. Faculty should possess the appropriate credentials for the level of
44 mathematics they are teaching. Individuals trained in other disciplines should have
45 sufficient mathematical training prior to teaching mathematics courses. To that
46 end, it is recommended that:

- 47 ● All faculty possess at least the qualifications listed under *Minimal*
48 *Preparation*.
- 49 ● All full-time faculty begin their full-time careers with at least the
50 qualifications listed under *Standard Preparation*.

51 **Guidelines for Formal Preparation**

52 Mathematics curricula at colleges reflect diverse missions and needs. Because of
53 this diversity, the guidelines for the mathematical preparation of college faculty
54 must be sufficiently robust, and yet provide institutions flexibility in identifying
55 qualified faculty. These guidelines, defined below, are divided into these parts:
56 minimal preparation and standard preparation.

57 **Minimal Preparation**

58 It is recommended that preparation include at least 18 semester hours (27 quarter

59 hours) of graduate-level mathematics, mathematics education, applied
60 mathematics, and/or statistics, and/or a related field. Course work in
61 pedagogy/andragogy, and/or teaching experience in mathematics is desirable.

62 **Standard Preparation**

63 It is recommended that all full-time mathematics faculty meet the minimum
64 preparation (see above) and possess at least a master's degree in mathematics,
65 mathematics education, applied mathematics, statistics, and/or a related field.
66 Course work and/or training in mathematics pedagogy/andragogy is recommended.
67 In addition, departments should consider mathematics teaching experience at the
68 secondary and/or post-secondary level. Prior teaching experience may include
69 supervised teaching such as that obtained as a graduate student.

70 **Adjunct and Dual Enrollment Faculty**

71 AMATYC recognizes the value and commitment of adjunct and dual
72 enrollment faculty and recommends that they meet at least the minimal
73 preparation standards outlined above.

74 For further information, see AMATYC's *Dual Enrollment* (AMATYC, 2017) and *Best*
75 *Practices in Employment of Adjunct Faculty* (AMATYC, 2018) position
76 statements.

77 **Resources**

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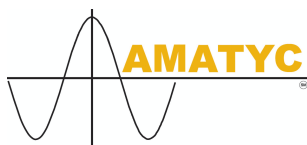
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95 **NOTE:** This position statement is a revision of *Guidelines for the Academic*

96 *Preparation of Mathematics Faculty at Two-Year Colleges*, which was adopted by

97 AMATYC in 1993. Approved by the Delegate Assembly, November 15, 2014.

98



Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Nancy Rivers

Subject: Bylaw Article XIII change

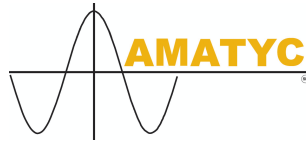
Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached proposed amendment to Article XIII, Amendment, of the AMATYC Bylaws

Rationale:

The Bylaws as currently written require that the hearing on a proposed Bylaw amendment is to take place at the AMATYC Annual Conference. With policy allowing position statement hearings/forums and the Delegate Assembly to occur virtually before or in conjunction with the AMATYC Annual Conference, it seems logical to allow hearings on proposed amendments to the Bylaws to be held virtually.

| | | |
|---|--|---|
| Action taken by the Delegate Assembly on _____ | | |
| <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 |



Delegate Assembly Motion Form

Track Changes Version: (Please use MS Word Track Changes)

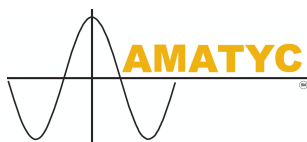
Article XIII Amendment

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~~ no sooner than ten (10) days after this notification and 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.

Clean / Updated Version:

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Delegate Assembly Motion Form

To: AMATYC Delegate Assembly

Year: 2021

From: Task Force adjunct retiree rate

Subject: Bylaw Article II change

Date Submitted: 9/13/2021

Motion: That the AMATYC Delegate Assembly approve the attached proposed amendment to Article II, of the AMATYC Bylaws

Rationale:

In 2019, there was a request from delegates to consider changing the Bylaws to allow adjunct and retiree members to have the same rights as regular members. A task force was created by the AMATYC Executive Board to consider this request. This Bylaw change is a recommendation by this task force.

| | | |
|--|---------------------------------|----------------|
| Action taken by the Delegate Assembly on _____ | | |
| ____ Approved | ____ Postponed Until _____ | ____ Withdrawn |
| ____ Disapproved | ____ Returned for Further Study | ____ Other |

**BYLAWS OF THE
AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES (AMATYC)
Ratified July 2010**

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

Members must complete the proper forms and pay the established dues. Membership in AMATYC shall be restricted to the following:

- A. Regular membership: individual, full-voting members, with one or several subcategories determined by the Board, with dues and levels of benefits determined by the board. ~~—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~~ Associate membership: individual, non-voting members, with one or several subcategories determined by the Board, with dues and levels of benefits determined by the board. ~~A student member-Associate members must not also be a full- or part-time teacher, and must be endorsed by a regular member, and must complete the proper forms and pay the established dues.~~
- C. ~~Adjunct membership—Available to any teacher of mathematics who is not employed full-time in any post-secondary educational institution. An adjunct member must complete the proper forms and pay the established dues.~~
- D. ~~Retired membership—Available to any retired teacher of mathematics or other retired person who is not employed full- or part-time in any educational institution. A retired member must complete the proper forms and pay the established dues.~~
- E. ~~C.~~ Institutional membership: a class of non-individual, non-voting memberships associated with any college, university, learning center, publisher, manufacturer, or similar entity that supports the purposes of the

association. Dues and levels of benefits determined by the board. — 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~~ Associate 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~~ an associate 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~~ the membership beginning date ~~for each month~~ shall be the first day of the calendar month the dues are paid.

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- A. Annual membership dues are paid by all members, except lifetime members.
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Section 1 Any organization interested in affiliating with AMATYC must recognize AMATYC as a prime national organization concerned with the first two years of college mathematics instruction. This is done by voting for affiliation with AMATYC. Applications for affiliation must be approved by the AMATYC Executive Board.

Section 2 An affiliated organization has the following responsibilities:

- A. The membership lists of the organization shall be forwarded to the appropriate AMATYC Regional Vice-President by June 30 in even-numbered years.
- B. Membership in AMATYC should be encouraged for all the affiliate's members.
- C. Each affiliate organization will appoint AMATYC members to serve as affiliate delegates to the Delegate Assembly as discussed in Article VII.

Article V Elected Officers

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

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

Section 3 Terms of Office

- A. The term of office for all elected officers, except for the Treasurer, is two years; beginning on January 1 in even-numbered years and ending on December 31 in the next odd-numbered year. The term limit for all officers, except for the President-Elect, President, Immediate Past President, and Treasurer, is three full successive elected terms in the same office.
- B. The term limit for the President-Elect, President, and Immediate Past President is one full elected term in the same office. The President-Elect automatically succeeds the President at the end of the President's term or when the President leaves office permanently. The President automatically succeeds the Immediate Past President at the end of the President's term. The Immediate Past President may not be elected as President- Elect.
- C. The term of the office for the Treasurer is four years, beginning on January 1 in even-numbered years and ending on December 31 in the second subsequent odd-numbered year. The term limit for the Treasurer is two full successive elected terms in that office.

Section 4 Duties of elected officers

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

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

B. President-Elect

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

C. Immediate Past President

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

D. Secretary

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

E. Treasurer

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

F. Regional Vice-Presidents

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

Section 5 Elections

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

Section 6 Vacancies

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

Article VI Executive Board

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

Section 2 Duties of the Executive Board

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

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

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

Section 5 Action between Regular Meetings

- A. In circumstances as determined by the President or seven members of the Executive Board, at least two of which are national officers, business may be conducted between regular meetings of the Executive Board by means of mail, fax, email or conference calls. The same quorum that applies to regular meetings is required at these meetings to conduct the business of AMATYC.
- B. All actions resulting from a mail, fax, email or conference call vote shall be documented, distributed, and archived by means of a report from the Secretary in the Executive Board minutes of the regular meeting that takes place immediately following the action.
- C. Written or electronic notification of all proposed actions presented between regular meetings must be given to all Board members at least 72 hours before discussion or voting occurs.

Article VII Delegate Assembly

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

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

A. State/Province Delegates

- 1. There 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.

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- **Approved at the Delegate Assembly, November 15, 2014**
 - **Article VII Delegate Assembly** revised and approved at Delegate Assembly November 16, 2019.

**BYLAWS OF THE
AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES (AMATYC)
Ratified July 2010**

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- A. The term of office for all elected officers, except for the Treasurer, is two years; beginning on January 1 in even-numbered years and ending on December 31 in the next odd-numbered year. The term limit for all officers, except for the President-Elect, President, Immediate Past President, and Treasurer, is three full successive elected terms in the same office.
- B. The term limit for the President-Elect, President, and Immediate Past President is one full elected term in the same office. The President-Elect automatically succeeds the President at the end of the President's term or when the President leaves office permanently. The President automatically succeeds the Immediate Past President at the end of the President's term. The Immediate Past President may not be elected as President- Elect.
- C. The term of the office for the Treasurer is four years, beginning on January 1 in even-numbered years and ending on December 31 in the second subsequent odd-numbered year. The term limit for the Treasurer is two full successive elected terms in that office.

Section 4 Duties of elected officers

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

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

B. President-Elect

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

C. Immediate Past President

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

D. Secretary

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

E. Treasurer

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

F. Regional Vice-Presidents

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

Section 5 Elections

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

Section 6 Vacancies

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

Article VI Executive Board

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

Section 2 Duties of the Executive Board

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

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

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

Section 5 Action between Regular Meetings

- A. In circumstances as determined by the President or seven members of the Executive Board, at least two of which are national officers, business may be conducted between regular meetings of the Executive Board by means of mail, fax, email or conference calls. The same quorum that applies to regular meetings is required at these meetings to conduct the business of AMATYC.
- B. All actions resulting from a mail, fax, email or conference call vote shall be documented, distributed, and archived by means of a report from the Secretary in the Executive Board minutes of the regular meeting that takes place immediately following the action.
- C. Written or electronic notification of all proposed actions presented between regular meetings must be given to all Board members at least 72 hours before discussion or voting occurs.

Article VII Delegate Assembly

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

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

A. State/Province Delegates

- 1. There 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 members of AMATYC, are permitted one additional state/province delegate for each 50 regular members of AMATYC or fraction thereof above 50, determined by each member's preferred mailing address. The count of regular 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.

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- **Approved at the Delegate Assembly, November 15, 2014**
 - **Article VII Delegate Assembly** revised and approved at Delegate Assembly November 16, 2019.